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**Kettering Buccleuch Academy**  
**2019-2020**



# Knowledge Organiser 2

**END OF YEAR ASSESSMENTS**

**February to July**

**Name:** .....

**Tutor Group:** .....

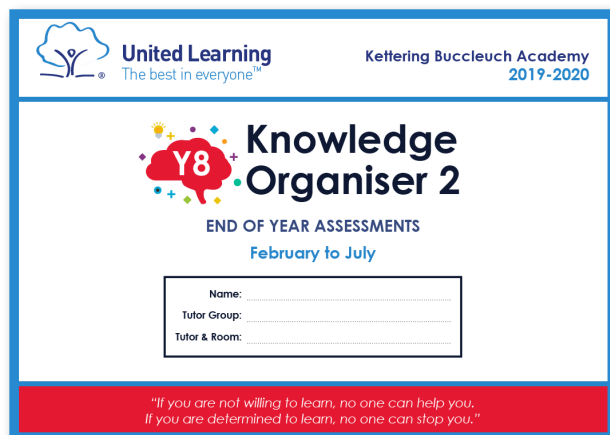
**Tutor & Room:** .....

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

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# Your Knowledge Organiser and Self-Quizzing Book



## Knowledge Organisers

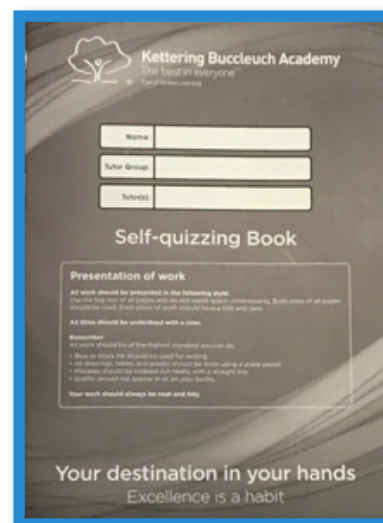
Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 8 and subsequent years.

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 8 will also be required in years 9 to 11.

Knowledge Organisers are **NOT** a replacement for revision guides but they include the fundamental knowledge that ALL students in Year 8 require.

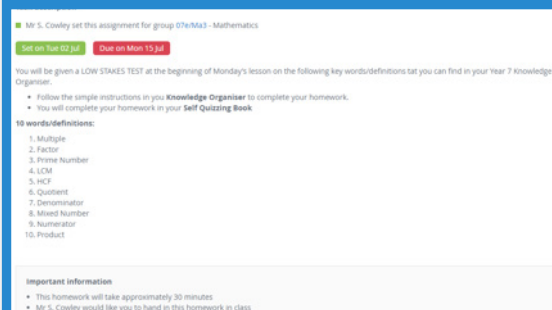


# How do I complete Knowledge Organiser homeworks?

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

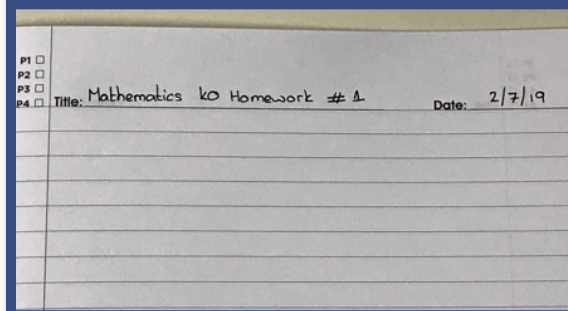
## STEP 1

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



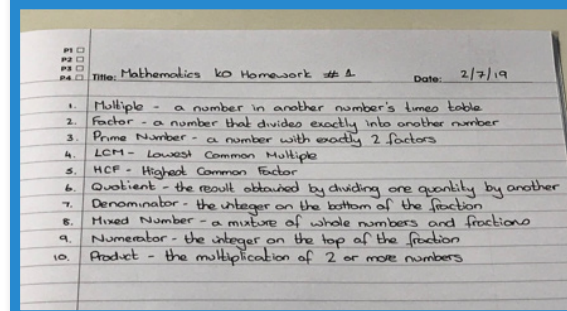
## STEP 2

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



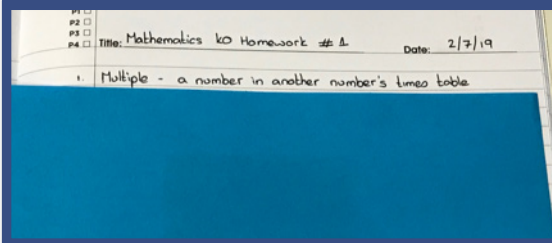
## STEP 3

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



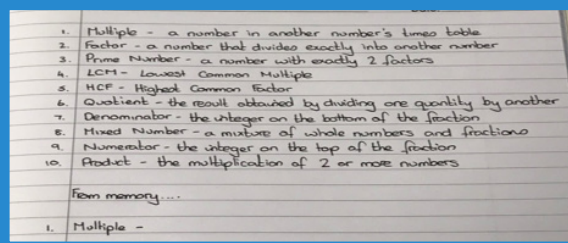
## STEP 4

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.



## STEP 5

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



## STEP 6

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

You will be **tested** on the 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**

Literacy Fundamentals  
1 of 2

## 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.**

11 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*



## Chapter breakdown

- 1.) The animals gather to listen to old Major. He gives them a vision of a life without man.
- 2.) The animals rebel and overthrow Jones. The commandments are written.
- 3.) The animals' first harvest is a success. The pigs keep the milk and apples to themselves.
- 4.) The Battle of the Cowshed: Jones attempts to reclaim the farm.
- 5.) Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.
- 6.) Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.
- 7.) Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.
- 8.) Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.
- 9.) Boxer is sold to the knacker's yard.
- 10.) The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.

## The Seven Commandments

- 1.) Whatever goes upon two legs is an enemy.
- 2.) Whatever goes upon four legs, or has wings, is a friend.
- 3.) No animal shall wear clothes.
- 4.) No animal shall sleep in a bed.
- 5.) No animal shall drink alcohol.
- 6.) No animal shall kill any other animal.
- 7.) All animals are equal.

## Characters

**Napoleon** – 'a large, rather fierce-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his own way.'

**Snowball** – 'a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.'

**Squealer** – 'with very round cheeks, twinkling eyes, nimble movements, and a shrill voice. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.'

**Boxer** – 'an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together... in fact, he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.'

## Key words

**allegory** – A story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.

**tyrant** – Someone who has total power and uses it in a cruel and unfair way. A tyranny is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.

**rebellion** – A rebellion is a situation in which people fight against those who are in charge of them.

**harvest** – The time when crops are cut and collected from fields.

**corrupt** – When people use their power in a dishonest way in order to make life better for themselves.

**propaganda** – Information that is meant to make people think a certain way. The information may not be true.

**cult of personality** – A cult of personality is where a leader convinces people to worship him or her, and treat them like a god.

