



ALSOP HIGH SCHOOL

Year 7  
End of year  
Examinations  
2025  
Revision Guide


# Index

		Page
1	Art and Design	3-5
2.	English Language	6-11
3.	Geography	12
4.	History	13-14
5.	Maths	15-16
6.	Music	17
7.	Religion and Worldviews	18-20
8.	Science	21-
9.	Spanish	22-24





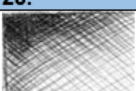


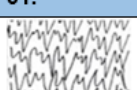
# Art

## Henry Moore and Vincent Van Gogh

21.	Henry Moore was born on 30 July 1898 in Yorkshire, the son of a miner. Moore is one of the most significant British artists of the twentieth century. Known his drawings and sculptures.	
22.	His best-known work is the semi-abstract monumental bronze sculptures which are located around the world as public works of art.	
23.	Henry Moore admired many artists from Picasso to Rembrandt and the French Impressionists.	
24.	There is nothing flat about his series of sheep sketches, like most sculptors he captures volume, weight and textures in a 2D drawing.	
25.	He produced a body of nearly 7,500 drawings over seven decades, and his work explored the many ways in which he used drawing.	
26.	Vincent Willem Van Gogh was a Dutch Post- impressionist painter. Born March 1853.	
27.	Van Gogh tried many other careers before declaring himself an artist	
28.	Van Gogh produced over 900 paintings and drawings	
29.	Van Gogh created his most famous work 'the starry Night' while staying in an asylum.	
30.	Died the age of 37, July 1880	



## Technique

26.	Hatching	27.	Broken lines
	A technique used for shading by drawing parallel lines close together or far apart.		Break up straight lines into dots and dashes.
28.	Cross-hatching	29.	Scribble
	Cross-hatching is fine parallel lines drawn closely together to create the illusion of shade.		Scribble technique is drawing loose circles or swirls.
30.	Arcs	31.	Zigzagging lines
	A Slightly rounded, almost 'C' shaped dashes.		Zigzagging lines in tight lines or rows. Or

## Key Concepts - Key Definitions

1. <b>Observational Drawing</b>	To record a subject as accurately as possible.
2. <b>Line Drawing</b>	A drawing using only line, no tone.
3. <b>Tone</b>	Highlights/mid tones and shadow. This is used to make our drawings look 3D and realistic.
4. <b>Mark Making</b>	Marks made with media to show the texture or surface of something e.g. furry, smooth.
5. <b>Shade</b>	A slight degree of difference between colours.
6. <b>Cross-hatching</b>	Crosshatching is the use fine parallel lines drawn closely together to create the illusion of shade or texture in a drawing.
7. <b>Hatching</b>	A fine art technique used for shading by drawing parallel lines close together.
8. <b>Texture</b>	Texture is the way something feels to the touch or looks to the eye.
9. <b>3 Dimensional</b>	A three-dimensional shape can be defined as a solid figure or an object or shape that has three dimensions.
10. <b>Visual</b>	Visual in art are forms of art that you can see, such as drawing, painting, sculpture, printmaking, photography.

## Art History - Key Terms

1. <b>Elements in art</b>	The seven elements of art are line, shape, space, value, form, texture, and colour.
2. <b>Expressive qualities</b>	Art is an expression—an expression of feeling, belief, and character.
3. <b>Techniques</b>	The ability with which an artist employs the technical skills of a procedures or methods used in a subject specific way.
4. <b>Processes</b>	The process is a series actions or steps gathering information. ... Therefore, art is viewed as a creative journey or process.
5. <b>Illusion</b>	The term illusion is used to describe a painting that creates the illusion of distance. The artists have depicted this with a clever use of colour.
6. <b>Gradation tone</b>	Gradation in art is a visual technique of gradually transitioning from one tone to another. From Light to dark.

## Art History - Expressionism

8. Mark making is a universal human activity in the evolution of our species.
9. Later the Impressionists used mark making – in the form of separate brush marks or dabs of paint – to add life, movement light to their paintings of the things they saw around them.
10. Modern art includes artistic work produced during the period extending roughly from the 1860s to the 1970s and denotes the styles and philosophy of the art produced during that era. The term is usually associated with art in which the traditions of the past have been thrown aside in a spirit of experiment.

