








French | My city | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	une bibliothèque	A library	Dans mon collège, il y a une bibliothèque .
	un centre commercial	A Shopping centre	Dans ma ville il y a un centre commercial moderne.
	un cinéma	A cinema	Le cinéma est en face de la piscine.
	un hôpital	A hospital	Dans ma ville il n'y a pas d' hôpital .
	Un stade	A stadium	J'aime visiter le stade avec mon copain.
	une librairie	A book shop	Il n'y a pas de librairie dans ma ville.
	une boulangerie	A bakery	Dans ma ville il y a une petite boulangerie .
	un parc	A park	Il y a un parc fantastique.
	un magasin	A shop	Il y a un petit magasin .
	un supermarché	A supermarket	Où-est le supermarché, s'il vous plaît??
	une gare	A train station	Où-est la gare, s'il vous plaît?

French | My city | KO

Check for knowledge:

- I can say where I live (Step 1)
- I can describe my city (Step 1+2)
- I can give opinions on my local area (Step 2 + 3)
- I can use more complex phrases in my writing. (Step 4)

Step 1: Saying where you live

J'habite à Londres	I live in London
J'habite en Angleterre	I live in England
On habite	We live
Une ville	A town/city
Une maison	A house
Un appartement	A flat/apartment
Avec ma famille	With my family

Step 2: Describing your city

Dans ma ville il y a		In my city there is	
Dans ma ville il n'y a pas de		In my city there isn't	
Ma ville est... / n'est pas...		My city is/isn't	
Dans ma ville on peut...		In my city you can	
Un parc	A park	Faire du shopping	To go shopping
Un supermarché	A supermarket	Faire du sport	To do sport
Un cinéma	A cinema	Manger au restaurant	To eat in a restaurant
Un hôpital	A hospital	Regarder un film	To watch a film
Un centre commercial	A shopping centre	Prendre des photos	To take photos

Step 3: Giving opinions

Je pense que	I think that		
Je dirais que	I would say that		
À mon avis	In my opinion		
Ma ville est	My city is...		
grand(e)	big	intéressant(e)	interesting
petit(e)	small	barbant(e)	boring
amusant(e)	fun	passionnant(e)	exciting
divertissant(e)	entertaining	fantastique	fantastic
affreux(se)	awful	terrible	terrible
historique	historic	propre	clean
sale	dirty	moderne	modern

Step 4: Elevate your sentences with connectives

aussi	Also
en plus	In addition
mais	but
et	and
ou	Or
où	Where
cependant	However
Par contre	on the other hand

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Have you used...

1. a verb?	2. a noun?	3. a connective?	4. a complex phrase?	5. a noun?
<p>Dans ma ville il y a (In my town/city there is)</p> <p>Dans mon quartier il y a (In my neighbourhood)</p> <p>Dans ma banlieue il y a (In my suburb there is)</p>	<p>un cinéma (a cinema) centre)</p> <p>une piscine (a pool)</p> <p>un hôpital (a hospital)</p> <p>une boulangerie (a bakery)</p> <p>une église (a church)</p> <p>un hôtel de ville (a town hall)</p> <p>des magasins (some shops)</p> <p>un centre commercial (a shopping centre)</p>		<p>il n'y a pas de (there is not)</p> <p>si c'était possible, je préférerais avoir (if it were possible, I would prefer to have)</p> <p>je voudrais avoir (I would like to have)</p>	<p>un cinéma (a cinema)</p> <p>un centre commercial (a shopping centre)</p> <p>une piscine (a pool)</p> <p>un hôpital (a hospital)</p> <p>une boulangerie (a bakery)</p> <p>une église (a church)</p> <p>un hôtel de ville (a town hall)</p> <p>des magasins (some shops)</p>
<p>Dans ma ville on peut (In my town you can)</p> <p>Dans mon quartier on peut (In my neighbourhood you can)</p> <p>Dans ma banlieue on peut (In my suburb you can)</p>	<p>faire du shopping (do shopping)</p> <p>faire du sport (do sport)</p> <p>aller au cinéma (go to the cinema)</p> <p>visiter le musée (visit the museum)</p> <p>faire de la randonnée (go hiking)</p> <p>sortir avec des amis (go out with friends)</p> <p>Example: Dans ma ville il y a un cinéma mais on ne peut pas faire de la randonnée. (In my city there is a cinema but you cannot go hiking)/</p>	<p>mais (but)</p> <p>et (and)</p> <p>cependant (however)</p> <p>par contre (on the other hand)</p>	<p>on ne peut pas (you cannot)</p> <p>si c'était possible, je préférerais (if it were possible, I would prefer)</p> <p>je voudrais (I would like)</p>	<p>faire du shopping (do shopping)</p> <p>faire du sport (do sport)</p> <p>aller au cinéma (go to the cinema)</p> <p>visiter le musée (visit the museum)</p> <p>faire de la randonnée (go hiking)</p> <p>sortir avec des amis (go out with friends)</p>

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Success Criteria:

Have you **introduced yourself**?

- Can you describe **where** you live?
- Who** do you live with?
- Can you describe your **house**? Have you used a variety of **adjectives**? Could you add an **intensifier**?
- Can you describe **your local area**? Have you included a range of **nouns**?
- Can you include where you **would like** to live? Have you used any **complex structures**?

Simple answer:

Bonjour, je m'appelle Erica et j'habite dans une petite maison avec mes parents dans une ville qui s'appelle Londres. J'aime ma ville parce que c'est très intéressant. Dans ma ville il y a un cinéma et un centre commercial. Cependant, il n'y a pas de parc.

Extended answer:

Bonjour, je m'appelle Erica et j'ai dix ans. J'habite avec ma famille dans un appartement dans le centre-ville. Dans ma ville il y a beaucoup à faire. On peut visiter le parc où il y a des magasins assez intéressants. J'aime ma ville mais c'est un peu sale. Donc, je voudrais habiter à la campagne parce que c'est plus relaxant.












Connectives
used to link
ideas

Variety of
adjectives











Intensifiers
used to add
detail

Fancy phrase used to
upgrade answer.