**treacherous** – If you betray someone who trusts you, you could be described as treacherous.

## Biographical information

- 1.) 'Animal Farm' was written in 1945.
- 2.) It was written by George Orwell.
- 3.) Orwell was born in 1903.
- 4.) 'Animal Farm' was influenced by the events of World War II.
- 5.) Orwell wanted to write about the cruel leaders of Europe during World War II.
- 6.) 'Animal Farm' is an allegory for the events of the Russian Revolution.

Ch	Ch	Ch
1 <b>cynical</b> – tending to disbelieve	4 <b>tractable</b> – easy to deal with, docile	7 <b>graphically</b> – clearly
1 <b>dissentient</b> – individuals who disagree	4 <b>perpetual</b> – to last for a long time, never ending	7 <b>incited</b> – caused
1 <b>enmity</b> – mutual hatred or hostility, ill will	5 <b>articulate</b> – expressing oneself clearly, easy to hear or understand	7 <b>retribution</b> – punishment, payback
1 <b>ensconce</b> – settle comfortably	5 <b>disinterred</b> – something taken out of a tomb or grave	7 <b>cower</b> – to crouch or huddle up in fear, cringe
1 <b>plaited</b> – braided	5 <b>innovate</b> – to create, to make changes to	8 <b>censure</b> – blame, official disapproval, criticism
1 <b>benevolent</b> – kind	5 <b>liable</b> – likely	8 <b>conciliatory</b> – peace-making
1 <b>abolish</b> – to get rid of	5 <b>manifest</b> – to reveal, to show itself plainly	8 <b>contrive</b> – to plan
2 <b>apathy</b> – no emotion	5 <b>pretext</b> – misleading excuse	8 <b>machinations</b> – a plot or plan of evil doings
2 <b>gambol</b> – frolic, skip and play	5 <b>procure</b> – to get, to obtain	8 <b>rash</b> – hasty, risky
2 <b>preeminent</b> – surpassing, better than, superior, outstanding	5 <b>publican</b> – a tax collector	8 <b>skulk</b> – sneak
2 <b>tormentors</b> – people who cause great pain or make fun of others	5 <b>restive</b> – unruly, restless	8 <b>unscathed</b> – unharmed
3 <b>acute</b> – mentally alert and awake	6 <b>arable</b> – fit for cultivation (farming)	8 <b>cunning</b> – sly
3 <b>conceive</b> – to imagine or understand the meaning of something	6 <b>malignity</b> – great hatred	8 <b>liberal</b> – generous, plenty
3 <b>cryptic</b> – mysterious, hidden	6 <b>toil</b> – work hard	9 <b>complicity</b> – partnership in wrongdoing
3 <b>maxim</b> – a rule	6 <b>indignation</b> – a feeling or expression of anger because of an unjust or mean action	9 <b>demeanor</b> – a way a person looks or acts
3 <b>principle</b> – a law or a rule	6 <b>solicitor</b> – in England, a lawyer	9 <b>superannuated</b> – retired
4 <b>contemptible</b> – considered low or worthless, despicable	6 <b>intermediary</b> – the person who acts as the go-between	9 <b>knacker</b> – in England, animal slaughter
4 <b>flogging</b> – to beat with a stick	7 <b>attribute</b> – part of, belonging to	9 <b>spontaneous</b> – without planning, spur of the moment
4 <b>ignominious</b> – shameful, disgraceful	7 <b>capitulate</b> – surrender	10 <b>inebriate</b> – to make drunk
4 <b>impromptu</b> – without preparing	7 <b>categorically</b> – absolutely	10 <b>morose</b> – sad, gloomy
4 <b>irrepressible</b> – not able to keep down, always coming up	7 <b>countenance</b> – facial expression	10 <b>subsist</b> – to stay alive on the barest means, barely stay alive



### 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

### 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.

**Abstract:** Art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect.

### 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.

### 3. Colour Theory

**Colour:** When light is reflected off an object, colour is what the eye sees. There are primary colours and secondary colours.

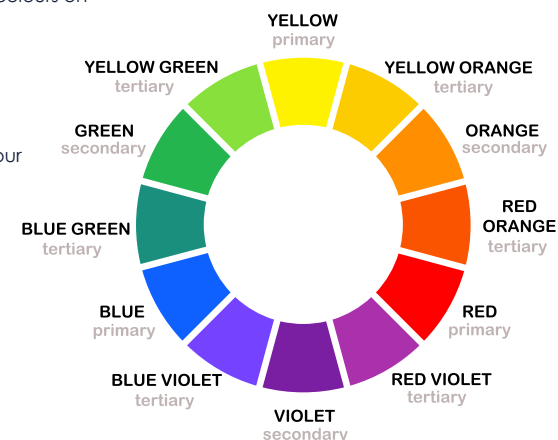
**Warm Colours:** Colours that give the feeling of warmth – red, orange, yellow.

**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.



### 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.

### Six words to Critique Line

In art a line can be described in several things. The words used to describe the line in the form of art are everyday type of words, nothing fancy.

- Flowing
- Delicate
- Simple
- Bold
- Thick
- Thin

### Six words to Critique Colour

In art, colour is very important. This is what helps each piece of art stand out. The colour, no matter what type of artwork, helps define the piece and the artist. A lot of artwork can be determined on who did the work just by looking at the colours, because certain artists use specific colours in every piece of their work.

- Bold
- Vibrant
- Subtle
- Pale
- Earthy
- Naturalistic

### Three words to Critique Movement

Movement is seen in every piece of art. Movement helps to create or define a piece of art.

- Swirling
- Flowing
- Dramatic

### Five words to Critique Texture

Texture is a very common element with and often used when referring to clothing, furniture or hair. Also, if you have ever painted a wall in your home, you are most likely familiar with the following words.

- Rough
- Fine
- Smooth
- Coarse
- Uneven

### Five words to Critique Scale

Scale is basically the size of the art. The words used to critique scale are common words that are already in our vocabulary.

- Large
- Small
- Intimate
- Miniature
- Monumental

### Five words to Critique Shape

Art comes in various shapes, whether it is a painting or a sculpture. Therefore, there are specific words to describe each piece of art.

- Organic
- Curvaceous
- Geometric
- Angular
- Elongated

### Three words to Critique Contrast

Two out of the three words for contrast have already been used to critique other elements of art. Therefore, it should be hard to remember these words on a list of descriptive words to critique art. The only other word you need to remember here is the word strong and that is a pretty common word.

- Dramatic
- Subtle
- Strong

## Information about the artwork: influences, purpose etc

### Subject: War, Spanish Civil War, Suffering

Guernica is a world-famous painting by Pablo Picasso. It is one of the world's greatest anti-war paintings. It is a very large painting (a mural) which shows the bombing of the Spanish town of Guernica in 1937 during the Spanish Civil War.