## KS3 Art Knowledge Organiser - Year 7 Colour Theory and watercolour techniques

### Key

1. <b>Primary colours</b>	These are colours that can't be created by mixing of other colours. Red, yellow and blue
2. <b>Colour wheel</b>	Is an important tool for artists, it displays the relationship between colours
3. <b>Secondary colours</b>	These are colour combinations created by the equal mixture of two primary colours. orange, purple and green
4. <b>Tertiary colours</b>	Tertiary colours are made by mixing equal amounts of a primary colour and a secondary colour together. There <u>is</u> six tertiary colours on the colour wheel.
5. <b>Contrasting colours</b>	It is the pairing of colours that are opposite from one another on the colour wheel
6. <b>Harmonising colours</b>	Colours that sit beside each other on the colour wheel. These colours work well together.
7. <b>Monochrome</b>	Means one colour or hue

### Key terms - Techniques

1. <b>Watercolour Wash</b>	A thin layer of watercolour paint applied to the paper in a smooth and even manner.
2. <b>Transparent colour</b>	The quality of being able to see through one or more layers
3. <b>Pigment</b>	A substance in powder form that gives colour to other materials
4. <b>Hue</b>	A pure pigment – one without tint or shade
5. <b>Flat wash</b>	Applying wet paint onto wet paper
6. <b>Dry brush</b>	Load is applied to a dry support such as paper or canvas
7. <b>Wet on wet</b>	Wet on Wet

## KS3 Art Knowledge Organiser The Fauves, Colour and Loretta Grayson

### Key Concepts - Key Definitions

1.	<b>Watercolour paints</b>	Watercolour painting is usually done on the paper. In this painting, one uses water-based solutions to mix the colours and hence the name water colour paint
2.	<b>Primary colours</b>	A range of colours from which all other colours can be obtained by mixing.
3.	<b>Secondary colours</b>	A colour resulting from the mixing of two primary colours.
4.	<b>Contrasting colours</b>	To show a difference -also known as complementary colours. Colours that are opposite on the colour wheel
5.	<b>Harmonising Colours</b>	A harmonious colour is one that sits next to another on the colour wheel or is close to it for example, red is near rust, which is near terracotta. It is quite easy to create a balanced, unified scheme that is pleasing to the eye using harmonious colours.
6.	<b>Complementary colours</b>	Colours at opposite points on the colour wheel, for example, red and green, yellow, and purple. (See Primary and Secondary Colours)
7.	<b>Transparent</b>	transparent watercolour paints are, see through. They allow any previously applied colours, and even the background paper, to shine through
8.	<b>Tone</b>	Tone refers to the lightness or darkness of a colour.
9.	<b>Layering</b>	Essentially multiple layers of paint applied on top of each other. Each layer of paint is left to dry before applying the next.
10.	<b>Flat wash</b>	any area of a painting where a wash of single colour and value is painted
11.	<b>Blending</b>	A term concerned mostly with oils, acrylics, or watercolours. It implies the softening of hard edges between colours.
12.	<b>Grading</b>	The handling of a water-colour wash to give it a lightening or darkening effect as the colour flows down the paper. This is done by adding water to the bowl of colour or more colour.
13.	<b>Wash</b>	The application of dilute water-colour to a support the introduction of a piece.
14.	<b>Pattern</b>	A pattern is a design in which lines, shapes or forms are repeated.

### Art history – Key terms

11.	<b>Brushwork</b>	Brushwork refers to the way a painter applies paint to a surface. It is typically characterized by the size, texture, and precision of the strokes. For instance, brushstroke may be described as "tight" or "loose" depending on how visible they are to the naked eye.
12.	<b>Stylized art</b>	Stylized art is a form that has moved away from natural forms and shapes. It takes natural forms and alters the colour, shapes, lines, and features.
	<b>Landscape painting</b>	a painting representing a view of countryside.
13.	<b>Cool colours</b>	The phrase cool colour is used to describe any colour that is calm or soothing in nature.
14.	<b>Warm colours</b>	Warm colours are red, yellow, and orange; evoke warmth because they remind us of things like the sun or fire.
15.	<b>Style</b>	A work of art's style is a classification of its visual appearance. Often, style is characterized according to the distinctive aesthetic approach of an individual artist, art movement, period, or culture.
16.	<b>Composition</b>	The composition of a work of art is the way in which its visual elements are arranged, especially in relationship to one another.
17.	<b>Modern</b>	As a movement, the term "modern" refers to art created between the onset of Impressionism and Pop Art, which ushered in contemporary art. On a more general scale, however, "modern" can mean current or cutting-edge.

