ALSOP HIGH SCHOOL

Year 9

End of year

Examinations

2025

Revision Guide

Index

Art

Year 9 Knowledge Organiser Natural Form and Mixed Media Autumn Term		
Key Concepts – Key Definitions		
1.	**Natural Form**	Natural form is an object in nature in its original form. Examples: - Leaves, flowers, pine cones, sea weed, shells, bones, insects, stones, fossils, crystals, feathers, birds, fish, animals – in fact anything you can find in nature.
2.	**Organic**	Relating to or derived from living matter.
3..	**Observational Drawing**	To record (look closely) a subject as accurately as possible.
4.	**Naturalistic**	Derived from or closely imitating real life or nature.
5.	**Line Drawing**	A drawing done using only lines, without blocks of shading.
6.	**Tone**	Highlights/mid tones and shadow. This is used to make our drawings look 3D and realistic.
7.	**Hatching**	Technique used to create tonal or shading effects by drawing (or painting or scribing) closely spaced parallel lines.
8.	**Cross Hatching**	Crosshatching is the drawing of two layers of hatching at right-angles to create a mesh-like pattern.
9.	**Texture**	The feel, appearance, or consistency of a surface or a substance.
10.	**Botanical**	To do with the science and study of plants
11.	**Shape**	In the visual arts, shape is a flat, enclosed area of an artwork created through lines, textures, colours or an area enclosed by other shapes such as triangles, circles, and squares.
12..	**Form**	Form is an element of art. It means objects that have three dimensions. You can think of form as a 3-D shape.
13.	**Mixed Media**	A term used to describe artworks composed from a combination of different media or materials.

14.	Collage	Used to describe both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other.
15.	Mark Making	Marks made with media to show the texture or surface of something e.g. furry, smooth etc.
16.	Layering	The action of arranging something in layers.
17.	Surface	Surface is the uppermost layer of a thing. In the context of art, the surface determines how a colour is reflected, absorbed or scattered, depending upon its texture.
18.	Composition	Composition is the term used to describe the arrangement of the visual elements in a painting or other artwork.

Contextual Studies – Key Terms and Definitions

19.	Pattern and Decoration movement	Founded in the mid-1970s, the movement sought to revere and produce forms of art that had been marginalized as feminine or trivial during the height of Modernism.
20.	Islamic	Relating to the religion of Islam
21.	Uzbekistan	Relating to or characteristic of Uzbekistan or its people or culture
22.	Embroideries	Cloth decorated with embroidered designs. Embroidery is the craft of decorating fabric or other materials using a needle to apply thread or yarn.
23.	Motif	A motif is an element of an image. A motif may be repeated in a pattern or design, often many times, or may just occur once in a work.
24.	Revere	Feel deep respect or admiration for (something)
25.	Decorative	Relating to decoration. Serving to make something look more attractive; ornamental
26.	Modernist	Relating to Modernism. Modernism, in the fine arts, a break with the past and the concurrent search for new forms of expression. Modernism fostered a period of experimentation in the arts from the late 19th to the mid-20th century, particularly in the years following World War I.
27.	Geometric	Relating to geometry, or according to its methods. Characterized by or decorated with regular lines and shapes.
28	Representational	A term for art that represents some aspect of reality, in a more or less straightforward way.

Nature in Art– Historical Context

30.	**Nature -** Naturalist sculpture predates naturalist painting by several centuries.
31.	**Botanical art and illustration combine art and science.** Artists aim to record accurate information about the shapes, structures, colours, life cycle and habits of unique species of plants and flowers while also providing a pleasing image

Mixed Media in Art – Historical Context

32.	The use of **mixed media** began around **1912** with the cubist collages and constructions of **Pablo Picasso and Georges Braque**.
	In the **1930s, Henri Matisse** utilized cut-paper shapes as preparatory work larger pieces of work.
	Robert Rauschenberg, Jasper Johns, Jean Dubuffet, and Ellsworth Kelly adopted a mixed media approach to their experimental work in the 1950s as well as 60's.
	Mixed media art, drawing from the efforts of early artists, made mixed media an accessible art form for both skilled and novice artists.

Artist Information

	Robert Kushner is an American painter and mixed media artist known for his involvement in the **Pattern and Decoration movement**.
	Kushner draws his inspiration from **Japanese screen doors, Islamic patterns**, and **Uzbekistani embroideries.**

	He is also strongly influenced by **Henri Matisse, Georgia O'Keeffe, Gustav Klimt, and the French Nabis painters.**
	Kushner's work combines organic representational elements with abstracted geometric forms in a way that is both decorative and modernist.
	He works through the mediums of painting and mixed media.
	For his mixed media work, Kushner collects vintage and collage papers to create an interesting surface on paper.
	He then proceeds to draw with a brush and paint plant forms on top of the collaged surface.
	Some areas of the drawing will be painted in using bold colour and some areas will be left as a detailed line drawing.
	Other mixed media artists **include Robert Rauschenberg, Florian Nicol, Mandy Pattulo, Chris Ofili, Peter Blake, Tracy Emin…**

	Year 9 Knowledge Organiser Term 3 - Keith Haring – Pop art - Collages and figures.	
Key Concepts – Key Definitions		
1.	Assemblage	Assemblage is art that is made by assembling disparate elements – often everyday objects –
2.	Observational Drawing	To record (look closely) a subject as accurately as possible.
3.	Composition	The term usually refers to the arrangement of elements or objects within a work of art.
4.	Line Drawing	A drawing done using only lines, without blocks of shading.
5	Predominant	Having superior strength, influence, or being most frequent or common.
6.	Construct	To build something made of many parts:
7.	Medium	The medium that an artist works in is the materials or method used to create things:
8.	layering	the action of arranging something in layers.
9.	Form	Form is an element of art. It means objects that have three dimensions. You can think of form as a 3-D shape.
10.	Mixed Media	A term used to describe artworks composed from a combination of different media or materials.
11.	Collage	Used to describe both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other.
12.	Combination	A result of two or more things joining together:
13.	Characteristics	a feature or quality belonging typically to a person, place, or thing and serving to identify them.
14.	Activist	a person who uses or supports strong actions (such as public protests) in support of or opposition to one side of a controversial issue.
Contextual Studies – Key Terms and Definitions		
15.	Pop Art	Founded in the mid-1970s, the movement sought to revere and produce forms of art that had been marginalized as feminine or trivial during the height of Modernism.
16.	Graffiti	Relating to the religion of Islam
17.	Figurative art	Relating to or characteristic of Uzbekistan or its people or culture
18.	Collage	Cloth decorated with embroidered designs. Embroidery is the craft of decorating fabric or other materials using a needle to apply thread or yarn.
19.	Sculpture	A motif is an element of an image. A motif may be repeated in a pattern or design, often many times, or may just occur once in a work.

