



ALSOP HIGH SCHOOL

Year 8
End of year
Examinations
2025
Revision Guide

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Art

Key Concepts-Key Definitions		
1.	Observational Drawing	To record (look closely) a subject as accurately as possible
2.	Line Drawing	A drawing using only line, no tone
3.	Tone	Highlights/mid tones and shadow. This is used to make our drawings look 3D and realistic.
4.	Mark Making	Marks made with media to show the texture or surface of something e.g. furry, smooth
5.	Perspective	Representing three-dimensional (3D) objects on a two-dimensional (2D) surface so as to give the right impression of height, width, depth and position in relation to each other.
6.	One point Perspective	A single vanishing point usually opposite the viewers eye and commonly found on the horizon line.
7.	Horizon line	The line that separates the sky from land or water. It is the actual height of the viewer's eyes when looking at an object, interior or exterior scene.
8.	Vanishing point	The spot on the horizon to which perspective parallel lines converge meet or disappear.
9.	Guide lines	Faint lines used to help get a drawing in proportion.
10.	Continuous Line	The line is unbroken from beginning to end. The drawing implement stays uninterrupted with the drawing surface.

Art History Key terms		
11.	Architecture	The art or practice of designing and constructing buildings
12.	Ruth Allen	UK based illustrator with work based around Architecture and interiors.
13.	Ruth Allen drawings	Draws buildings, streets and interiors by using a delicate and continuous black line on mixed media surfaces.
14.	Contemporary art.	Art of today with its origins in the latter half of 20 th century. Influenced by cultural diversity, technology, thought and ideas.
15.	Friedrich Hundertwasser	Austrian artist who's work is characterised by shapes/ wavy lines and colours within a semi abstract style. He rejected conventional perspective in favour of a more imaginative approach.
16.	Van Gogh Perspective drawings	Rejected the impressionists concern with capturing natural light, colour and realism and instead favoured a more symbolic content, mark making and emotive response.
17.	Renaissance and Renaissance Artists	14 th century – 17 th century. A period of cultural, Artistic, political and economic revival, or rebirth following the middle ages. Artists include Leonardo da Vinci, Michelangelo, Raphael and Donatello.

One point Perspective - Historical context	
18	Architecture from the latin <i>architectura</i> and the Greek <i>arkhitekton</i> meaning chief or creator is both the process and the product of planning, designing and constructing buildings or structures.
19	Earliest Perspective drawing. Attempts to create the illusion of depth were made in ancient times and many early works depict an implied meeting or convergence of perspective lines but without a vanishing point.
20	One point Perspective in the Italian Renaissance. The first known picture to make use of linear perspective with a vanishing point was created by the Italian renaissance architect Filippo Brunelleschi around 1415.
21	Linear perspective created the illusion of depth by using vanishing points at which all lines met and converged on the Horizon line.

Artists and Perspective Drawing	
22.	Ruth Allen is well known for her drawings of buildings and interiors.
23.	She focuses on architectural places from many European cities such as London and Amsterdam.
24.	The way she works is inspired by the colours and techniques incorporated within 1950's textile design.
25.	Friedrich Hundertwasser was born in Vienna, Austria in 1928. He developed an abstract, decorative, two-dimensional and vibrantly colourful. style. His work is distinguished by spiral circles, meanders and shapes. He didn't use conventional perspective within his work and instead used a perspective free approach. He also rejected straight lines in favour of bends, swirls and curls.
26.	Other famous Artists who use one point perspective in their artwork include; Canaletto, Vincent Van Gogh, Leonardo Da Vinci and David Hockney.



English

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

Contents

1. SPaG (Spelling, Punctuation and Grammar)
2. Journeys of Discovery (Descriptive & Analytical Reading)
3. Murder Most Foul (Crime Fiction)
4. Terror and Torment (Gothic Literature)
5. Analytical Writing (Essay Skills with PETAL)
6. Creative Writing (Narrative Skills)
7. Comprehension Skills (Reading for Meaning)
8. 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.

2. Journeys of Discovery (Descriptive Writing & Language Analysis)

Key Skills:

- Identifying language techniques:
 - **Simile** – “The sky was like a bruised plum”
 - **Metaphor** – “A maze of uncertainty unfolded before him”
 - **Personification** – “The wind howled in protest”
- Understanding **mood and tone**
- Spotting **pronouns**, **abstract nouns** (e.g. freedom, fear, loneliness)

Sample Extract:

The desert stretched endlessly, its golden waves swallowing the horizon. Sweat dripped into my eyes as I staggered forward, sand clinging to every inch of my skin. My throat burned. Somewhere behind me, the wreckage of the plane sizzled in the sun. I thought of home—of running water, cold air, soft voices. All gone, for now.