The Spanish Republican government asked Pablo Picasso to paint a large mural for an art exhibition in Paris. It shows how people, as well as animals, all suffer because of the tragedies of war. The painting soon became so famous that it was seen as a world symbol for peace. The fame of the painting helped to bring the Spanish Civil War to an end.

Guernica is navy blue, black and white. It hangs in the Museo Reina Sofía in Madrid.

Guernica shows a large, open room with people and animals who are suffering. A bull stands over a woman crying over a dead child in her arms. A horse falls in terrible pain as it dies after being run through with a spear. A dead soldier lies under the horse, his arm has been chopped off, but the hand grasps a shattered sword from which a flower grows. A light bulb shines strongly like an evil eye (the Spanish word for "lightbulb" is "bombilla" which sounds like "bomb"). A female figure floats in, holding a lamp which is a symbol of hope. There are many other smaller details in the painting.

### Artist Information:

Pablo Picasso (25 October 1881 - 8 April 1973) was a Spanish painter and sculptor. Pablo Picasso created over 20,000 images.

He is considered one of the greatest artists of the 20th century. He is best known as the co-founder of cubism. A work of art is cubist when the artist opts to break up objects and re-assemble them in abstract and geometric form. Picasso could draw and paint when he was very young. His first word was lápiz, the Spanish word for "pencil".

Perhaps his most famous painting is Guernica, which shows the horrors of war after the bombing of the town of Guernica.



**Title:** Guernica

**Name:** Pablo Picasso

**Date:** 1937

**Style:** Cubism, Surrealism

**Medium:** Oil paint

**Size:** 3.49 m x 7.77 m

### Cubism

The definition of cubism is a movement in art that began in France in 1907 that is characterised by the use of geometric planes and shapes. Works of Pablo Picasso that consist of interlocking shapes and geometric planes are examples of cubism.

### Surrealism

Surrealism began as a philosophical movement that said the way to find truth in the world was through the subconscious mind and dreams, rather than through logical thought.

## Blood Brothers

**Antagonist:** A character who causes trouble for the protagonist.

**Blackout:** When the stage lights are turned off between scenes or at the end of a performance.

**Blocking:** The process of positioning the actors on stage and planning their movements to maintain good sightlines for the audience.

**Body language:** The way movements, posture and gestures can show how someone feels without speaking.

**Character arc:** The way a character changes over the course of a story.

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

**Chorus:** A group of third-person narrators who provide extra information about the plot and comment on the action or characters. Originally a feature of Ancient Greek theatre.

**Climax:** The turning point in a play, where tension is at its highest. When the tension is resolved again straight away, this can create an anticlimax.

**Dialogue:** The general term for any lines spoken between characters.

**Dramatic irony:** When the audience know something the characters don't.

**Duologue:** A scene or section of dialogue which only involves two actors.

**Genre:** The type of story a play is telling (e.g. comedy, tragedy).

**Gesture:** A movement made by part of the body (e.g. arms, head) to convey a character's emotions.

**Improvisation:** When drama is made up on the spot by performers without using any prepared material.

**Narrator:** A character who comments on the action and the plot to the audience. The narrator can be first-person (involved in the action) or third-person (set apart from the action).

**Multi-role:** This is when an actor plays more than one character.

**Plot:** The series of events that takes place in a play.

**Stage directions:** Any instructions written in a script by the playwright to explain how a play should be performed.

### Blood Brothers summary

Blood Brothers, a musical by Liverpoolian playwright Willy Russell, revolves around twin boys (Mickey and Edward) who are separated at birth and brought up in completely different environments in the city. The play, set in the 1960s, is divided into two acts, with songs throughout.

## Blood Brothers

### Introduction to 'Blood Brothers'

Russell's message that social class can be restrictive applies today – class division is now less rigid, but class continues to influence the opportunities that are available to people.

The play explores social issues that exist in today's society. For example, unemployment is still a problem, and many people still face prejudice because of their gender.

Some of the themes in the play are universal – Blood Brothers explore ideas about identity and the inevitable nature of fate that are recognisable in any era.

### Effect on the audience

Blood Brothers deals with recognisable issues that are recognisable to the audience, so it is easier for them to relate to the characters and sympathise with them. This helps the audience to engage with the play's message.

### Different types of staging

**Proscenium Arch:** The opening in the wall which stands between stage and auditorium in some theatres; the picture frame through which the audience sees the play.

**Thrust staging:** Form of stage which projects into the auditorium so that the audience is seated on at least two sides of the extended piece.

**Traverse staging:** The audience is seated on either side of the acting area.

**Theatre in the round:** The seating surrounds the acting area.

**Promenade theatre:** This is a form of staging where the audience moves around the performance space in a variety of locations.

**Site-specific theatre:** A performance designed to work only in a particular non-theatre space.

### Black box staging:

A flexible studio theatre where the audience and actors are in the same room, surrounded by black tabs (curtains).



Downstage Left	Downstage	Downstage Right
Stage Left	Stage Centre	Stage Right
Upstage Left	Upstage	Upstage Right

## Dystopian Fiction Context

**Author:** Ray Bradbury (1920-2012)

**Nationality:** American

**Short stories:** The Pedestrian, Sound of Thunder

**Other notable works:** Fahrenheit 451, The Martian Chronicles, Something Wicked This Way Comes.

**Genres:** Dystopian, Science Fiction, Fantasy

**Era:** 20th Century

### Author biography

- Born August 22nd, 1920 to a Swedish mother and a father with English heritage.
- Inspired in his early years by his aunt who read short stories to him.
- Grew up in Arizona until the age of fourteen when his family moved and settled in L.A.
- Throughout his childhood he was an avid reader and writer. Wrote his first short story during the Great Depression in 1931 at the age of eleven.
- Started to write traditional horror stories at the age of twelve.
- In 1950, published his first major work, The Martian Chronicles.
- In 1953, his best-known novel Fahrenheit 451 was published.
- Published more than 30 books, approximately 600 short stories, and numerous poems, essays, screenplays and plays.
- Defined himself as an American fantasy and horror author. He rejected being labelled as a science fiction author, as his work was based on the fantastical and unreal.
- Won the Pulitzer Prize for Literature in 2004 and received a special citation from the Pulitzer board in 2007.
- Died on June 5th 2012, aged 91, in Los Angeles.

### Social, Historical & Literary context

#### Literary Context: Dystopian Fiction

- The word 'dystopia' is well-known as the opposite, or antonym of 'utopia'.
- 'Utopia' was first coined by Sir Thomas More (1478-1535) in his 1516 work Utopia.
- Utopia comes from the Greek u-topos ('no place') and eu-topos ('good place').
- Dystopia comes from the Greek dys ('bad') and topos ('bad place').
- If 'utopia' represents an ideal or dream society, 'dystopia' is the word used to refer to an imagined nightmare world which is usually the world of the future.
- The noun 'dystopia' is defined as 'an imaginary place or condition in which everything is as bad as possible'.
- In a dystopian story, society itself is typically the antagonist as society is actively working against the protagonist's aims and desires.
- The worlds depicted are often controlled by a totalitarian or authoritarian government.
- Dystopian fiction often explores issues such as the loss of civil liberties, living under constant surveillance, laws controlling a woman's reproductive freedom, and denial of the right to an education.
- Dystopias are often thought to be 'cautionary tales' but are also used to explore the ideas of what is to be human.