French | Environmental problems | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	l'environnement	the environment	Je m'inquiète beaucoup pour l'environnement .
	le climat	the climate	Le climat est touché par la circulation.
	la planète / la terre	the planet /the earth	La planète est en danger.
	la pollution	the pollution	Il faut organiser des manifestations contre la pollution .
	la circulation	the traffic	L'environnement est menacé par la circulation .
	la sécheresse	the drought	La sécheresse est le problème le plus important.
	les déchets / les ordures	the rubbish	On doit jeter les déchets / les ordures dans la poubelle.
	les inondations	the flooding	Dans mon pays, il y a beaucoup d' inondations .
	le changement climatique	the climate change	Comment s'organiser face au changement climatique ?
	le réchauffement de la planète	the global warming	On peut arrêter le réchauffement de la planète .
	les animaux en danger	the animals in danger	Partout dans le monde les animaux sont en danger de disparition.

French | Solutions | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	pour aider la planète	to help the planet	Pour aider la planète , on doit recycler plus.
	c'est nécessaire de réduire la pollution	It is necessary to reduce pollution	Pour sauver la planète, c'est nécessaire de réduire la pollution.
	je recycle plus	I recycle more	En ce moment, Je recycle plus et surtout le plastique.
	je trie mes déchets	I sort my rubbish	Tous les jours, je trie mes déchets pour sauver la planète.
	je protège la planète	I protect the planet	Je protège la planète en étant végétarien.
	je réutilise les sacs en plastique	I reuse plastic bags	Je protège la planète car je réutilise les sacs en plastique.
	j'achète des produits verts	I buy green products	Ma famille et moi, on achète toujours des produits verts.
	j'utilise les transports en commun	I use public transport	Pour aller au collège, j'utilise les transports en commun.
	je marche plus souvent	I walk more often	Je marche plus souvent pour réduire la pollution.
	je fais du bénévolat	I volunteer	Pour aider les gens, je fais du bénévolat.

French | Environmental and Social Issues | KO

Check for knowledge:

- I can say what worries me (Steps 1+4)
- I can talk about problems and give solutions (Steps 1-4)
- I can give justified opinions (Step 1-4)
- I can use a range of time markers (Step 4)

Step 1: Say what worries you

Le plus grand problème		The biggest problem	
Ce qui m'inquiète		What worries me	
Maintenant, j'utilise / je fais / je vais		Now, I use / I do / I go	
Il y a des déchets partout		There are rubbish everywhere	
Les effets du changement climatique		The effects of climate change	
Les gens pensent que	<i>People think that</i>	La destruction	destruction
Lutter contre	Fight against	La menace	threat
Le recyclage	rcycling	S'organiser	To get organised
La protéction	protection	En étant	By being

Step 2: Talk about social issues

J'aide		I help	
Il faut aider		You must help	
Les gens	<i>people</i>	Les sans abris	<i>homeless</i>
La faim	<i>hunger</i>	Le / la bénévole	<i>volunteer</i>
La guerre	<i>war</i>	Au chômage	<i>unemployed</i>
La violence	<i>violence</i>	La société	<i>society</i>

Step 3: Giving solutions

Je fais beaucoup pour	<i>I do a lot to</i>
Pour sauver la planète	<i>To save the planet</i>
Pour protéger l'environnement	<i>To protect the environment</i>
On peut changer le monde	<i>We can change the world</i>
On peut améliorer la situation	<i>We can improve the situation</i>
Organiser des manifestations	<i>To organise protests</i>
Je fais de mon mieux	<i>I do my best</i>
J'ai l'intention de	<i>I intend to</i>

Step 4: Elevate your sentences with time markers

Maintenant	<i>now</i>
En ce moment	<i>Right now.</i>
Tous les jours	<i>Every day</i>
Pendant le weekend	<i>At the weekend</i>
La semaine dernière	<i>Last week</i>
L'année dernière	<i>Last year</i>
Récemment	<i>recently</i>
A l'avenir	<i>In the future</i>

French | Environment | KO

Have you used?

1. a time marker?	2. a sentence starter?	3. a noun?	4. a connective?	5. reason?	6. a negative form?	7. a solution?	
<p>En ce moment (At the moment)</p> <p>Actuellement (At the moment)</p> <p>De nos jours (Nowadays)</p>	<p>le problème le plus important (the most important problem)</p>	<p>c'est (is)</p> <p>la pollution (pollution)</p> <p>la circulation (traffic)</p> <p>les sacs en plastique (plastic bags)</p> <p>les papiers dans la rue (papers on the street)</p> <p>les déchets (rubbish)</p>	<p>car (because)</p> <p>parce qu' (because)</p> <p>puisque' (because / since)</p> <p>étant donné qu' (because)</p>	<p>il y a (there is)</p> <p>trop de voitures dans la rue (too many cars in the street)</p> <p>trop de pollution dans les océans à cause du plastique. (too much pollution in the oceans because of the plastic)</p>	<p>il n'y a pas (assez) de (there isn't) (enough)</p> <p>centres de recyclage (recycling centres)</p> <p>poubelles (bins)</p> <p>transports en commun (public transports)</p>	<p>On doit (we must)</p> <p>On devrait (we should)</p> <p>On peut (we can)</p> <p>On pourrait (we could)</p> <p>Il faut (you must)</p> <p>Il faudrait (you should)</p>	<p>recycler plus. (recycle(d) more)</p> <p>utiliser les transports en commun. (use(d) public transports)</p> <p>marcher plus souvent. (walk(ed) more often)</p> <p>construire plus de centres de recyclage. (build (built) more recycling centres)</p> <p>utiliser plus de sacs pour la vie (use(d) bags for life)</p> <p>avoir plus de poubelles dans les rues (have (had) more bins in the streets)</p>
<p>Past tense</p> <p>Quand j'étais petite (When I was little)</p> <p>Quand j'étais jeune (When I was young)</p> <p>Quand j'avais 10 ans (When I was 10)</p>	<p>c'était (was)</p>			<p>il y avait (there was)</p> <p>trop de voitures dans la rue (too many cars in the street)</p> <p>trop de pollution dans les océans à cause du plastique. (too much pollution in the oceans because of the plastic)</p>	<p>il n'y avait pas (assez) de (there wasn't) (enough)</p> <p>centres de recyclage (recycling centres)</p> <p>poubelles (bins)</p> <p>transports en commun (public transports)</p>	<p>On aurait dû (we should have)</p> <p>On aurait pu (we could have)</p> <p>Il aurait fallu (we should have)</p>	
<p>Example: En ce moment, le problème le plus important c'est la circulation car il y a beaucoup de voitures. On devrait marcher plus. Souvent.</p> <p>(At the moment, the biggest problem is traffic because there are too many cars. We should walk more often.)</p>							

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Success Criteria:

- Can you talk about environmental problems?
- Can you give **opinions** and **reasons** about **the environment**? Have you used the correct **word order** and **adjective endings**?
- Can you suggest **solutions**? Can you use justified opinions?
- Can you add another tense and time markers? Could you add an **intensifier**?