Practice Tasks:

1. Identify:
 - A simile
 - A metaphor
 - A personal pronoun
 - One example of personification
 - Two abstract nouns
2. Write your own **short paragraph** describing an extreme environment (e.g. a jungle, desert, arctic) using at least three of the above techniques.

3. Murder Most Foul (Crime Fiction Genres and Character Analysis)

Know These Crime Fiction Styles:

- **Victorian** – Intelligent detective, clues, formal tone
- **Golden Age** – Puzzle-solving, polite settings, dramatic twist
- **Hard-Boiled** – Cynical narrator, gritty city life, first-person

Example Extracts:

Victorian-style:

“With a magnifying glass in hand, she examined the footprint by the fireplace. ‘The ash is recent,’ she murmured, ‘and the tread is unfamiliar.’”

Hard-Boiled-style:

“Smoke clung to the ceiling. I leaned on the desk, dead tired. This case had grime under its fingernails, and so did I.”

Practice:

1. Identify the genre of each extract and explain why.
2. Write a short paragraph in the style of:
 - A **Victorian detective**
 - A **Hard-Boiled narrator**
3. Describe the attitude of each detective using one key verb or adjective that reflects their personality.



4. Terror and Torment (Gothic Fiction)

Key Features of Gothic:

- Dark, isolated settings (castles, ruins, forests)
- Supernatural or mysterious elements
- Strong emotions (fear, guilt, madness)
- The **Uncanny**: strange and familiar at once
- **Frame narratives, pathetic fallacy, juxtaposition**

Sample Setting:

The mansion stood crooked against the moonlight, its shutters rattling like teeth. Inside, the air was thick with dust and dread. A shadow moved behind the curtains. Or was it just the wind?

Tasks:

1. Identify:
 - Pathetic fallacy
 - An example of the Uncanny
2. Match:
 - Frame narrative = _____
 - Juxtaposition = _____
 - Metaphor = _____
3. List two Gothic novels and three key themes (e.g. madness, identity, nature vs man).

5. 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:

“The main character is more of a victim than a villain.”

Write a paragraph using PETAL to argue:

- Agreeing or disagreeing
- Consider both sides
- Use techniques like **verbs, adjectives, symbolism**

6. Creative Writing

You may be asked to write:

- A short story
- A personal reflection

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



7. Comprehension Practice

Key Skills:

- **Fact retrieval:** What does it say?
- **Inference:** What does it suggest?
- **Vocabulary:** What does this word mean in context?
- **Authorial effect:** Why has the writer used this technique?

Sample Extract:

Miss Albright lived in a narrow red house with peeling paint and a leaning chimney. Each morning, at 7:13 sharp, she walked her cat in a pram to the bakery and returned with exactly two oatcakes and a copy of the Gazette. No one knew her first name.

Tasks:

1. What does Miss Albright buy?
2. What time does she go out?
3. What impression does this routine give?
4. What is suggested about her personality?



8. 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!



Drama

Year 8 AP2 Revision Sheet

Below are some keywords you need to revise. For your assessment, you will not only need to give the definitions for these but also explain how they are used in drama.

Key Vocabulary	
Narrative	A spoken or written account of connected events; a story.
Role-play	Act out or perform the part of a person or character.
Role-on-the-wall	A strategy that invites students to infer meaning about a character and to visually map the relationship between characteristics (emotions) and actions (behaviours) onto a simple outline of a human figure. Students can analyse clues, the group collectively explores and constructs a better understanding of the character's motivation.
Structure	The planning of scenes within a play that do not always have to run in chronological order.



Geography

Key preparation focus:

You need to revise everything we have learnt this year -

Tectonics

- Layers of the earth
- Plate boundaries
- Volcano structure
- Different types of volcanoes
- Fuego eruption
- Living near volcanoes
- How do earthquakes form?
- How do we measure earthquakes?