20.	Popular culture	Popular culture is the set of practices, beliefs, and objects that embody the most broadly shared meanings of a social system. It includes media objects, entertainment and leisure, fashion and trends, and linguistic conventions, among other things.
21.	Figurative	Figurative art describes any form of modern art that retains strong references to the real world and particularly to the human figure.
22.	Street art	Street art is unofficial and independent visual art created in public locations for public visibility.
23.	Meanings	What is meant by a word, text, concept, or action.
24.	Public art	Public art is art in any media whose form, function and meaning are created for the public through a public process.
25.	Graphic	A category of fine art, graphic art covers a broad range of visual artistic expression, typically two-dimensional, i.e. produced on a flat surface.

Figurative art – Historical Context

| 25.	Figurative art dates at least as far back as the cave paintings. The oldest known figurative painting made nearly 40,000 years ago, was found in Borneo.
26.	Figurative art describes any form of modern art that retains strong references to the real world and particularly to the human figures

Pop art/ Graffiti   – Historical Context

27.	Pop art is an art movement that emerged in the United Kingdom and the United States during the mid- 1950s. to late 1960's.
28.	Pop Art is a term that describes art based on the mass culture of society.
29.	Pop artists made art that mirrored, the times, incorporating everyday items, consumer goods, and mass media messaging and imagery.
30.	Andy Warhol is without doubt the most famous Pop Artist. However, many artists like Roy Lichtenstein became famous as pop artists.
31.	The first drawings on walls appeared in caves thousands of years ago. Later the Ancient Romans and Greeks wrote their names and protest poems on buildings. Modern graffiti seems to have appeared in Philadelphia in the early 1960s, and by the late sixties it had reached New York.
32.	Graffiti is writing or drawings made on a wall or other surface, usually without permission and within public view.

Keith Haring- Artist

33.	Keith Haring was an artist and sculptor, he created Pop art.
34.	Keith was born on May 4, 1958. He grew up in Pennsylvania in America.
35.	In 1978, Keith moved to New York City to study art. He loved being in the big city with all the famous Art galleries and museums.
36.	While in New York he began to draw on the blank walls of the subway's tunnels using chalk. His art was a type of graffiti.
37.	Keith worked hard travelling around the world exhibiting his artwork. His shows spanned Europe, japan and the United States.
38.	His paintings and sculptures became awfully expensive to buy. So, he opened a STORE CALLED THE Pop shop to sell his art on poster, t-shirts, and games.
39.	He also worked with schools and hospitals producing paintings, murals, and sculptures for communal areas.
40.	In 1988, Keith got sick with a disease called AIDS. He kept working hard till the end making posters to tell people about the sickness.
41.	Graffiti can, of course, be vandalism when permission has not been granted and he was arrested several times for committing crime.

Mixed Media, Collage AND Painting Technique

42.	Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric, and other ephemera are arranged and stuck down onto a supporting surface.
43.	Paper sculpture is a collection of sculptures using paper or card as the primary artistic medium for the creation of two or three-dimensional objects.
45.	Graphic design, the art and profession of selecting and arranging visual elements—such as typography, images, symbols, and colours—to convey a message to an audience.
46.	Montage is an art form consisting of putting together or assembling various smaller pictures to create a larger work while collage is a picture made by sticking other pictures onto a surface.
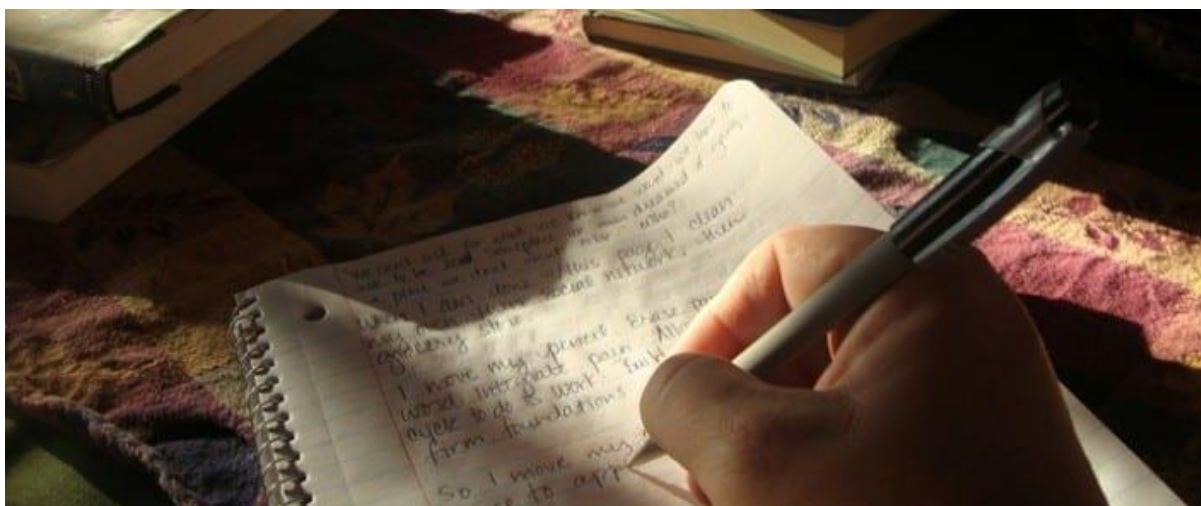
English

Our midway assessment will be testing your knowledge of key information from Y9, Y8 and Y7. This key content is listed below.

Year 9

- dystopian genre tropes
- types of governments/leaders in dystopian fiction
- features of an everyman protagonist
- main plot of 1984
- analytical writing using PETAL structure
- creative writing devices (repetition, pathetic fallacy, similes and metaphors)

Year 8

- thesis statements
- tropes of the crime genre

Year 7

- Booker's Seven Basic Plots
- Propp's Character Archetypes

Your assessment will be out of 50 in total. Use the information below to help support your revision.

Dystopian Genre Tropes:

1.   **Oppressive Government**: often a totalitarian regime controls the population with propaganda, surveillance, and fear. Individual freedom is severely restricted.

2. **Dehumanisation**: citizens are treated as less than human, either by the government, society, or technology.
3. **Surveillance**: society is under constant monitoring, where privacy is virtually non-existent.
4. **Propaganda**: the regime uses misinformation to maintain control over people's minds and emotions.
5. **Class Divisions**: a rigid, hierarchical society where the elite thrive at the expense of the masses.
6. **Rebellion/Resistance**: there is usually a group or individual who challenges the oppressive system.
7. **Environmental Decay**: the setting is often a bleak, decaying world, symbolising the downfall of humanity and nature.

Type of Government in a Dystopian World:

- **Totalitarianism**: a government where a single political authority or group holds absolute power, often with a dictator at the head. The state controls every aspect of life—political, social, economic—and uses tools like propaganda, mass surveillance, and secret police to suppress dissent.
- **Authoritarianism**: a more general system of government marked by strong central power and limited political freedoms, where citizens have little or no role in decision-making.
- **Technocracy**: in some dystopias, the government is run by experts or scientists who use technology to control the populace.