Simple answer:

Je m'intéresse beaucoup à l'environnement et j'adore aussi la nature. Dans ma ville, il y a beaucoup de pollution. J'essaie de recycler les déchets et j'utilise les transports publics. Je pense qu'on doit recycler plus.

Connectives
used to link ideas

Intensifiers
used to add detail

Fancy phrases
to elevate your work


Time marker

Extended answer:











Je m'intéresse beaucoup à l'environnement et j'adore aussi a nature. Je dirais que dans ma ville, il y a beaucoup de pollution. A mon avis, protéger l'environnement est très important. J'essaie de recycler, quand je peux, les déchets, le verre et le plastique et en plus, j'utilise les transports publics. Chaque personne doit faire un effort pour sauver la planète. A l'avenir j'ai l'intention de faire du bénévolat pour une association qui aide les personnes qui vivent dans la rue.

Opinion phrases used to upgrade answer.

Spanish | Environmental problems | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	el medio ambiente	the environment	Estoy muy preocupado por el medio ambiente .
	el clima	the climate	El clima se ve afectado por el tráfico.
	el planeta / la tierra	the planet /the earth	El planeta está en peligro.
	la polución/la contaminación	the pollution	Hay que organizar manifestaciones contra la contaminación
	el tráfico	the traffic	El medio ambiente está amenazado por el tráfico .
	la sequía	the drought	La sequía es el problema más importante.
	la basura	the rubbish	Debemos tirar la basura en el basurero
	las inundaciones	the flooding	En mi país, hay muchas inundaciones
	el cambio climático	the climate change	¿Cómo organizarse frente al cambio climático ?
	el calentamiento global	the global warming	Podemos detener el calentamiento global .
	los animales en peligro	the animals in danger	En todo el mundo, los animales están en peligro de extinción.

Spanish | Solutions | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	Para ayudar al planeta	to help the planet	Para ayudar al planeta , debemos reciclar más
	Es necesario reducir la contaminación	It is necessary to reduce pollution	Para salvar el planeta, es necesario reducir la contaminación.
	Reciclo más	I recycle more	Actualmente, estoy reciclando más, especialmente el plástico.
	Separo la basura	I sort the rubbish	Todos los días separo la basura para salvar el planeta.
	Cuido el planeta	I protect the planet	Cuido el planeta siendo vegetariano.
	Reutilizo las bolsas de plástico	I reuse plastic bags	Protejo el planeta reutilizando bolsas de plástico.
	Compro productos ecológicos / verdes	I buy green products	Mi familia y yo siempre compramos productos ecológicos/ verdes
	Uso el transporte público	I use public transport	Para ir al colegio, uso el transporte público.
	Camino más seguido	I walk more often	Camino más seguido para reducir la contaminación.
	Soy voluntario	I volunteer	Para ayudar a la gente, soy voluntario.

Spanish | Environment | KO

Adverbs of frequency	Activities	...because it is important...	Justification
<p>Siempre (always)</p> <p>Todos los días (every day)</p> <p>A diario (every day)</p> <p>Cada día (every day)</p> <p>Cada mañana (every morning)</p> <p>A menudo (often)</p> <p>A veces (at times)</p> <p>De vez en cuando (sometimes)</p> <p>Raramente (rarely)</p> <p>Casi nunca (almost never)</p> <p>Nunca (never)</p>	<p>reciclo en casa (I recycle at home)</p> <p>reutilizo las bolsas de plástico (I reuse plastic bags)</p> <p>apago las luces (I switch off the lights)</p> <p>desconecto aparatos inactivos (I disconnect inactive devices)</p> <p>uso mi bici (I use my bike)</p> <p>uso el transporte público (I use public transport)</p> <p>camino (I walk)</p> <p>tomo una ducha en lugar de un baño (I have a shower instead of a bath)</p> <p>separo la basura (I separate the rubbish)</p> <p>utilizo bombillas ecológicas (I use energy saving lightbulbs)</p> <p>compro productos locales (I buy local products)</p> <p>compro productos orgánicos (I buy organic products)</p> <p>protesto en un grupo ecológico (I protest in a green group)</p>	<p>...porque es importante... (because it is important)</p> <p>...dado que es esencial... (given that it is essential)</p> <p>...ya que es imprescindible... (since it is essential)</p>	<p>ahorrar energía (to save energy)</p> <p>ahorrar agua (to save water)</p> <p>no malgastar energía (to not waste energy)</p> <p>no malgastar agua (to not waste water)</p> <p>no malgastar nuestros recursos naturales (to not waste our natural resources)</p> <p>proteger el medio ambiente (to protect the environment)</p> <p>cuidar el planeta (to look after the planet)</p> <p>no dañar el medio ambiente (not to harm the environment)</p>

Example: A menudo, separo la basura dado que es esencial proteger el medio ambiente.

(Often, I separate the rubbish given that it is essential to protect the environment)

Spanish | Environmental and Social Issues | KO

Check for knowledge:

- I can say what worries me (Steps 1+4)
- I can talk about problems and give solutions (Steps 1-4)
- I can give justified opinions (Step 1-4)
- I can use a range of time markers (Step 4)

Step 1: Say what worries you

el mayor problema		The biggest problem	
Lo que me preocupa		What worries me	
Ahora estoy usando / estoy haciendo / voy a		Now, I use / I do / I go	
Hay basura por todas partes		<i>There are rubbish everywhere</i>	
Los efectos del cambio climático		The effects of climate change	
La gente piensa que	<i>People think that</i>	la destrucción	destruction
Luchar contra	Fight against	la amenaza	threat
el reciclaje	rcycling	organizarse	To get organised
la protección	protection	estando	<i>By being</i>