[Click here for revision materials](#)

Climate

- Causes of climate change (human and physical)
- Effects of climate change (Global and UK)
- Evidence for climate change
- Mitigation strategies (how do we lessen the effects of climate change?)
- Extreme weather
- How do tornadoes form?
- Moore case study

[Click here for revision materials](#)

Rivers & Coasts

- Name the parts of a river
- How does a river change as it goes down stream?
- Waterfall formation
- Causes and effects of flooding
- Waves
- Headlands and bays
- Formation of a stack

[Click here for revision materials](#) - Coasts

[Click here for revision materials](#) - Rivers

Africa – locational knowledge



History

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

The British Empire

- Britain's colonisation of America
- The East India Trade Company
- India's fight for independence led by Gandhi
- The Scramble for Africa

[BBC Bitesize – KS3 History – The British Empire: An Overview](#)

The Transatlantic Slave Trade

- Triangular Trade Route
- The Middle Passage
- Life as a slave on a plantation
- Abolition of slavery

[BBC Bitesize – KS3 History – The transatlantic slave trade](#)

Victorian Britain

- The Industrial Revolution
- New transport: railways & canals
- Working Conditions for the poor & for children
- The Great Exhibition of 1851

[BBC Bitesize – KS3 History – The Victorians](#)

[BBC Bitesize – KS3 History – The Industrial Revolution](#)

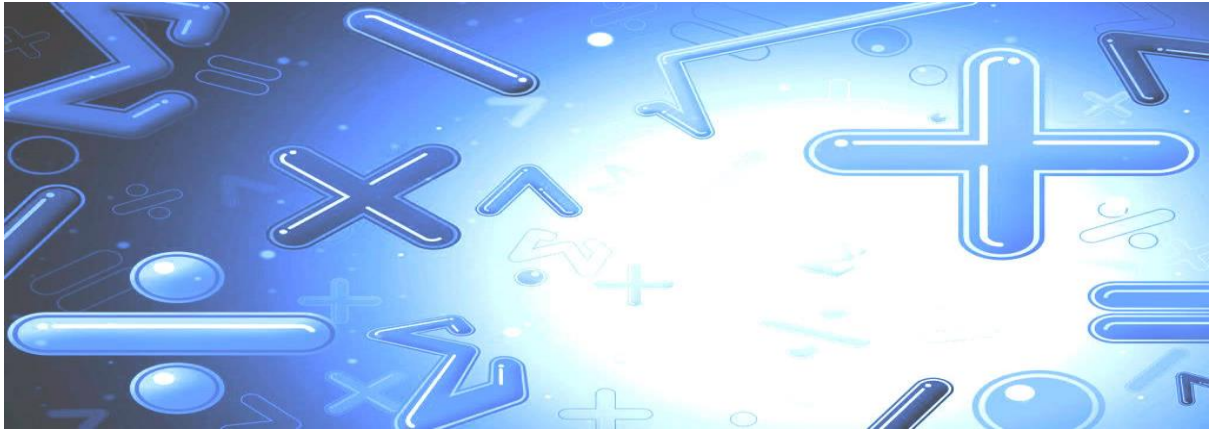


African American Civil Rights Movement

- Reconstruction & the Jim Crow Laws
- Rosa Parks and the Montgomery Bus Boycott
- Martin Luther King Jr

[BBC Bitesize – KS3 History – The fight for civil rights in 1950s and 1960s America](#)





Maths

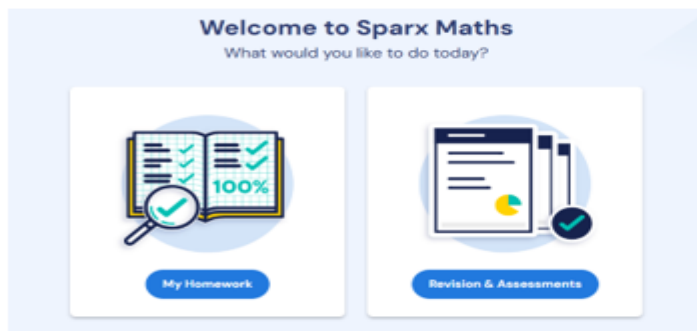
Sparx Maths



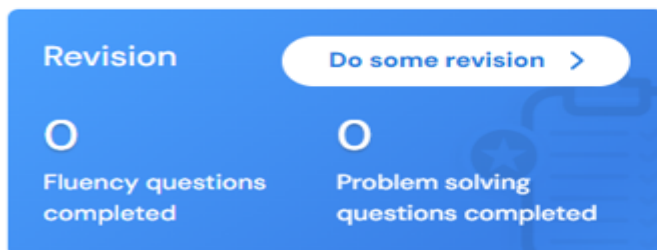
ALSOP HIGH SCHOOL

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.