### Key Terminology

**Dystopian fiction** – refers to a genre of writing which explores the loss of civil liberties, living under a constant surveillance, laws controlling a woman's reproductive freedom, and denial of the rights to education.

**Literary conventions** – defining features of particular literary genres, such as novel, short story, ballad, sonnet, and play.

**Antagonist** – a person who actively opposes or is hostile to someone or something; an adversary.

**Setting** – the time and place in which the story takes place in a piece of literature. Setting can establish the mood or atmosphere of a scene or story.

**Tone** – the choice of writing style the writer the story takes place in a piece of literature. Setting can establish the mood or atmosphere of a scene or story.

**Motif** – a dominant or recurring idea.

**Symbolism** – the use of symbols to express ideas or qualities.

**Foreshadowing** – a literary device in which a writer gives an advance hint of what is to come later in their story.

**Exposition** – refers to part of the story used to introduce background information about events, settings, characters etc. to the reader.

**Rising action** – a related series of incidents in a literary plot that build toward the point of greatest excitement/interest.

**Climax** – the point of highest tension in narrative.

**Falling action** – occurs immediately after the climax, when the main problem of the story has been resolved.

### Key Vocabulary

**Dystopia** – an imagined place or state in which everything is unpleasant or bad, typically a totalitarian or environmentally damaged one.

**Utopia** – an imagined place or state of things in which everything is perfect.

**Totalitarian** – a system of government that is centralised and dictatorial and requires its people to obey the government or state without questions.

**Fatalistic** – relating to or characteristic of the belief that all events are predetermined and therefore inevitable.

**Nihilistic** – rejecting all religion and moral principles in the belief that life is meaningless.

**Repressed** – oppressed or restrained.

**Tyranny** – cruel, unreasonable and oppressive rule or government.

**Dehumanise** – to deprive some one of positive human qualities.

**Rebellion** – the action or process of resisting authority, control, or convention.

**Paranoia** – unjustified suspicion or mistrust of people.

**Propaganda** – using biased or misleading information to promote a political cause or point of view.

**Ebbing** – to gradually decrease.

**Interminably** – endless or continuing too long.

**Perfunctory** – carrying out an action without real interest, feeling or effort.

**Paradox** – a person or thing that combines contradictory features or qualities.

**Stagnating** – existing in an unchanging situation.

**Futuristic** – having or involving very modern technology or design.

**Oppressive** – something or someone that limits freedom of thought or action.

**Bureaucratic** – inflexible rules, procedures and regulations.

**Societal norm** – the unwritten rules of behaviour that are considered acceptable in a group or society.

**Dictatorship** – government or social situation where one person/system makes all the rules and decisions without allowing input from anyone else.



## Social Justice: Poetry Context

**Writer/Poet:** Maya Angelou (1928-2014)

**Nationality:** African American

**Poem:** 'I Know Why the Caged Bird Sings'

**Other notable poems/collections:** The Completed Collected Poems of Maya Angelou' (1994), 'Phenomenal Women' (1995)

### Biography

- Born Marguerite Annie Johnson in 1928 in St Louis, Missouri.
- Her parents divorced when she was three. Along with her brother, Bailey, went to live with their grandmother in Arkansas.
- At seven, she returned to St. Louis to live with their mother and her boyfriend. A few months later, Angelou suffered a trauma which had a profound impact on her.
- Following this ordeal, she refused to speak. For five years she only communicated with her brother.
- Her teacher, Mrs. Flowers, helped to develop her love for reading and language.
- She experienced different careers including a dancer and a journalist.
- In 1969, her first autobiographical work, 'I Know Why the Caged Bird Sings', was published. It recounts her life up until she was sixteen.
- She was a prominent civil rights activist who supported both Malcolm X and Martin Luther King.
- Published another four autobiographies documenting her life.
- President Barack Obama awarded her the Presidential Medal of Freedom, the country's highest civilian honour.
- Died on 28th May 2014.

**Poet:** William Blake (1757-1827)

**Nationality:** English

**Poem:** 'The Chimney Sweeper'

**Other notable poems/collections:** 'London', 'Jerusalem', 'Tyger, Tyger',

**Era:** Romanticism

### Biography

- Born in Soho in 1757.
- When he was a child, Blake claimed to have seen God at his window. He had similar visions throughout his life.
- Apprenticed to an engraver at the age of ten. Later studied at the Royal Academy.
- In 1784, set up a print shop in London. He engraved and published Songs of Innocence in 1789, followed by Songs of Experience in 1794.
- His poems emphasised the injustices of society and the desperation of the poor in the late 18th century.
- Considered a pivotal figure in the history of the poetry and the arts of the Romantic Age, influencing poets from Coleridge to Yeats.
- Died in poverty in 1827.

### 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 and imaginative comparison often using a simile or metaphor.

**Irony** – The use of word to imply the opposites 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 feeling, 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 recognised 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.



## Pygmalion Context

### Playwright: George Bernard Shaw (1856-1950)

**Nationality:** Irish

**Other notable works:** You Can Never Tell, Major Barbara

**Dates:** Written in 1912, published & performed in 1914

**Genre:** Drama, Comedy, Comedy of Manners

**Noted adaptations:** Broadway musical and an Oscar-winning movie, both called 'My Fair Lady'.

**Set:** London, late Victorian era (early 20th Century)

### Playwright biography

- Born in Dublin, Ireland, in 1856.
- Changed schools several times as he grew older. He disliked schools and formal education.
- His mother moved to London when he was a teenager. He stayed with his father in Dublin until he was twenty. He then moved to London to join his mother.
- In London, he began by writing novels, but having had little success, started to write plays in the 1880s.
- The height of his popularity was in the early 1900s.
- A prolific writer: he wrote over 50 plays, in addition to articles, reviews, essays, and pamphlets.
- Politically active and an ardent supporter of socialism.
- In 1925, he won the Nobel Prize in Literature.
- Died in 1950, aged 94.

### Significance of the title:

- The play takes its title from the myth of Pygmalion.
- The story of Pygmalion originates from Ovid's epic Latin poem 'The Metamorphoses'.
- Pygmalion makes a sculpture of his ideal woman, Galatea.
- He falls in love with his beautiful statue, who then comes to life.
- The title may imply Eliza is a kind of Galatea, moulded by Pickering and Higgins into the ideal lady of Victorian society.

### Social, Historical & Literary Context

- The play is set in the early 20th century, at the end of the Victorian period.
- London, as the capital of England, was the centre of the far reaching, powerful British Empire.
- Victorian society was controlled by a rigid social hierarchy.
- Women had not yet gained many basic rights and privileges such as the right to vote.
- As the 20th century began, social change was beginning to happen.

