



Knowledge Organiser: Year 10 Spanish;

5 Familia - Family

| | | | |
|-------------------|---------------|---------------|-----------------|
| La familia | Family | | |
| el padre | father | el primo | male cousin |
| la madre | mother | la prima | female cousin |
| el padrastro | step-father | el sobrino | nephew |
| la madrastra | step-mother | la sobrina | niece |
| el hermano | brother | el marido | husband |
| la hermana | sister | la mujer | wife |
| el hermanastro | step-brother | el hijo | son |
| la hermanastra | step-sister | la hija | daughter |
| el abuelo | grandfather | el nieto | grandson |
| la abuela | grandmother | la nieta | granddaughter |
| el tío | uncle | mayor / menor | older / younger |
| la tía | aunt | | |

| | | | |
|-------------------|-----------------------------|-------------------------------|--------------------------------|
| ¿Cómo es? | What is he/she like? | | |
| Tiene los ojos... | He/She has... eyes | Tiene... | He/She has... |
| azules | blue | pecas | freckles |
| verdes | green | Lleva... | He/She wears... |
| marrones | brown | gafas | glasses |
| grises | grey | barba | a beard |
| grandes | big | bigote | a moustache |
| pequeños | small | Es... | He/She is... |
| Tiene el pelo... | He/She has... hair | alto/a | tall |
| moreno | dark-brown | bajo/a | short |
| castaño | mid-brown, chestnut | delgado/a | slim |
| rubio | blond | gordito/a | chubby |
| rojo | red | gordo/a | fat |
| corto | short | calvo/a | bald |
| largo | long | moreno/a | dark-haired |
| rizado | curly | rubio/a | fair-haired |
| liso | straight | castaño/a | brown-haired |
| ondulado | wavy | pelirrojo/a | red-haired |
| | | No es ni gordo/a ni delgado/a | He/She is neither fat nor thin |

| | | | |
|------------------------------|---|-------------|----------|
| ¿Cómo es de carácter? | What is he/she like as a person? | | |
| Como persona, es... | As a person, he/she is... | timido/a | shy |
| optimista | optimistic | divertido/a | fun |
| pesimista | pessimistic | serio/a | serious |
| trabajador(a) | hard-working | gracioso/a | funny |
| perezoso/a | lazy | generoso/a | generous |
| hablador(a) | chatty | fiel | loyal |

| | | | |
|---|---|--------------------|----------------------------|
| ¿Te llevas bien con tu familia y tus amigos? | Do you get on well with your family and friends? | | |
| Me llevo bien con... | I get on well with... | Me divierto con... | I have a good time with... |
| No me llevo bien con... | I don't get on well with... | Me peleo con... | I argue with... |

| | | | |
|---|------------------------------------|------------------------|-------------------------|
| ¿Cómo es un buen amigo / una buena amiga? | What is a good friend like? | | |
| Un buen amigo / una buena amiga es alguien que... | A good friend is someone who... | te hace reír | makes you laugh |
| te ayuda | helps you | te dice la verdad | tells you the truth |
| te apoya | supports you | Conoci a... | I met... |
| te conoce bien | knows you well | mi mejor amigo/a | my best friend |
| te acepta | accepts you | hace (cuatro) años | (four) years ago |
| | | tenemos mucho en común | we have a lot in common |

Leave blank to allow students to glue.



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4. Mi colegio

How can you use knowledge organisers at home to help us?

- **Retrieval Practice:** Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards:** Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- **Sketch it:** Draw an image to represent each fact/word/phrase; this can be done in isolation or as part of the mind map/flash card.
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

How will we use knowledge organisers in Spanish?

Vocabulary Learning Strategy 1: Look, say, cover, write, check

Use the five steps below to learn how to spell any word

- LOOK** Look carefully at the word for at least 10 seconds
- SAY** Say the word to yourself or out loud to practise pronunciation
- COVER** Cover up the word when you feel you have learned it
- WRITE** Write the word from memory
- CHECK** Check your word against the original. Did you get it right? If not, what did you get wrong? Spend time learning that bit of the word. Go through the steps again until you get it right.

G Verbs with an infinitive

To describe rules, use these structures followed by the **infinitive**:

- | | |
|--|--|
| <i>Se debe</i> | You/One must |
| <i>No se debe</i> | You/One must not |
| <i>Está prohibido</i> | It is forbidden |
| <i>No se permite</i> | You are not allowed |
| <i>Está prohibido correr en los pasillos.</i> | It is forbidden to run in the corridors. |
| <i>No se debe ser agresivo o grosero.</i> | You/One mustn't be aggressive or rude. |

| | |
|----------------------------------|------------------------------|
| <i>Estoy de acuerdo.</i> | I agree. |
| <i>No estoy de acuerdo.</i> | I disagree. |
| <i>En mi opinión,...</i> | In my opinion... |
| <i>Pienso que / Creo que...</i> | I think that... |
| <i>Es justo.</i> | It's fair. |
| <i>Es injusto / No es justo.</i> | It's unfair / It's not fair. |
| <i>¡Qué val!</i> | No way! |



| | Date | Progress Check Score: | My Targets: |
|-----|------|-----------------------|-------------|
| PC1 | | | |
| PC2 | | | |
| PC3 | | | |