Everyman Protagonist:

An everyman protagonist is a relatable, ordinary character with no extraordinary abilities. This figure often serves as the reader's proxy, experiencing the dystopian world through their eyes. Their qualities include:

- Being morally good but flawed
- Not starting out as a hero
- Making choices that reflect broader societal dilemmas
- Being driven by a desire for survival, truth, or justice

Creative writing

- **Pathetic Fallacy**: the attribution of human emotions or characteristics to nature or inanimate objects, especially reflecting the mood of a character or the atmosphere of a scene.

Example: *"The sky wept as the first rays of sunlight battled through the thick clouds, echoing the despair in Winston's heart."*
The weather mirrors the character's emotions of sadness and struggle.

- **Repetition**: the repeated use of words or phrases to emphasize a point or to create a rhythm, often reinforcing an idea or theme.
Example: *"Again, the screens flickered, again the same message: War is Peace. Freedom is Slavery. Ignorance is Strength."*
The repeated phrases emphasise the oppressive propaganda drilled into the citizens' minds.

- **Simile**: a figure of speech that compares two different things using the words "like" or "as" to highlight a similarity.
Example: *"Winston's fear slithered through his mind like a snake."*
Winston's fear is compared to a snake to emphasize its sneaky and constricting nature.

- **Metaphor**: a figure of speech that directly refers to one thing by mentioning another, implying they are alike, without using "like" or "as."
Example: *"Big Brother was the iron fist that clenched the throat of Oceania."*
Big Brother is compared to an iron fist, suggesting control and oppression without explicitly saying "like."

Year 9 To Kill a Mockingbird

TKAM Contextual and Historical Relevance:

- Bildungsroman
- Prejudice
- Discrimination
- Characterisation
- Injustice
- Equality
- Innocence
- Symbolism and Allegory
- Empathy
- Commodification

Remember that with the above themes and broad ideas, you need to be able to do the following:

- Explain the effect of the Great Depression: poverty, life chances, segregation.
- Understand attitudes to race in 19th/20th Century America.
- Explain the impact of the Jim Crow laws.
- Consider why To Kill A Mockingbird may be a controversial novel.
- Explain the differences between justice and revenge.

Analytical Writing when explaining Harper Lee's use of Language:

Using the PETAL method:

- **P**oint – Make your argument
- **E**vidence – Quote from the text
- **T**echnique – Identify the literary device
- **A**nalysis – Explain how it your point 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
- **L**ink – Connect back to the question

Example Statement:

It is hard to feel sorry for Mayella Ewell after her accusation of Tom Robinson. Discuss this statement, referring to key quotes from To Kill A MockingBird.

Key content from Year 9

Much Ado About Nothing:

Contextual and Historical Relevance

- Patriarchy
- Gender Inequality
- Masculinity
- Honour

Shakespeare's dramatic structure and techniques:

Context and Comedic Structure	
1. Context	Shakespeare's **comedies**, including this one, often include mistaken identities and gender swapping, where male and female characters dress up and pretend to be each other. Given that all actors during this time were male, there were several layers of performing at play. These situations were played for humour and helped relieve the anxiety that English society felt during this time of changing ideas about gender roles.
2. Gender roles	Explorations of gender may have been inspired by the influence and behaviour of Elizabeth I who famously never married and was extremely powerful in her own right. However, women played a secondary role to men in Elizabethan England, especially in public. The stereotype of the typical Elizabethan women, as often portrayed in literature, is that she was chaste, modest, subservient, and wholly dependent on the men in her life—first her father, then her husband. In those portrayals marriage is expected as unmarried women didn't have any means of supporting themselves. Though some people adhered to the standards presented by these so-called authorities on morals and behaviour, that wasn't how most people lived their lives.
3. Comedic Structure	In Shakespeare's comedies we tend to find wordplay and confusions. There are lots of examples in *Much Ado About Nothing* of mistaken identity, overheard conversations and misunderstandings. Shakespeare uses **dramatic irony**, in which the audience is aware of things that the characters are not, to create comedy.

Key content from Year 8

Thesis statement

1. Start with a subordinating conjunction (although, despite, whilst, even though)
2. Introduce a weaker viewpoint
3. Comma
4. Introduce a second viewpoint

Examples:

Although Frankenstein's monster is initially portrayed as a grotesque and dangerous creature, his capacity for learning and desire for companionship reveal that he is more a victim of society's rejection than an inherent villain.

While Frankenstein's monster appears evil because of his actions, his loneliness and rejection show that he is ultimately a victim of neglect rather than a true villain.

Crime genre tropes:

- A seemingly unsolvable crime
- Crime scene investigation
- Clues/evidence
- A victim
- Suspects
- An intelligent, observant, eccentric detective
- Plot twists/ red herrings
- Suspense/mystery

Key content from Year 7

Brooker's Seven Basic Plots

1. Overcoming the Monster
- **Plot**: The hero must defeat a great evil or monstrous antagonist that threatens them or their world.
- **Examples**: *Beowulf*, *Jaws*, *James Bond* films.

2. Rags to Riches
- **Plot**: A protagonist starts in a lowly, humble position but rises to success, wealth, or glory. Often involves a reversal of fortune.
- **Examples**: *Cinderella*, *Aladdin*, *Harry Potter*.

3. The Quest
- **Plot**: The hero and companions set out to achieve a specific goal, often traveling far and encountering numerous obstacles along the way.
- **Examples**: *The Lord of the Rings*, *Indiana Jones*, *The Odyssey*.

4. Voyage and Return
- **Plot**: The protagonist travels to a strange or unfamiliar world, faces challenges, and ultimately returns home, changed by the experience.
- **Examples**: *Alice in Wonderland*, *The Wizard of Oz*, *Gulliver's Travels*.

5. Comedy
- **Plot**: Light-hearted and humorous, usually involving misunderstandings, confusion, and eventual resolution, often ending in a celebration or marriage.
- **Examples**: *A Midsummer Night's Dream*, *Bridget Jones's Diary*, *Much Ado About Nothing*.

6. Tragedy
- **Plot**: The protagonist has a fatal flaw (hubris, greed, etc.) that leads to their downfall, often resulting in death or destruction.
- **Examples**: *Macbeth*, *Romeo and Juliet*, *The Great Gatsby*.

7. Rebirth
- **Plot**: The main character experiences a major transformation or renewal, often after reaching a low point or "death" of some kind (literal or metaphorical).

- **Examples**: *A Christmas Carol*, *Beauty and the Beast*, *The Lion King*.