### The Fauves - Historical context

18.	Fauvism is the style of les Fauves (French for "the wild beasts"), a group of early 20th-century modern artists whose works emphasized painterly qualities and strong colour over the representational or realistic values retained by Impressionism
19.	The Fauvists got their name from a derogatory comment about their use of colour by an art critic - who called Henri Matisse and Andre Derain les fauves, which translates to "wild beasts." Both artists were making paintings with a bold complementary palette. They argued that colours opposite one another on the colour wheel look brighter when used side-by-side in a work of art.
20.	Artists used colors to project their personal mood towards a subject rather than realism. A tree may be blue, the sky may be orange, and my face may be green.
21.	To further express emotion, Fauves applied paint straight from the tube. They created forms using directional and energetic strokes.
22.	André Derain (10 June 1880 – 8 September 1954) was a French artist, painter, sculptor and co-founder of Fauvism with Henri Matisse.
23.	Derain and other artists who worked in this style, painted landscapes and figure studies in brilliant, sometimes pure colours and used broken brushstrokes and impulsive lines to define his spontaneous compositions.
24.	He was considered by leading art critics in the 1920s to be the most outstanding French avant-garde painter.
25.	Derain went to London to create paintings which became some his most popular and most famous. The painting London Bridge, one of thirty paintings Derain completed in London.





# English

## Year 7 English End-of-Year Test Revision Pack

*Comprehensive skills-based revision to help you feel confident and ready!*

### Contents

1. SPaG (Spelling, Punctuation and Grammar)
2. Heroes and Monsters (Analytical Reading)
3. Rhetoric Female Voices
4. Power and Ambition (Descriptive Writing )
5. Analytical Writing (Essay Skills with PETAL)
6. Creative Writing (Narrative Skills)
7. Final Reminders & Vocabulary Boost


### 1. Spelling, Punctuation and Grammar (SPaG)

#### What You Need:

- Correct punctuation (.,?!;'"')
- Use of homophones (*they're / their / there, your / you're*)
- Capital letters for names and beginnings of sentences
- Varied sentence types: simple, compound, complex

#### Practice Paragraph:

as jamal walked into the silent house he noticed that there was something off the light's were flickering and he herd a distant banging noise from upstairs he called out whos there but no one replied

 **Your task:** Find and correct at least **8 errors** in punctuation, spelling or grammar.

**How to revise for the exams: Examine and recap of the following:**

- 1) Frayer words
- 2) Explore how writers use language-
- 3) Examine Language Techniques: See below
- 4) Show understanding of how characters are shaped- epithets
- 5) Explore how characters develop and change in each text.
- 6) Explore how texts are structured
- 7) Know the historical context that shaped the texts.
- 8) Back up your opinions using Thesis statements.

**A. The Odyssey: Character and Language Analysis**

**Key Skills:**

- Identifying language techniques:
  - **Simile** – “The sky was like a bruised plum”
  - **Metaphor** – “A maze of uncertainty unfolded before him”
  - **Imperatives and command words.**
- Understanding **mood and tone**
- Spotting **pronouns, direct address and repetition.**

**Sample Extract: From the Odyssey**

*The men assemble on deck.*

**ODYSSEUS**

Men, we're making good headway,  
but the Island of the Sirens looms.  
On pain of death, don't let their songs  
enter your head. Here's beeswax for your ears –  
I've kneaded it all afternoon in the sun.  
Here, every one of you, take a gobbet,  
and when I give you the signal

**bung it deep in your lugs. Good.  
Now get the strongest rope on board  
and lash me tightly to the mast...  
Bind me in coils of rope.**

**Practice Tasks:**

Identify:

- A simile
- A metaphor
- Imperatives and direct address

**B . Female Voices and Rhetoric**

**Know The Aristotelian Triad:**

- Logos- using logic to appeal to an audience
- Ethos- Using trust and authority to persuade
- Pathos- appealing through emotions

There will be some multiple choice questions. For example...

From the list below, **circle THREE techniques writers use in their speeches/ rhetoric to persuade an audience:**

- A) **Verb**
- B) **Anecdotes**
- C) **Metaphor**
- D) **Personal Pronouns**
- E) **Repetition**
- F) **Adjective**

Sample Extract: From Carol Ann Duffy's Medusa:

*My bride's breath soured, stank  
In the grey bags of my lungs.*



*I'm foul mouthed now, foul tongued,  
Yellow fanged.  
There are bullet tears in my eyes.  
Are you terrified?*

Revision Task: Consider how Medusa is portrayed here. Consider how the writer use logos, ethos and pathos to define her character and present her suffering.

