



Knowledge Organiser 2

END OF YEAR ASSESSMENTS
February to July

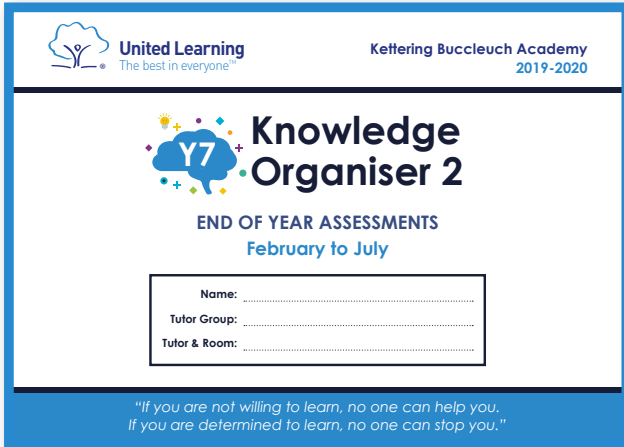
Name:
Tutor Group:
Tutor & Room:

*“If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you.”*

Contents

- | | | | | |
|------------|--|------------|-------------|------------------------------|
| 1. | Your Knowledge Organiser and Self-Quizzing Book | 20. | History | Medieval Religion & Medicine |
| 2. | How do I complete Knowledge Organiser homeworks? | 21. | History | Challenges To Medieval Kings |
| 3. | KBA Literacy Whole school literacy fundamentals | 22. | Literacy | Up-levelling your writing |
| 4. | KBA Literacy Whole school literacy fundamentals | 23. | Literacy | high-frequency words |
| 5. | Whole academy reading - The Secret Garden | 24. | Mathematics | Various Equations |
| 6. | Whole academy reading - The Secret Garden | 25. | Mathematics | Angles & Shapes |
| 7. | Art The formal elements, colour theory etc... | 26. | Mathematics | Lines Of Symmetry |
| 8. | Art Hendrick Andriessen | 27. | Music | Samba |
| 9. | Drama Jamie Dyson | 28. | Music | I've Got Rhythm |
| 10. | Drama Macbeth | 29. | PE | KPI 9 - Fitness Components |
| 11. | English War & Conflict: Poetry Context | 30. | PRE | Places Of Worship |
| 12. | English A Midsummer Night's Dream Context | 31. | PRE | Christianity |
| 13. | English The Wolves of Willoughby Chase | 32. | Science | Chemical Reactions 7CC |
| 14. | French Words & Connectives | 33. | Science | Reproduction & Variation |
| 15. | French Key vocab per module | 34. | Science | Forces & Motion |
| 16. | Geography World Of Work & Geology | 35. | Spanish | Words & Connectives |
| 17. | Geography Key Vocab Per Module | 36. | Spanish | Key Vocab Per Module |
| 18. | German Words & Connectives | | | |
| 19. | German Key Vocab Per Module | | | |

Your Knowledge Organiser and Self-Quizzing Book



Knowledge Organisers

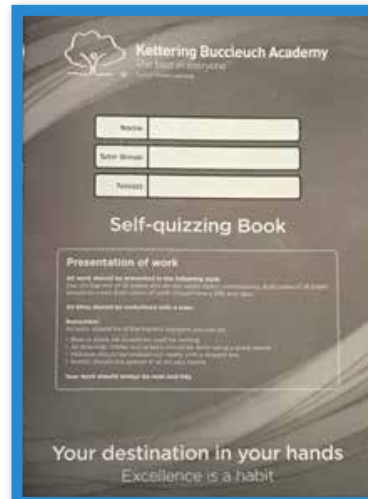
Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 7 and subsequent years.

They will help you recap, revisit and revise what you have learnt in lessons in order to move the knowledge within from your short-term memory to long term memory.

Self-Quizzing Book

This is the book that all Knowledge Organiser homework is to be completed in.

You must follow the simple rules as to how they are to be used.



You **must** bring your Knowledge Organiser and Self-Quizzing Book to **every** lesson and place it on your desk at the beginning of each lesson.

You **must** keep all of your Knowledge Organisers and Self-Quizzing Books because the fundamental knowledge required in Year 7 will also be required in years 8-11.

Knowledge Organisers are **NOT** a replacement for revision guides but they include the fundamental knowledge that ALL students in Year 7 require.



How do I complete Knowledge Organiser homeworks?

You will be set a MINIMUM of 2 Knowledge Organiser homeworks in every subject each half term

STEP 1

Check SMHW and identify what words/ definitions/facts you have been asked to learn.

Task description
#1. Tasks of this assignment for class 7/8/9 Mathematics
Use pencil & blue pen
You will be given a list (Word) List at the beginning of this assignment on the following day and you will have your own Knowledge Organiser.
• Write the longest word from the Knowledge Organiser to complete your homework.
• Record complete your homework in your self-quizzing book.
Keywords/Definitions:
1. Multiple
2. Factor
3. Prime Number
4. LCM
5. HCF
6. Quotient
7. Denominator
8. Numerator
9. Divisor
10. Product
Important information
• This homework will be approximately 30 minutes.
• We will always mark the work you send in the homework in class.

STEP 2

Write today's date and the title from your Knowledge Organiser.

P1
P2
P3
P4 Title: Mathematics KO Homework #1 Date: 2/7/19

STEP 3

Write out the keywords/definitions/facts you have been set from SMHW in FULL.

Mathematics KO Homework #1 Date: 2/7/19

1. Multiple - a number in another number's times table
2. Factor - a number that divides exactly into another number
3. Prime Number - a number with exactly 2 factors
4. LCM - Lowest Common Multiple
5. HCF - Highest Common Factor
6. Quotient - the result obtained by dividing one quantity by another
7. Denominator - the integer on the bottom of the fraction
8. Numerator - a mixture of whole numbers and fractions
9. Divisor - the integer on the top of the fraction
10. Product - the multiplication of 2 or more numbers

STEP 4

Cover the definitions in your SELF-QUIZZING BOOK, apart from the first. **Read it, Cover it, Say it** in your head, check it... REPEAT until confident.

Mathematics KO Homework #1 Date: 2/7/19

1. Multiple - a number in another number's times table

STEP 5

Cover up ALL the definitions/facts and write them out from memory in your SELF-QUIZZING BOOK.

Mathematics KO Homework #1 Date: 2/7/19

1. Multiple - a number in another number's times table
2. Factor - a number that divides exactly into another number
3. Prime Number - a number with exactly 2 factors
4. LCM - Lowest Common Multiple
5. HCF - Highest Common Factor
6. Quotient - the result obtained by dividing one quantity by another
7. Denominator - the integer on the bottom of the fraction
8. Numerator - a mixture of whole numbers and fractions
9. Divisor - the integer on the top of the fraction
10. Product - the multiplication of 2 or more numbers

Now correctly...

1. Multiple -

STEP 6

Check your answers and correct where required. Repeat Steps 4 to 6 until you are confident.

You will be tested on the 10 words/ definitions/facts as a starter activity in your lesson on the day that the homework is due.

This will be completed in your normal exercise book and you will mark it in class.

Can I write in paragraphs?

The **TIPTOP** rule

You move onto a new paragraph when you change Time, Place, Topic or Person.

1. I always start an essay with **an introduction** which addresses the question.
2. I finish an essay with **a conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

Furthermore
Whereas
Nevertheless
Alternatively
Consequently

But
Since
Yet
Therefore
Besides

Meanwhile
Nonetheless
However
Although
Moreover

Have I used the correct grammar?

I am aware that I must use language that is appropriate to my reader.

- **No slang** that lesson was ~~begin~~
- **No informal language** I'm ~~gonna~~ do my homework now

Other things to consider:

- ✓ I am clear about the **purpose** of this piece of writing
- ✓ I know who my **audience** is
- ✓ I will use a suitable **layout** and **text type**

I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

Can I spell familiar words accurately?

Common contractions

We must use an apostrophe to replace any letter(s) we have left out.

I'll	o'clock	How's	They'd	Where'll
Aren't	I'd	They'll	Where's	
Can't	I'll	They're	Who'd	
Couldn't	I'm	Wasn't	Who'll	
Didn't	Isn't	We'd	Who's	
Doesn't	It'd	We'll	Why'd	
Don't	It'll	We're	Why'll	
Hadn't	It's	Weren't	Why's	
Hasn't	Mightn't	What'd	Won't	
Haven't	Mustn't	What'll	Wouldn't	
He'd	Shan't	What's	You'd	
He'll	She'd	When'd	You'll	
He's	She'll	When'll	You're	
How'd	She's	When's		
How'll	Shouldn't	Where'd		

Can I use different sentence types?

Simple sentences: Contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: Joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so*.

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as *because, since, after, although, or when*.

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

Homophones

I have checked that I have not mixed up my homophones.

Affect/effect	One/won
Bare/bear	Passed/past
Brake/break	Peace/piece
Buy/by	Practice (n)/practise (v)
For/four	Read/red
Flour/flower	Sea/see
Grate/great	Sight/site
Hair/hare	Son/sun
Hole/whole	To/too/two
Hour/our	Wait/weight
Knight/night	Weak/week
Know/no	Wear/where
Meat/meet	

Basics:

- Every sentence must start with a capital letter.
- Every sentence must finish with some form of punctuation: .?!]
- Proper nouns need capital letters. These are **unique** people, places or things e.g. *there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- When writing titles of works such as books, films or plays:
 - Capitalise the first word
 - Capitalise any main/important words
 - Don't capitalise minor words such as 'and', 'of' or 'the' e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire
- When writing speech:
 - ✓ Go to a new line when a different person speaks e.g. *"Good morning" said the Headteacher.*
"It's the afternoon!" replied the student.
 - ✓ Each person's speech is marked with speech marks e.g. *"Walk on the left" said Mr Mathews.*

Can I spell accurately?

1. Sound out the word.
2. Think about how it looks.
3. Think about a similar word.
4. Is there a memory sentence for this word? (e.g. big elephants cannot always use small exits).
5. Find the word in a list –
 - Key words list.
 - Frequently used words list.
 - Your own word bank.
6. Look it up in a dictionary/ spellchecker.
7. Ask a friend or teacher
8. To learn it: look, cover, write, check.
9. Once you've solved it, add the correct spelling to your own word bank.

Can I use punctuation?

The Apostrophe

I always aim to use apostrophes correctly.

There are two main reasons why we use apostrophes: for **possession** and to replace a letter or letters.

Note: Apostrophes are NEVER used to denote plurals

Full stop	.	Indicates that a sentence has finished.
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list.
Question mark	?	goes at the end of a question.
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock.
Apostrophe	'	shows that letter(s) have been left out or indicates possession.
Speech marks	""	indicate direct speech, the exact words spoken or being quoted.
Colon	:	introduces a list, a statement or a quote in a sentence.
Semicolon	;	separates two sentences that are related and of equal importance.
Dash / hyphen	-	separates extra information from the main clause by holding words apart.
Brackets	()	can be used like dashes, they separate off extra information from the main clause.
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense.

Literacy Fundamentals 2 of 2

Apostrophe for Possession

(To show that something belongs to another)

If a single thing/person owns anything, add an apostrophe + 's'.

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

There/their/they're

Note: special care must be taken over the use of there, their and they're as they sound the same but are used quite differently:

- **There** shows position *Your seat is over there.*
- **Their** shows that **'they' own something** *Their blazers are navy blue.*
- **They're** is short for **they are** as in *They're revising every day.*

Its

Note: **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: the dog ate its bone and we ate our dinner.

Your/you're

Note: special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- **Your** is possessive as in *this is your pen.*
- **You're** is short for you are as in *you're coming over to my house.*

The Secret Garden

Characters

Author's Biography

Frances Hodgson Burnett was an English-American author. She was born in Manchester, England in 1849 and moved with her family to Knoxville, Tennessee in 1864. From an early age, Burnett was inclined to writing. As her family lived in poor conditions, due to the economic effects of the Civil War, Burnett often wrote on the back of grocery lists. She married her childhood friend, Swan Burnett, in 1873, with whom she had two sons. Burnett moved between England and the United States, eventually settling in New York, where she passed away in 1924. Since her death, several of the author's stories have been adapted into films, including *The Secret Garden* and *Little Lord Fauntleroy* (1886).

Historical Context

From 1848 to 1947, Great Britain had complete control over India and some of its neighbours. Their control of India is remembered as the British Raj, a word in the Hindi that means 'rule' or 'government'.

The British Raj – 1858 to 1920

The British had a number of colonies, parts of the world that they controlled, prior to taking over all of India. Many of these colonies, including India, did not have the power to fight back against the British. India was divided, making it possible for Britain to take over the whole region. Some British leaders had power in India for over two hundred years due to their position in the East India Company, a trade business owned by the British government. In 1858, however, Great Britain decided they had to take control of the entire region after Indian leaders began a war for independence. The British had a much more powerful army and quickly took over the entire country.

Introduction

The Secret Garden is a children's novel by British writer Frances Hodgson Burnett, first published in 1911. The story centres around a little girl named Mary Lennox who was born in India to wealthy parents. Mary's life in India suddenly comes to an end when her parents die from a cholera outbreak. As a result, she is sent to live with her uncle, Archibald Craven, in his Yorkshire manor. There, Mary's world shifts radically as she is confronted by her own selfish nature and loneliness.

The book opens by introducing Mary Lennox, a sour and disagreeable 9-year-old girl. She lives in India with her father, a British statesman, and her mother, a self-absorbed woman who frequently is out at parties and socialising. Mary has been mostly raised by her Indian servant named Ayah. Ayah and the other servants are extremely docile and will indulge Mary's every whim, which has led her to become a very spoiled little girl who expects others to do everything for her.