Propp's Character Archetypes:

1. The Hero
- The central character who embarks on a quest or faces challenges. The hero's journey often involves overcoming obstacles, defeating the villain, and achieving a goal.
- **Examples**: Hercules, Luke Skywalker, Harry Potter.

2. The Villain
- The antagonist who opposes the hero, creating conflict. The villain's goal is to disrupt the hero's plans, often for personal gain or out of malice.
- **Examples**: Darth Vader, Voldemort, the Evil Queen.

3. The Donor
- A character who provides the hero with a magical item, advice, or assistance that helps them on their quest. The donor often tests the hero before granting help.
- **Examples**: Fairy godmother in *Cinderella*, Dumbledore in *Harry Potter*.

4. The Helper
- A loyal companion or sidekick who supports the hero throughout their journey. The helper assists in overcoming obstacles and may provide emotional support or physical aid.
- **Examples**: Samwise Gamgee in *The Lord of the Rings*, Robin to Batman.

5. The Princess (or Prize)
- The goal or reward for the hero, often a person the hero rescues or wins, though it can also be a symbolic prize such as treasure or freedom. The princess is typically passive in the story but represents what the hero strives for.
- **Examples**: Princess Leia in *Star Wars*, Rapunzel in fairy tales.

6. The Dispatcher
- This character sends the hero on their journey, often pointing out the problem or quest that needs to be completed. The dispatcher motivates the hero to take action.
- **Examples**: Gandalf in *The Hobbit*, M in *James Bond*.

7. The False Hero
- A character who initially appears to be the hero or a helper but turns out to be deceptive or selfish. The false hero may try to take credit for the hero's actions or claim the reward for themselves.
- **Examples**: Prince Hans in *Frozen*, Lotso in *Toy Story 3*.

Geography

Prisoners of Geography -

- Examples of Countries that are 'prisoners of geography'
- Why is Russia hard to invade?
- Why is Haiti the poorest country in the western hemisphere?
- What features help a county to delevop.

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](#)

Eco-systems

- Location of world biomes
- The Taiga Biome – characteristics
- Wolf adaptations
- The rainforest – climate
- Layers of the rainforest
- Plant adaptations
- Palm oil

Click here for revision materials

Population

- Key terms
- Population change
- Population pyramids
- Demographic Transition Model
- Favelas
- Ageing population
- China's population polices
- Life expectancy
- Migration

    Click here for revision materials

History

First World War

Long-term causes
Militarism (*countries building armies*), **A**lliances (*countries forming agreements*), **I**mperialism (*countries building Empires*), **N**ationalism (*countries wanting what is best for themselves*).

Short term causes
The assassination of Archduke Franz Ferdinand, 28th June 1914.

The Schlieffen Plan
The German's plan to attack France and Russia if a war broke out. The plan was outdated by the beginning of WW1.

Trench Warfare

Fighting took place between 'Trench lines' in an area called 'No Man's Land'. Many new forms of technology were used in WW1, resulting in a greater scale of injury and death than previous wars. Tanks were one example of new technology, first used in the Battle of the Somme. Many soldiers suffered from PTSD/Shellshock, as well as other conditions including Trench Foot and infections.

The Armistice
WW1 came to an end on 11th November 1918, at 11am after an agreement called 'The Armistice' between the two sides.
https://www.bbc.co.uk/bitesize/topics/z4crd2p

Russian Revolution

The Russian Revolution was an uprising inspired by the ideas of 'communism'. This meant that everyone would be equal. The uprising was caused **by a political group called the Bolsheviks, led by**

Vladimir Lenin. The success of the uprising resulted in **the abdication of Tsar Nicholas II, ruler of Russia.** This brought over 300 years of Romanov rule in Russia to an end.

https://www.youtube.com/watch?v=KOK1TMSyKcM

The Inter-War Years (1918-39)

The Treaty of Versailles:

The Treaty was a 'diktat' (forced on Germany) and they had to agree to the following terms: **B**lame (*accepting blame for the war*), **R**eparations (*paying £6.6 billion*) , **A**rmy (*army reduced to 100,000 men*), **T**erritory (*loss of 13% of land*).

League of Nations:

Peace-keeping organization established after WW1. The US would not join and the L.O.N was a failure (it couldn't stop WW2 from happening).

Hitler's Foreign Policy:

Adolf Hitler wanted to rebuild Germany after the Treaty of Versailles. He wanted to rebuild Germany's army and take back land lost after WW1. **Hitler was appeased by Chamberlain**, who allowed Hitler to take back the Rhineland and the Sudetenland, as well as uniting Germany with Austria. Eventually, **Hitler invaded Poland in September 1939**. Chamberlain finally stood up to Hitler and declared war on Germany – this began the Second World War.

https://www.bbc.co.uk/bitesize/guides/zbg4t39/revision/1

Second World War

Dunkirk

May – June 1940, the evacuation of over 300,000 British, French and Belgian troops from the Northern French town of Dunkirk.

The Battle of Britain/The Blitz

The Germans planned to attack Britain's Royal Airforce before attempting an invasion. The series of air battles between July and October 1940 are called the 'Battle of Britain'. After Germany's defeat, the German Luftwaffe (air force) began bombing British towns and cities in a campaign known as **'The Blitz',** until May 1941.

The Atomic Bomb

The United States entered the war in 1941 after the Japanese attack on Pearl Harbor. **The US eventually forced Japan to surrender in August 1945**, when two Atomic Bombs were dropped on the cities of Hiroshima and Nagasaki.

The Holocaust

Between 1941 and 1945, the Nazis attempted to annihilate all of Europe's Jews in a **genocide** known as the Holocaust (or "the Shoah", the Hebrew word for "catastrophe").

https://www.bbc.co.uk/bitesize/topics/zk94jxs

Maths

Sparx Maths

ALSOP HIGH SCHOOL

Step 1) Log in to Sparx Maths

Step 2) Select Revision and Assessments

Welcome to Sparx Maths
What would you like to do today?

My Homework

Revision & Assessments

Step 3) Click 'Do Some Revision'

Revision   Do some revision >

O   O
Fluency questions   Problem solving
completed   questions completed
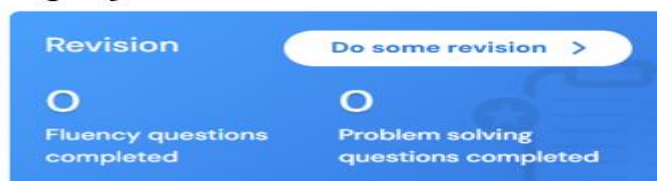
Step 4) Complete the revision questions and watch the videos when you need to.