Step 2: Talk about social issues

ayudo		I help	
Hay que ayudar		You must help	
La gente	<i>people</i>	Es sin hogar	<i>homeless</i>
El hambre	<i>hunger</i>	El / la voluntario/a.	<i>volunteer</i>
La guerra	<i>war</i>	En el paro	<i>unemployed</i>
La violencia	<i>violence</i>	La sociedad	<i>society</i>

Step 3: Giving solutions

Hago mucho para	I do a lot to
Para salvar el planeta	To save the planet
Para proteger el medio ambiente	To protect the environment
Podemos cambiar el mundo	We can change the world
Podemos mejorar la situación	We can improve the situation
Organizar manifestaciones	To organise protests
Hago lo mejor que puedo	I do my best
Tengo la intención de	I intend to

Step 4: Elevate your sentences with time markers

Ahora	Now
En este momento	Right now
Todos los días	Every day
Durante el fin de semana	During the weekend
La semana pasada	Last week
El año pasado	Last year
Recientemente	recently
En el futuro	In the future

Spanish | Environment | Skills Guide

Success Criteria:

- ❑ Can you talk about environmental problems?
- ❑ Can you give **opinions** and **reasons** about **the environment**? Have you used the correct **word order** and **adjective endings**?
- ❑ Can you suggest **solutions**? Can you use justified opinions?
- ❑ Can you add another tense and time markers? Could you add an **intensifier**?

Simple answer:

Me interesa mucho el medio ambiente y también me gusta la naturaleza. En mi ciudad hay mucha contaminación. Intento reciclar residuos y utilizar el transporte público. Creo que necesitamos reciclar más.

Connectives
used to link ideas

Intensifiers
used to add detail

Fancy phrases
to elevate your work


Time marker

Extended answer:

Me interesa **mucho** el medio ambiente y también me gusta la naturaleza. Yo diría que en mi ciudad hay mucha contaminación. **En mi opinión** proteger el medio ambiente es importante. Intento reciclar, cuando puedo, residuos, vidrio y plástico y además uso el transporte público. **Cada persona debe hacer un esfuerzo para salvar el planeta.** **En el futuro** planeo ser voluntario en una asociación que ayuda a las personas que viven en la calle.

Opinion phrases used to upgrade answer.

Spanish | My city | Topic Dictionary

Image	Key Word	Definition	In a Sentence
	Una biblioteca	A library	En mi insti hay una biblioteca .
	un centro comercial	a shopping centre	En mi pueblo, hay un centro comercial grande .
	Un cine	A cinema	Un cine está en mi ciudad.
	Un hospital	a hospital	En mi ciudad hay un hospital .
	Un estadio	A stadium	Me gusta visitar un estadio con mi amigo
	Una librería	A book shop	No hay una librería en mi pueblo.
	Una pastelería	A bakery	En mi ciudad hay una panadería excelente.
	Un parque	A park	Hay un parque fantástico.
	Una tienda	A shop	Hay una tienda pequeña.
	un supermercado	A supermarket	¿Dónde está un supermercado , por favor?
	una estación de tren	A train station	¿Dónde está la estación de tren , por favor?

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Have you used...

1. a verb?	2.)a noun?	3. a connective?	4. a complex phrase?	5. a noun?
<p>En mi pueblo/ciudad hay (In my town/city there is)</p> <p>En mi barrio hay (In my neighbourhood there is)</p>	<p>Un cine (a cinema) un centro comercial (a shopping centre) una piscina (a pool) un hospital (a hospital) Una panadería (a bakery) Una iglesia (a church) un ayuntamiento (a town hall) Unas tiendas (some shops)</p>	<p>pero (but)</p>	<p>No hay (there is not)</p> <p>si fuera posible, preferiría tener (if it were possible, I would prefer to have)</p> <p>Me gustaría tener (I would like to have)</p>	<p>Un cine (a cinema) un centro comercial (a shopping centre) una piscina (a pool) un hospital (a hospital) Una panadería (a bakery) Una iglesia (a church) un ayuntamiento (a town hall) Unas tiendas (some shops)</p>
<p>En mi pueblo se puede (In my town you can)</p> <p>En mi barrio hay (In my neighbourhood you can)</p>	<p>Ir de compras (do shopping) Hacer deporte (do sport) Ir al cine (go to the cinema) Visitar los museos (visit the museum) Hacer senderismo (go hiking) Salir con amigos (go out with friends)</p> <div style="border: 2px solid green; padding: 5px; margin-top: 10px;"> <p>Example: En mi ciudad hay un cine pero no se puede hacer senderismo.</p> <p>(In my city there is a cinema but you cannot go hiking)/</p> </div>	<p>Y (and)</p> <p>Sin embargo (however)</p>	<p>No se puede (you cannot)</p> <p>si fuera posible, preferiría (if it were possible, I would prefer)</p> <p>Me gustaría (I would like)</p>	<p>Ir de compras (do shopping) Hacer deporte (do sport) Ir al cine (go to the cinema) Visitar los museos (visit the museum) Hacer senderismo (go hiking) Salir con amigos (go out with friends)</p>

Spanish | My city | KO

Check for knowledge:

- I can say where I live (Step 1)
- I can describe my city (Step 1+2)
- I can give opinions on my local area (Step 2 + 3)
- I can use more complex phrases in my writing. (Step 4)

Step 1: Saying where you live

Vivo en	<i>I live in</i>
Vivimos en	<i>We live in</i>
Un pueblo	<i>A town</i>
Una ciudad	<i>A city</i>
Una casa	<i>A house</i>
Un piso	<i>An apartment</i>
Con mi familia	<i>With my family</i>

Step 2: Describing your city

En mi ciudad hay	In my city there is		
En mi ciudad no hay	In my city there isn't		
Mi ciudad es/no es	My city is/isn't		
En mi ciudad se puede	In my city you can		
Un parque	A park	Ir de compras	Go shopping
Un supermercado	A supermarket	Hacer deporte	Do sport
Un cine	A cinema	Comer en restaurantes	Eat in restaurants
Un hospital	A hospital	Ver películas	Watch films
Un centro comercial	A shopping centre	Sacar fotos	Take photos

Step 3: Giving opinions

Pienso que	<i>I think that</i>		
Diría que	<i>I would say that</i>		
En mi opinión	<i>In my opinion</i>		
(No) Es	<i>It is / It isn't</i>		
Grande	<i>big</i>	Interesante	<i>interesting</i>
pequeño	<i>Small</i>	Aburrido	<i>Boring</i>
Divertido	<i>Fun</i>	Emocionante	<i>Exciting</i>
Entretenido	<i>Entertaining</i>	Fantástico	<i>Fantastic</i>
Fatal	<i>Awful</i>	Sucio -a	<i>Dirty</i>
Histórico -a	<i>historic</i>	Limpio -a	<i>Clean</i>
Moderno -a	<i>modern</i>	Viejo -a	<i>Old</i>

Step 4: Elevate your sentences with connectives

También	<i>Also</i>
Además	<i>In addition</i>
Sin embargo	<i>However</i>
Pero	<i>but</i>
Y	<i>and</i>
O	<i>or</i>

Spanish | My city | Skills Guide

Success Criteria:

Have you **introduced yourself**?