Mary Lennox - One of the novel's two protagonists, Mary Lennox is a ten-year-old girl who, after the death of her parents in India, is sent to live with her uncle in Yorkshire, England. Mary changes drastically over the course of *The Secret Garden*: she evolves from a spoiled, unloved and unloving creature to a girl who is full of spirit and surrounded by friends. She begins the book as its central character, but is later displaced by Colin.

Dickon Sowerby - Dickon is alternately described as "a common moor boy" and "a Yorkshire angel"; he is both. Two years older than Colin and Mary, Dickon has lived on Missel Moor his entire life, and has a uniquely intimate relationship with the land. He is described as looking like the god Pan (the god of ...): he has rosy cheeks, rough curly hair, and blue eyes precisely the same colour as the sky over the moor; he even carries a set of pan-pipes. Like Pan, he has the power to charm both animals and people.

Ben Weatherstaff - Ben Weatherstaff is a gruff elderly gardener who is only permitted to stay at Misselthwaite because he was a favourite of the late Mistress Craven. He introduces Mary to the robin redbreast, and helps the children keep the secret of the garden.

Lillias Craven - Archibald's late wife, who died ten years before the outset of the novel. Her spirit is associated with both roses and the secret garden. Her portrait hangs in her son's room beneath a rose-coloured curtain, and she is described by all who knew her as the gentlest, sweetest, and most beautiful of women. She represents an absent ideal.

Mrs. Medlock - The head of the servants at Misselthwaite Manor, Mrs. Medlock is distinguished by her punctilious obedience of all of Master Craven's odd rules. Beneath her rigid exterior, she, like all the people of Yorkshire, is basically kind. She and Susan Sowerby were friends in their girlhood.

Colin Craven - The other of the novel's protagonists, Colin Craven is Archibald Craven's ten-year-old son and heir. He was born shortly after the death of his mother, and his father could not bear to look at him because of his resemblance to her.

Susan Sowerby - The mother of Martha and Dickon (as well as of twelve other children), Susan Sowerby functions as a symbol for the concept of motherhood itself. She is all-nurturing, all-knowing, and appears dressed in a hooded blue cloak like that of the Christian Virgin Mary (the mother of Jesus Christ). Both Mary and Colin express the wish that she were their mother; stories of her sustain each of them before their respective transformations.

Archibald Craven - The master of Misselthwaite Manor, who suffers from a crooked spine and general ill health. He has been in a crushing depression ever since the death of his wife, ten years before the novel begins. Archibald spends most of his time abroad.

Martha Sowerby - Mary's friend and maidservant, Martha is distinguished by her charming frankness and level-headed approach to all aspects of life. Her simplicity and kindness are a great help to Mary upon the latter's arrival at Misselthwaite. In her very ordinariness, Martha represents the goodness of all the people of Yorkshire.

Dr. Craven - Archibald's brother and Colin's uncle, he tends to Colin during the latter's illness. He is a bit stuffy and officious, and both Colin and Mary laugh at him at every opportunity. Described as a weak man, he half-hopes for Colin's death so that he might inherit Misselthwaite.

The Secret Garden - Vocabulary List

fretful - habitually complaining	sentiment - tender, romantic, or nostalgic feeling or emotion	smother - deprive of oxygen and prevent from breathing
tyrannical - characteristic of an absolute ruler or absolute rule	desolate - crushed by grief	astounded - filled with the emotional impact of overwhelming surprise
stammer - speak haltingly	surlly - unfriendly and inclined toward anger or irritation	fascinating - capable of arousing and holding the attention
bewilderment - confusion resulting from failure to understand	warrant - stand behind the quality, accuracy, or condition of	flightiness - the trait of acting unpredictably
disgracefully - in a dishonourable manner or to a dishonourable degree	meddlesome - intrusive in an offensive manner	alight - settle or come to rest
contrary - very opposed in nature or character or purpose	languid - lacking spirit or liveliness	scowl - frown with displeasure
impudent - marked by casual disrespect	persist - refuse to stop	tremulous - quivering as from weakness or fear
scorn - open disrespect for a person or thing	distinguish - mark as different	scamper - run or move about quickly or lightly
stony - showing unfeeling resistance to tender feelings	resent - feel bitter or indignant about	intently - with strained or eager attention
sallow - unhealthy looking	rambling - spreading out in different directions	flout - treat with contemptuous disregard
straggle - go, come, or spread in a rambling or irregular way	wistful - showing pensive sadness	fledge - grow feathers
unresponsive - aloof or indifferent	pert - characterised by a lightly saucy or impudent quality	lichen - a plant occurring in crusty patches on tree trunks or rocks
discomfit - cause to lose one's composure	perennial - a plant lasting for three seasons or more	reverent - feeling or showing profound respect or veneration
obsequious - attentive in an ingratiating or servile manner	baffle - hinder or prevent, as an effort, plan, or desire	thrive - grow vigorously
haughty - having or showing arrogant superiority	gust - a strong current of air	exultant - joyful and proud especially because of triumph or success
imperious - having or showing arrogant superiority	trill - a note that alternates with another note a semitone above it	industrious - characterised by hard work and perseverance
indignant - angered at something unjust or wrong	tendrils - slender structure by which some plants attach to an object	naught - a quantity of no importance
disdainfully - in a proud and domineering manner	mantle - anything that covers	stoutly - in a resolute manner
humiliation - strong feelings of embarrassment	urn - a large vase that usually has a pedestal or feet	quaver - give off unsteady sounds
unrestrained - marked by uncontrolled excitement or emotion	immensely - to an exceedingly great extent or degree	falter - speak haltingly

1. The Formal Elements

- **Line:** Defines shape; the outer edge of something. It can vary in width, direction and length.
- **Tone:** How dark or light a shape is.
- **Pattern:** A repeated shape or line.
- **Texture:** The feel or appearance of a surface; how rough or smooth it is.
- **Shape:** Can be in the form of squares, circles, triangles, rectangles, and ovals.

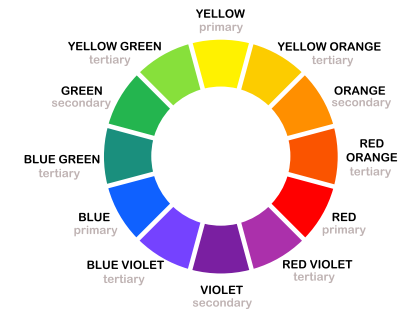
Art
1 of 2

2. Composition

- **Composition:** the arrangement layout of shapes/objects on the page.
- **Proportion:** The size and shape of one object in comparison to another.
- **Foreground, mid-ground, background:** The areas at the front middle or back of a drawing or painting.
- **Focal Point:** The part of the artwork which stands out and draws the eye.
- **Perspective:** The way of showing that objects appear to get smaller and closer together the further away they are from the viewer.

3. Colour Theory

- **Colour:** When light is reflected of an object, colour is what the eye sees. There are primary colours and secondary colours.
- **Warm Colours:** Colours that give the feeling of warmth – red, orange, yellow.
- **Cool colours:** Colours that give a cool feeling – blue, green purple.
- **Complementary colours:** Opposite colours on the colour wheel.
- **Shade:** When Black is mixed with a colour to make it darker.
- **Tint:** When white is mixed with a colour to make it lighter.



4. Techniques specific to: Drawing

- **Shading:** Is a technique used to show light and dark shade. This helps create the illusion of depth and 3D form. In a pencil drawing, shading is made by applying the most pressure at the point where the shadow is dark and less pressure to show light tones.
- **Highlights:** In a drawing, the highlight is the lightest area on the object. The highlight is located on a surface where the light rays hit the form.
- **Outline:** A line or set of lines enclosing or indicating the shape of an object in a sketch.
- **Contour lines:** They are simply "outlines". We typically use contour lines to show the edges of objects and details within them.
- **Negative space:** The background space in a drawing.
- **Positive space:** The space within the drawing of an object.
- **Sketching:** Making a rough drawing.

5. Techniques specific to: Painting

- **Mark making:** The different line, patterns and textures we create in a piece of art.
- **Chiaroscuro:** The contrast of light and dark in a drawing or painting.
- **Realism:** Painted realistically.
- **Under painting:** An underpainting is the first layer of paint applied to a painting, which serves as a base for more layers of paint over the top.
- **Daubing:** To apply paint to a surface with fast and clumsy strokes.
- **Observational:** Closely studying objects.
- **Sgraffito:** Scratching into the painted surface to reveal underpainting or create texture.
- **Gestural:** A painting that has been created using large sweeping movements of the hand, arm or body.

6. Key Terms specific to: 3D

- **Sculptor:** An artist who works in 3D.
- **Carving:** The sculptor removes unwanted material to create the form. Materials such as a block of wood, stone, soap and other hard materials are used.
- **Modelling:** The sculptor creates a form by building it up. Clay, paper machê, and other soft materials are modelled into a sculpture. Modelling with clay is generally the first process for creating a cast metal sculpture.
- **Bas Relief:** Low level carving, modelling or assembling that is designed to be viewed from one angle.



7. Title:

Name: Hendrick Andriessen, Flemish (1607-1655)
Place made: Europe; Flanders
Style: Vanitas Still Life, ca. 1650
Medium: Oil paint on canvas
Size: 33 3/8 in x 41 1/2
On Display Today: Mount Holyoak College Museum, America.

Artist Information:

Hendrick Andriessen is a Vanitas painter who showed meaning in his paintings with still life objects. The objects selected often represented, hobbies and ambitions. Find out more by copying the link in your browser and reading about his work.
<https://artmuseum.mtholyoke.edu/object/vanitas-still-life>

8. Descriptive words linked to art annotation

Vibrant: High on the scale of brightness.
Mood: An overall feeling or emotion, often linked with expression.
Subtle: So slight as to be difficult to detect or describe.
Pastiche: A copy of a piece of artwork.

9. Information about Vanitas

Vanitas still life paintings are famous for their detail. The artist captures the realism of each object with oil paints. There is a deep meaning represented in each object. An artist will carefully choose the objects they wish to include in their composition. The objects help them to tell a story.

10. Information about the artwork: influences, purpose etc.

Time Period: 1550-1650

Subject: Still Life

Artists: Dutch Painter: David Bailly (1584–1657), Harmen van Steenwyck (1612–1656), and Willem Claesz Heda (1594–1681).

In the Vanitas painting objects are a symbol of life. A Vanitas painting is a style of still life that was very popular in the Netherlands beginning in the 17th century. The style often includes objects such as books and instruments and you will often find a skull on the still life table. Its purpose was to remind viewers of their own existence and to live a good and holy life.

Objects and their meaning:

Skull: Death **Crown:** Royalty, power and history **Crown of thorns:** Holy **Pocket watch:** the passing of time
Candle stick: Life is fragile **Bubbles:** death/ immortality **Flowers and insects:** life cycle **Medals:** Bravery and honour
Book: Knowledge and education

Jamie Dyson



Haunted & Hunted



Key Words

- **Atmosphere:** The mood of a scene as it understood by the audience.
- **Body language:** The way movements, posture, and gestures can show how someone feels without speaking.
- **Characterisation:** The way an actor interprets and performs the character.
- **Climax:** The significant moment in the plot of a play, when things change, or reach a crisis point.
- **Dramatic tension:** Moments in a drama where the audience feels a heightened sense of anticipation about what is going to happen next.
- **Flash back:** A moment during the action of a play when the natural flow of time is interrupted so that a moment from the past can be presented.
- **Gesture:** Body or facial movements of a character during a play. Gesture can be described by the author, or suggested by the director or actor.
- **Improvisation:** When drama is made up on the spot by performers without using any prepared material.
- **Monologue:** A speech within a play delivered by a single actor alone on stage.
- **Pace:** The speed of the dialogue is delivered to the audience.
- **Stillness:** Using a quiet voice and subtle body language to create a calm atmosphere on stage.
- **Tone:** The way the words are spoken to demonstrate emotion behind their meaning.
- **Verbatim theatre:** A variation on documentary theatre that involves repeating factual sources word for word.

Macbeth / Medieval Village



Macbeth is a tragedy by William Shakespeare; it is thought to have been first performed in 1606. It dramatises the damaging physical and psychological effects of political ambition on those who seek power for its own sake.

Key words

Aside: Lines spoken by an actor to the audience that are not overheard by the other characters on stage.

Choral speaking: When more than one actors speaks the same dialogue at the same time.

Genre: A way of categorising different types of drama.

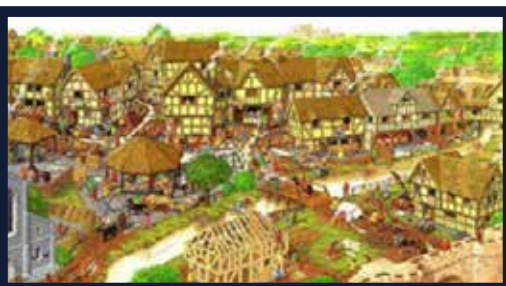
Soliloquy: Lines delivered by an actor on stage as if to her/himself.

Script: The text of a play or musical. Also contains stage directions and other notes.

Tragedy: A form of drama based on human suffering that invokes an accompanying catharsis or pleasure in audiences.

Playwright: The author of a play. Also known as a dramatist.

Protagonist: The leading character or 'hero' of the play who must fight against the antagonist.



Between 1346 and 1351, the "Black Death" spread through Europe with terrifying speed. Over 25 million people (that's 1 out of every 3) died in absolute agony within 5 days of contracting the disease. The people of Europe could not understand how the disease was spread. Nobody knew...

Key words

Characterisation: The way an actor interprets and performs the character.

Climax: The turning point in a play, where tension is at its highest.

Ensemble: All members of a cast working together on behalf of the play, rather than emphasising individual performances.

Improvisation: Performing quickly in response to something or acting without previous planning.