Sparx

Question	Topic	Code
Q1	Converting between fractions, decimals and percentages	U888
Q2	Sharing amounts in a given ratio	U577
Q3	Translation	U196
Q4	Expected results from repeated experiments	U166
Q5	Angles in quadrilaterals	U732
Q6	Changing the subjects of formulae	U556
Q7	Percentage change with a calculator	U671
Q8	Measuring and drawing bearings	U525
Q9	Reading and drawing inequalities on number lines	U509
Q10	Solving direct proportion word problems	U721
Q11	Plans and elevations	U743
Q12	Solving double inequalities	U145
Q13	Understanding congruence	U790
Q14	Standard form with a calculator	U161
Q15	Finding equations of straight line graphs	U315
Q16	Solving inverse proportion word problems	U357
Q17a	Plotting distance-time graphs	U403
Q17b	Calculating speed from distance-time graphs	U462
Q17c	Calculating speed from distance-time graphs	U462
Q18	Using Pythagoras' theorem in 2D	U385
Q19	Frequency trees	U280
Q20	Finding unknown sides in similar shapes	U578
Q21	Finding original values in percentage calculations	U286
Q22	Currency conversion	U610
Q23	Enlargement by a positive scale factor	U519
Q24	Interpreting equations of straight line graphs	U669
Q25	Calculating bearings	U107
Q26a	Interpreting graphs of quadratic functions	U667
Q26b	Solving quadratic equations graphically	U601
Q27	Calculating with speed	U151
Q28	Constructing perpendicular bisectors and lines	U245
Q29	Changing the subjects of formulae	U556
Q30	Finding error intervals	U657
Q31	Factorising to solve quadratic equations of the form $x^2 + bx + c = 0$	U228
Q32	Finding the arc length of sectors	U221
Q33	Finding the percentage an amount has been changed by	U278
Q34	Finding the volume of cylinders, Calculating with rates	U915, U256

Music

Key Vocabulary	
Backbeat	Emphasis on beats 2 and 4
Bubble rhythm	Playing the chords twice on beat 2 and twice on beat 4
Chord	2 or more notes played together at the same time
Dynamics	The volume of the music
Leitmotif	A tune that represents a character
Major	Sounds happy
Minor	Sounds sad
Skank rhythm	Playing the chords once on beat 2 and once on beat 4
Soundtrack	Music composed to accompany a film
Syncopation	Playing off beat
Tempo	The speed of the music
Timbre	The instruments and/or sounds we can hear

<u>Reading Music</u>

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

Lines: **E**very **G**ood **B**oy **D**eserves **F**ootball

Spaces: **FACE** in the space
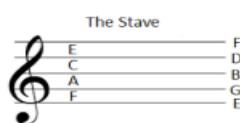
Sometimes, there are other symbols next to notes which tell us to play a different note:

- A **sharp** makes the note one step **higher**
- A **flat** makes the note one step **lower**
- A **natural** means we play the normal note

<u>Film Music</u>

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.

<u>Reggae Music</u>

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.
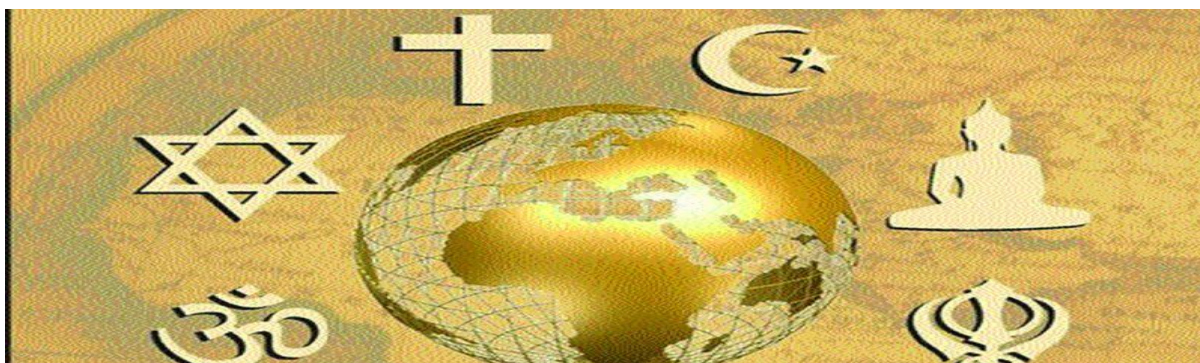
Religion and Worldviews

Key Preparation Focus

Use the links below to access BBC Bitesize.

Buddhism - https://www.bbc.co.uk/bitesize/topics/zs86n39/articles/zmcsmfr

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

Suffering - https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/z6twrj6

Vocation - https://www.bbc.co.uk/bitesize/articles/z3d8h4j

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 Pharoah 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.

Buddhism

Buddhism is a non-theistic religion founded by Siddhartha Gautama (the Buddha) around 2,500 years ago in India. It focuses on understanding suffering and how to overcome it. The Buddha was born Prince Siddhartha Gautama who left his life of luxury to seek truth. After years of meditation and self-discipline, he achieved enlightenment and became "The Buddha". He taught the Four Noble Truths and the Eightfold Path. The Pali Canon (or Tipitaka) is the earliest collection of Buddhist scriptures, written in the Pali language. It includes:

- Sutta (discourses/teachings)
- Vinaya (monastic rules)
- Abhidhamma (philosophical teachings)

Buddhists in the UK may meditate, visit temples, and follow moral guidelines. Many British Buddhists practise mindfulness and compassion alongside their everyday lives.

Moral and Natural Evil and the Link to Suffering

Moral evil: caused by humans (e.g. violence, greed). Natural evil: caused by nature (e.g. floods, earthquakes). Buddhists view both as part of dukkha (suffering), one of the main realities of life. Buddhists overcome suffering through following the Four Noble Truths and the Eightfold Path which includes Right View, Intention, Speech, Action, Livelihood, Effort, Mindfulness, Concentration. This helps reduce desire and attachment, the root causes of suffering.

The Buddhist Sangha is the community of monks, nuns, and lay followers. It offers guidance, support, and a shared spiritual path. Buddhist meditation is a key Buddhist practice that promotes concentration, mindfulness, and insight.

Discipleship and Vocation

Being a disciple means following Jesus' teachings in everyday life. It involves love, sacrifice, service, and sharing the message of Christianity. A vocation is a strong feeling of being called to a certain role in life, often one that helps others. This could be religious (like becoming a priest) or secular (like being a teacher or nurse).

Nicky Cruz was a violent gang leader in New York. After meeting a Christian preacher, he converted to Christianity. His life changed completely, and he now helps young people avoid gangs and crime.

A religious vocation is a calling from God to serve in a religious way. Examples include becoming a priest, monk, or nun. It involves commitment, discipline, and often living by vows of poverty, chastity, and obedience. Some churches (like the Church of England) allow women to become priests and bishops. Others (such as the Roman Catholic Church) do not, based on tradition and scripture. Arguments in favour of women priests include equality and justice, while opposition is often rooted in historical teachings.

Mother Teresa dedicated her life to serving the poor in India. She founded the Missionaries of Charity and lived a life of compassion, humility, and faith. Her example shows how religious vocation can lead to selfless service.