- Can you describe **where** you live?
- Can you describe your **house**? Have you used a variety of **adjectives**? Could you add an **intensifier**?
- Can you describe **your local area**? Have you included a range of **nouns**?
- What was your area **like in the past**?
- Can you include where you **would like** to live? Have you used any **complex structures**?

Simple answer:

Hola, me llamo Érica y vivo en una casa grande con mis padres en una ciudad que se llama Londres. Me gusta mucho mi ciudad porque es muy interesante. En mi ciudad hay un cine y un centro commercial. Sin embargo, no hay parque.

Extended answer:

Hola, me llamo Érica y tengo diez años. Vivo con mi familia en un piso bonito en el centro de la ciudad. En mi ciudad, hay mucho que hacer como visitar el parque o hay unas tiendas bastante interesantes. Me gusta mi barrio pero es un poco sucio, pero en el pasado era muy limpio. Por lo tanto, me gustaría vivir en el campo porque es muy relajante.







Connectives
used to link
ideas

Variety of
adjectives


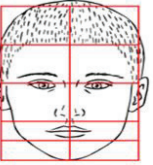




Intensifiers
used to add
detail

Fancy phrase used to
upgrade answer.

Art | Y9 Portraiture | Topic Dictionary

Image	Word	Definition	In a sentence...
	cross-hatching	Cross-hatching is the layering of multiple lines to achieve tone. Artists draw in the direction of the shape they are drawing to achieve a realistic and lifelike appearance. The more layers you use the darker the tone achieved. Notice the curved lines in the folds of skin and lighter areas that have no lines.	I could improve my control of cross hatching to create marks that are closer together creating darker areas, adding to the illusion of a 3D form.
	composition	A portrait's composition is the sum of how you place all the parts within it: use of the edges of the frame, use of shapes within the frame, the prominence of any foreground/background details, the position of the subject within the frame, even the shape of the frame itself.	Within the composition in Parmigianino's portrait the artist is playing with illusion through compositional tricks.
	depth	The illusion of space / solidity. Using tone in your allows you to create pictorial depth or space .	I have observed depth of tone using my 2B lead pencil, to show the mid and dark tones in my recording of the facial features.
	form	In relation to art the term form has two meanings: it can refer to the overall form taken by the work – its physical nature; or within a work of art it can refer to the element of shape among the various elements that make up a work	I have observed shape and form in my drawing of the nose, however my tone needs greater depth and variation to improve the 3D appearance of the form .
	line	Lines that are used to define the shape or form of an object or a figure, or to highlight key details of an image are called contour lines (or outlines).	I have used a soft use of line in mapping out my portrait and in my observation of the facial features.
	mood	Mood is the atmosphere in a painting, or the feeling expressed. Is the art tranquil, or is it dark and disturbing? Tone refers to the lightness or darkness of colours used, which can help to create a sense of depth or distance in art. Artists use light and dark colours to convey a mood or an emotion.	The mood of the piece is dark and subdued, due to its dark colour palettes and exaggerated features.

Art | Y9 Portraiture | Topic Dictionary

Image	Word	Definition	In a sentence...
	perspective	Perspective helps create the illusion of realism, space and depth in a two-dimensional work. It allows artists to create more lifelike images that appear three-dimensional. Ultimately, this enhances viewer engagement by drawing them into the painting, creating a more immersive experience.	have observed and used perspective in my recording of a portrait to create a 3D appearance observing shape and form.
	proportion	Proportion refers to the dimensions of a composition and relationships between height, width and depth. How proportion is used will affect how realistic or stylised something seems. Proportion also describes how the sizes of different parts of a piece of art or design relate to each other.	I have observed accurate proportion of the size and shape of the head with accompanying features.
	scale	Scaling is the process of adjusting proportions and dimensions, is pivotal in pencil portrait drawing. It ensures that the final artwork accurately represents the subject, capturing facial features and expressions with precision.	I have a proportional representation of a human head to scale .
	shape	Shape is an area enclosed by a line. It could be just an outline, or it could be shaded in. Shapes can be geometric or irregular.	In my drawings of the facial features I have recorded a good use of varied shape with a soft and controlled use of line.
	symmetry	To be equal on both sides. You'll see both sides of your face are pretty symmetrical. This is known as bilateral symmetry and it's where both sides either side of this dividing line appear more or less the same.	have observed a good use of symmetry in my proportional drawing of the portrait with even tone.
	tone	This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows .	I am developing my application of tone in my observation of the face, using the rubber to create light areas against varied tone .

Year 9 Art: Portraiture – Writing About Art...

Sentence Starters

1. **Describe** in detail the artist/s work, using the **keywords and art specific vocabulary**.
3. Give your own opinions

Possible starting points

In the picture I can see.....

It is a picture of a

(sea scape, Landscape, portrait, still life group, street scene,

The colours remind me of.....

The way the artists has applied paint reminds me of.....

The artists has usedpaint and has applied it with.....brushstrokes.

The image is arranged

The eye is drawn through the image in a

The artist has composed the painting in a

(Artists name) work contrast with (Other Artists name) because

He has **used**.....colours that have/convey.....affect.

The effect of the artists brush strokes is.....