Minimalist theatre: A genre of theatre which uses a basic set and very few props/costume.

Mime: The use of movements, gestures, and facial expressions to communicate an idea without words.

Theatre in the round: A style of staging which seats the audience on all sides of a central stage.

Thought tracking: When a character tells the audience their thoughts during the play.

Promenade theatre: A style of theatre where the audience follow the actors between different performance spaces.

Symbolism: The use of props, gestures, setting, lighting, etc. to represent other things or create meaning.

War and Conflict: Poetry Context

Poet: Wilfred Owen (1893-1918)

Nationality: English

Poem: 'Anthem for Doomed Youth'

Other notable poems/collections: 'Dulce et Decorum Est', 'Exposure', 'Strange Meeting', 'Poems' (1920) ed. by Siegfried Sassoon

Era: First World War Poet

Biography

- Born 18 March 1893 in Oswestry, Shropshire.
- After school he became a teaching assistant, and went in 1913 to France for two years to work as a language tutor.
- In 1915 he returned to England to enlist in the army and left for the Western Front early in January 1917.
- After experiencing heavy fighting, he was diagnosed with shellshock.
- He was sent to Craiglockhart War Hospital near Edinburgh.
- In hospital he met the poet Siegfried Sassoon, who already had a reputation as a gifted poet and shared Owen's views and anger at the cruelty of war.
- He returned to France in August 1918 and in October was awarded the Military Cross for bravery.
- Just a week before the end of the war on 4 November 1918, Owen was killed while attempting to lead his men across the Sambre canal at Ors.

Poet: Siegfried Sassoon (1886-1967)

Nationality: English

Poem: 'Sick Leave'

Other notable poems/collections: 'Memoirs of a Fox-hunting Man' (1928), 'Memoirs of an Infantry Officer' (1930)

Era: First World War Poet

Biography:

- Born in Kent on 8th September 1886.
- Studied at Cambridge University but left without a degree.
- In May 1915, commissioned into the Royal Welsh Fusiliers and went to France. He won two medals for bravery.
- His brother Hamo was killed in November 1915 at Gallipoli.
- In the summer of 1916 he was sent to England to recover from fever.
- Returned to the front, but was wounded in April 1917 and sent home.
- On his return he held meetings with several prominent pacifists.
- In June 1917 he wrote a letter, published in the Times, criticising the Government for prolonging the war unnecessarily.
- Robert Graves, friend and fellow poet, prevented him from being court-martialled by convincing the authorities that Sassoon had shell-shock.
- He was sent to Craiglockhart War Hospital, Edinburgh for treatment.
- Posted to Palestine and then returned to France, where he was again wounded, spending the remainder of the war in England.
- He continued to write both prose and poetry until his death on 1st September 1967.

2. Key Terminology

alliteration

The repetition of the same consonant sound, often at the beginning of words.

allusion

An expression designed to call something to mind without mentioning it explicitly.

assonance

The repetition of a vowel sound for emphasis.

blank verse

Poetry without rhyme but where the lines are always of the same number of syllables; it is usually written in iambic pentameter.

contrast

Placing words, lines, verses etc. together to emphasise their differences.

couplet

Two successive lines of verse of which the final words rhyme with another.

dialect

A particular form of a language which is used by people in a specific region or social group.

dialogue

A conversation between two or more people.

diction

A poet's choice of words such as verbs, adjectives to create a particular effect.

enjambment

The overlapping of a sentence onto the following line, usually to emphasise a word or phrase at the start of a line or verse.

extended metaphor

A metaphor that is developed throughout a poem.

form

The way a poem is set out, or a term used to categorise poems which follow particular conventions.

free verse

Poetry that does not have a regular pattern of rhyme.

Half-rhyme

Partial rhyme, which occurs when similar but not identical sounds are repeated.

iambic pentameter

A line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable, with the accent (or emphasis) placed on the second syllable.

image

A picture created with words, usually used to describe an imaginative comparison often using a simile or metaphor.

irony

The use of words to imply the opposite of, or something different from what is being said.

juxtaposition

When two or more ideas, images, words etc. are placed side-by-side to develop comparisons and contrasts.

metaphor

A comparison in which one thing is said to be another.

onomatopoeia

The use of a word that sounds like its meaning.

pace

The speed at which a poem flows.

persona

The 'speaker' in a poem who is a created character, not the poet.

personification

The attribution of human feelings, emotions, or sensations to an inanimate object.

refrain

A recurring phrase or set of lines.

rhyme scheme

The pattern of a poem's rhyme, often identified using letters e.g. ABABCC

rhythm

The 'movement' of the poem as created through the meter and the way that language is stressed within the poem.

setting

The description of the place in which a poem is set.

simile

A comparison that uses 'like' or 'as'.

standard English

The form of the English language which is widely recognized as acceptable wherever English is spoken and understood.

stanza

A group of lines forming a unit in a poem.

structure

The way a poem is organised.

symbolism

The use of symbols to express ideas or qualities.

syntax

The way in which sentences are structured.

tone

Feelings or ideas suggested by the language used by the poet.

verse

Another word for poetry; a group of lines forming a unit in a poem, also known as a stanza.

volta

A 'turning point' in a poem.

Form

villanelle

A nineteen line poem consisting of five units of three lines, rhymed or unrhymed, followed by a quatrain.

sonnet

A poem that has 14 lines and a particular pattern of rhyme (ABAB CDCD EFEF GG)

elegy

A poem of serious reflection, typically a lament for the dead.

ballad

A narrative poem which is typically written in short stanzas.

dramatic monologue

A poem in which an imagined speaker addresses a silent listener, usually not the reader.

A Midsummer Night's Dream Context

Playwright: Shakespeare (April 23rd 1564-April 23rd 1616)

Nationality: English

Dates: written early to mid-1590s, performed 1595-1596, published 1600s

Era: Renaissance (1500-1600)

Genre: Comic drama/magic realism

Set: Location - the city of Athens and the forest just outside the city.

Time: some distant, ancient time when Athens was ruled by the mythological hero Theseus.

Structure: Five Act Play/Play within a play

Three narratives within the play:

- A love story, showing the challenges of the relationship between four young lovers;
- A comic account of an amateur theatre group struggling to put on a performance of a terrible play;
- A fairy story, in which the King of the Fairies argues with his Queen.

Playwright biography

- Born in Stratford-Upon-Avon on April 23rd 1564.
- Married Anne Hathaway in 1582.
- Left his family behind (around 1590) to move to London to become an actor and playwright.
- He was highly successful and established himself as the most popular playwright of his day.
- Part-owner of The Globe Theatre in London.
- His first theatre group was called Lord Chamberlain's Men, later changed to the King's Men (1603) under the patronage of King James I.
- A prolific writer who is said to have written at least thirty-seven plays, as well as narrative poems and a collection of sonnets.
- Died on his birthday in Stratford-upon-Avon in 1616.

Notable works

Shakespeare's plays can be categorised into three genres.

- **Tragedy:** e.g. 'Macbeth', 'King Lear', 'Hamlet'
- **History:** e.g. 'Richard III', 'Antony & Cleopatra', 'Henry V'
- **Comedy:** e.g. 'Much Ado About Nothing', 'As You Like It', 'Twelfth Night'.

Context of the play

- Shakespeare's plays were often inspired by a single source.
- MSND is inspired by various tales and dramas, rather than a single source.
- The play has its origins in Greek and Roman drama.

2. Key Characters

Athenians

Theseus: The Duke of Athens and Hippolyta's fiancé (later husband).

Hippolyta: The Queen of the Amazons and Theseus's fiancé (later wife).

Egeus: Hermia's father.

Philostrate: Master of Revels for Theseus; in charge of arranging entertainments for the court.

The Lovers

Hermia: the daughter of Egeus and good friend of Helena.

Helena: in love with Demetrius and a good friend of Hermia.

Lysander: an Athenian nobleman who is in love with Hermia.

Demetrius: an Athenian nobleman who also loves Hermia, but has wooed Helena in the past.

Fairies (Mythical characters)

Titania: The Queen of the Fairies and Oberon's wife.

Oberon: The King of the Fairies and Titania's husband.

Puck: Oberon's mischievous servant.

Peasebody/Cobweb/Mustard seed/Moth: Titania's fairies.

The workmen/theatre performers

Bottom: a weaver who believes he is a great actor.

Quince: a carpenter; writer and director of the play put on by his fellow workmen.

Snug/Snout/Flute/Starveling: tradesmen and players in the theatre company performing the play 'Pyramus and Thisbe'.

4. Key Vocabulary

Patriarchy – A system of society or government in which men hold the power and women are largely excluded from it.

Cupid – Ancient Roman god of Love

Changeling – A child believed to have been secretly replaced for the parents' real child at birth.

To elope – To run away secretly in order to get married

To woo – To seek the love or affection of someone, usually a woman.

Unrequited love – When one person feels love for another but the person does not return their feelings, or does not realise they feel that way about them.

3. Key Terminology

magic realism: A literary genre when magic elements are a natural part in an otherwise ordinary, realistic environment.

Play within a play: A literary device in which an additional play is performed during the performance of the main play. This is generally used to highlight the important themes or ideas of the main play.

soliloquy: A speech or passage in a drama when a character on stage speaks to himself or herself, expressing their inner thoughts and feelings.

aside: A remark or passage in a play that is intended to be heard by the audience but is supposed to be unheard by the other characters on the stage.

blank verse: Unrhymed lines written in a poetic meter and usually written in iambic pentameter (see below).

rhymed verse: Poem or verse having a regular correspondence of sounds, especially at the end of lines. In Shakespeare plays, verse usually uses rhymed couplets (two successive lines of verse of which the final words rhyme with another).

prose: Ordinary writing not organised with rhymes or fixed line lengths (opposite to verse). It is the language that people speak in.

rhyming couplets: Two successive lines of verse of which the final words rhyme with another.

iambic pentameter: A line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable, with the accent (or emphasis) placed on the second syllable.

sonnet: A poem that has 14 lines and a particular pattern of rhyme (ABAB CDCD EFEF GG)

stage directions: Instructions written into the script of a play, indicating stage actions, movements of performers, or production requirements e.g. set design or staging.

setting: The time and place in which the story takes place in a piece of literature.

To reciprocate – To return affection or love for someone in the same way that they feel about it. Also: to respond to a gesture or action by returning a similar gesture or action

Infatuated – An intense but short-lived passion or admiration for someone

Besotted – To be intensely in love with someone

Conflict – To clash. Also: a serious disagreement or argument, which can go on for a long time.

To defy – To openly resist or refuse to obey.

To manipulate – To control or influence (a person or situation) in a clever or devious way.

To meddle – To interfere in something that is not one's concern.

Wolves of Willoughby Chase – Context & Biography

Author: Joan Aiken (1924-2004)

Nationality: British

Other notable works: 'The Wolves Chronicles', 'Nightfall'

Dates: Published in 1962

Genre: Alternate history, Gothic, Adventure

Set: England, an alternate time period that never happened

Author biography

- Born in Rye, Sussex in 1924.
- Home schooled and never attended university.
- Started writing at sixteen.
- Her first children's story was broadcast on BBC radio when she was seventeen.
- Produced more than a hundred books, including more than a dozen collections of fantasy stories, plays, poems, and modern and historical novels for adults and children.
- She was a lifelong fan of ghost stories and horror writers such as M.R. James.
- Awarded an MBE for her services to children's literature, along with the Guardian Children's Fiction and the Edgar Allen Poe Award.

Gothic Literary style

- Refers to a style of writing that is characterised by elements of fear, horror, death, and gloom and extreme emotions.

Wolves of Willoughby Chase – Key Terminology

- **Third person limited narrative:** A type of narrative in which the narrator's thoughts, feelings, and knowledge of situations closely follow one character's perspective, usually the main character's but can switch between different characters in the text.
- **Third person omniscient narrative:** A type of narrative in which the story is related by a narrator who knows the thoughts and feelings of all the characters in the story.
- **Characterisation:** A description of the distinctive nature or features of someone or something.
- **Pathetic fallacy:** The attribution of human feelings and emotions to inanimate things or animals, often associated with the attribution of human emotions to aspects of nature (sun, sky, wind, etc.).
- **Symbolism:** The use of symbols to express ideas or qualities.

Wolves of Willoughby Chase – Key Characters

- **Bonnie Green:** Only daughter of Sir Willoughby & Lady Green.
- **Sylvia Green:** Bonnie's cousin and Jane's daughter.
- **Sir Willoughby:** The wealthy owner of Willoughby chase, father to Bonnie and younger brother.
- **Aunt Jane Green:** She is aunt to Bonnie and Sylvia and the older sister of Sir Willoughby.
- **Miss Letitia Slightcarp:** Distant cousin (4th removed) of Sir Willoughby and charged with taking care of the girls while Sir Willoughby and Lady Green are away.
- **Mrs. Gertrude Brisket:** Owner of an orphanage.
- **Diana Brisket:** Gertrude's daughter.
- **Mr. Gripe:** The Greens' loyal and trusted family lawyer.
- **Josiah Grimshaw:** Worked for Mr. Gripe until he was sacked.
- **Mrs. Moleskin:** She is the cook at Mrs Brisket's orphanage.
- **Pattern:** Bonnie's maid.
- **Simon:** A boy who is not much older than Bonnie and Sylvia.
- **James:** A footman at Willoughby Chase.
- **Lucy & Emma:** Orphans at Mrs Brisket's orphanage/friends of Bonnie and Sylvia.
- **Alice:** An orphan at Mrs Brisket's orphanage who helps Mrs. Brisket.
- **Dr. Gabriel Field:** Cares for Aunt Jane when she is ill.
- **Mr. Friendship:** The inspector of the orphanage.