Science

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

Topics	Revise
Infection and response	40-45
Electricity A	188-189 192-198
Structure, bonding and the properties of Matter A	96-101
Variation and evolution A	64-65 72-73
Forces A	162-165

Spanish

Opiniones — Opinions

Spanish	English
¿Qué cosas te gustan?	What things do you like?
¿Qué cosas te encantan / te chiflan?	What things do you love?
¿Qué cosas no te gustan (nada)?	What things do you not like (at all)?
Me gusta(n) (mucho)...	I like... (a lot).
Me encanta(n) / Me chifla(n)...	I love...
No me gusta(n) (nada)...	I don't like... (at all).

En mi tiempo libre — In my free time

Spanish	English
el deporte	sport
el dibujo	drawing
el fútbol	football
el racismo	racism
la música	music
la tele	TV
la violencia	violence
los animales	animals
los deberes	homework
los insectos	insects
los videojuegos	videogames
las artes marciales	martial arts

¿Cómo organizas tu semana? — How do you organise your week?

Spanish	English
Soy miembro de un club (de judo).	I am a member of a (judo) club.
Soy miembro de un equipo.	I am a member of a team.
Soy miembro de un grupo.	I am a member of a group / band.
Bailo Zumba®.	I dance Zumba®.
Cocino para mi familia.	I cook for my family.
Escribo canciones.	I write songs.
Leo cómics / libros.	I read comics / books.
Monto en bici.	I ride a bike.
Saco fotos.	I take photos.
Toco el teclado.	I play the keyboard.
Veo un partido de fútbol.	I watch a football match.

¿Cuándo? — When?

Spanish	English
los lunes / martes / miércoles / jueves	on Mondays / Tuesdays / Wednesdays / Thursdays
los fines de semana	at weekends
después del insti	after school

Expresiones de frecuencia — Expressions of frequency

Spanish	English
una vez a la semana	once a week
dos veces a la semana	twice a week
a veces	sometimes
a menudo	often
siempre	always
(casi) todos los días	(almost) every day
todos los fines de semana	every weekend

Cartelera de cine — What's on at the cinema

Spanish	English
¿Qué tipo de película es?	What type of film is it?
Es...	It is...
una comedia	a comedy
una película de acción	an action film
una película de animación	an animated film
una película de aventuras	an adventure film
una película de ciencia ficción	a science-fiction film
una película de fantasía	a fantasy film
una película de superhéroes	a superhero film
una película de terror	a horror film

¿Qué tipo de películas te gustan? — What type of films do you like?

Spanish	English
Me encantan las comedias.	I love comedies.
Me chiflan las películas de ciencia ficción.	I love science-fiction films.
No me gustan las películas de terror.	I don't like horror films.
Mi película favorita es...	My favourite film is...
Mi actor favorito es...	My favourite actor is...
Mi actriz favorita es...	My favourite actress is...

¿Vas a menudo al cine? — Do you often go to the cinema?

Spanish	English
Voy una vez al mes.	I go once a month.
Voy dos veces al mes.	I go twice a month.
Voy los domingos por la tarde.	I go on Sunday afternoons / evenings.
Voy los sábados por la mañana.	I go on Saturday mornings.

¿Cuándo vas a celebrar tu cumpleaños? — When are you going to celebrate your birthday?

Spanish	English
mañana	tomorrow
la semana que viene	next week
el fin de semana que viene	next weekend
el mes que viene	next month
el nueve de febrero	on the ninth of February

¿Cómo vas a celebrar? — How are you going to celebrate?

Spanish	English
Voy a hacer karting.	I'm going to do go-karting.
Voy a ir a la bolera.	I'm going to go bowling.
Voy a ir a un parque de atracciones.	I'm going to go to a theme park.
Voy a jugar al paintball.	I'm going to play paintball.
Voy a pasar la noche en casa con mis amigas / mis amigos.	I'm going to have a sleepover at home with my friends.

¿Cómo va a ser? — What is it going to be like?

Spanish	English
Voy a sacar muchas fotos.	I'm going to take lots of photos.
Vamos a montar en una montaña rusa.	We are going to ride a roller coaster.
Vamos a ver películas de terror.	We are going to watch horror films.
¡Va a ser genial!	It's going to be great!

Palabras muy frecuentes — High-frequency words

Spanish	English
casi	nearly, almost
primero	first
luego	then
después	afterwards
más tarde	later
o	or
y	and
pero	but
también	also
por supuesto	of course

Estrategia 1

Using the present tense

In this module you have revised two important irregular verbs – ser (to be) and ir (to go) – as well as the endings for regular verbs in the present tense.

- Do you know what it means when I see it?
- Can I pronounce it?
- Can I spell it correctly?
- Can I use it in a sentence?

1 Work with a partner. Test each other. Ask yourself:

Example:
- ● "we dance"?
- ■ "bailamos"?

2 Now ask your partner to use the verb in a sentence.

Example:
- ● ¿En una frase?
- ■ Los viernes bailamos Zumba.

Practise all the parts of these regular verbs until you know them well:

bailar	(to dance)
cocinar	(to cook)
montar en bici	(to ride a bike)
sacar fotos	(to take photos)
tocar	(to play – an instrument)
leer	(to read)
ver	(to see)
escribir	(to write)

Also try writing these two irregular verbs out in full:

ser (to be)		ir (to go)	
soy		voy	
eres		vas	

¡PALABRAS! 📖

¿En qué trabajas? — What's your job?

Soy... — I am...
- camarero/a — a waiter
- cocinero/a — a cook
- dependiente/a — a shop assistant
- jardinero/a — a gardener
- limpiador(a) — a cleaner
- peluquero/a — a hairdresser
- recepcionista — a receptionist

¿Qué tienes que hacer? — What do you have to do?

Tengo que... — I have to...
- ayudar a los clientes — help customers
- cortar el pelo a los clientes — cut customers' hair
- hablar por teléfono — speak on the phone
- limpiar habitaciones — clean rooms
- preparar comida — prepare food
- servir en el restaurante — serve in the restaurant
- vender productos en la tienda — sell products in the shop

Opiniones — Opinions

¿Te gusta tu trabajo? — Do you like your job?
(No) Me gusta (nada) mi trabajo porque es... — I (don't) like my job (at all) because it is...
- creativo — creative
- estresante — stressful
- fácil — easy
- interesante — interesting
- monótono — monotonous
- repetitivo — repetitive

Mi jefe/a es severo/a. — My boss is strict.
Los clientes (no) son... — The customers are (not)...
- simpáticos. — nice.
- horrorosos. — awful.

¿Qué te gustaría hacer? — What would you like to do?