Question	Topic	Code
Q1	Term-to-term rules for numerical sequences	M381
Q2	Finding the area of parallelograms	M291
Q3	Value for money	M681
Q4	Using equivalent ratios to find unknown amounts	M801
Q5a	Properties of 3D shapes	U719
Q5b	Properties of 3D shapes	U719
Q5c	Properties of 3D shapes	U719
Q6	Simplifying expressions using index laws	U662
Q7	Finding percentages of amounts with a calculator	U349
Q8	Solving equations of the form $x/a + b = c$	M647
Q9a	Venn diagrams	U476
Q9b	Venn diagrams	U476
Q9c	Venn diagrams	U476
Q10	Angles in quadrilaterals	M679
Q11	Reflection	U799
Q12	Estimating calculations	M878
Q13a	Plotting straight line graphs	M932
Q13b	Plotting straight line graphs	M932
Q14	Using standard form with negative indices	M678
Q15	Solving proportion problems	M478
Q16	Solving equations with the unknown on both sides	M554
Q17	Finding the circumference of circles	M169
Q18	Sharing amounts in a given ratio	M525
Q19	Finding the volume of prisms	M722
Q20	Solving equations with the unknown in the denominator	M387
Q21	Converting between ratios, fractions and percentages	M267
Q22	Constructing and solving equations	M957
Q23	Angles in polygons	M653
Q24	Finding equations of straight line graphs	M544
Q25a	Angles on parallel lines	M606
Q25b	Angles on parallel lines	M606
Q26	Value for money	M681
Q27	Position-to-term rules for arithmetic sequences	M991
Q28	Drawing line graphs	M140
Q29	Interpreting stem-and-leaf diagrams	M210
Q30	Using standard form with positive indices	M719
Q31	Finding the surface area of prisms	M661



Music

Year 8 AP2 Revision Sheet

Key Vocabulary	
12 Bar Blues	A pattern of chords used in blues music
Call and response	One person does something, others reply
Chord	2 or more notes played together at the same time
Dynamics	The volume of the music
Improvisation	Making something up on the spot
Major	Sounds happy
Minor	Sounds sad
Homophonic	Everyone playing the same rhythm
Polyrhythm	Lots of rhythms played together at the same time
Syncopation	Playing off beat
Tempo	The speed of the music
Texture	The different layers in a piece of music
Walking Bass Line	A low part in blues music which sounds like it's 'walking' up and down the keyboard

12 Bar Blues

The 12 bar blues is a pattern which uses 3 different chords in a certain order. Each chord lasts for 4 beats and there are 12 altogether. It uses the following chords:

C Major: C E G F major: F A C G major: G B D

These chords are played in this order:

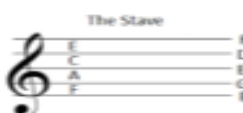
C	C	C	C
F	F	C	C
G	F	C	C

Reading Music

When reading music, we use the following rhymes to help us work out where the notes go on the staff:

Lines: Every Good Boy Deserves Football

Spaces: FACE in the space



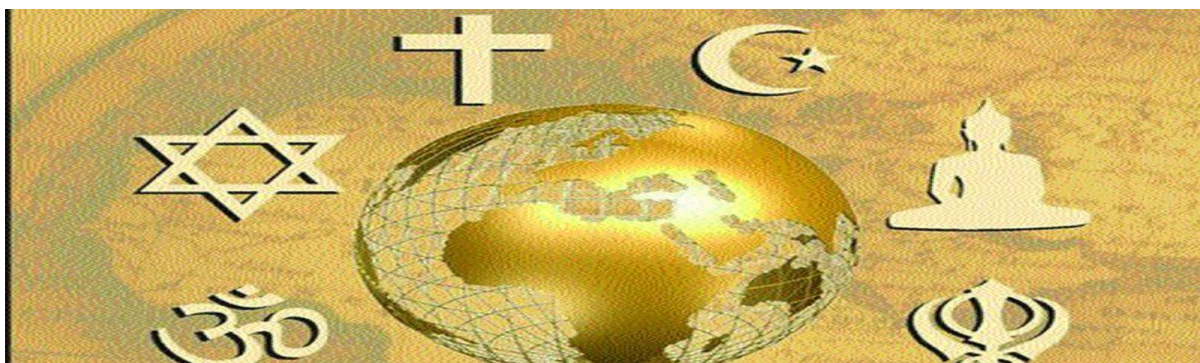
Film Music

Music adds to the experience of watching a film. It can heighten our emotions, create tension, and directors often use music to indicate how you should feel during a scene. There are several techniques film composers use to help them do this:

- Using certain instruments for certain purposes, e.g. brass instruments are used to show heroes, string instruments are used to show romance, more unusual instruments are used to create a feeling of mystery.
- Leitmotifs are short melodies linked to a character. They can tell us information about the character, e.g. Darth Vader's theme tells us that he's powerful and not a good person.
- The dynamics and tempo match what is happening – if there is a battle or car chase the music will be fast and loud, but if it's more mysterious, the music might be quiet and slow.

Reggae Music

Reggae music has a relaxed feel, shown by the quite slow tempo and use of the backbeat. The lyrics can be political and about injustice. Common reggae instruments are, bass guitar, electric guitar, drum kit, vocals, organ, conga.



Religion and Worldviews

Key Preparation Focus

Use the links below to access BBC Bitesize.

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

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

Judaism - <https://www.bbc.co.uk/bitesize/topics/z9prkqt/articles/zfn792p>

Prejudice and Discrimination - <https://www.bbc.co.uk/bitesize/articles/z42khbk>

Sikhism

Sikhism is a monotheistic religion founded by Guru Nanak over 500 years ago in Punjab, India. It teaches equality, service, and devotion to one God. Sikhs believe in one God, equality for all, living honestly, and sharing with others.

Sikhism was led by 10 human Gurus, ending with Guru Gobind Singh. The Guru Granth Sahib became the eternal Guru after him. Guru Nanak, the first Guru, taught equality and devotion. The Guru Granth Sahib is the sacred scripture and treated with great respect. The 5Ks Kesh (uncut hair), Kanga (wooden comb), Kara (steel bracelet), Kachera (cotton shorts), and Kirpan (small sword) are symbols worn by Sikhs. A Gurdwara is a Sikh place of worship. It includes prayer, reading the Guru Granth Sahib, and langar (community kitchen). Sikhs in Britain balance religious practices with British life and contribute through charity and community service

Christianity

Jesus is the Son of God in Christianity. He taught love and forgiveness, performed miracles, and died on the cross. Jesus challenged religious leaders, helped outcasts, and spoke out for justice. Christians believe Jesus died for humanity's sins and was resurrected to give hope of eternal life. The Christian holy book is the Bible and includes the Old and New Testaments. It contains stories, laws, teachings, and prayers. The Bible teaches moral values and how to live a good life, especially through Jesus' teachings. Christians use prayer to talk to God for thanks, help, and forgiveness. It builds their relationship with God. The Church teaches values, offers support, and helps people grow spiritually through community and charity. Christians work for justice, support charities, and live by Jesus' example. They do this through small acts of kindness, standing up for others, and making a difference in the world.

Judaism

Judaism began over 4000 years ago in the Middle East with Abraham. It's one of the oldest monotheistic religions. Worship, study, and community events take place in the synagogue, which includes the Ark, Bimah, and Ner Tamid. It is where the Torah is kept. Abraham made a covenant with God. His son Isaac and grandson Jacob are also important figures who followed God's commands. Moses led the Israelites from slavery in Egypt after the Ten plagues of Egypt were brought down on the Pharaoh and his people. The last of the Ten plagues was the Angel of Death. Moses also received the Ten Commandments on Mount Sinai and guided them to the Promised Land. Pesach (Passover) Celebrates freedom from Egypt and the Seder meal includes symbolic foods to remember the Exodus story including a lamb's bone, egg, matzah, charoset and bitter herbs. Jewish People Call the Events of WW2 the Shoah rather than the Holocaust. 'Shoah' means catastrophe. It refers to the Holocaust, when 6 million Jews were killed during WWII.

Prejudice and Discrimination

Prejudice is judging unfairly; discrimination is acting on it. Religions teach respect and equality. Social Justice ensures fairness and equal rights in society, especially for the poor and oppressed. Religious believers help to fight injustice through charity, education, protest, and prayer. They support causes like food banks and anti-racism. Extremism is when a person holds extreme beliefs that may lead to hate or violence. Most religions reject extremism and promote peace. Many people have stood up against social injustice including Dietrich Bonhoeffer and Malala.