Wolves of Willoughby Chase – Key Vocabulary

Orphan: A child whose parents have both died.

Orphanage: A residential institution for the care and education of orphans.

Governess: A woman employed to teach children in a private household.

Eerie: Strange and frightening

Suspense: A state or feeling of excited or anxious uncertainty about what may happen.

Impetuous: Acting or doing something quickly without thought or care.

Acerbic: Sharp, forthright, sour, bitter.

Rapacious: Aggressively greedy or grasping.

Ravenous: Extremely hungry.

Wolfish: Resembling or likened to a wolf, especially in being rapacious and greedy.

Forger: A person who produces fraudulent copies or imitations.

Indomitable: Impossible to subdue or defeat.

Adverbs

Lentement – slowly
Joyusement – happily
Etonnamment – surprisingly
Précipitamment – hurriedly
Brutalement – brutally
Sans problème – smoothly
Prudemment – carefully
Avec impatience – Eagerly
Tranquillement – leisurely
Extrêmement – extremely

Wonderful 'wow' words

Intelligent – intelligent
Joyeux – cheerful
Radieux – radiant
Grincheux/euse – grumpy
Effrayé – frightened
Animé – bustling
Utile – useful
Passioné – passionate
Ponctuel – punctual

Time connectives

Premièrement – firstly
Deuxièmement – secondly
Après – next
Brièvement – briefly
Après – after
La semaine dernière – last week
Puis / Ensuite – then
Bientôt – soon
Soudainement – suddenly

il y a 2 ans – two years ago
Pendant ce temps – meanwhile
il y a 2 jours – two days ago
Quand – when
Finalelement – eventually
Depuis – since
Au final – finally
Avant – before

Time connectives

Addition

Et – and
Aussi – also
De plus – in addition to
En outre – furthermore
Encore – again
Suivant(e) – the following

Cause/effect

Alors – consequently
Ainsi – thus
Donc – so
Par conséquent – therefore / as a result
Jusqu'à – until

Emphasis

surtout – above all
en particulier – in particular
particulièrement – notably / especially
considérablement – significantly
En fait / en réalité – in fact

Contrast/Balance

Mais – but
Cependant – however
Néanmoins – nonetheless
Ou bien/ ou sinon – alternatively
Malgré – despite
Toujours – still
D'un côté...d'un autre côté – on one hand...on the other
Au lieu de – instead of...

Module 4

Qu'est-ce qu'il y a? – What is there?
Il y a / il n'y a pas de – There is/isn't
Un centre commercial – a shopping centre
Un centre de loisirs – a leisure centre
Un château – a castle
Une église – a church
Un marché – a market
Un stade – a stadium
Une patinoire – an ice rink
Une piscine – a swimming pool
Des magasins – shops
Tu aimes ta ville/ton village? – do you like your town/village?
Je pense que – I think that...
A mon avis – in my view...
C'est – It's...
Joli – pretty
Ennuyeux – boring
Vraiment nul – really rubbish
Trop petit – too small
J'aime ça – I like that
J'adore ça – I love that
Il/Elle joue – He/She plays...
De la batterie – the drums
Je Veux – I want
Tu Veux – you want (sing. Inf)
Il/elle veut – he/she want
On veut – we want
Nous voulons – we want
Vous voulez – you want (pl form)
Ils/ells/voulents – they want
Oui, c'est super top – Yes, that's great
Oui je veux bien – Yes, I want to
Non, je n'ai pas envie – No, I don't want to
Si tu veux – If you want to.
Qu'est-ce qu'on peut faire a – What can you do at/in...?
Je peux – I can
Tu peux – you can (sing inf)
Il/elle/on peut – he/she can/we can
Nous pouvons – we can
Vous pouvez – you can (pl. form)
Ils/ells puvent – they can
Aller au concert – go to a concert
Faire du bowling – go bowling
Faire du roller – go roller skating
Faire du skate – go skateboarding
Faire du velo – go cycling
Faire une promenade en barque – go on a boat trip

Module 5

Les vacances en famille – Family holidays
Tous les ans – Every year
Nous allons – we go
En Espagne – to Spain
Aux États – Unis – to the USA
Au Portugal – to Portugal
à la mer – to the seaside
à la montagne – to the mountains
à la campagne – to the countryside
Nous allons des monuments – We visit monuments
Nous faisons du camping – We go camping
Nous faisons de la rando – we go hiking
Nous faisons de la natation – We go swimming
Nous faisons des activités sportives – We do sports
Nus restons en France – We stay in France
Je me prépare – I get myself ready
Je me douche – I have a shower
Je me fais une crete – I make my hair spiky
Je me parfume – I put on perfume/ Aftershave
Je m'habille – I get dressed
Je me brosse les cheveux – I brush my hair
Je me lave les dents – I clean my teeth
Je me regarde dans la glace – I look in the mirror
Je me rase – I shave
Je me maquille – I put on make-up
La journée scolaire – The school day
On a cours (le lundi) – We have lessons (on Mondays)
On n'a pas cours – We don't have lessons
On commence les cours a – We start lessons at
On a quatre cours le matin – We have four lessons in the morning
On étudie neuf matières – We study nine subjects
À la récré, on bavarde et on rigole – At break, we chat and have a laugh
On manger à la cantine – We eat in the canteen
On finit les cours à – We finish lessons at
On est fatigués – We are tired
Je mange – I eat/I'm eating
J'ai faim et j'ai soif – I'm hungry and I'm thirsty
Vous desirez? – What would you like?
Je voudrai – I'd like
Un café-crème – a white coffee
Un chocolat chaud – a hot chocolate
Un jus d'orange – an orange juice

French
2 of 2

Module 6 (Revision)

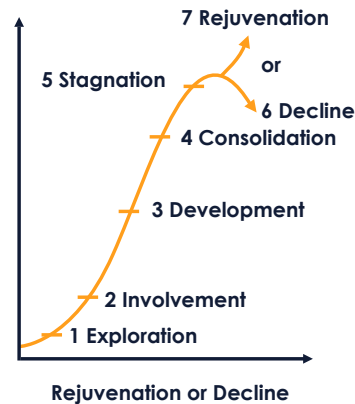
Mon autoportrait – My self-portrait
Les araignées (f pl) – spider
Les chats (m pl) – cats
Les chiens (m pl) – dogs
Les consoles de jeux (f pl) – Games consoles
Les gâteaux (m pl) – cakes
Les jeux vidéo (m pl) – video games
Les livres (m pl) – books
La musique – music
La poésie – poetry

Les mots importants – Important words
Aussi – also
Mais – but
Très – very
Assez – quite
Toujours – always
Qu'est-ce que...? – What?
Qui? – Who?
à – at
Et – and
Trop – too
Un peu – a bit
Pourquoi? – Why?
Parce que / car – because
Beaucoup (de) – a lot (of)
Tous les jours – every day
Aujourd'hui – today
Pardon – excuse me
S'il vous plait – please
Merci – thank you
Est-ce que (tu) ? – do (you)?
Qu'est-ce que (tu) ? – What (do you)?
Avec – with
Sur – on
En (été) – in (summer)
Quand – When
Tout/toute/tous/toutes – all
Par (deux fois par semaine) – per (twice a week)
D'habitude – usually
d'abord – first of all
Ensuite – then/next
Puis – then/next
Normalement – Normally
Quelquefois – sometimes
Tous les weekends – every weekend
Pendant – during
Combine de? – How much/many?
Je voudrais – I would like

1. World of work:

- **Raw materials:** A basic material from the earth e.g. Coal, wood.
- **Globalisation:** The increased interconnectivity between countries around the world.
- **TNC:** Trans-national corporation – A company that works in many countries around the world. E.g. Nike, Apple, Microsoft.
- **Trade bloc:** Agreement between countries to allow 'free' trade between them (E.g. The EU)
- **Subsidies:** Money given by the government to make trade cheaper for a company
- **Footloose:** When industry does not have any ties but can move anywhere.
- **Tourism:** Holidays – these can be national or international.
- **Stagnation of tourism:** No growth in tourist numbers.
- **Decline in tourism:** A reduction in tourist numbers.
- **Rejuvenation:** Investing money into an area to increase the number of tourists.
- **Investment:** Money used to start business - can be in another country.

Butler Model Of Tourism:



2. Types of industry:

Industrial structure: The number of people who work in each industry.

Primary: Jobs that use raw materials from the land and sea (e.g. Fisherman).

Secondary: The making of things (e.g. Factory worker)

Tertiary: Providing a service (e.g. Teacher)

Quaternary: Research and development (e.g. Medical scientist).

3. Trading:

- Trade:** Transfers of goods and services from one country to another.
- Imports:** Goods bought into the country.
- Exports:** Goods sent out of a country.
- Industry:** Economic activity that uses raw materials to make goods.
- Manufacturing:** The making of goods on a large scale.
- Sweatshop:** A factory or workshop where workers are paid low wages and work in poor conditions.

4. Industries around the world:

- Transport:** A way that countries can trade and are globalised.
- Container ships:** A method of trading in large metal containers.
- Services:** Part of the tertiary industry, focused on money, banking, finance, law etc.
- Maasai Mara:** An area in Kenya where safaris and tourism are popular.
- Blackpool:** A seaside town in the UK where tourism is popular.
- Nike:** An example of a global sports brand (American).
- Coca-Cola:** An example of a global food brand (production focused in India).
- McDonald's:** Have restaurants in 101 countries globally.

5. Geology

Geology: The study of rocks.

Mineral: A natural compound existing in rocks as crystals.

Igneous: Rock formed from lava cooling from a volcano. Often forms with crystals.

Sedimentary: Pieces of rocks layered together under extreme pressure.

Metamorphic: Rock that has changed shape due to extreme heat or pressure.

The rock cycle: The way in which rocks can change between igneous, sedimentary and metamorphic.

Weathering: The breaking down of rocks through natural processes.

Erosion: The wearing and moving away of material.

Physical weathering: Physical break down of rocks (e.g. freeze-thaw and onion skin weathering).

Chemical weathering: Chemical reactions weakening or dissolving rocks.

Biological weathering: The disintegration of rocks caused by plants or animals (e.g. plant roots growing through cracks in rock).



Geography
1 of 2

6. The water cycle (hydrological cycle)

- **Water cycle:** The journey water takes from the land to the sky and back again.
- **Evaporation:** When water is heated by the sun, turning it into water vapour.
- **Condensation:** Water vapour in the air becomes cold and transfers back to a liquid, forming clouds.
- **Precipitation:** Occurs when so many water droplets have condensed the air can not hold it anymore.
- **Transpiration:** The evaporation of water vapour from plants' leaves.
- **Evapotranspiration:** The combination of evaporation and transpiration happening.
- **Interception:** Where trees stop the water from reaching the ground.
- **Infiltration:** Where water passes into the soil.
- **Soil moisture storage:** Where water is stored in soil.
- **Surface storage:** Where water is stored on the surface e.g. in puddles
- **Surface run-off:** Where water runs across the surface.
- **Throughflow:** Where water moves through the soil.
- **Saturated land:** When the water can not infiltrate as the land is so wet.
- **Permeable:** When water can pass through a surface.
- **Impermeable:** When water can not pass through a surface.

7. Drainage basin features:

Drainage basin: An area of land which is drained by a river and its tributaries.

Watershed: The boundary of a drainage basin.

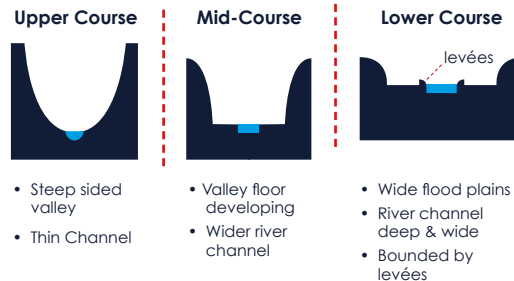
Source: Where a river starts.

Mouth: Where a river ends/meets an ocean, sea or lake.

Tributaries: A stream or river that flows into another river.

Confluence: Where two rivers meet.

Estuary: The tidal part of a river as it meets the sea.



8. Courses of a river:

- **Courses of a river:** Upper, middle and lower course of the river. Each part having certain features.
- **V-shaped valleys:** Upper course feature. Caused by the river eroding vertically.
- **Waterfall:** Upper course feature. Where hard rock and soft rock meet, soft rock eroding causing a drop.
- **Meander:** Middle course feature. Bend in the river caused by erosion on outer bend and deposition on the inner bend.
- **Oxbow lake:** Middle course feature. Bend in the river that is cut off from the main river.
- **Floodplain:** Lower course feature. Flat land that is prone to flooding.
- **Levées:** Natural banks either side of the river in the lower course. Caused by deposition.

Geography
2 of 2

9. Erosion, transportation and deposition:

- **Erosion:** The wearing and moving away of material.
- **Hydraulic Action:** The sheer force of the water itself eroding the bed and the banks.
- **Abrasion:** Material transported by the water wears away the bed and banks of the river.
- **Attrition:** Sediment in the water knocking into each other, becoming more rounded, smoother and smaller.
- **Solution/corrosion:** The beds and the banks subject to chemical attack, slowly dissolving in the water.
- **Transportation:** Where sediment is carried by the river.
- **Traction:** When large particles are rolled along the river bed.
- **Salutation:** When pebbles are bounced along the river bed.
- **Suspension:** When smaller particles are carried in the water.
- **Solution:** When soluble particles (e.g. limestone) are dissolved are transported in the water.
- **Deposition:** Where the water 'drops' material being carried, can be due to a lack of energy.