Me gustaría... — I would like...
No me gustaría (nada)... — I wouldn't like... (at all)
- trabajar al aire libre — to work in the open air
- trabajar con animales — to work with animals
- trabajar con niños — to work with children
- trabajar en equipo — to work in a team
- trabajar en una oficina — to work in an office
- trabajar solo/a — to work alone
- hacer un trabajo creativo — to do a creative job
- hacer un trabajo manual — to do a manual job

Por eso me gustaría ser... — Therefore I would like to be...
- cantante — a singer
- diseñador(a) — a designer
- enfermero/a — a nurse
- mecánico/a — a mechanic
- periodista — a journalist
- policía — a police officer
- profesor(a) — a teacher
- veterinario/a — a vet

¿Qué tipo de persona eres? — What type of person are you?

En mi opinión, soy... — In my opinion, I am...
Creo que soy... — I believe I am...
muy / bastante... — very / quite...
- ambicioso/a — ambitious
- hablador(a) — talkative
- independiente — independent
- inteligente — intelligent
- organizado/a — organised
- paciente — patient
- práctico/a — practical
- responsable — responsible
- sociable — sociable
- trabajador(a) — hard-working

¿Qué tal ayer en el trabajo? — How did you get on at work yesterday?

- Por la mañana... — In the morning...
- Por la tarde... — In the afternoon...
- A la hora de comer... — At lunchtime...
- bebí una botella de cola — I drank a bottle of cola
- comí una hamburguesa — I ate a hamburger
- dormí un poco — I slept for a bit
- escuché música — I listened to music
- escribí SMS a mis amigas — I wrote text messages to my friends
- hablé por Skype™ — I talked on Skype™
- jugué a un videojuego — I played a video game
- llegué tarde al trabajo — I arrived late for work
- perdí mi trabajo — I lost my job

¿Cómo es un día típico? — What is a typical day like?

- Escribo correos (electrónicos). — I write emails.
- Hago reservas. — I make reservations.
- Hago entrevistas. — I do interviews.
- Organizo excursiones. — I organise excursions.
- Preparo el programa. — I prepare the programme.
- Salgo con los grupos. — I go out with the groups.
- Trabajo con mi equipo. — I work with my team.
- Viajo mucho. — I travel a lot.
- Voy a la oficina. — I go to the office.
- ¿Qué idiomas hablas? — What languages do you speak?
- Hablo español, inglés y alemán. — I speak Spanish, English and German.

Los idiomas son importantes. — Languages are important.
¿Te gusta tu trabajo? — Do you like your job?
Me encanta mi trabajo porque... — I love my job because...
- es muy práctico — it's very practical
- es muy variado — it's very varied

Ayer... — Yesterday...
- conocí a... — I met...
- fui a... — I went to...
- hablé con... — I spoke to...
- organicé una visita para... — I organised a visit for...
- preparé un programa especial — I prepared a special programme
- viajé en helicóptero — I travelled by helicopter

Palabras muy frecuentes — High-frequency words

- creo que... — I think / believe that...
- mi/mis — my
- tu/tus — your
- bastante — quite
- muy — very
- un poco — a bit
- ¿qué? — what?
- ¿por qué? — why?
- porque — because
- por eso — so / therefore

Estrategia 2 — Looking for clues to work out meaning

If you don't understand a word, can you work out the meaning by looking for clues? For example, if someone is describing their job they might mention where they work, who they work with, what they do, etc, so you can have a good guess at what their job is even if you don't recognise the word. Can you guess what someone's job might be if they use these words?

- restaurante / clientes / servir comida ?
- clínica / animales / operar ?
- instituto / niños / dar clases ?
- avión / pasajeros / ayudar ?

¡PALABRAS! 1

¿Llevas una dieta sana? — Do you have a healthy diet?

Spanish	English
Llevo una dieta (bastante) sana.	I have (quite) a healthy diet.
¿Qué comes?	What do you eat?
Como...	I eat...
caramelos	sweets
fruta	fruit
galletas	biscuits
pan	bread
pescado	fish
pasta	pasta
pasteles	cakes
verduras	vegetables
¿Qué bebes?	What do you drink?
Bebo...	I drink...
agua	water
café	coffee
leche	milk
todos los días	every day
a menudo	often
a veces	sometimes
tres veces al día	three times a day
una vez a la semana	once a week
Nunca como pescado.	I never eat fish.
No bebo nada.	I don't drink anything.

¿Por qué (no) comes...? — Why do you (not) eat...?

Spanish	English
Es sano / sana.	It's healthy.
Son sanos / sanas.	They are healthy.
Es rico / rica.	It's delicious.
Es asqueroso / asquerosa.	It's disgusting.
Soy vegetariano / vegetariana.	I am a vegetarian.
Soy alérgico / alérgica.	I am allergic.
Soy musulmán / musulmana.	I am a Muslim.

¿Qué haces para estar en forma? — What do you do to keep fit?

Spanish	English
Juego al baloncesto.	I play basketball.
Juego al fútbol.	I play football.
Juego a la pelota vasca.	I play pelota (Basque ball game).
Juego al rugby.	I play rugby.
Juego al tenis.	I play tennis.
Hago artes marciales.	I do martial arts.
Hago atletismo.	I do athletics.
Hago baile.	I do dance.
Hago footing.	I go jogging.
Hago gimnasia.	I do gymnastics.
Hago natación.	I go swimming.
Juego al rugby los martes.	I play rugby on Tuesdays.
Hago gimnasia dos veces a la semana.	I do gymnastics twice a week.

¿Qué deporte prefieres? — Which sport do you prefer?

Spanish	English
Prefiero jugar al baloncesto.	I prefer to play basketball.
Prefiero hacer baile.	I prefer to do dance.
Prefiero hacer natación.	I prefer to go swimming.
Prefiero los deportes de equipo.	I prefer team sports.
Prefiero los deportes individuales.	I prefer individual sports.
Es mi deporte favorito.	It is my favourite sport.

Describe tu rutina diaria — Describe your daily routine

Spanish	English
Me despierto.	I wake up.
Me levanto (enseguida).	I get up (straight away).
Me lavo los dientes.	I brush my teeth.
Me ducho.	I shower.
Me visto.	I get dressed.
Me acuesto.	I go to bed.
Desayuno.	I have breakfast.
Ceno.	I have dinner.
Voy a la piscina.	I go to the swimming pool.
Voy al trabajo.	I go to work.
Voy al gimnasio.	I go to the gym.
Entreno.	I exercise / train.
a las seis.	at six o'clock.
a las siete y cuarto.	at quarter past seven.
a las nueve y media.	at half past nine.
a las diez menos cuarto.	at quarter to ten.

¿Qué te duele? — What hurts (you)?