### **C. Power and Ambition -Macbeth**

**You will be expected to know the historical context of Macbeth and the four aspects of Greek Tragedy:**

**Summarise and recall the following:**

Macbeth was written around 1606, shortly after James I became King of England. Shakespeare likely wrote the play to flatter the new king, who was also the King of Scotland. The play explores themes of ambition, fate, and the consequences of violence, all within a historical context that included the belief in the "divine right of kings" and a strong interest in witchcraft.

- **King James I's Reign:**

James I became King of England in 1603 after the death of Elizabeth I. He was also King of Scotland, and this union of the two kingdoms was a significant event.

- **Divine Right of Kings:**

The idea that kings were chosen by God was a powerful belief in Shakespeare's time. Killing a king (regicide) was seen as a terrible crime because it challenged God's will.

- **Witchcraft and Superstition:**

James I was fascinated by witchcraft, and there was widespread belief in it throughout England. This belief is reflected in the play's use of witches.

- **Gunpowder Plot:**

A failed attempt to blow up Parliament and kill James I in 1605, known as the Gunpowder Plot, took place shortly before the play was written. This event may have influenced Shakespeare's focus on treachery and plotting.

- **Scotland:**

The play is set in Scotland, which would have been a significant point of interest to audiences, given that James I was Scottish king.

**Tragedy Terminology:**

- Dialogue
- Playwright
- Hamartia

**Analytical Writing**

**Use the PETAL method:**

- Point – Make your argument
- Evidence – Quote from the text
- Technique – Identify the literary device
- Analysis – Explain how it your pointt and evidence link to the question and zoom in on words and phrases and explore why the writer chose them and their impact on the reader
- Link – Connect back to the question

**Example Statement:**

“Odysseus is more of a villain than a hero.”

Write a paragraph using PETAL to argue:

**Creative Writing**

**You may be asked to write:**

- A short story

**Focus on:**

- Strong **openings** to hook the reader
- Descriptive techniques:
  - Similes: “as silent as snowfall”
  - Metaphors: “a storm of doubt inside her”

- Personification: “the night swallowed the sound”
- **Characterisation:** show personality through actions, dialogue, thoughts

### Practice Prompt:

Write a story titled “*The Stranger at the Window*”

Include:

- Higher-level vocabulary
- Clear structure: beginning, build-up, climax, resolution
- Use a range of sentence lengths and punctuation

### Final Reminders & Vocabulary Boost

#### Literary Techniques Cheat Sheet:

Term	Definition	Example
Simile	Comparison using “like” or “as”	“cold as ice”
Metaphor	Saying something <i>is</i> something else	“the sea was a blanket”
Personification	Giving human qualities to objects	“the trees whispered”
Juxtaposition	Contrasting ideas side-by-side	“light and shadow danced”
Pathetic Fallacy	Nature reflecting mood	“storm clouds gathered in anger”
Symbolism	Object stands for a bigger idea	“a locked door = a secret”

#### Tips for Test Day

- Read every question twice
- Underline or highlight key parts
- Plan your longer answers (mind map or bullet points)
- Check for spelling, punctuation, and grammar
- Stay calm – you’ve got this!



# Geography

## **Key preparation focus:**

You should revise everything we have covered so far -

Locational knowledge -

Continents, oceans, the location of countries we have studied, the location of world biomes (tropical rainforests, deserts, polar regions)

Japan -

Why do they have earthquakes? What are the effects? How do people prepare?

Svalbard - Climate, how do people and animals survive the extreme cold?

Italy - Why do people live near volcanoes?

USA - California wildfires

Brazil - Plants and animal adaptation in the rainforest. Rio de Janeiro - urban life (favelas)

Nigeria - TNCs - Shell and oil - what are the costs and benefits of oil production?

Egypt and the Nile

China - overpopulation

Bangladesh - Coping with flooding

The Sahara Desert - How have plants and animals adapted to survive the hot environment?

[Click here for revision material](#)

Antarctica -

How have plants and animals adapted to survive the cold environment?

[Click here for revision material](#)



# History

Click on the links below for BBC Bitesize revision pages...