Science

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

Topic	Pages
Matter 2	44-47
Organisms 2	8-11
Electromagnets 2	102-103
Energy 2	92-93 52-53
Reactions 2	42-43 44-45 56-57
Ecosystems 2	16-17 20-21



De vacaciones On holiday

Exclamaciones Exclamations

¡Qué suerte!

Visité monumentos

¿Cuándo? When?

Fuel ratio.

Special:

Looking up new words

What do you think the others tell you?

Note down what each word means and what sort of word it is.

- eschiva
- sentença

- salt
- chocolate

¡PALABRAS!



Todo sobre mi vida - 2

¿Qué haces con tu móvil? What do you do with your mobile?

Chateo con mis amigos.	I chat with my friends.	Juego.	I play.
Comparto mis vídeos favoritos.	I share my favourite videos.	Leo mis SMS.	I read my texts.
Descargo melodías o aplicaciones.	I download/ring tones or apps.	Mando SMS.	I send texts.
Hablo por Skype.	I talk on Skype.	Saco fotos.	I take photos.
		Veo vídeos o películas.	I watch videos or films.

¿Con qué frecuencia? How often?

todos los días	every day	a veces	sometimes
dos o tres veces a la semana	two or three times a week	de vez en cuando	from time to time
		nunca	never

¿Qué tipo de música te gusta? What type of music do you like?

el rap	rap	¿Qué tipo de música escuchas?	What type of music do you listen to?
el R'n'B	R'n'B	Escucho rap.	I listen to rap.
el rock	rock	Escucho la música de...	I listen to... 's music.
la música clásica	classical music	Escucho de todo.	I listen to everything.
la música electrónica	electronic music		
la música pop	pop music		

Opciones Options

Me gusta (mucho)...	I like... (very much)	¿Te gusta la música de...?	Do you like... 's music?
Me encanta...	I love...	Me gusta la música de...	I like... 's music.
No me gusta (nada)...	I don't like... (at all)	mi canción favorita	my favourite song
la letra	the lyrics	mi cantante favorito/a	my favourite singer
la melodía	the tune	mi grupo favorito	my favourite group
el ritmo	the rhythm	En mi opinión...	In my opinion...
porque es guay/triste/ horrible	because it's cool/sad/ terrible		

Me gustan las comedias I like comedies

un programa de música	a music programme	el telefilm	the news
un programa de deportes	a sports programme	mús... que...	more... than...
un concurso	a game show	divertido/a	funny
un documental	a documentary	informativo/a	informative
un reality	a reality show	interesante	interesting
una comedia	a comedy	abundante	plentiful
una serie policíaca	a police series	emocionante	exciting
una telenovela	a soap opera		

¿Qué hiciste ayer? What did you do yesterday?

Baile en mi cuarto.	I danced in my room.	Vi una película.	I watched a film.
Fui al cine.	I went to the cinema.	Salí con mis amigos/as.	I went out with my friends.
Hablé por Skype.	I talked on Skype.	No hice los deberes.	I didn't do my homework.
Hice gimnasia.	I did gymnastics.	ayer	yesterday
Hice karate.	I did karate.	luego	later, then
Jugué en línea con mis amigos/as.	I played online with my friends.	por la mañana	in the morning
Jugué tres horas.	I played for three hours.	por la tarde	in the afternoon
Monté en bici.	I rode my bike.	un poco más tarde	a bit later

Palabras muy frecuentes High-frequency words

así que	so (that)	nunca	never
más... que...	more... than...	o	or
mi/mis	my	porque	because
sujos	higher	también	also, too
normalmente	normally	y	and
no	no/not		

Estrategia 2

The gender of nouns

You can often work out whether a noun is masculine or feminine by looking at the ending of the word.

Most nouns ending in **-o**, **-or** and **-ón** are masculine.

Most nouns ending in **-a**, **-dad**, **-ión** and **-ción** are feminine.

But be careful! There are exceptions, for example:

el problema, la foto

To check, use a dictionary; look for the abbreviations *nm* (masculine noun) and *nf* (feminine noun).

Can you work out the gender of these nouns from Module 2 without using a dictionary?

- actividad
- concurso
- televisión
- música
- canción
- amigo
- aplicación
- millón

¡PALABRAS!



¡A comer! - 3

¿Qué te gusta comer y beber? What do you like to eat and drink?