### Key Characters

**Eliza Doolittle:** first introduced as a flower girl in Act One. She is known as Liza, Eliza and Miss Doolittle.

**Professor Higgins:** a well respected linguist who studies phonetics. He documents different dialects and ways of speaking.

**Alfred Doolittle:** Eliza's father who first appears in Act Two.

**Colonel Pickering:** a friend of Professor Higgins. A colonel and an academic who studies dialects.

**Mrs. Eynsford Hill:** a wealthy friend of Mrs. Higgins.

**Clara Eynsford Hill:** Mrs Eynsford Hill's daughter.

**Freddy Eynsford Hill:** Clara's brother.

**Mrs. Higgins:** Henry Higgins' mother.

**Mrs. Pearce:** Henry Higgins' housekeeper.

### Key Terminology

**Comedy of manners** – A comedy that satirically portrays the manners and fashions of a particular class or social group.

**Literary conventions** – Defining features of particular literary genres, such as novel, short story, ballad, sonnet, and play.

**Satire** – The use of humour to expose, ridicule and criticise people's foolishness, stupidity or vices.

**Satirical** – Sarcastic, critical, and mocking another's weaknesses.

**Symbolism** – The use of symbols to express ideas or qualities.

**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.

**Climax** – The point of highest tension in a narrative.

### key vocabulary

**Class** – A system of ordering society whereby people are divided into sets based on perceived social or economic status.

**Social Hierarchy** – The order in which society categorise its people into rankings of socio-economic tiers based on factors like wealth, income, race, class, education, and power.

**Meritocracy** – A society governed by people selected according to merit.

**Misogyny** – A dislike of, contempt for, or ingrained prejudice against women.

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

**Rigid** – Not able to change or adapt.

**Critique** – A person's work or ideas that examines political and/or social systems, or ideologies and provides a judgment, usually a negative one.

**Hypocrisy** – The practice of engaging in the same behaviour activity for which one criticise or condemns another.

**Linguistics** – The scientific study of language and its structure, including the study of grammar, syntax, and phonetics.

**Standard English** – The form of the English Language which is widely recognised as acceptable wherever English is spoken and understood.

**Non-Standard English** – Any dialect of English other than standard English.

**Received pronunciation** – The standard accent of standard English in the United Kingdom.

**Accent** – A distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class.

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

**Cockney** – A native of East London who speaks with a distinct accent and has their own specific dialect.

## Adverbs

**Lentement** – slowly  
**Joyeusement** – 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  
**Après** – next  
**Après** – after  
**Puis / Ensuite** – then  
**Soudainement** – suddenly  
**Pendant ce temps** – meanwhile  
**Quand** – when  
**Depuis** – since  
**Avant** – before

**Deuxièmement** – secondly  
**Brèvement** – briefly  
**La semaine dernière** – last week  
**Bientôt** – soon  
**il y a 2 ans** – two years ago  
**il y a 2 jours** – two days ago  
**Finalement** – eventually  
**Au final** – finally

## 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

### Les domiciles

j'habite  
la maison  
l'appartement (m)  
la rue  
à la campagne  
dans un village  
dans une ville

### Homes

I live  
house  
flat  
street/road  
in the country  
in a village  
in a town

### Les pièces

Chez moi, il y a...  
ma chambre  
la cuisine  
le jardin  
la salle à manger  
la salle de bains  
le salon  
les toilettes  
Il n'y a pas de...

### Rooms

In my home, there is/are...  
my bedroom  
kitchen  
garden  
dining room  
bathroom  
living room  
toilet  
There isn't a...  
/There aren't any...

### Le petit déjeuner

Je mange/Je prends...  
du beurre/du pain  
de la confiture  
des céréales  
un croissant  
un pain au chocolat  
une baguette  
une brioche  
une tartine  
Je bois/Je prends...  
du café/du lait/du thé  
du chocolat chaud  
du jus d'orange

### Breakfast

I eat/I have...  
butter/bread  
jam  
cereals  
a croissant  
a pain au chocolat  
a baguette  
a brioche (sweet loaf)  
a slice of bread and butter  
I drink/I have...  
coffee/milk/tea  
hot chocolate  
orange juice

### Le dîner

du fromage/du poisson  
du poulet/du riz  
de la soupe  
de la viande  
des crêpes  
des crudités

### Evening meal

cheese/fish  
chicken/rice  
soup  
meat  
pancakes  
crudités

## Module 5

### Le concours de talents

Mon/Notre talent, c'est...  
chanter  
danser  
être pom-pom girl  
faire de la magie  
jouer du piano/violon  
jouer de la guitare (électrique)  
Je veux être...  
chanteur/chanteuse  
danseur/danseuse  
guitariste  
musicien/musicienne  
magicien/magicienne  
Je/Tu dois...

### The talent contest

My/Our talent is...  
singing  
dancing  
being a cheerleader  
doing magic  
playing the piano/violon  
playing the (electric) guitar  
I want to be...  
a singer  
a dancer  
a guitar player  
a musician  
a magician  
I/You must...

### Qui est le meilleur?

Je pense que/qu'...  
Il/Elle est...  
le/la plus...  
le/la moins...  
ambitieux/ambitieuse  
arrogant(e)  
beau/belle  
modeste  
passionné(e)  
professionnel(le)  
sûr de lui/sûre d'elle  
travailleur/travailleuse  
le meilleur/la meilleure  
Il/Elle a...  
le plus de talent  
la plus belle voix

### Who's the best?

I think that...  
He/She is...  
the most...  
the least...  
ambitious  
arrogant  
good-looking  
modest  
passionate  
professional  
confident  
hard-working  
the best  
He/She has...  
the most talent  
the nicest voice

### Les rêves et les ambitions

J'aime gagner.  
Je dois gagner.  
Je peux gagner.  
Je veux gagner.  
Je voudrais gagner.

### Dreams and ambitions

I like winning.  
I must win.  
I can win.  
I want to win.  
I'd like to win.

## Module 6 (Revision)

### Les mots essentiels

ici  
là  
là-bas  
voici  
plus  
moins  
il y a  
pour  
déjà  
si  
Tu as raison.  
Tu as tort.  
D'accord?  
plus  
moins  
À mon avis,...  
Pour moi,...  
avec  
bien  
comme d'hab  
en général  
en plus  
ensemble  
même  
normalement  
ou  
par moments  
partout  
plutôt  
quand  
sinon  
surtout  
souvent  
tout(e)  
tout le temps  
vraiment

### High-frequency words

here  
there  
over there  
here is/here are  
more  
less  
there is/there are  
for  
already  
if  
You're right.  
You're wrong.  
OK?  
more  
less  
In my opinion,...  
For me,...  
with  
well  
as usual  
in general  
in addition  
together  
same  
normally  
or  
at times  
everywhere  
rather  
when  
otherwise  
especially  
often  
all, every  
all the time  
really

### 1. Ways to measure the population:

**Population:** The number of people in a specific area.

**Birth rate:** The number of babies born per year, per 1000 people.

**Contraception:** Techniques to prevent pregnancy (e.g. condoms).

**Death rate:** The number of people who die per year, per 1000 people.

**Infant mortality rate:** The number of deaths of children under the age of one, per 1000 births.

**Natural Increase:** The number of people added to, or lost from, the population each year due to births and deaths per 1000 people.