10. Flooding and management:

- **Physical causes of flooding:** Causes of flooding caused by nature (e.g. heavy/prolonged rainfall, snowmelt).
- **Human causes of flooding:** Causes of flooding caused by humans (e.g. deforestation urbanisation).
- **Hard engineering:** Methods to protect from flooding that are man-made. (e.g dams, levées).
- **Soft engineering:** Natural methods to protect from flooding (e.g. flood zoning/flood warnings).
- **Bangladesh flooding:**
 - 3 major rivers (Brahmaputra, Ganges, Meghna)
 - 75% below sea level
 - Snow melt from the Himalayas.
- **Boscastle flooding:**
 - A month's worth of rain in 2 hours
 - Rivers Valency and Jordan could not cope
 - Saturated land = surface run-off.

Adverbs

Langsam – slowly
Glücklich – happily
Überraschend – surprisingly
Eilig – hurriedly
Brutal – brutally
Problemlos – smoothly
Vorsichtig – carefully
Eifrig – eagerly
Gemächlich – leisurely
Irrsinnig – insanely

Wonderful 'wow' words

Intelligent – intelligent
Fröhlich – cheerful
Strahlend – radiant
Schimmernd – shimmering
Mürrisch – grumpy
Erschrocken – frightened
Trubelig – bustling
Nützlich – useful
Leidenschaftlich – passionate
Pünktlich – punctual

Time connectives

Erstens – firstly	Zweitens – secondly
Danach – next	Kurzzeitig – briefly
Nachdem – after	Letzte woche – last week
Dann – then	Nach einiger zeit – after a while
Bald – soon	Bevor – before
Plötzlich – suddenly	Vor 2 jahren – two years ago
Inzwischen – meanwhile	Vor 2 tagen – two days ago
Wann – when	Letztendlich – eventually
Seit – since	Schließlich – finally

Time connectives

Addition

Und – and
Auch – also
Außerdem – furthermore
Zusätzlich – in addition to
Wieder – again
Nachfolgend – the following

Cause/effect

Infolgedessen – consequently
Dadurch – thus
So – so
Deshalb – therefore
Demzufolge – as a result
Bis – until

Emphasis

Vor allen dingen – above all
Besonders – in particular
Insbesondere – notably
Hauptsächlich – especially
Bedeutend – significantly
Sogar – in fact

Contrast/Balance

Aber – but
Jedoch – however
Nichtsdestotrotz – nonetheless
Beziehungsweise – alternatively
Trotz – despite
Trotzdem – still
Zum einen – on one hand...
on the other
Stattdessen – instead of...

Module 4

mein Lieblingsfach ist... my favourite subject is...

ich mag ... (sehr) I like... (a lot)

ich liebe I love

ich mag... nicht I don't like...

ich hasse I hate

furchtbar awful

einfach easy

schwierig difficult

interessant interesting

langweilig boring

nützlich useful

nutzlos useless

faszinierend fascinating

nervig irritating

supercool really cool

stinklangweilig dead boring

Die Zeit Time

Um wie viel Uhr? At what time?

Um 8:30 Uhr (acht Uhr dreißig). At 8.30.

Wie viel Uhr ist es? What time is it?

Es ist 9:50 Uhr (neun Uhr fünfzig). It's 9.50.

In der ersten Stunde in the first lesson

vor der Pause before break

nach der Mittagspause after the lunch break

Wo ist das? Where is it?

in der Schule in the school

im Klassenzimmer in the classroom

im Korridor in the corridor

an der Wand on the wall

am Fenster by the window

am Tisch at the table

auf dem Tisch on the table

neben der Tür near/next to the door

heute today **morgen** tomorrow **vor** before **nach** after

Module 5

In der Stadt In town

Es gibt... There is.../There are...

Es gibt ein/eine/einen... There is/are a...

Es gibt kein/keine/keinen... There isn't/aren't...

In der Nähe von... near to

In der Nähe... nearby

der Bahnhof(-e) railway station(s)

der Imbiss(-e)/die Imbissstube(-n) snack stand(s)

die Kegelbahn(-en) bowling alley(s)

die Kirche(-n) church(es)

der Marktplatz(-e) market square(s)

das Schloss(-er) castle(s)

die Eisbahn(-en) ice rink(s)

der Fischmarkt(-e) fish market(s)

das Kindertheater(-) children's theatre(s)

der Radweg(-e) cycle path(s)

der Stadtpark(-s) city/town park(s)

der Aufkleber sticker

das Freundschaftsband friendship bracelet

das Kuscheltier cuddly toy

der Schlüsselanhänger key ring

die Tasse mug/cup

das Trikot (football) shirt

Wie viel kostet...? How much does ... cost?

Wie viel kostet das? How much does it cost?

Es kostet €16. It costs 16 Euros.

Ich gehe einkaufen. I am going shopping.

Ich möchte... I would like ...

Haben Sie...? Do you have...?

Kann ich dir helfen? Can I help you?

Sonst noch etwas? Anything else?

alles zusammen all together

Ich hätte gern... I would like...

Module 6 (Revision)

Wir werden... We will

klettern climb

im Meer schwimmen swim in the sea

rodeln toboggan

segeln sail

an den Strand gehen go to the beach

tauchen dive

wandern hike

windsurfen windsurf

Was kann man dort machen? What can you do there?

Man kann... besuchen. One/you can visit...

Die Stadt ist bekannt für... The town is well known for...

Ich werde (eine Woche) bleiben. I will stay (for a week).

am Wochenende at the weekend

nicht sehr not very

ziemlich quite

immer always

nicht immer not always

nie never

alles everything

dort there

teuer expensive

einmal/zweimal/dreimal once/twice/three times

pro Woche/pro Monat a week/a month

jeden Tag every day

manchmal sometimes

Medieval religion

Alms: Money donated to the Church by the rich to help the poor.	Mass: The main religious service given on Sunday that parishioners were expected to attend.
Afterlife: Where medieval people thought they went for eternity after death.	Monastery: A building housing a religious order of monks or nuns.
Byzantine Empire: This originally was the Roman Empire in the Middle East.	Nun: A woman that dedicates her entire life to God and lives in a monastery.
Chivalry: A religious, moral and social code that knights lived by.	Parish Church: A local church attended by ordinary people (parishioners).
Christendom: All the Christian countries together (both the Roman Catholic and the Eastern Orthodox).	Pilgrimage: A religious journey, typically taken to a site of religious importance.
Clergy: Officials of the Church who were led by the Pope.	Purgatory: A stage before Heaven, where the dead are removed of their remaining sins.
Crusader Knights: Warriors who lived together in religious orders e.g. Knights Templar.	Relic: Part of a saint's body or something they owned which was believed to have the power to perform miracles.
Doom Painting: A painting showing people being sent to Heaven or Hell on the Day of Judgment.	Secular: Any person, power or organisation that is not religious.
Excommunication: The power of the Pope to expel someone from the Church.	Tithe: A Church tax of 10% on a person's earnings.
Indulgence: The grant of a reduction in punishment in the afterlife for sins.	Trade: The buying or selling of goods.
Jerusalem: The Holy City, for both Muslims and Christians, conquered by Muslims in 638.	First Crusade: 1069-1099 Second Crusade: 1145-1149 Third Crusade: 1189-1192 Fourth Crusade: 1202
Laity: People that did not work for the church and were led by the king.	History 1 of 2

Medieval medicine

- **Anatomy** - Understanding the different body parts and how they work.
- **Barber-Surgeon** - Someone who could cut your hair and provide minor treatment or amputations!
- **Blood-letting (purging)** - Blood removed by opening a vein or using leeches.
- **Bubonic Plague** - A type of plague named after the swellings on victims' bodies.
- **Flagellants** - Those who whipped themselves to show God they were sorry.
- **Leeches** - Worm-like insect which suck blood.
- **Leprosy** - Contagious disease that eats away at a person's body.
- **Miasma** - The theory that disease is caused by the spreading smell of a poisonous cloud of 'foul air'.
- **Physician** - Another name for a doctor in Medieval and Renaissance times.
- **Supernatural** - Something that cannot be explained by the laws of nature; for example, gods and ghosts.
- **1348** - When the Black Death arrived in England.

Challenges to Medieval Kings

Bondage: When a peasant is tied to the landowner; a form of slavery.	Interdict: A law ruled by the Pope that temporarily shuts down the church in a country.
Chancellor: The king's chief servant. A very important and senior job.	Magna Carta: This means 'great charter' in Latin. It was the first document that set out rules for the King to follow and was supposed to limit the King's power.
Charter: A document granting certain rights, powers and privileges from the king.	Martyr: A person who dies for their religion.
Civil War: A war between people from the same country.	Poll Tax: A tax paid by every single Englishman, at the same rate, rich or poor.
Criminous Clergy: Any churchman who had committed a crime such as rape or murder.	Rustic: An insulting word for a peasant.
Divine Right: The belief that a king was appointed by and only answerable to God.	Saint: Martyrs could become saints if the Pope approved it and miracles were linked to them.
Dynasty: A line of monarchs who inherit the throne.	Taxation: Money taken by the government from a person's income.
Exile: To be sent away or to run away from your own country.	Tyrant: A cruel ruler who rules alone and with absolute power.
Great Council: An assembly of church leaders and barons who met with the king to discuss national affairs.	Yeoman: A new class in medieval England; peasants who owned their own land.

Key People:

Henry II: King from 1154, tried to bring the church under royal control, leading to the murder of his Archbishop of Canterbury in 1170.	Thomas Becket: Chancellor to Henry II and later appointed Archbishop of Canterbury leading to a split with the king and his murder in 1170.
John I: King from 1199, excommunicated by the Pope in 1209 and deeply unpopular leading to rebellion by his barons who presented him with the Magna Carta in 1215.	Richard II: Became king while still a child and put down the Peasants' Revolt, aged only 14. Famously refused to end bondage and called the peasants 'rustics'.
Wat Tyler: Leader of the Peasants' Revolution who was killed during a meeting with the king, perhaps murdered by the Mayor of London.	John Ball: A famous preacher who inspired the peasants when he stated that all men were born equal and deserved equal treatment. He was hanged after the revolt.

Key Dates:

- 1154** - Henry II is crowned King of England.
- 1170** - Henry II accidentally orders the murder of Thomas Becket.
- 1199** - King John is crowned King of England after the death of his brother Richard.
- 1209** - The Pope excommunicates John and orders an interdict.
- 1215** - The barons force King John to sign the Magna Carta.
- 1348** - The Black Death hits England.
- 1351** - The Statute of Labourers is passed.
- 1381** - The Peasants' Revolt.

To up-level your writing, you must:

- Use a wide range of punctuation.
- Organise sentences into clearly-structured paragraphs, linking ideas in a sophisticated way.
- Include longer sentences with appropriate connectives.
- Include description, choosing 'wow' words to describe things (think of the 5 senses).
- Use a variety of simple, compound and complex sentences - try some adverbial openers.

Complex Sentence Openers:

- Although (it was incredibly cold...),
- Even though Sam was in the company of his family,
- Despite achieving 100% in the exam,
- When there was torrential rain,
- Since I began my journey,
- If you build this house using only wood,
- As soon as he finished the chapter,

Rhetorical Questions:

- Do you think that...?
- Don't you think that...?
- Isn't it time to...?
- Have you ever thought about...?
- Why is it (that)...?
- When should we...?

Adverbial Openers + comma

Slowly	Eagerly
Briefly	Tenderly
Happily	Strictly
Clumsily	Cautiously
Rudely	Regretfully
Surprisingly	Thankfully
Patiently	Horrendously
Anxiously	Suspiciously
Enthusiastically	Unbelievably
Mournfully	Leisurely
Gradually	Insanely
Hurriedly	Majestically
Wearily	Recently
Erratically	Graciously
Brutally	Savagely
Smoothly	Lovingly
Hatefully	Longingly
Carefully	Meekly
Immediately	

Wonderful "Wow" Words

Wonderful	Important	Bustling
Splendid	Useful	Noxious
Fantastic	Useless	Fragrant
Marvellous	Incredible	Shadowy
Valuable	Bustling	Icy
Blissful	Deafening	Fiery
Elated	Rowdy	Punctual
Cheerful	Blaring	Mature
Quick-witted	Thunderous	Colourful
Intelligent	Putrid	Colourless
Smooth	Faraway	Odourless
Luscious	Remote	Painful
Appetising	Loathsome	Painless
Delectable	Grainy	Magnified
Radiant	Polished	Gigantic
Shimmering	Mediocre	Enormous
Transparent	Sweltering	Miniscule
Translucent	Frosty	Minute
Triangular	Steaming	Worthless
Spherical	Frightened	Impatient
Elliptical	Petrified	Surprising
Sizzling	Miserable	Glorious
Scented	Grumpy	

Time Connectives for Sequencing:

Firstly/First of all	Meanwhile	Before
Then	When	(Two) years ago
Next	Since	(Four) days ago
After	Secondly	Eventually
Soon	Briefly	Finally
Suddenly	After a while	Last week/year

Said Words:

shouted	pleaded	confessed
exclaimed	assured	declared
whispered	pleaded	grumbled
bellowed	advised	insisted
highlighted	boasted	joked
addressed	bragged	muttered
answered	cautioned	remarked

-ing Words (as openers):

Seething	Looking	Skimming
Fuming	Planting	Touching
Watching	Running	Painting
Glancing (around)	Walking	Fleeting
Raging	Dancing	Rushing
Grabbing	Singing	Dreaming
Grasping	Scanning	Creating

Addition

and
also
too
furthermore
moreover
in addition (to)
again
the following

Cause/Effect

consequently
thus
so
hence(forth)
therefore
accordingly
since
until
as a result

Emphasis

above all
in particular
notably
specifically
especially
significantly
more importantly
indeed
in fact

Contrast/Balance

but
however
nevertheless
alternatively
to turn to
yet
despite this
on the contrary
as for
as for
the opposite
still
instead (of)
on the other hand
whereas
otherwise
apart from
although

High frequency words - Year 7 and 8 Literacy 'Must Know' words

I	all	could	made	so
on	me	first	much	them
go	about	half	not	too
away	back	him	our	want
day	boy	jump	pet	where
dad	can't	love	sister	and
of	down	more	their	said
can	had	night	time	they
as	here	or	very	come
been	if	push	when	no
came	live(d)	should	like	was
door	may	that	is	yes
got	next	three	going	another
her	once	us	to	bed
how	pull	what	mum	call(ed)
little	seen	we	went	don't
many	than	he	it(s)	good
new	these	this	an	help
old	two	am	because	house
people	were	my	by	laugh
school	look	in	do	man
take	for	see	girl	name
there	are	again	have	off
tree	a	be	home	over
way	big	but	last	saw
up	get	did	make	some
at	she	from	must	then
you	after	has	now	took
play	ball	his	out	water
the	brother	just	ran	who

will	with
Wednesday	Thursday
February	March
August	September
yellow	blue
would	your
Friday	Saturday
April	May
October	November
green	orange
Monday	Tuesday
Sunday	January
June	July
December	red
pink	purple



Collecting like terms

If the letters in expressions are different then we CANNOT add them.