¿Qué no te gusta comer/ beber?	What don't you like to eat/drink?	los caramelos	sweets
Me gusta(n) mucho...	I really like...	la fruta	fruit
Me encantan(n)...	I love...	los hamburguesas	hamburgers
No me gusta(n) nada...	I don't like... at all.	los huevos	eggs
Odio...	I hate...	la leche	milk
Preferir...	I prefer...	el marisco	seafood/shellfish
el agua	water	el pescado	fish
el arroz	rice	el queso	cheese
la carne	meat	las verduras	vegetables

¿Qué desayunas? What do you have for breakfast?

Desayuno...	For breakfast I have...	Como...	I eat... For lunch I have...
cereales	cereal	un bocadillo	a sandwich
churros	(sweet) fritters	¿Qué cenas?	What do you have for dinner?
toastadas	toast	Cómo...	For dinner I have...
yogur	yogurt	patatas fritas	chips
café	coffee	pollo con ensalada	chicken with salad
Café Cap?	Café Cap (chocolate drink)	¿A qué hora desayunas?	At what time do you have breakfast/lunch/dinner?
zumo de naranja	orange juice	Desayuno a las siete.	I have breakfast at 7:00.
No desayuno nada.	I don't have anything for breakfast.	Cómo a las dos.	I have lunch at 2:00.
¿Qué cenas?	What do you have for lunch?	Cómo a las nueve.	I have dinner at 9:00.

En el restaurante At the restaurant

buenos días	good day, good morning	nada más	nothing else
¿Qué va a tomar (usted)?	What are you (singular) going to have?	La cuenta por favor.	The bill, please.
¿Qué van a tomar (ustedes)?	What are you (plural) going to have?	la ensalada mixta	mixed salad
¿Y de segundo?	And for main course?	los huevos fritos	fried eggs
¿Para beber?	To drink?	la sopa	soup
¿Algo más?	Anything else?	el pan	bread
Voy a tomar...	I'll have...	las chuletas de cerdo	pork chops
de primer plato	as a starter	el filete	steak
de segundo plato	for main course	el pollo con pimientos	chicken with peppers
de postre	for dessert	la tortilla española	Spanish omelette
Tengo hambre.	I am hungry.	el helado de chocolate/ fresa/vainilla	chocolate/strawberry/ vanilla ice cream
Tengo sed.	I am thirsty.	la tarta de queso	cheesecake
		la cola	cola

Una fiesta mexicana A Mexican party

¿Qué vas a traer/ comprar?	What are you going to bring/buy?	un pimiento verde/rojo	a green/red pepper
Voy a traer...	I'm going to bring...	un aguacate	an avocado
quesadillas	quesadillas (fried)	un kilo de tomates	a kilo of tomatoes
limonada	limonada	medio kilo de queso	half a kilo of cheese
Voy a comprar...	I am going to buy...	200 gramos de pollo	200 grammes of chicken
una lechuga	a lettuce	un paquete de tortillas	a packet of tortilla wraps
		una botella de limonada	a bottle of lemonade

¿Y tú? ¿Qué opinas? And you? What do you think?

Pues...	Well...	Eh...	Er...
Depende...	It depends...	A ver...	Let's see...
No sé...	I don't know...	Bueno/Male...	OK.

Lo siento, pero no entiendo I'm sorry, but I don't understand

¿Qué significa...?	What does... mean?	¿Puedes hablar más despacio, por favor?	Can you speak more slowly, please?
¿Puedes repetir?	Can you repeat that?		

Palabras muy frecuentes High-frequency words

a las...	at... o'clock	hacer	place
bastante	quite	para	for
des	day	por ejemplo	for example
favorito/a	favourite	pasado/a	last
hora	time	que viene	next

Estudiando

Past, present or future?

Verbs in the near future tense are easy to spot, because they are made up of three parts: 1 part of the verb (to go), 2 the words, 3 a infinitive.

Vamos a comer paca. We are going to eat paca.

To tell whether a verb is in the present tense or the preterite, you have to look at the verb ending.

Bebo zumo de naranja. I drink orange juice.
Bebí zumo de naranja. I drank orange juice.

Decide which tense each of the following verbs is in. Then translate the sentences.

- Compró pan.
- Was a bailar salsa.
- Bebimos limonada.
- Jugué al fútbol.
- Venía a la fiesta.
- Como patatas fritas.