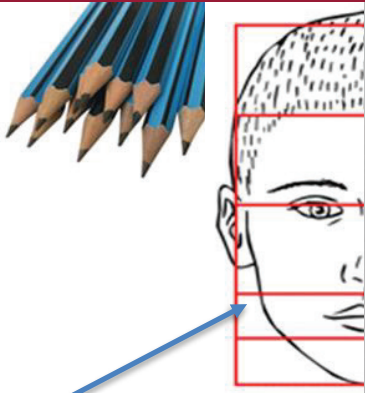
The mood the artist has conveyed is.....

The image reminds me of.....because of the.....

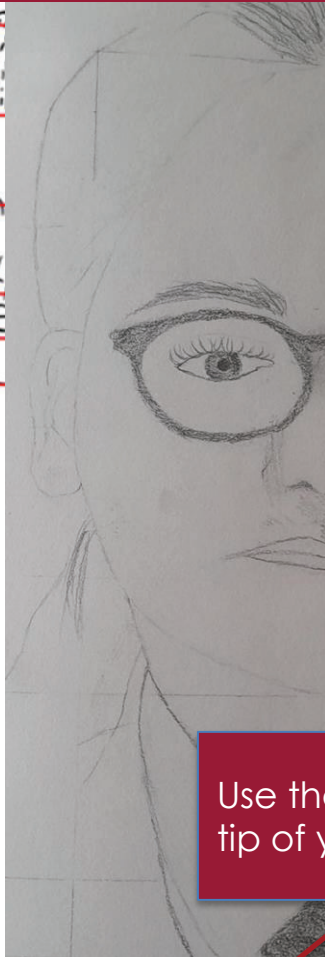
In comparisonhas used paint

The artists use of paint/brush strokes/colour.....

Skills Guide: AO3 Recording Observations: Exemplars



When creating your self portrait, it is important to get the facial proportions correct. Use the guide lines a formula for positioning facial features. This formula should be used to help you see where proportionally features are placed and measure head shape and compare.

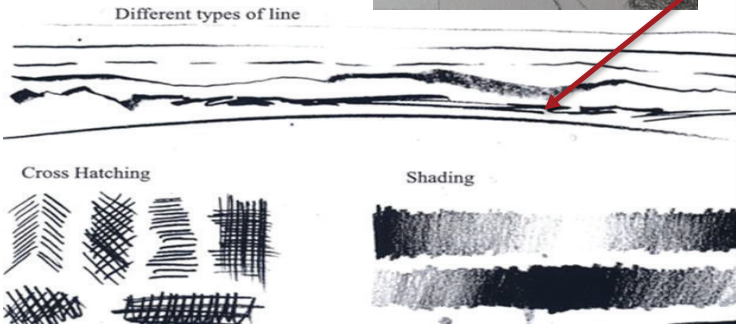


symmetry: To be equal on both sides. You'll see both sides of your face are pretty symmetrical. This is known as bilateral symmetry and it's where both sides either side of this dividing line appear more or less the same.



Use the side and tip of your pencil.

Use the side of the pencil to shade large areas, especially good for the hair.



LINE
-tone
TEXTURE
SHAPE
FORM

From your line drawing, apply tone and build up depth of tone and texture in the hair.

AO3: RECORDING OBSERVATIONS

(Evidence)
Record ideas, observations and insights relevant to intentions as work progresses.

I can visually adapt and improve my work combining and organising ideas showing outstanding recording with a high level of observation.

I can observe with attention to detail and skill with adequate effect and annotation that records insights with ideas fully explained.

I can observe and record from life/resources with some skill and annotate in my own words with clear explanations.

I can record limited ideas and annotate in my own words, showing some confidence emerging with observations.

I can record to a basic level from resources with some key-terms.

As a Year 9 Artist I can...

I can use pencil and pen to show light and shade with control.

I can use a soft use of line to show a well-defined shape with proportion.

I can use mark-making and tonal range to evidence form.

I can observe shape and form so my drawing looks 3D.

I can respond to the features/ideas used in the work of others creatively and describe them with perceptive ideas.

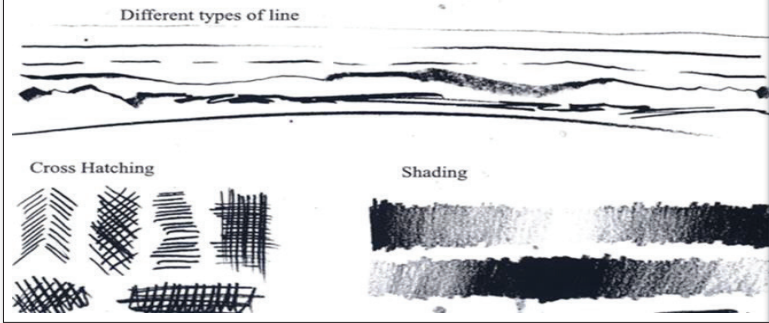
I can reflect and annotate my own work with next steps.

Skills Guide: AO3 Recording Observations: Exemplars



Once your outline is proportionally drawn to scale add tone.

Develop tonal range from light to dark using the side and tip of your pencil. Use the white of your page for highlights and your rubber to knock back with to create light and reflection.



AO3: RECORDING OBSERVATIONS

(Evidence)
Record ideas, observations and insights relevant to intentions as work progresses.

I can visually adapt and improve my work combining and organising ideas showing outstanding recording with a high level of observation.

I can observe with attention to detail and skill with adequate effect and annotation that records insights with ideas fully explained.

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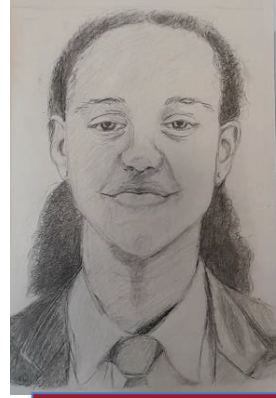
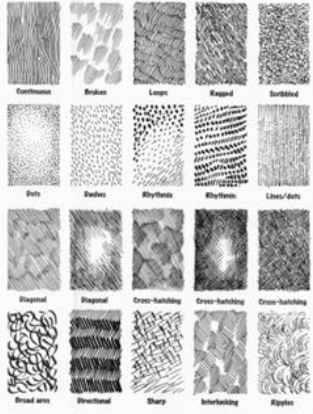
I can record to a basic level from resources with some key-terms.