**GDP per capita:** The total value of goods and services produced by a country per year divided by the population of the country.

**Adult literacy:** Percentage of the population aged 15 years and over who can both read and write.

**Life expectancy:** The average number of years a person is likely to live at birth.

### 2. Population and population distribution:

**Demographic: People in the population** (For example, "women").

**Demographic Transition Model:** A 3 lined graph which suggests how a country's population changes over time as a result of development.

**Population pyramid:** A bar chart diagram which shows the size of the population in different demographics (age and gender).

**Dependency ratio:** The ratio of number of people below 14 and over the age of 64 to the number of people between 15 and 64 (the working population). As they typically don't work they are dependent on the working population.

**Ageing population:** A rising average age and a growing number of people living longer.

**Retirement:** When someone is old enough to stop working (they then become a dependent).

**Pension:** A regular payment made to people above a certain age by the government.

**The grey pound:** The amount of money spent by people over 65 years old.

**Overpopulation:** Population is bigger than the resources or the space can cope with.

**Population distribution:** The pattern of where people live.

**Population density:** The number of people living in each unit of area (such as a square km).

**Sparsely:** Few people living in the area (e.g. Antarctica, Greenland, Sahara Desert).

**Densely:** Many people living in the area (e.g. China, India).

### 3. Migration:

**Migration:** The movement of people from one place to another.

**Economic migration:** When people move for work.

**Push factor:** Something which pushes people away from where people currently live e.g. war.

**Pull factor:** Something which pulls people towards another location e.g. good schools.

**Emigrant:** A person who leaves their own country.

**Immigrant:** A person who comes to live permanently in a foreign country.

**Forced migration:** Movements of refugees and displaced people.

**Refugees:** Someone who has been forced to leave a country to escape wars, persecution or natural disasters.

**Asylum seekers:** Someone who has left their country as a political refugee, searching for safety.

**Host country:** The country to which a migrant goes.

**Source country:** The country from which a migrant has come.

**USA - Mexico Border**

**Number of Mexican**

**Migrants in USA in 2017**

**Average Salary Mexico**

**Average Salary USA**

**Life expectancy Mexico**

**Life expectancy USA**

Covers 4 American states from California to Texas (1954 miles)

11.3 million

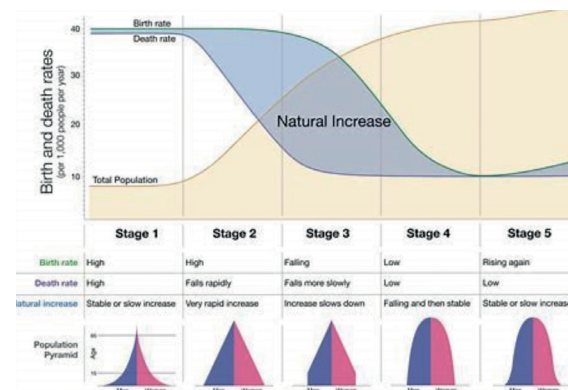
\$16, 298

\$63, 000

76

80

### Mexico to the USA case study:



### 4. Weather and climate:

**Weather:** The conditions in the atmosphere/air (rain, temperature, humidity) on a day-to-day basis.

**Climate:** The long-term average of the conditions in an area e.g. the UK is wet and mild.

**Latitude:** Horizontal lines around the Earth to show where a location is North or South of the Equator. The equator is 0°.

**Altitude/ Elevation:** The height above sea level.

**Prevailing Winds:** The main wind direction.

**Gulf Stream:** An ocean current which brings warm water across the Atlantic Ocean to heat up Eastern Europe.

**Air Pressure:** How much air is pushing down on the Earth's surface.

**Low Pressure:** If air is rising it creates low air pressure.

**High Pressure:** If air is sinking it creates high air pressure.

**Anticyclone:** A weather system with high pressure at the centre creating calm conditions moving in a clockwise motion.

**Depression:** A weather system with low pressure creating rainy conditions.

**Atmospheric Circulation:** The large movements of air above the ground creating high and low air pressure at different latitudes.

**Drought:** A period of time where there is not enough water to provide for crops, animals and people.

### 6. Examples of climates and climatic conditions:

#### Typhoon Haiyan:

<b>Location</b>	South East Asia, Philippines
<b>Date</b>	November 2013
<b>Wind Speed</b>	195mph
<b>Category</b>	5
<b>Economic Cost</b>	\$2.98 billion
<b>Death Toll</b>	7,423

#### Drought in the Sahel:

<b>Location</b>	Mauritania, Mali, Niger, Chad and Sudan in Africa
<b>Annual Rainfall</b>	250-450mm
<b>Death Toll</b>	
<b>(due to famine – starvation)</b>	Between 1960 & 1980 the death toll was over 100,000
<b>Agricultural (crop) Production</b>	25% drop since 2010
<b>Number of people currently affected</b>	15.6 million

### 5. Characteristics of climates:

**Precipitation:** When water in any form falls out of the sky due to gravity such as rain, snow and hail.

**Relief Rainfall:** Rainfall that is created when clouds are forced over mountains.

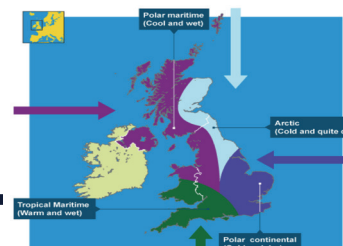
**Frontal Rainfall:** Rainfall that is created when high and low air pressures meet.

**Convective Rainfall:** Rainfall that is created by intense evaporation due to high temperatures.

**Microclimate:** A location which has different rainfall and temperature to its surrounding area.

#### UK Climate:

Temperate: Mild climate which rarely experiences extremes in temperature or rainfall.



### 7. Ecosystems:

**Ecosystem:** A community of plants and animals such as garden pond or forest.

**Biome:** A large scale ecosystem (e.g. rainforest, desert).

**Rainforest:** Located in areas of low pressure (e.g. Indonesia).

**Desert:** An arid area found in high pressure.

**Arid:** An area which has little or no rain and so has few plants.

**Adaptation:** When something changes to survive in a specific ecosystem (e.g. camels store fat, cacti store water).

**Average Temperature**  
**Average Annual Rainfall**  
**Latitude**  
**Adapted animal**

#### Amazon

29°C  
2500mm  
0°

Spider Monkey has a long tail which allows it to balance and swing in the trees

Peace Lily has drip tips to allow rain to fall off

#### Sahel

36°C  
550mm  
30°

A camel has three eyelids to stop sand getting in its eyes

Baobab tree has shiny bark to reflect heat

#### Russian Boreal

2°C  
550mm  
65°

Brown bears hibernate in the winter when there is no food.