## Migration before 1066

- [Celts](#) (500BC)
- [Romans](#) (43AD-410AD)
- [Anglo-Saxons](#) (410AD-1066)
- Vikings (793AD-1066)
- *How did each group change Britain?*

## The Norman Conquest (1066)

- Edward the Confessor's death & succession crisis
- [Claimants to the throne](#):
  - Harold Godwinson, Earl of Wessex
  - Harald Hardrada, King of Norway
  - William, Duke of Normandy
  - Edgar the Etheling, 14-year-old nephew
- [Battle of Stamford Bridge](#)
- [Battle of Hastings](#) – why did William win?

## Norman England

- [Motte & Bailey Castles](#)
- [Feudal system](#) & Domesday Book
- Harrying of the North



### Medieval Realms & Society

- The Holy Roman Empire
- Jadwiga of Polans
- The Byzantine and Ottoman Empire
- Mansa Musa and the Mali Empire
- [The Catholic Church & the role of the Pope](#)
- [Crusades](#)

### The Tudors

- Henry VII the first Tudor King
- [Henry VIII's problems and solutions: marriage, heir, money, religion](#)
- [The Break with Rome](#)
- Dissolution of the monasteries







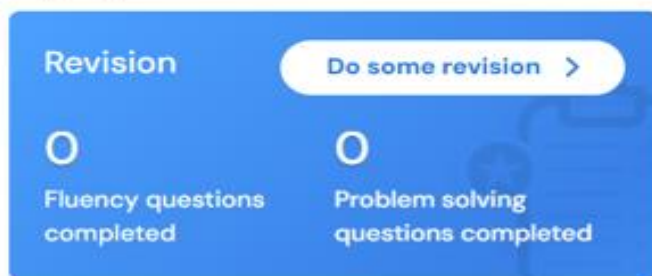
# Maths

Step 1) Log in to Sparx Maths

Step 2) Select Revision and Assessments



Step 3) Click 'Do Some Revision'



Step 4) Complete the revision questions and watch the videos when you need to.

## Year 7 End of Year Assessment

Question	Topic	Code
Q1	Rounding integers	M111
Q2	Simplifying expressions containing a single variable	M795
Q3	Solving proportion problems	M478
Q4	Adding decimals	M429
Q5a	Drawing and interpreting pictograms	M644
Q5b	Drawing and interpreting pictograms	M644
Q6	Shape properties	M276
Q7a	Adding and subtracting with negative numbers	M106
Q7b	Adding and subtracting with negative numbers	M106
Q8	Interpreting bar charts	M738
Q9	Finding factors and using divisibility tests	M823
Q10	Solving equations with one step	M707
Q11	Finding the area of triangles	M610
Q12a	Simplifying fractions	M671
Q12b	Converting between mixed numbers and improper fractions	M601
Q13	Finding prime numbers	M322
Q14	Using a written method to divide by integers to get a decimal answer	M262
Q15	Measuring angles	M780
Q16	Rounding decimals	M431
Q17	Angles in triangles	M351
Q18	Adding and subtracting fractions	M835
Q19	Factorising into one bracket	M100
Q20	Finding the lowest common multiple (LCM)	M227
Q21	Finding the area of compound shapes	M269
Q22	Solving equations of the form $ax + b = c$	M634
Q23	Solving proportion problems	M478
Q24	Expanding single brackets and simplifying expressions	M792
Q25	Ordering fractions	M335
Q26a	Estimating and measuring length, mass and capacity	M828
Q26b	Converting units of length, mass and capacity	M774
Q27	Calculating the median	M934
Q28	Using the correct order of operations	M521
Q29	Solving shape problems involving coordinates	M230
Q30	Interpreting frequency tables and two-way tables	M899
Q31	Symmetry	M523
Q32	Calculating with roots and powers	M135
Q33	Calculating with time	M627
Q34	Calculating the mean	M940
Q35	Substituting into real-life formulae	M979
Q36	Ordering fractions, Calculating the range	M335
Q37	Using a written method to multiply decimals	M803
Q38	Finding the perimeter of compound shapes	M690
Q39	Vertically opposite angles, Angles on a line and about a point	M163



# Music

## Key preparation focus:



Alsop High School  
Music Department

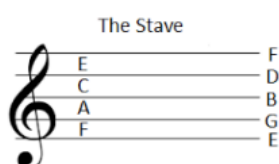


### Year 7 AP2 Revision Sheet

#### Key Vocabulary

- **Pulse:** the beat of the music
- **Rhythm:** a mixture of long and short notes
- **Tempo:** the speed of the music
- **Dynamics:** the volume of the music

NOTE	NAME	LENGTH	REST
	Semibreve	4 beats	
	Minim	2 beats	
	Crotchet	1 beat	
	Quaver	1/2 beat	
	Semiquaver	1/4 beat	



Remember the rhymes for the notes on the staff:

Lines: Every Good Boy  
Deserves Football

Spaces: FACE in the space

#### Notes on the Keyboard

C is to the left of the two black keys!