LINE
-tone
TEXTURE
SHAPE
FORM



Skills Guide: AO3 Recording Observations: Exemplars

Line and linear drawing



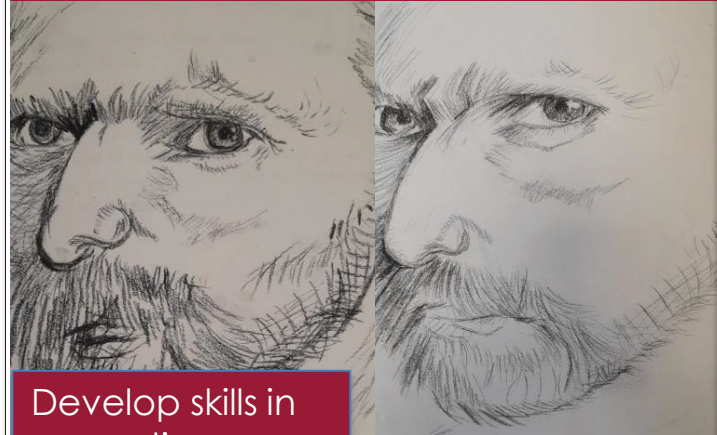
Pen outline and details using mark-making.



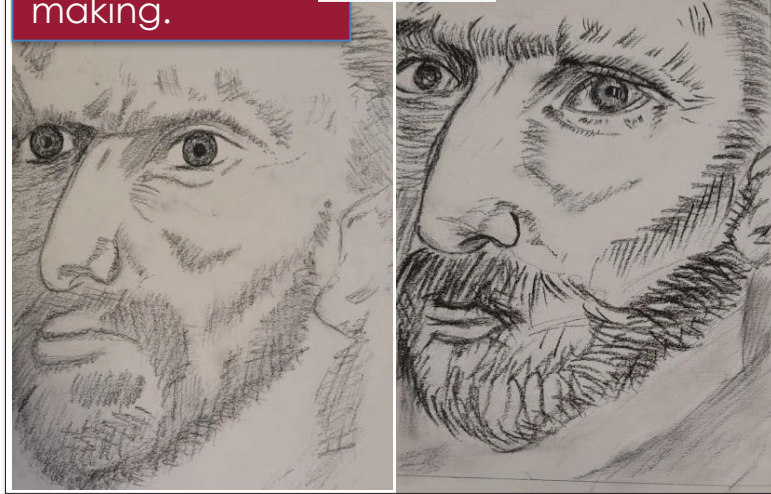
Add a **small** amount of water to your brush and add wash **delicately** to create softer areas and reflections. Less is more **do not** add water everywhere.



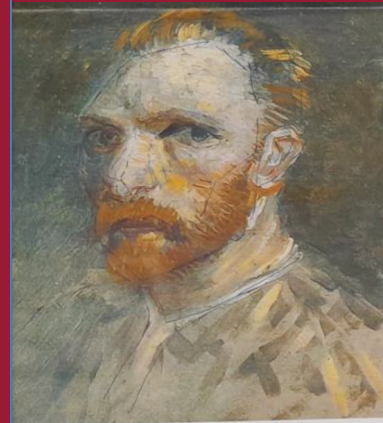
Skills Guide: AO1: RESEARCH (ARTISTS & IMAGE) AO2: EXPERIMENTS WITH MEDIA(Refine)



Develop skills in proportion, angle and shape working from Van Goghs self portraits in charcoal pencil. Use side and tip of the pencil exploring mark-making.



Demonstrate critical understanding of Artists and explore media experimentation in their style. Build on knowledge of directional mark-making with both charcoal and oil pastel



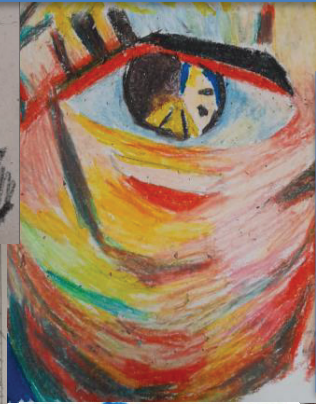
Describe It: 1
 What do you see?
 How would you describe the art?
 How you would describe it to someone who can't see it?
 How would you describe the colours/shapes/size of it?

2 The Mood, what feelings does this painting convey?

3 Who might it be and when do you think it was painted?

In the painting I can see a middle aged man in a portrait. It is in dark cold colors drawn using individual brushstrokes giving it texture and depth. In the deep blurry dark background the man is drawn using a thin pale layer of pe on top is a vibrant yellow wint yellow ginger brown facial hair which really allows this painting to pop and eye catching. The dark cold colours with the mans sharp dark worrying looking eyes giving it a sinister & unusual look. By the yellow in the canvas I think it was painted in the 1900s.

March 1853 - 29 July 1890
 expressive vibrant colours
 detailed lines texture



Work from light to dark, build colours through layering.



Dark oil pastels can be layered over lighter ones, but not vice versa.



Drama | What skills do I need to be successful in Drama? | Skills Organiser

Drama: Term 1 – Skills Dictionary:

Rank yourself based on your confidence in each skill in week 1 and in week 12

4= Excellent understanding (no areas for development, fully consistent)

3= Good understanding (many strengths and a few areas for development, consistent)

2=Basic understanding (some strengths and some areas for development, mostly consistent)

1=No understanding (few strengths and many areas for development, inconsistent)

Vocal Skill	Definition	Examples of how to improve	1	12
projection	Using the voice to fill the performance space. E.g: An actor working in the hall will have to project more than an actor performing in the studio. Projection is important because the audience need to hear you.	. Diaphragm exercises. Breathing exercises Vocal warm ups.		
articulation	Speaking clearly so the dialogue can be understood.	Vocal Warm Ups Tongue twisters Focus on consonants		
tone	Communicating emotion with the voice	Knowing character and their motivation: Units and objectives Subtext Given Circumstance Opera exercise.		
pace (voice)	How fast or slow you speak.	Recording dialogue. Extreme Slow down Extreme Speed up		
volume	How loud or quiet you are.	Play with volume, Extremely loud/ quiet. Note impact.		
pitch	How high or low the voice is	Scales		

Physical Skill	Definition	Examples of how to improve	1	12
gesture	Using the body to communicate character/ emotion.	Exaggeration Selecting key words Mime		
facial expression	Using the face to communicate character/ emotion.	Facial warm ups – chewing toffee etc Rehearsing with a mirror.		
pace (movement)	How fast or slowly you move	Jacques LeCoq's 7 levels of tension.		
levels	How high or low you are compared to something/some one else	Utilising blocks/chairs etc		
space	The distance between two people or things.	Draw the stage out using masking tape.		