For example:

$$\begin{aligned} &5 + b \\ &150 + b \\ &a + b \\ &1.5 + a + b \\ &0.5 + a - b \\ &-a + b + c + g \end{aligned}$$

Here are some examples of expressions when we CAN add the algebraic terms because the letters are the same and they have the same power.

$$\begin{aligned} 5b + 3b &= 8b \\ 5b + 3b + b &= 9b \\ -5b - 3b &= -8b \\ 5b + 3b - b &= 7b \end{aligned}$$

Here are some examples of expressions which CANNOT be added or subtracted because the letters may be the same but they don't have the same power.

$$\begin{aligned} &5b + 3b^2 \\ &5b + 3b^2 + 4b^3 \\ &5b^4 - 3b^2 + 4b^3 \\ &5b^4 - 3b^2 + 4a^3 \\ &5b^4 - 3b^2 + 4a^4 \end{aligned}$$

Fraction, Decimal and Percentage Equivalences

Decimal	Percentage	Fraction
0.5	50%	1/2
0.25	25%	1/4
0.75	75%	3/4
0.2	20%	1/5
0.1	10%	1/10
0.3	33.3%	1/3

Examples of algebraic terms

5b	same as	5 x b
150b	same as	150 x b
150ab	same as	150 x a x b
1.5ab	same as	1.5 x a x b
0.5ab	same as	0.52 x a x b
ab	same as	a x b
abcb	same as	a x b x c x b
a	same as	1 x a

Order of Operations: BIDMAS

- Brackets
- Indices (Powers)
- Division
- Multiplication
- Addition
- Subtraction

Negative numbers

Adding and subtracting with double signs – if signs are touching we use the rule same signs touching is addition and opposite signs touching is subtraction.

Multiplying and dividing – use the rule same sign positive and opposite signs negative.

$$\begin{aligned} + + &= + & - + &= - \\ - - &= + & + - &= - \end{aligned}$$

- **Quotient** – the result obtained by dividing one quantity by another.
- **Denominator** – the integer on the bottom of a fraction.
- **Mixed number** – a mixture of whole numbers and fractions.
- **Improper fraction** – otherwise known as a 'top heavy' fraction, the numerator is greater than the denominator.
- **Numerator** – the integer on the top of a fraction
- **Recurring decimal** – a decimal that has either a digit or a number of digits that repeat infinitely in a pattern.
- **Sum** – the addition of a number of items.
- **Product** – the multiplication of 2 or more numbers.

Angle Definitions

- **Right angle** – is a 90-degree angle.
- **Acute angle** – any angle which is less than 90 degrees.
- **Obtuse angle** – any angle which is greater than 90 degrees but less than 180 degrees.
- **Reflex angle** – any angle which is greater than 270 degrees.
- **Degrees** – a measure of the amount of turn, there are 360 degrees in a complete turn.
- **Protractor** – an angle measuring device that is normally a semi-circle.

Angle Facts

Angles in a right angle must add up to 90 degrees.	Angles on a straight line must add up to 180 degrees.	Opposite angles - where 2 lines cross, the opposite angles are equivalent.	Alternate angles - when a line passes through a pair of parallel lines, alternate/ opposite angles are equivalent.	Corresponding angles - when a line passes through a pair of parallel lines, similar or corresponding angles are equivalent.	Supplementary angles - sometimes known as internal angles must add up to 180 degrees.

Shapes

- **Polygon** - a shape consisting purely of straight edges.
- **Regular** - all lengths are equal and all internal angles are the same.
- **Irregular** - any polygon that is not regular.
- **Quadrilateral** - any 4 sided shape.
- **Parallelogram** - a 4 sided shape with pairs of equivalent sides and pairs of parallel sides.
- **Trapezium** - a 4 sided shape with 1 pair of parallel sides.

2-way table – organises data into 2 categories (e.g. men and women)

		Favourite Sport				
		Basketball	Baseball	Tennis	Swimming	Total
Gender	Men	16	27	5	12	60
	Women	2	6	16	16	40
	Total	18	33	21	28	100

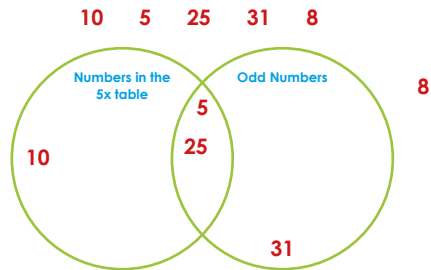
Types of Polygons

A polygon can have three or more sides.

	3 sides Triangle	4 sides Quadrilateral	5 sides Pentagon	6 sides Hexagon	7 sides Heptagon	8 sides Octagon
Regular Polygons All sides are equal length and all internal angles are equal						
Examples of Irregular Polygons Any polygon that is not regular						
Concave Polygons Have at least one internal angle greater than 180°		Convex Polygons Have no internal angles greater than 180°. All regular polygons are convex.		Complex Polygons Have a line that crosses another line (normal polygon rules may not apply)		

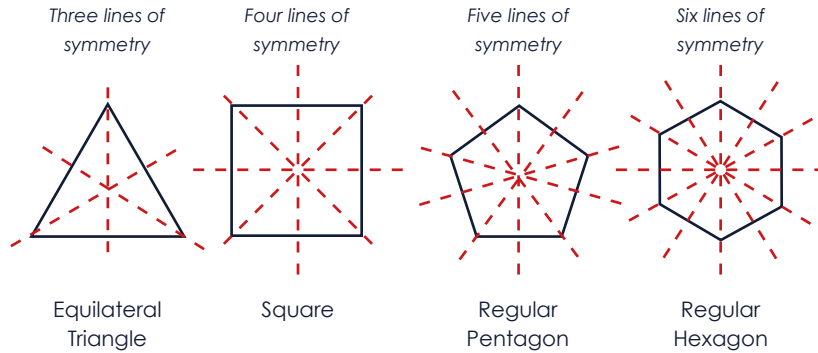
Examples of shapes that are Not Polygons	Circles 	Any shape that includes a curve 	Any shape that isn't 'closed' 	Three-dimensional objects
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Venn diagram – shows information about two or more sets of data and the relationship the sets of data have to each other



Lines of Symmetry in Regular Polygons

A shape can have one or more lines of symmetry, or even no lines of symmetry at all. A shape that has a line of symmetry tells us that one half of the shape is the same size and has the same area as the other half.



Shape Name	Number of Sides	Number of Symmetry Lines
Equilateral Triangle	3	3
Square	4	4
Regular Pentagon	5	5
Regular Hexagon	6	6
Regular Heptagon	7	7
Regular Octagon	8	8
Regular Nonagon	9	9
Regular Decagon	10	10

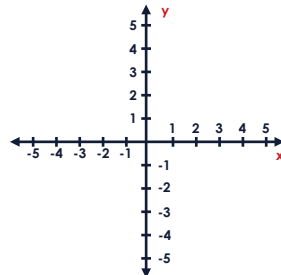
Co-ordinates and graphs

X axis – the horizontal axis

Y axis – the vertical axis

Origin – the co-ordinate (0,0)

Co-ordinate – (x, y)



Rotational Symmetry in Regular Polygons

Rotational Symmetry is different to line symmetry where the rotational symmetry is the number of positions in which the rotated object appears unchanged.

$$\frac{360^\circ}{\text{Number of side lengths}} = \text{Angle of Rotation}$$

Shape Name	Number of Sides	Order of Rotational Symmetry	Angle of Rotation
Equilateral Triangle	3	3	120°
Square	4	4	90°
Pentagon	5	5	72°
Hexagon	6	6	60°
Heptagon	7	7	51.4°
Octagon	8	8	45°
Nonagon	9	9	40°
Decagon	10	10	36°

Substitution

Replacing the value of the unknown with a number and using the operations to calculate the result.

$$a=3, b=2 \text{ and } c=5.$$

Find:

$$\begin{array}{ll} 1. 2a=23 & 2. 7b2-c=722-5 \\ 2a=6 & 7b2-c=74-5 \\ & 7b2-c=28-5 \\ & 7b2-c=23 \end{array}$$

Mean

A type of average – to calculate add all the numbers up and divide by how many you have.

Expression Facts

$$a + a + a + a = 5a$$

$$5a = 5 \times a$$

$$a^5 = a \times a \times a \times a \times a$$

$$a^3 = a \times a \times a$$

$$ab - a \times b$$

$$ab^2 = a \times b^2 = a \times b \times b$$

$$a^2b - a^2 \times b = a \times a \times b$$

$$(ab)^2 = (a \times b)^2 = a \times b \times a \times b$$

Mathematics
3 of 3

Samba

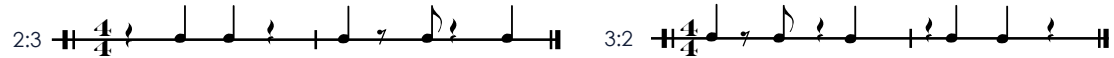
Music in Latin America is widely influenced by colourful and exotic carnivals and a range of dance styles. Carnivals may include **FANFARRAS**, featuring brass instruments associated with fanfare, and almost always a **SAMBA BAND**.



Rhythm and Metre, Form & Structure and Phrasing, Repetition and Ostinato & Ornamentation

Built around **OSTINATOS** usually 4 or 8 beats long (regular phrases). Each group of instruments can have their own Ostinato featuring **OFFBEAT RHYTHMS** and **SYNCOPIATION**. Often the **SON CLAVE SYNCOPATED** rhythm is used, either **2:3** or **3:2**.

Samba music is built up of lots of different sections. For each section the **SAMBISTA** will need to know an **OSTINATO**.



Samba music often starts with an **INTRODUCTION** often featuring **CALL AND RESPONSE RHYTHMS** between the Samba Leader and ensemble. The main Ostinato rhythm of Samba is called the **GROOVE** when all the instrument of the Samba Band play their respective rhythms over and over again forming the main body of the piece.

The **GROOVE** is broken up by **BREAKS** – 4 or 8 beat rhythms providing contrast and **MID SECTIONS** – one or two instruments change the rhythm of their ostinato and the others stay the same or stop. Sometimes **BREAKS** and **MID SECTIONS** feature a **SOLOIST** who "shows off" their rhythms. The **SAMBISTA** must signal to the group when to change to a different section which normally done with an **APITO** (Samba Whistle – Loud!).

A piece of Samba can end with either a **CALL AND RESPONSE** pattern or pre-rehearsed ending phrase of rhythm. The **FORM AND STRUCTURE** of a piece of Samba may look like the following:



Texture

Texture varies in Samba music, often **MONOPHONIC** where a single rhythm is heard as in **CALL AND RESPONSE** sections, sometimes **POLYPHONIC** where sections of the Samba band play different rhythms (**OSTINATOS**) creating **CROSS-RHYTHMS** (when two rhythmic patterns that "conflict" with each other occur simultaneously) creating a thick texture of interweaving and interlocking rhythms.

Dynamics, Expression and Articulation

The dynamics of Samba music are normally very loud - it is music designed to be performed outdoors at carnivals and is played by large numbers of instrumentalists and to accompany dancers and processions with large audiences watching and listening. Sometimes, a **CRESCENDO** is used at the end of a piece of Samba music for a dramatic effect.

Tempo

Samba music is generally fast at around 104 bpm and keeps constant tempo to assist the dancers or processional nature of the music. Sometimes the **SAMBISTA** (Samba leader) uses **(TEMPO) RUBATO** – tiny fluctuations in tempo for expressive effect.

Pitch and Melody & Harmony and Tonality

Samba music is based on rhythms rather than melodies although the pitch of certain instruments within the Samba band provides musical contrasts.

Texture

Samba is a musical genre and dance style with its roots in Africa via the West African slave trade and African religious traditions. Samba is an expression of Brazilian cultural expression and is a symbol of carnival. Samba schools formed and compete bringing people together.

Musical Characteristics of Folk Music

The instruments of Samba have been influenced by Portuguese colonies who imported slaves from Africa, while the rhythms of Samba are of African origin.

Impact of Modern Technology on Traditional Music

Samba has become popular as a Latin-American ballroom dance on TV shows such as Strictly Come Dancing and Dancing with the Stars. Samba has also been mixed/fused with Drum 'n' Bass in a musical fusion creating "Sambass" and artists and groups of popular music have used sounds and rhythms of Samba in their music e.g. Gloria Estefan and Jamiroquai.