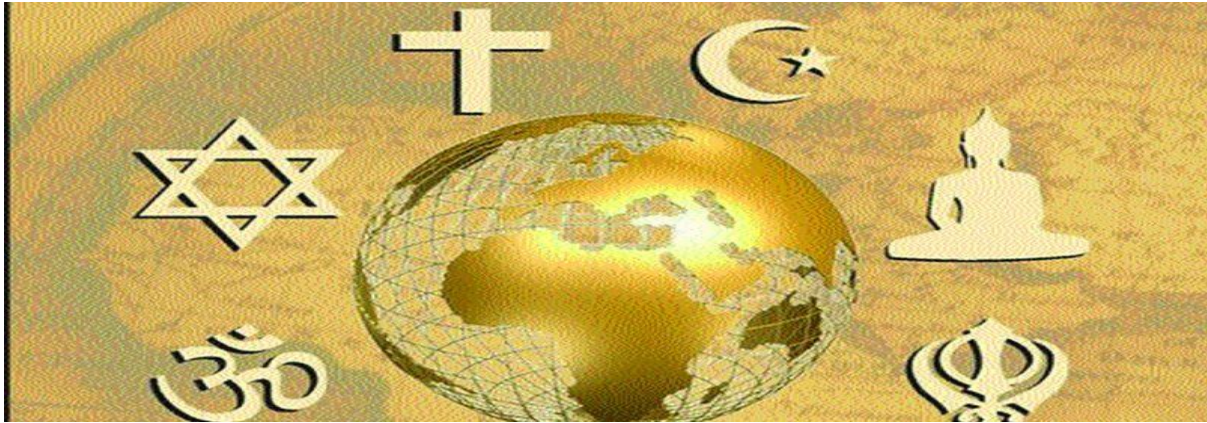


#### Good Keyboard Technique

1. Using your right hand to play the melody
2. Using all five fingers
3. Using one finger per note
4. Keeping your thumb on C







# Religion and Worldviews

## Key Preparation Focus

Sikhism - <https://www.bbc.co.uk/bitesize/topics/zygnvcw/articles/znpg47h>

Christianity - <https://www.bbc.co.uk/bitesize/topics/z4tb4wx/articles/zk4fxyc>

Worldviews - <https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zvbp7nb>

## Worldviews and Communities

A worldview is the way someone sees and understands the world around them. It includes beliefs, values, and ideas about life, people, and what is right or wrong. Your worldview is shaped by your family, culture, religion, experiences, and the people around you. Think about what you believe and why.

### What are the 6 major world religions?

1. Christianity
2. Islam
3. Hinduism
4. Buddhism
5. Sikhism
6. Judaism

## Community and Belonging

A community is a group of people who share something in common, such as where they live, what they believe, or what activities they do. You may belong to school, sports teams, clubs, religious groups, or your local neighbourhood. These may include churches, mosques, temples, synagogues, gurdwaras, and others depending on your area. A religious community is a group of people who share the same faith and worship together. They often support one another and celebrate religious festivals together.

## Living in a Diverse World

Being kind, respectful, and thoughtful helps create a better world. Negative actions can hurt others and yourself.

Religious groups often:

- Run food banks
- Organise charity events
- Help the homeless
- Offer emotional and spiritual support

Many religions teach that it's important to care for others, especially those in need. This is seen as a moral or spiritual duty.

Being a young person of faith in the UK today can be rewarding but also challenging. Young people of faith may:

- Be proud of their beliefs
- Face questions or misunderstandings
- Learn how to balance religious life with school and friends

## Introduction to Sikhism

### What is Sikhism and where did it start?

Sikhism is a religion that began in **Punjab, India**, in the 15th century. It was founded by **Guru Nanak**.

The main beliefs in Sikhism are:

- There is **one God**
- Everyone is **equal**
- Live honestly and help others
- Remember God through prayer and actions

The **Ten Gurus** were spiritual teachers who led the Sikh community. They taught important values and built the foundations of Sikhism. **Guru Nanak** was the first Sikh Guru. He taught that God is one and loves all people equally, no matter their background. The Guru Granth Sahib is the **holy book of Sikhism**, containing the teachings of the Gurus. It is treated with great respect and read in the Gurdwara.