Spanish	English
Me duele el brazo.	My arm hurts.
Me duele el estómago.	My stomach hurts.
Me duele el pie.	My foot hurts.
Me duele la cabeza.	My head hurts.
Me duele la espalda.	My back hurts.
Me duele la garganta.	My throat hurts.
Me duele la pierna.	My leg hurts.
Me duelen los dientes.	My teeth hurt.
Me duelen los oídos.	My ears hurt.
Me duelen los ojos.	My eyes hurt.

¿Qué tal estás? — How are you?

Spanish	English
Estoy cansado / cansada.	I am tired.
Estoy enfermo / enferma.	I am ill.
Tengo catarro.	I have a cold.
Tengo tos.	I have a cough.

Consejos para estar en forma — Advice for keeping fit / in shape

Spanish	English
Para estar en forma...	To keep fit / in shape...
Se debe...	You/One must / should...
beber agua frecuentemente	drink water frequently
comer más fruta y verduras	eat more fruit and vegetables
dormir ocho horas al día	sleep for eight hours a day
entrenar una hora al día	exercise for one hour a day
No se debe...	You/One must not / should not...
fumar	smoke
beber alcohol	drink alcohol
comer comida basura	eat junk food
beber muchos refrescos	drink lots of fizzy drinks
Soy adicto / adicta al / a la / a los / a las...	I am addicted to...
Voy a entrenar tres veces a la semana	I am going to exercise three times a week.
No voy a beber muchos refrescos	I am not going to drink lots of fizzy drinks.

Palabras muy frecuentes — High-frequency words

Spanish	English	Spanish	English
casi	almost / nearly	hasta	until
cada	each / every	ahora	now
todo / toda / todos / todas	all	hoy	today
mucho / mucha / muchos / muchas	a lot (of)	ayer	yesterday
primero	first	anoche	last night
luego	then	para	(in order) to
después	afterwards	creo que	I think / believe that
finalmente	finally	por eso	so / therefore
por lo general	in general	sin embargo	however
		dónde	where

Estrategia 3
Learning new vocabulary

- Make your own word games. For example, write down the Spanish words you need to learn in one column and their English translations in another. Cut them up and play a game of pairs. Say each Spanish word to yourself as you pick it up.
- Next, take your learning further. In your vocabulary lists, highlight the words you definitely know in green. Highlight the ones that you don't know in red. Work harder at learning the red words. When you think you know a red word, draw a star by it.

Spanish	English
la mano	hand
la pierna	leg
el pie	foot

¡PALABRAS!

Las nacionalidades — Nationalities

Spanish	English
¿Cuál es su nacionalidad?	What is his/her nationality?
Es...	He/She is...
argentino/a	Argentinian
boliviano/a	Bolivian
colombiano/a	Colombian
mexicano/a	Mexican
norteamericano/a	North American
peruano/a	Peruvian
inglés/inglesa	English
español(a)	Spanish
pakistaní	Pakistani

Sobre su vida — About his/her life

Spanish	English
¿De dónde es?	Where is he/she from?
Es de...	He/She is from...
¿Dónde vive?	Where does he/she live?
Vive en...	He/She lives in...
¿Con quién vive?	Who does he/she live with?
Vive con sus padres.	He/She lives with his/her parents.
¿Qué hace por la mañana?	What does he/she do in the morning?
Desayuna.	He/She has breakfast.
Organiza sus cosas.	He/She organises his/her things.
Va al insti.	He/She goes to school.
¿Qué hace durante el día?	What does he/she do during the day?
Ayuda a su madre.	He/She helps his/her mother.
Estudia.	He/She studies.
Hace los deberes.	He/She does homework.
Prepara la cena.	He/She prepares dinner.

Mis derechos — My rights

Spanish	English
Tengo derecho...	I have the right...
al amor y a la familia	to love and to family
al juego	to play
a la educación	to an education
a la libertad de expresión	to freedom of expression
a la protección	to protection
a un medio ambiente sano	to a healthy environment
No puedo...	I cannot...
dar mi opinión	give my opinion
ir al insti(tuto)	go to school
jugar con mis amigos	play with my friends
respirar	breathe
salir a la calle	go out in the street
vivir con mi familia	live with my family
porque...	because...
soy chico/a	I am a boy/girl
mi padre es muy estricto	my father is very strict
tengo que ganar dinero	I have to earn money
tengo que trabajar	I have to work
el aire está contaminado	the air is polluted
en mi país a veces	in my country sometimes
hay violencia	there is violence
¡No es justo!	It isn't fair!
Es inaceptable.	It is unacceptable.

¿Cómo vas al insti? — How do you get to school?

Spanish	English
Voy a caballo.	I go on a horse.
Voy a pie.	I go on foot. / I walk.
Voy en autobús.	I go by bus.
Voy en barco.	I go by boat.
Voy en bici.	I go by bike.
Voy en coche.	I go by car.
Voy en metro.	I go by underground.
Voy en tren.	I go by train.
¿Por qué?	Why?
Porque es...	Because it is...
más rápido que ir a pie	quicker than walking
más verde que ir en autobús	greener than going by bus
más barato que ir en taxi	cheaper than going by taxi
más práctico que ir en coche	more practical than going by car
más seguro que nadar	safer than swimming
la única opción	the only option

Un mundo mejor — A better world

Spanish	English
Para ser un instituto verde...	In order to be a green school...
apagamos la luz	we switch off the light
conservamos electricidad	we save electricity
no malgastamos agua	we don't waste water
plantamos árboles y flores	we plant trees and flowers
reciclamos botellas de plástico	we recycle plastic bottles
reciclamos papel y vidrio	we recycle paper and glass
reducimos el consumo eléctrico	we reduce our consumption of electricity
tenemos un jardín	we have a garden
vamos en bici	we go by bike
Para hacer un mundo mejor...	In order to create a better world...
vamos a escribir cartas para Amnistía Internacional	we are going to write letters for Amnesty International
vamos a organizar un evento	we are going to organise an event
vamos a recaudar fondos	we are going to raise funds
vamos a vender pasteles	we are going to sell cakes

Palabras muy frecuentes — High-frequency words

Spanish	English
mi/mis	my
su/sus	his/her
más... (que)	more... (than)
para	in order to / for
para mí	for me
por ejemplo	for example
por eso	so/therefore
muy	very
hay	there is / there are
ahora	now
ya	already
en el futuro	in the future
el año pasado	last year

Estrategia 4 — Traffic lights

When learning vocabulary, it is important to have a clear idea about what you know already. Apply traffic light coding to the list of vocabulary from this module.

- I do not know what this word means or how to spell it.
- I know what this word means but I can't spell it or use it in a sentence.
- I know this word. I can spell it and use it in a sentence.

For the words in your 'red' list, do some independent learning. Combining seeing, listening and doing strategies makes memorising more effective. Try one or more of these strategies:

- Use your visual memory: close your eyes and try to picture the word in your head.
- Use your auditory (hearing) memory: say the word out loud.
- Use your kinaesthetic (doing) memory: write the word from memory.