¡PALABRAS!



¿Te gustaría ir al cine? Would you like to go to the cinema?

¿Te gustaría ir...?	Would you like to go...?	al parque	to the park
a la bolera	to the bowling alley	a la pista de hielo	to the ice rink
a la cafetería	to the café	al polideportivo	to the sports centre
al centro comercial	to the shopping centre	¿Te gustaría venir a mi casa?	Would you like to come to my house?
al museo	to the museum		

Reacciones Reactions

De acuerdo.	All right.	¡Ni hablar!	No way!
Vale.	OK.	¡Ni en sueños!	No chance/Not in your wildest dream!
Muy bien.	Very good.		
¡Genial!	Great!	No tengo ganas.	I don't feel like (it).
Si, me gustaría mucho.	Yes, I'd like that very much.	¡Qué aburrido!	How boring!

¿Dónde quedamos? Where do we meet up?

al lado de la bolera	next to the bowling alley	enfrente del polideportivo	opposite the sports centre
detrás de la cafetería	in front of the café	en tu casa	at your house
comercial	behind the shopping centre		

¿A qué hora? At what time?

a las...	at...	siete y media	half past six
siete	six o'clock	siete menos cuatro	quarter to seven
siete y cuarto	quarter past six	siete menos diez	ten to seven

Lo siento, no puedo I'm sorry, I can't

¿Quieres salir?	Do you want to go out?	pasear al perro	walk the dog
Tengo que...	I have to...	salir con mis padres	go out with my parents
cuidar a mi hermano	look after my brother	No quiero.	I don't want to.
hacer los deberes	do my homework	No tengo dinero.	I don't have any money.
lavarme el pelo	wash my hair	No puede salir.	He/She can't go out.
ordenar mi dormitorio	tidy my room		

¿Cómo te preparas? How do you get ready?

¿Cómo te preparas cuando sales de fiesta?	How do you get ready when you go to a party?	Me visto.	I get dressed.
Me baño.	I have a bath.	Me maquillo.	I put on make-up.
Me ducho.	I have a shower.	Me peino.	I comb my hair.
Me lavo la cara.	I wash my face.	Me aliso el pelo.	I straighten my hair.
Me lavo los dientes.	I brush my teeth.	Me pongo gotinas.	I put gel on my hair.

¿Qué vas a llevar? What are you going to wear?

¿Qué llevas normalmente los fines de semana?	What do you normally wear at weekends?	unos pantalones	a cap
Normalmente los fines de semana llevo...	At weekends I normally wear...	unos vaqueros	some jeans
una camiseta	a T-shirt	unas botas	some boots
un jersey	a jumper	unos zapatos	some shoes
una sudadera	a sweatshirt	unas zapatillas de deporte	some trainers
una falda	a skirt	¿Vas a salir esta noche?	Are you going to go out tonight?
un vestido	a dress	Voy a ir a la...	I am going to go to the...
		Voy a llevar...	I'm going to wear...

Los colores Colours

amarillo/a	yellow	naranja	orange
azul	blue	negro/a	black
blanco/a	white	rojo/a	red
gris	grey	rosa	pink
marrón	brown	verde	green
morado/a	purple	de muchos colores	multi-coloured

¡No es justo! It's not fair!

Estoy de acuerdo...	I agree...	Eres demasiado joven.	You're too young.
con tu madre/padre	with your mother/father	En mi opinión, tienes razón.	In my opinion, you're right.
con tus padres	with your parents	¿Tú qué opinas?	What do you think?
contigo	with you		

Palabras muy usadas High-frequency words

ella	to the	este/esta/estos/estas	this/these
del/de la	of the	por eso	for this reason
demasiado/a	too (much)	por supuesto	of course
demasiado/as	too many	¡lo pase fenomenal!	I had a fantastic time!

Estrología

Finding the right word

Be careful not to choose the wrong Spanish word when you use a dictionary.

Make sure you:

- 1 Look up the correct spelling of the English word (e.g. meet/meat, pair/pear).
 - 2 Look for dictionary abbreviations (vt, nm, nf, etc. - see page 85). If it's a noun you want, don't choose a verb (e.g. a watch (to watch)).
 - 3 Look at any example sentences given.
 - 4 Double-check the Spanish word in the Spanish-English half of the dictionary.
- Find the correct Spanish translations of these items of clothing in a dictionary:
- the • cap • trainers • suit • dress