Fir tree has pine cones to protect its seeds from the cold

## Adverbs

**Langsam** – Slowly  
**Glücklich** – Happily  
**Überraschend** – Surprisingly  
**Eilig** – Hurriedly  
**Brutal** – Brutally  
**Problemlos** – Smoothly  
**Vorsichtig** – Carefully  
**Eifrig** – Eagerly  
**Gemächlich** – Leisurely  
**Irsinnig** – 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  
**Danach** – Next  
**Nachdem** – After  
**Dann** – Then  
**Bald** – Soon  
**Plötzlich** – Suddenly  
**Inzwischen** – Meanwhile  
**Wann** – When  
**Seit** – Since  
**Zweitens** – Secondly

**Kurzzeitig** – Briefly  
**Letzte woche** – Last week  
**Nach einiger zeit** – After a while  
**Bevor** – Before  
**Vor 2 jahren** – Two years ago  
**Vor 2 tagen** – Two days ago  
**Letztendlich** – Eventually  
**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

<b>In der Jugendherberge</b>	In the youth hostel
<b>die Hausordnung</b>	rules of the house
<b>Man muss das Bett machen</b>	You have to make the bed.
<b>Man darf nicht rauchen</b>	You must not smoke.
<b>Ich stehe auf</b>	I get up.
<b>Ich wasche mich</b>	I get washed.
<b>Ich dusche mich</b>	I have a shower.
<b>Ich ziehe mich an</b>	I get dressed.
<b>Ich frühstücke</b>	I have breakfast.
<b>Ich gehe aus</b>	I go out.
<b>Ich komme zurück</b>	I come back.
<b>Ich esse zu Abend</b>	I have dinner/the evening meal.

<b>Ich gehe ins Bett</b>	I go to bed.
<b>um ... Uhr</b>	at ... o'clock
<b>um Viertel nach ...</b>	at quarter past ...
<b>um Viertel vor ...</b>	at quarter to ...
<b>um halb acht</b>	at half past seven
<b>der Bahnhof</b>	station
<b>die Bushaltestelle</b>	bus stop
<b>die Kirche</b>	church
<b>das Schwimmbad</b>	swimming pool
<b>das Hallenbad</b>	indoor swimming pool
<b>der Lehrer</b>	teacher (male)
<b>die Lehrerin</b>	teacher (female)
<b>das Souvenirgeschäft</b>	souvenir shop
<b>die Imbissstube</b>	snack bar
<b>das Eiscafé</b>	ice cream parlour
<b>vor dem/der ...</b>	in front of the...
<b>der Festwagen(-)</b>	float (in a parade)
<b>das Kostüm(e)</b>	costume, outfit
<b>der Hut("-e)</b>	hat
<b>die Fahne(n)</b>	flag
<b>die Kirmes(sen)</b>	funfair
<b>das Fahrgeschäft(e)</b>	ride (at funfair)
<b>der Imbiss(e)</b>	snack
<b>bunt</b>	colourful
<b>traditionell</b>	traditional

## Module 5

<b>Kleider/Klamotten</b>	Clothes
<b>der Rock</b>	skirt
<b>der mantel</b>	coat
<b>der anzug</b>	suit
<b>der kapuzenpulli</b>	hoodie
<b>die hose</b>	trousers
<b>das kleid</b>	dress
<b>das hemd</b>	shirt
<b>die schuhe</b>	shoes
<b>die stiefel</b>	boots
<b>was tragt du?</b>	what are you wearing?
<b>ich trage...</b>	I wear/am wearing...
<b>einen kurzen rock</b>	a short skirt
<b>einen langen mantel</b>	a long coat
<b>einen schicken anzug</b>	a smart suit
<b>einen lockeren kapuzenpulli</b>	a casual hoodie
<b>eine weite hose</b>	a baggy pair of trousers
<b>eine schmale jeanshose</b>	a pair of skinny jeans
<b>ein kariertes hemd</b>	a checked shirt
<b>ein gepunktetes kleid</b>	a spotty dress
<b>ein gestreiftes T-shirt</b>	a stripey t-shirt
<b>schicke stiefel</b>	smart boots
<b>wie ist dein stil?</b>	what is your style?
<b>lässig</b>	informal
<b>sportlich</b>	sporty
<b>trending</b>	trendy
<b>klassisch</b>	classic
<b>ein erstes date</b>	a first date
<b>was wirst du machen?</b>	what will you do?
<b>ich werde...</b>	I will...
<b>die karten im voraus kaufen</b>	buy the tickets in advance
<b>einen guten film auswählen</b>	choose a good film
<b>früh ankommen</b>	arrive early
<b>... abholen</b>	pick up ...
<b>etwas schickes anziehen</b>	put on something smart
<b>geung geld mitnehmen</b>	take enough money with me
<b>mit dem bus in die stadt fahren</b>	go by bus to town
<b>ins kino gehen</b>	go to the cinema
<b>essen gehen</b>	go out to eat
<b>ich mache mich fertig</b>	I get myself ready
<b>ich style mir die haare</b>	I style my hair.

## Module 6 (Revision)

<b>zu (zum/zur)</b>	to (to the)
<b>vor</b>	before, in front of
<b>groß</b>	big
<b>lang</b>	long
<b>laut</b>	loud
<b>lecker</b>	tasty
<b>schön</b>	nice, beautiful
<b>toll</b>	great
<b>Das macht Spaß.</b>	That's fun.
<b>Das hat Spaß gemacht.</b>	That was fun.
<b>Viele/Einige Leute sagen</b>	Many/Some people say
<b>Meiner Meinung nach</b>	In my opinion
<b>Erstens</b>	Firstly
<b>Zweitens</b>	Secondly
<b>Schließlich</b>	Finally
<b>Auf der einen Seite</b>	On the one hand
<b>Auf der anderen Seite</b>	On the other hand
<b>wenn</b>	when (if)
<b>immer</b>	always
<b>zum Beispiel</b>	for example
<b>zuerst</b>	first of all
<b>seit</b>	since (for)
<b>für</b>	for
<b>möglich</b>	possible
<b>pro Jahr</b>	per year
<b>nächstes Jahr</b>	next year
<b>teuer</b>	expensive
<b>alle</b>	all/everyone
<b>um ... zu</b>	in order to