Artists, Bands & Performers of Samba



Fundo de Quintal



Exaltasamba

Instrumentation - Typical Instruments, Timbres and Sonorities

SURDO REPINIQUE TAMBORIM CHOCOLO RECO-RECO APITO AGOGO BELLS CAIXA DE GUERRO GUIRO TIMBALES CUICA CONGAS CLAVES COWBELL



I'VE GOT RHYTHM

Exploring Rhythm and Pulse



A. Key Words

PULSE – A regular **BEAT** that is felt throughout much music. Certain beats of the pulse can be emphasised to establish regular pulse patterns e.g.

1 2 3 4, 1 2 3 4 = a 4-beat pulse

1 2 3, 1 2 3 = a 3-beat pulse (often called a **WALTZ**)

1 2, 1 2, 1 2 = a 2-beat pulse (often called a **MARCH**)

RHYTHM – A series of sounds or notes of different lengths that create a pattern. A rhythm usually fits with a regular pulse. Everyday sentences can be used to create rhythms. The patterns made by words create rhythms and this rhythm has a 4-beat pulse.

Music is my favourite

ACCENT – Emphasising or stressing a particular note or notes. Accents affect the **ARTICULATION** and are shown with this symbol >

DURATION – The length of a sound - long/short.

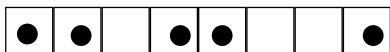
TEMPO – The speed of a sound or piece of music – fast/slow.

TEXTURE – Layers of sound or how much sound is heard – thick/thin.

STRUCTURE – The organisation of sound or how sounds are ordered.

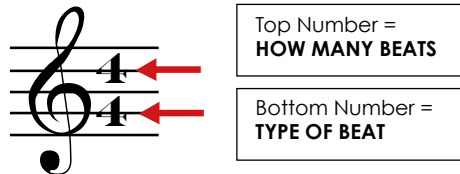
SILENCE – The absence of sound or no sound, shown in music by **RESTS**.

RHYTHM GRID NOTATION – A way of writing down and recording rhythms using boxes.



B. Time Signatures

A **TIME SIGNATURE** tells us how many beats (and what type of beats) there are in each **BAR** of music and is made up of two numbers at the beginning of a piece of music.



2/4 = **TWO CROTCHET** beats per **BAR**



e.g. a **MARCH**

3/4 = **THREE CROTCHET** beats per **BAR**



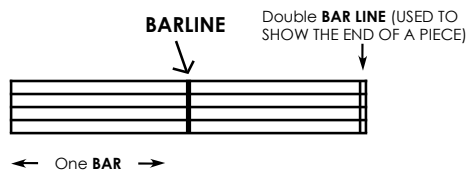
e.g. a **WALTZ**

4/4 = **FOUR CROTCHET** beats per **BAR**



Bottom Numbers
2 = Minim 4 = Crotchet 8 = Quaver

BARS AND BARLINES



C. Ostinatos, Cyclic and Polyrhythms

RHYTHMIC OSTINATO – a short repeated pattern made up of notes of different lengths but without a particular pitch.

CYCLIC RHYTHM – a rhythm which is repeated over and over again (in a cycle) many times.

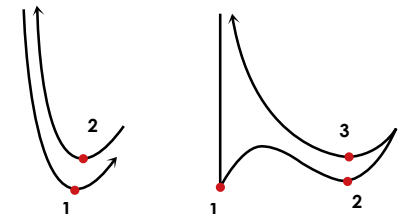
POLYRHYTHM – the use of several rhythms performed simultaneously, often overlapping to create a thick, **POLYRHYTHMIC TEXTURE**.

A common polyrhythm often used in Latin-American and African Music is to play a 3-beat and 2-beat rhythm simultaneously as shown below. This is called a "3 against 2 Polyrhythm".

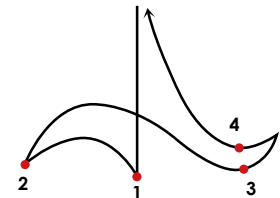
3 beat rhythm	X		X		X		X		X		X
2 beat rhythm	X			X			X			X	

D. Conducting Pulses and Beats

Conducting a 2-beat Pulse/Beat (e.g. a March) Conducting a 3-beat Pulse/Beat (e.g. a Waltz)



Conducting a 4-beat Pulse/Beat



E. Note Values - Note Names, Symbols and Duration

Note Name	Note Symbol	Note Value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		1/2 of a beat
Pair of Quavers		2 X 1/2 beats = 1



BODY COMPOSITION

The percentage of body weight which is fat, muscle and bone.



CARDIOVASCULAR FITNESS

The ability of the heart, lungs and blood to transport oxygen.



FLEXIBILITY

The range of motion (ROM) at a joint.



MUSCULAR ENDURANCE

The ability to use voluntary muscles repeatedly without tiring.



MUSCULAR STRENGTH

The amount of force a muscle can exert against a resistance.

KPI 9 – Fitness Components

HEALTH

“Total physical, mental and social well-being and not only the absence of illness or infirmity”.

POSITIVE

An active, healthier lifestyle

Increased levels of exercise



Increased levels of fitness

NEGATIVE

A sedentary lifestyle

Decreased levels of exercise



Decreased levels of fitness

HEALTH, FITNESS AND COMPONENTS OF FITNESS



FITNESS

“The ability to meet the demands of the environment”.



AGILITY

The ability to change the position of the body quickly and control the movement.

BALANCE

The ability to maintain the body's centre of mass above the base of support.



COORDINATION

The ability to use two or more body parts together.

POWER

The ability to perform strength performances quickly.



REACTION TIME

The time taken to respond to a stimulus.

SPEED

The ability to put body parts into motion quickly.

Places of worship - General terms, practices and features

1. **Worship:** Praising and glorifying god.
2. **Puja:** An act of worship in Hinduism and Buddhism.
3. **Sacred:** Dedicated to a religion/religious practice so is worthy of respect.
4. **Prayer:** Communicating with god.
5. **Offerings:** A gift given to god or other important figure as a sign of praise, thanks and respect.
6. **Shrine:** A space dedicated to a god/goddess important figure which is a focus for prayer and worship.
7. **Shoe racks:** A place to store shoes during prayer.
8. **School room:** A place where people can learn more about their religion.

Synagogue – Judaism Essential knowledge

9. **Synagogue:** The Jewish place of worship.
10. **The sanctuary:** The room where worship takes place.
11. **The Ark:** A cabinet or sheltered area containing handwritten holy scrolls known as the 'Sefer Torah'.
12. **The Ten Commandments:** Laws given by God to Moses to guide human behaviour.
13. **A Yad:** A pointer used to read the Torah scrolls.
14. **Ner Tamid:** An eternal light/lamp that burns all of the time.
15. **Bimah:** Platform in the centre of the synagogue from which the Torah is read.
16. **Mechitzah:** A screen/divider used in Orthodox synagogues to separate men from women during services.
17. **Stained glass windows:** Windows with colourful glass.

Church - Christianity Essential knowledge

18. **Church:** Place of Christian worship.
19. **Altar:** Table where the bread and the wine for Holy Communion are blessed.
20. **Font:** Holds holy water that is used in baptism.
21. **Pulpit:** Raised platform for the priest/vicar to give a sermon from.
22. **Cross/crucifix:** Reminder of Jesus' crucifixion.
23. **Lectern:** Stand for the bible often shaped like an eagle.
24. **Stained Glass Windows:** Windows with colourful glass telling biblical stories.
25. **Quaker meeting house:** Place of worship for Quakers with very few, if any, features of a traditional church building.

Gurdwara - Sikhism Essential knowledge

26. **Gurdwara:** The Sikh place of worship.
27. **Nishan Sahib:** A triangular flag flown outside the gurdwara, orange/yellow with the Sikh symbol (the khandi).
28. **Diwan/Durbar hall:** Prayer hall.
29. **Chanani:** Canopy over the manji sahib.
30. **Manji sahib:** Raised platform that the Guru Granth Sahib is placed on to be read.
31. **Chaur:** A fan waved over the Guru Granth Sahib.
32. **Golak:** Collection box.
33. **Ragis:** Musicians.
34. **Langar:** Kitchen – serves free vegetarian food to visitors.
35. **Sach Khand room:** The bedroom of the Guru Granth Sahib.

Mosque – Islam Essential knowledge

36. **Mosque:** The Islamic place of worship.
37. **Minaret:** The tower of the mosque from which the muezzin calls people to prayer.
38. **Dome:** A rounded roof to help sound travel and keep the mosque cool.
39. **Chandelier:** Large ceiling light in the prayer hall representing the light of God.
40. **Mihrab:** An alcove in the prayer hall to show qiblah (the direction of Mecca).
41. **Minbar:** A platform from which the Imam (leader) speaks.
42. **Qiblah:** The direction that Muslims should face whilst praying (east, towards Mecca)
43. **Prayer mats:** Used to kneel on during prayer.
44. **Washroom:** Used to perform wudhu.
45. **Wudhu:** Ritual washing performed before prayer.
46. **Zakah box:** Box to collect zakah.

Temple - Buddhism Essential knowledge

47. **Prayer bell:** To begin/end meditation
48. **Buddharupa:** Statue of the Buddha or other Buddhas
49. **Impermanence:** Temporary, lasting only a short time, will change at some point.
50. **Singing bowl:** A metal bowl/type of bell that makes a rich tone when played and is used by some Buddhists to prepare them for meditation.
51. **Meditation:** Focusing the mind and training it to be more aware to achieve clear thinking, emotional calm and stability.

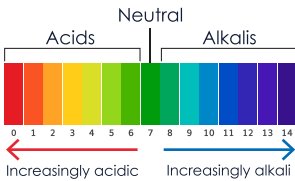
Christianity: The Life of Jesus

1. **Jesus:** Son of God, God Incarnate, the founder of Christianity.
2. **God Incarnate:** God in human flesh/as a human (Jesus).
3. **Christ:** The anointed/chosen one who would save the world from sin.
4. **Messiah:** For Jews, this is the King of the Jews who will be sent by God to save them. For Christians, this is Jesus who was sent by God to save mankind from sin.
5. **Saviour:** Jesus is believed to be the saviour of mankind – saving our souls from sin/hell.
6. **Parable:** A simple story used to teach a moral or religious lesson.
7. **Miracle:** An extraordinary event that cannot be explained by science so God is thought to be responsible.
8. **Healing miracle:** Jesus curing someone of their illness e.g. Jesus heals a blind man.
9. **Nature miracle:** Jesus shows his power by breaking the rules of nature e.g. Jesus walks on water.
10. **Miracle of resurrection:** Jesus raises someone from the dead e.g. the raising of Lazarus.
11. **Casting out demons (exorcisms):** Jesus cures someone who is believed to be possessed by a demon.
12. **The Crucifixion:** Jesus' death on the cross.
13. **Resurrection:** Returning to life after death.
14. **The Resurrection:** Jesus returning to life after his death.
15. **Ascension:** Jesus rising to heaven on the fortieth day after his resurrection.

Beliefs in Action

1. **The afterlife:** life after death – existence after death e.g. in heaven, paradise, hell etc.
2. **Karma:** the law of cause and effect – someone's actions in this life (positive and/or negative) affects their next life.
3. **Reincarnation:** being reborn after death.
4. **Ahimsa:** the Hindu and Buddhist belief in non-violence.
5. **Pacifism:** the belief that the use of violence and war is never acceptable and conflict should be solved through peaceful methods.
6. **The Golden Rule:** treat others as you would wish to be treated (Christianity).
7. **Dukkha:** suffering (Buddhism).
8. **Steward:** someone with a responsibility to look after someone or something.
9. **The Four Noble Truths:** Buddhist teaching that suffering exists, it has a cause, suffering can be stopped and steps to take to do this.
10. **The Eightfold Path:** The path to end suffering/the middle way – eight practices to help end suffering.
11. **The Middle Way:** a course of action that avoids extremes (following the Eightfold Path).
12. **The Five Pillars of Islam:** the shahadah (declaration of faith), salah (prayer), zakah (charity), sawm (fasting), hajj (pilgrimage).
13. **Seva:** serving other people (Sikhism).
14. **The three duties:** Nam Japna (pray), Kirt Karna (work), Vand Chhakna (give) (Sikhism).

1	Signs of a reaction	<ul style="list-style-type: none"> Bubbles of gas released. Change in temperature. Colour change. Change in mass.
2	Chemical reactions	<ul style="list-style-type: none"> When substances are mixed together and you can not get the original materials back.E.g. Combustion. A few chemical reactions are reversible. Reactant + reactant → Product.
3	Physical changes	<ul style="list-style-type: none"> When substances just change state and we can get the original reactants back E.g. Melting ice.
4	Acid	<ul style="list-style-type: none"> A solution with a pH of less than 7.
5	Alkali	<ul style="list-style-type: none"> A solution with a pH of more than 7.
6	Neutral	<ul style="list-style-type: none"> A solution with a pH of 7.
7	Indicator	<ul style="list-style-type: none"> A chemical that turns a different colour depending on whether it is added to acid or alkali. E.g. Litmus indicator – red in acid, blue in alkali. E.g. Universal indicator - used to measure how strongly acidic or alkaline a solution is.
8	Conservation of Mass	<ul style="list-style-type: none"> Total mass of reactants = total mass of the products.
9	Neutralisation	<ul style="list-style-type: none"> A reaction between an acid and an alkali making a neutral solution of salt and water.
10	Neutralisation Reaction	<ul style="list-style-type: none"> Acid + alkali → salt + water.