Term 2 | Exploring Practitioners | Knowledge Organiser

Fallout

by Roy Williams

- Fallout takes place following the death of a boy called Kwame on his estate.
- Just before he was due to leave for university, four boys who knew him well murdered him for no real reason.
- Williams explores the motives of not only his murderers but their friends and the police.



To explore Fallout, we will be using drama games, improvisation and scripted performances

Week	What will I learn?
1	Overview of play
2	Focus on relationships
3	Motivation for murder
4	The Guilty conscience
5	Consequences and Justice
6	Performance

Key words

Motive	The reason for doing something
Relationship	The connection between two or more people
Consequence	The outcome of an action
Justice	Fair behaviour or treatment

Term 3 | Fallout | Knowledge Organiser



Stephen Lawrence was a black teenager who lived in Plumstead in south-east London.

On 22 April 1993, Stephen was killed in a racist attack by a gang of white men.

After Stephen's death, police started to investigate suspects who they believed were responsible for the attack. Although some suspects were charged with Stephen's murder, these charges were dropped.

To this day, only 2 of his murderers have been sentenced.

The trial and investigation raised questions about institutional racism which still have impact today.



In November 2000, ten-year-old Damilola Taylor was discovered bleeding to death in the stairwell of a block of flats in Peckham, south-east London.

The Metropolitan Police concluded that Damilola had fallen on a broken bottle after being attacked. The investigation involved more than 120 police officers and resulted in four suspects being arrested and charged with murder.

When the four youths went on trial at the Old Bailey in January 2002, the prosecution relied heavily upon the testimony of a girl – known as Witness Bromley – who claimed to have witnessed the attack. When she was exposed as lying, however, the case collapsed and two of the accused were acquitted, while the remaining two were deemed 'not guilty' by the jury.

The case was reopened 4 years later, two of the youths were charged with manslaughter but only served 8 years in youth custody each.

Term 1 | How can I track my development in Drama? | Knowledge Organiser

	Checkpoint 1	Checkpoint 2	Checkpoint 3
	<ul style="list-style-type: none"> <input type="checkbox"/> I lead my ensemble and ensure everyone's ideas are heard. <input type="checkbox"/> I am always focused in rehearsal and encourage others to do so as well. <input type="checkbox"/> I apply a range of Boal's techniques effectively. <input type="checkbox"/> I include physical and vocal skills to enhance the performance. <input type="checkbox"/> I interpret the characters with innovation and creativity 	<ul style="list-style-type: none"> <input type="checkbox"/> I lead my ensemble and ensure everyone's ideas are heard. <input type="checkbox"/> I am always focused in rehearsal and encourage others to do so as well. <input type="checkbox"/> I apply a range of Boal's techniques effectively. <input type="checkbox"/> I include physical and vocal skills to enhance the performance. <input type="checkbox"/> I interpret the characters with innovation and creativity 	<ul style="list-style-type: none"> <input type="checkbox"/> I lead my ensemble and ensure everyone's ideas are heard. <input type="checkbox"/> I am always focused in rehearsal and encourage others to do so as well. <input type="checkbox"/> I apply a range of Boal's techniques effectively. <input type="checkbox"/> I include physical and vocal skills to enhance the performance. <input type="checkbox"/> I interpret the characters with innovation and creativity
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	<ul style="list-style-type: none"> <input type="checkbox"/> I contribute ideas to my ensemble. <input type="checkbox"/> I am mostly focused in rehearsal. <input type="checkbox"/> I apply a few of Boal's techniques effectively. <input type="checkbox"/> I use physical and vocal skills to communicate with the audience. <input type="checkbox"/> I mostly face the audience during my performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> I contribute ideas to my ensemble. <input type="checkbox"/> I am mostly focused in rehearsal. <input type="checkbox"/> I apply a few of Boal's techniques effectively. <input type="checkbox"/> I use physical and vocal skills to communicate with the audience. <input type="checkbox"/> I mostly face the audience during my performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> I contribute ideas to my ensemble. <input type="checkbox"/> I am mostly focused in rehearsal. <input type="checkbox"/> I apply a few of Boal's techniques effectively. <input type="checkbox"/> I use physical and vocal skills to communicate with the audience. <input type="checkbox"/> I mostly face the audience during my performance.
	<ul style="list-style-type: none"> <input type="checkbox"/> I attempt to work effectively as an ensemble member. <input type="checkbox"/> I attempt to stay focused in rehearsal. <input type="checkbox"/> I attempt to apply Boal's techniques effectively. <input type="checkbox"/> I attempt to use physical and vocal skills to communicate with the audience. <input type="checkbox"/> I attempt to face the audience during my performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> I attempt to work effectively as an ensemble member. <input type="checkbox"/> I attempt to stay focused in rehearsal. <input type="checkbox"/> I attempt to apply Boal's techniques effectively. <input type="checkbox"/> I attempt to use physical and vocal skills to communicate with the audience. <input type="checkbox"/> I attempt to face the audience during my performance. 	<ul style="list-style-type: none"> <input type="checkbox"/> I attempt to work effectively as an ensemble member. <input type="checkbox"/> I attempt to stay focused in rehearsal. <input type="checkbox"/> I attempt to apply Boal's techniques effectively. <input type="checkbox"/> I attempt to use physical and vocal skills to communicate with the audience. <input type="checkbox"/> I attempt to face the audience during my performance.

Term 3 | Responding to a Brief | Knowledge Organiser

The Suitcase

An old suitcase is found at a bus stop.

Inside, are a range of objects – each with a story to tell.



To explore Stanislavski we will be using drama games and scripts to help us develop our understanding of key principals of acting.

Week	Stimulus
1	The photo
2	The bear
3	The blanket
4	The song
5-8	Rehearsal
9	Performance

Half term 1 Key Words: The suitcase (Devising)

Devising	True to life
Stimulus	A starting point
Plot	The story line
Dialogue	The conversation between two or more characters
Monologue	A solo speech

Half term 1 | How can I track my development in Drama? | Knowledge Organiser

	Checkpoint 1	Checkpoint 2	Checkpoint 3
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