The 5Ks are five symbols worn by some Sikhs to show their faith:

1. **Kesh** – Uncut hair
2. **Kara** – Steel bracelet
3. **Kanga** – Wooden comb
4. **Kachera** – Cotton undergarments
5. **Kirpan** – Small sword (symbol of courage)

A **Gurdwara** is a Sikh place of worship. It is a community centre where people:

- Pray and sing hymns
- Share food in the **Langar**
- Learn and help others

Sikhs in Britain may:

- Celebrate religious festivals such as **Vaisakhi**
- Face challenges around identity and discrimination
- Contribute positively to society through charity and community work

## Christian Beliefs: Jesus and the Bible

Jesus is the central figure in **Christianity**. Christians believe that:

- He is the **Son of God**.
- He was born in **Bethlehem** over 2,000 years ago.
- He taught people to love God and one another, performed miracles, and helped those in need.
- He was **crucified** (put to death on a cross) and, according to Christian belief, **rose from the dead** three days later.
- Jesus is seen as the **Saviour** who brings people closer to God.

The **Bible** is the **holy book of Christianity**. It is divided into two main parts:

- **Old Testament** – Shared with Judaism; includes stories, laws, and prophecies before Jesus.



- **New Testament** – Focuses on the life, teachings, death, and resurrection of Jesus, and the early Christian Church.

Christians read the Bible for guidance, worship, and to learn more about God and Jesus

# Science



Use the revision guide given to you by your class teacher to support your study of the following areas:

Main topic	Sub Topic	Pages	
Electromagnets 1	Magnets and Electromagnets	100-101	
Energy 1	Energy transfer	92-93	
Reactions 1	Explaining physical changes	52-53	
	Explaining chemical changes	56-59	
	Mixing, dissolving and separating	40-41	
Ecosystems 1	Looking at plants and ecosystems	22-23	
Waves 1	Energy transfers and sound	94-95	
	Waves and energy transfers	106-107	





# ¡PALABRAS!

## ¿Qué te gusta hacer? What do you like to do?

Me gusta...	I like...	navegar por internet	to surf the net
Me gusta mucho...	I really like...	salir con mis amigos	to go out with my friends
No me gusta...	I don't like...	ver la televisión	to watch TV
No me gusta nada...	I don't like at all...	porque es...	because it is...
chatear	to chat online	porque no es...	because it is not...
escribir correos	to write emails	interesante	interesting
escuchar música	to listen to music	guay	cool
jugar a los videojuegos	to play videogames	divertido/a	amusing, funny
leer	to read	estúpido/a	stupid
mandar SMS	to send text messages	aburrido/a	boring

## ¿Qué haces en tu tiempo libre? What do you do in your spare time?

bailo	I dance	montó en bici	I ride my bike
canto karaoke	I sing karaoke	saco fotos	I take photos
hablo con mis amigos	I talk with my friends	toco la guitarra	I play the guitar

## Expresiones de frecuencia Expressions of frequency

a veces	sometimes	nunca	never
de vez en cuando	from time to time	todos los días	every day

## ¿Qué tiempo hace? What's the weather like?

hace calor	it's hot	llueve	it's raining
hace frío	it's cold	nieva	it's snowing
hace sol	it's sunny	¿Qué haces cuando llueve?	What do you do when it's raining?

## Las estaciones The seasons

la primavera	spring	el otoño	autumn
el verano	summer	el invierno	winter

## ¿Qué deportes haces? What sports do you do?

Hago artes marciales.	I do martial arts.	Juego al tenis.	I play tennis.
Hago atletismo.	I do athletics.	Juego al voleibol.	I play volleyball.
Hago equitación.	I do/go horseriding.	¡Me gusta!	I like it!
Hago gimnasia.	I do gymnastics.	¡Me gusta mucho!	I like it a lot!
Hago natación.	I do/go swimming.	¡Me gusta muchísimo!	I really, really like it!
Juego al baloncesto.	I play basketball.	¡Me encanta!	I love it!
Juego al fútbol.	I play football.		

## Los días de la semana The days of the week

lunes	Monday	domingo	Sunday
martes	Tuesday	los lunes	on Mondays, every Monday
miércoles	Wednesday	los martes	on Tuesdays, every Tuesday
jueves	Thursday		
viernes	Friday		
sábado	Saturday		

## Algunas preguntas Some questions

¿Dónde...?	Where...?	¿Cómo...?	How/What...?
¿Cuándo...?	When...?	¿Cuántos...?	How many...?
¿Dónde...?	Where...?		