11	Reactant	<ul style="list-style-type: none"> The substances that react together in a chemical reaction.
12	Product	<ul style="list-style-type: none"> The substances that are produced in a chemical reaction.
13	pH Scale	<ul style="list-style-type: none"> Measures the strength of an acid or alkali. The solution is assigned a number between 0 and 14 (see diagram). 
14	Hydrochloric Acid	<ul style="list-style-type: none"> Makes salts that end in chloride.
15	Sulfuric Acid	<ul style="list-style-type: none"> Makes salts that end in sulfate.
16	Nitric Acid	<ul style="list-style-type: none"> Makes salts that end in nitrate.
17	Salt	<ul style="list-style-type: none"> A substance that is made in a neutralisation reaction (see examples below).
18	Calcium hydroxide + hydrochloric acid	<ul style="list-style-type: none"> Calcium chloride.
19	Magnesium oxide + nitric acid	<ul style="list-style-type: none"> Magnesium nitrate.
20	Copper oxide + nitric acid	<ul style="list-style-type: none"> Copper nitrate.
21	Potassium hydroxide + sulphuric acid	<ul style="list-style-type: none"> Potassium sulfate.

REPRODUCTION AND VARIATION 7BR

1	Testes	• Where sperm are made after puberty.
2	Sperm duct	• A tube which sperm travels through from the testes to the penis.
3	Scrotum	• A pouch of skin holding the testes outside of the body.
4	Urethra	• The tube inside the penis that can carry urine or semen out of the body.
5	Semen	• Sperm that is mixed with fluids produced by the glands.
6	Glands	• Produce a fluid that mixes with the sperm to form semen.
7	Ovaries	• Contain egg cells and release them once a month.
8	Oviduct	• The tube that connects the ovaries to the uterus (sometimes called the Fallopian tube). This is where fertilisation occurs.
9	Uterus	• A muscular bag with a soft lining. This is where the fertilised egg implants and the foetus develops.
10	Vagina	• A muscular organ that leads from the cervix to the outside of a woman's body. It can stretch to allow the baby to pass out.
11	Cervix	• A narrow opening between the uterus and the vagina.
12	Gametes	• The sex cells – eggs and sperm in animals, eggs and pollen in flowering plants.

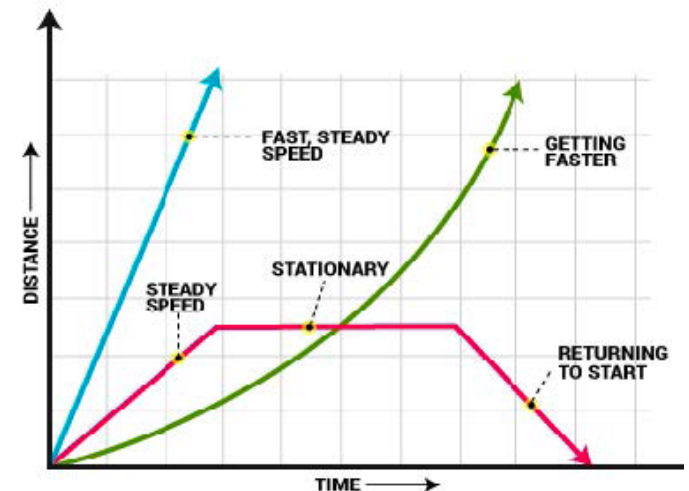
13	Menstrual cycle	• A 28 day cycle controlled by hormones.
14	Ovulation	• When an egg is released from an ovary (at day 14).
15	Oestrogen	• Hormone that causes the uterus lining to thicken.
16	Fertilisation	• When the nucleus of a male sex cell joins with the nucleus of a female sex cell.
17	Gestation	• Another word for pregnancy.
18	Zygote	• A fertilised egg.
19	Embryo	• The stage between the zygote and the foetus.
20	Implantation	• When the embryo implants in the wall of the uterus (about one week after fertilisation).
21	Foetus	• The stage after 9 weeks (between the embryo stage and when the baby is born).
22	Placenta	• An organ that connects the foetus to the wall of the uterus.
23	Umbilical cord	• A cord between the foetus and the placenta. It carries oxygen, nutrients and waste products.
24	Amniotic fluid	• Supports and protects the baby from shocks and physical damage.
25	Cilia	• Little 'hairs' along the oviduct that help to move the fertilised egg along to the uterus.
26	Carpel, made of...	• Stigma – traps the pollen. • Style – where the pollen tube grows. • Ovary – where the eggs (ovules) are found.

27	Stamen, made of...	• Anther – where the pollen is found • Filament – stalk which holds the anther.
28	Ovary	• Contains the female sex cells (eggs).
29	Pollen	• The male sex cells produced by the anther.
30	Pollination	• When pollen is transferred from a stamen to a stigma. • Wind pollination – pollen is transferred by the wind. • Insect pollination – insects transfer the pollen from one flower to another as it sticks to their bodies.
31	Seed	• After fertilisation the ovule develops into a seed. The seed contains an embryo and a food store.
32	Seed dispersal	• Method of spreading seeds over a wide area to increase the success rate of germination.
33	Variation	• The differences within or between a species.
34	Environmental variation	• Differences within a species due to the environment e.g. tattoos, piercings.
35	Genetic variation	• The differences within a species due to their genes e.g. eye colour.
36	Continuous variation	• Variation that has a large range Either caused by environmental factors or lots of genes working together or a combination of both.
37	Discontinuous variation	• A small range of variation. Usually caused by 1 or 2 inherited genes, you either have the gene or you don't.

FORCES AND MOTION 7PF

1	Force	<ul style="list-style-type: none"> • A push or a pull or a turning force.
2	Newton	<ul style="list-style-type: none"> • The unit forces are measured in • Symbol for Newton is N.
3	Mass	<ul style="list-style-type: none"> • The amount of matter (stuff) in a substance • Unit for mass is kilogram Kg.
4	Weight	<ul style="list-style-type: none"> • A force on an object due to gravity • Units for weight are Newtons (because weight is a force).
5	Gravity	<ul style="list-style-type: none"> • Gravity is NOT a force. • Gravity is a field pulling an object towards the centre of the Earth.
6	Pressure	<ul style="list-style-type: none"> • Pressure = $\frac{\text{Force}}{\text{Area}}$ Units for pressure N/m²
7	Friction	<ul style="list-style-type: none"> • A contact force caused by 2 objects moving over each other. • A force that acts in the opposite direction to movement. • Units for friction are Newtons (because friction is a force).
8	Speed	<ul style="list-style-type: none"> • Speed = $\frac{\text{Distance}}{\text{Time}}$ • The units depend on what the distance and time were measure in.
9	Weight	<ul style="list-style-type: none"> • Weight = mass x gravitational field strength.
10	Resultant force	<ul style="list-style-type: none"> • A single force that has the same effect on the object as all the individual forces acting together.
11	Force diagram	<ul style="list-style-type: none"> • A diagram showing the forces acting on an object. • The forces are represented as arrows.

12	Pressure	<ul style="list-style-type: none"> • The measure of the size of the force on a particular area (force/area).
13	Upthrust	<ul style="list-style-type: none"> • The upward force that a liquid or gas exert on a body floating in it.
14	Contact force	<ul style="list-style-type: none"> • A force that must have physical contact. E.g. Friction, air resistance, tension (pull), applied force (push).
15	Non-contact force	<ul style="list-style-type: none"> • A force that can act without physical contact. E.g. Electrostatic force, weight, magnetic force.
16	Force meter	<ul style="list-style-type: none"> • Instrument used to measure force. Often called a Newton meter.
17	Newtons	<ul style="list-style-type: none"> • The unit for measuring force (N).
18	The gradient of a line on a distance – time graph tells you:	<ul style="list-style-type: none"> • The speed that the object is moving. • The steeper the gradient the faster the speed. • A flat line means the object is stationary. • A curved line means the object is speeding up or slowing down (accelerating or decelerating).



Adverbial Openers + comma

Despaciosamente	slowly
Alegremente	happily
Sorprendentemente	surprisingly
Con prisa	hurriedly
Brutalmente	brutally
Con suavidad	smoothly
Con cuidado	Carefully
Con impaciencia	Eagerly
Sin prisa	Leisurely
Locamente	Insanely

Wonderful 'wow' words

Inteligente	intelligent
Alegre	cheerful
Radiante	radiant
Brillante	shimmering
Gruñón	grumpy
Asustado	frightened
Atestado	bustling
Útil	useful
Pasional	passionate
Puntual	punctual

Time connectives

Por primero	firstly	Segundo	secondly
Luego	next	Brevemente	briefly
Después	after	La semana pasada	last week
Entonces	then	Después un rato	after a while
Pronto	soon	Antes	before
De repente	suddenly	Hace 2 años	two years ago
Mientras	meanwhile	Hace 2 días	two days ago
Cuando	when	Finalmente	eventually
Desde	since	Al final	finally

Time Connectives

Addition

Y	and
También	also
Además de	in addition to
Además	furthermore
Otra vez	again
El siguiente	the following

Cause/effect

entonces	consequently
por consiguiente	thus
así	so
por eso	therefore
como consecuencia	as a result
hasta	until

Emphasis

sobre todo	above all
en particular	in particular
principalmente	notably
especialmente	especially
considerablemente	significantly
de hecho	in fact

Contrast/Balance

pero	but
sin embargo	however
aún así	nonetheless
alternativamente	alternatively
a pesar de	despite
todavía	still
por un lado...	on one hand...
por el otro	on the other
en lugar de	instead of..

Module 4

¿Cuántas personas hay en tu familia?

En mi familia hay...personas
mis padres
mi madre
mi padre
mi abuelo
mi abuela
mi bisabuela
mi tío
mi tía
mis primos

¿De qué color tienes los ojos?

Tengo los ojos...
azules

¿Cómo tienes el pelo?

Tengo el pelo...
castaño
rubio
liso
rizado
largo
corto
Soy pelirrojo/a
Soy calvo

¿Cómo es?

Es...
alto/a
bajo/a
delgado/a
gordo/a
guapo/a
joven
viejo/a
Tiene pecas
Tiene barba
mis amigos
mi mejor amigo/a
su mejor amigo/a

¿Dónde está?

Está en...
el campo
la costa
la montaña
un pueblo
una ciudad

How many people are there in your family?

In my family, there are...people
my parents
my mother
my father
my grandfather
my grandmother
my great-grandmother
my uncle
my aunt
my cousins

What colour are your eyes?

I have... eyes
blue

What's your hair like?

I have... hair
brown
blond
straight
curly
long
short
I am a redhead
I am bald

What is he/she like?

He/She is...
tall
short
slim
fat
good-looking
young
old
He/She has freckles
He has a beard
my friends
my best friend
his/her best friend

Where is it?

It is in...
the countryside
the coast
the mountains
a village
a town/city

Module 5

¿Qué hay en tu ciudad?

Hay...
un castillo
un centro comercial
una piscina
una plaza
un polideportivo
una tienda
En...
mi barrio
mi ciudad
mi pueblo
No hay nada
unos museos
unas tiendas
muchos museos
muchas tiendas

¿Qué hora es?

Es la una
Son las dos
Es la una y cinco
Son las dos y diez
Son las tres y cuarto
Son las tres y media
Son las nueve menos cuarto

¿A qué hora?

a la una
a las dos

En la cafetería

Quiero...
bebidas
un batido de chocolate/de fresa
un granizado de limón
raciones
croquetas
gambas
pan con tomate
patatas bravas
tortilla
¿Algo más?
No, nada más
¿Y de beber?
¿Cuánto es, por favor?
Son cinco euros setenta y cinco

What is there in your town?

There is...
a castle
a shopping centre
a swimming pool
a square
a sports centre
a shop
In...
my neighbourhood
my town, my city
my village, my town
There's nothing
some museums
some shops
a lot of museums
a lot of shops

What time is it?

It's one o'clock
It's two o'clock
It's five past one
It's ten past two
It's quarter past three
It's half past six
It's quarter to nine

At what time?

at one o'clock
at two o'clock

In the café

I want...
drinks
a chocolate/strawberry
milkshake
an iced lemon drink
portions
croquettes
prawns
tomato bread
spicy potatoes
Spanish omelette
Anything else?
No, nothing else
And to drink?
How much is it, please?
That's €5,75

Revision

¿Qué tiempo hace?

hace calor
hace frío
hace sol
hace buen tiempo
llueve
nieva
¿Qué haces cuando llueve?

¿Qué deportes haces?

Hago equitación
Juego al baloncesto

¿Cuál es tu día favorito?

Mi día favorito es el lunes
Los martes estudio...
¿Por qué?
Porque...
por la mañana
por la tarde
estudiamos
no estudio

¿Qué hay en tu insti?

En mi insti hay...
un patio
una biblioteca
unas clases

¿Qué haces durante el recreo?

Como...
un bocadillo
Nunca hago los deberes

¿Cómo se llama tu madre?

Mi madre se llama...
su hermano
sus hermanos

¿Cómo es tu casa o tu piso?

Vivo en...
una casa
un piso
antiguo/a
mi/mis
tu/tus
su/sus

¿Qué vas a hacer?

Voy a salir con mis amigos
Vas a ver la televisión
Va a ir de paseo
Vamos a jugar al voleibol
Vais a chatear
Van a hacer los deberes

What's the weather like?

it's hot
it's cold
it's sunny
it's nice weather
it's raining
it's snowing
What do you do when it's raining?

What sports do you do?

I do/go horseriding
I play basketball

What is your favourite day?

My favourite day is Monday
On Tuesdays I study...
Why?
Because...
in the morning
in the afternoon
we study
I don't study

What is there in your school?

In my school, there is...
a playground
a library
some classrooms

What do you do during break?

I eat...
a sandwich
I never do homework

What is your mother called?

My mother is called...
his/her brother
his/her brothers and sisters

What does your house or flat look like?

I live in...
a house
a flat
old
my
your
his/her

What are you going to do?

I am going to go out with my friends.
You are going to watch TV.
He/She is going to go for a walk.
We are going to play volleyball.
You are going to chat.
They are going to do their homework.

Notes



A series of horizontal lines for writing notes, consisting of 20 thin grey lines spaced evenly down the page.