## Palabras muy frecuentes High-frequency words

con	with	pero	but
cualquier	when	porque	because
generalmente	generally	si	yes
mucho	a lot	también	also, too
no	no	y	and
o	or	¿Y tú?	And you?

## Ejercicio 2

### Cognates and near-cognates

A **cognate** is spelt the same in English as in Spanish. Most of the time they mean exactly the same, too, for example:

**piano** → piano

In Spanish there are also lots of words that look similar to English words but are not identical. These words are called **near-cognates**. They often have exactly the same meaning as the English (but not always!). How many of these words can you find on these two pages? Here's one to get you started:

**música** → music

However, there are some words that look identical, or almost identical, to English words but have different meanings. These are often called **false friends**. For example, you have met the Spanish word **once**. This doesn't mean the same as the English word 'once'! Can you remember what it does mean, and how to pronounce it?

So the lesson from this is to use your knowledge of English to help you work out the meanings of Spanish words, but be careful! There are some that can trip you up.

# ¡PALABRAS!

MI insti - 3

## ¿Qué estudias? What do you study?

Estudio...	I study...	informática	ICT
ciencias	science	inglés	English
dibujo	art	matemáticas	maths
educación física	PE	música	music
español	Spanish	políglo	RE
francés	French	teatro	drama
geografía	geography	tecnología	technology
historia	history		

## ¿Cuál es tu día favorito? What is your favourite day?

Mi día favorito es el lunes/ el martes.	My favourite day is Monday/Tuesday.	Porque...	Because...
Los lunes/martes estudio...	On Monday/Tuesday I study...	por la mañana por la tarde	in the morning in the afternoon
¿Por qué?	Why?	estudiamos no estudio	we study I don't study

## Opiniones Opinions

¿Te gusta el dibujo?	Do you like art?	aburrido/a	boring
Sí, me gusta (mucho) el dibujo.	Yes, I like art (a lot).	difícil	difficult
No, no me gusta (nada) el dibujo.	No, I don't like art (at all).	divertido/a	funny
¿Te gustan las ciencias?	Do you like science?	fácil	easy
Sí, me encantan las ciencias.	Yes, I love science.	importante	important
		interesante	interesting
		práctico/a	practical
		útil	useful

## Los profesores Teachers

El profesor/La profesora es...	The teacher is...	raro/a	odd
paciente	patient	severo/a	strict

## ¿Qué hay en tu insti? What is there in your school?

En mi insti hay...	In my school, there is...	una clase de informática	an ICT room
un campo de fútbol	a football field	una piscina	a swimming pool
un comedor	a dining hall	unos laboratorios	some laboratories
un gimnasio	a gymnasium	unas clases	some classrooms
un patio	a playground	No hay piscina.	There isn't a swimming pool.
una biblioteca	a library		

## ¿Cómo es tu insti? What's your school like?

Es...	It's...	grande	big
antigua/a	old	horrible	horrible
bonito/a	nice	moderno/a	modern
buena/a	good	pequeño/a	small
feo/a	ugly		

## ¿Qué haces durante el recreo? What do you do during break?

Como...	I eat...	Bebó...	I drink...
un bocadillo	a sandwich	agua	water
unos caramelos	some sweets	un refresco	a fizzy drink
chicle	chewing gum	un zumo	a juice
una chocolatina	a chocolate bar	Leo mis SMS.	I read my text messages.
fruta	fruit	Escribo SMS.	I write text messages.
unas patatas fritas	some crisps	Nunca hago los deberes.	I never do homework.

## Expresiones de tiempo Time expressions

normalmente	normally	primero	first
a veces	sometimes	luego	then

## Palabras muy frecuentes High-frequency words

algo	something	¿Por qué?	Why?
dónde	where	porque	because
hay	there is/there are	también	also, too
o	or	tampoco	not/neither
pero	but	y	and

## Es importante 3

### Words that won't go away!

When you learn Spanish in Miwi, you see that some words come up again and again. No matter what you're talking about, they are there all the time. These are high-frequency words. Because they occur so often, they are extremely important. You need to know what they mean.

These Palabras pages at the end of each module all contain a selection of high-frequency words. However, there are lots more. Look through the words on these pages and see how many more you can find. Write down what they mean in English. Here are a couple to start you off:

unos de