## The Civil War and the Restoration

**Absolutist:** A ruler who has supreme authority and power.

**Long Parliament:** A parliament, which met, on and off, from 1640-1660.

**Bishops' War:** An uprising against Charles I's religious reforms which began in Scotland.

**Newcastle Propositions:** A series of Parliament's demands in 1646, rejected by Charles I.

**Commonwealth:** The period when England ceased to be a monarchy, and was at first ruled by Parliament.

**Parliament:** A collection of people representing all parts of England, who approve or reject laws.

**Conspiracy:** A secret plan to do something unlawful or harmful.

**Regicide:** The deliberate killing of a monarch, or the person responsible for doing so.

**Declaration of Breda:** A set of promises made by Charles II prior to his restoration to the monarchy.

**Restoration:** The return of the monarch to England with Charles II's coronation in May 1660.

**Divine Right** – The idea that Kings were chosen by God to rule.

**Eleven-years tyranny:** From 1629 until 1640 Charles I ruled without calling Parliament once.

**Rump Parliament:** The remaining members of Parliament after it was purged.

**Godly Providence:** A belief that events are governed by the direct intervention of God in the world.

**Ship Money:** A tax imposed on coastal towns to pay for their defence from naval attack during a war.

**Grand Remonstrance:** A summary of the criticisms that parliament had of the king.

**Puritans:** A group of radical Protestants who wore simple clothing and tried to live without sin.

### Key People

**Charles I:** The second Stuart king of England, executed by Parliament in 1648 following the Civil War.

**Archbishop Laud:** Famously introduced new prayer books along with other religious changes that brought back some Catholic practices.

**John Pym:** Puritan member of Parliament, and a major opponent of Charles I before the Civil War.

**Oliver Cromwell:** Parliamentary general, who became Lord Protector of the Commonwealth in 1653.

**General Monck:** A general who had worked with Charles I and Cromwell who dismissed Parliament and called for elections after almost 20 years.

**Charles II:** The king of England following the Restoration.

### Key Events

**1603** - James I becomes King of England.

**1605** - The Gunpowder Plot almost destroys Parliament.

**1625** - Charles I becomes King of England.

**1629** - The start of the 'eleven-years tyranny'.

**1637** - Archbishop Laud introduces his prayer book to Scotland.

**1640** - Charles I recalls Parliament to pay for the Bishops' War.

**1642** - The English Civil War breaks out.

**1645** - The Battle of Naseby.

**1648** - Parliament wins the Second Civil War.

**1648** - Trial and execution of Charles I; England declared a Commonwealth.

**1653** - Oliver Cromwell becomes 'Lord Protector'.

**1658** - Death of Oliver Cromwell.

**1660** - Charles II is crowned King, beginning the Restoration.

**1665** - The Great Plague.

**1666** - The Great Fire of London.

**1685** - James II becomes King of England.

**1688** - The Glorious Revolution leads to William of Orange becoming King of England.

## The Slave Trade and the Abolition of Slavery

**Abolition** – Banning or getting rid of something.

**Abolitionist Committee** – A group of men who campaigned against the slave trade.

**Bill** – The draft of a proposed law.

**Boycott** – When people refuse to buy something as a protest.

**De-humanised** – To be treated as if you are not human. You are also made to feel that way.

**Domestic Slaves** – Slaves who performed household jobs such as cooking and washing, usually female. Would work in the homes of their owners.

**Emancipation** – Freedom from slavery.

**Field Slaves** – Slaves who would work on the fields on the plantations.

**Human Rights** – A right which is believed to belong to every person.

**Maroons** – A group of former slaves who had escaped enslavement and living in the Blue Mountains of Jamaica. Led by a woman known as 'Nanny'.

**Middle Passage** – The 6-8 week journey to the Caribbean for the slaves on board the ships.

**Mutiny** – A rebellion against authority, a refusal to follow orders.

**Overseer** – Normally a slave that made sure other slaves were working.

**Pamphlet** – Similar to a leaflet, provides information.

**Passive Resistance** – Non-violent opposition.

**Parliament** – The group of people (in Britain) who pass laws.

**Petition** – A request for action signed by many people.

**Plantation** – A large farm where crops were grown e.g. Cotton, Sugar and Tobacco.

**Popular Movement** – Where a large proportion of the general public support a cause.

**Quakers** – A religious, Christian group, who were against slavery.

**Revolt** – A rebellion against authority, usually violent.

**Triangular Trade** – 3 way trade involving slaves between America, Europe and Africa.

## Key Individuals

**Olaudah Equiano** – An ex-slave who bought his freedom and wrote an autobiography of his experiences of slavery.

**William Knibb** – A missionary from Kettering who campaigned to end slavery.

**Granville Sharp** – Set up the Society for the Abolition of the Slave Trade in 1787. He also used the law courts to try and give slaves their freedom. He fought many court cases.

**Thomas Clarkson** – Collected evidence against slavery. He spread his message all over the country by publishing posters, pamphlets and making public speeches.

**William Wilberforce** – Campaigned in Parliament against the slave trade. The first time he introduced the idea he lost the debate by 163 votes to 88 but he never gave up. He introduced an abolition bill to parliament almost every year between 1790 and 1806.

**Hannah Moore** – A member of the Abolition Society. She wrote poems and books about the horrors of the slave trade and convinced many of the need to ban it.

**Toussaint Louverture** – The man who led the Haitian Revolution from 1793-1802. He was a former slave who trained rebel slaves into a fighting force.

**Sam Sharpe** – A slave who encouraged peaceful protest against slavery which escalated into the Christmas Rebellion of 1831-32.

## Key Dates

**1791-1804** – The Haitian Revolution. Slaves defeated their rulers and declared Haiti as their own.

**1791** – The first Sugar Boycott.

**1807** – Slave Trade Act. It stopped the British trade in slaves.

**1833** – Slavery Abolition Act. Slavery was abolished in the British Empire and slaves freed.



## The Slave Triangle

## 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.

## Adverbial Openers + Comma

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

## Wonderful 'Wow' Words

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

## Connections

Addition	Cause/Effect	Emphasis	Contrast/Balance	As for
And	Consequently	Above all		The opposite
Also	Thus	In particular	But	Still
Too	So	Notably	However	Instead of
Furthermore	Hence(forth)	Specifically	Nevertheless	On the other
Moreover	Therefore	Especially	Alternatively	hand
In addition (to)	Accordingly	Significantly	To turn to	Whereas
Again	Since	More	Yet	Otherwise
The following	Until	importantly	Despite this	Apart from
	As a result	Indeed	On the contrary	Although
		In fact		

## 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...?  
Haven't you always longed for...?  
Why is it (that)...?  
When should we...?

## Time Connectives for Sequencing

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

## Said Words

Shouted	Addressed	Boated	Grumbled
Exclaimed	Answered	Bragged	Insisted
Whispered	Pleaded	Cautioned	Joked
Bellowed	Assured	Confessed	Muttered
Highlighted	Advised	Declared	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

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

I	Up	Look	We	Like	And
On	At	For	He	Is	Said
Go	You	Are	This	Going	They
Away	Play	A	Am	To	Come
Day	The	Big	My	Mum	No
Dad	All	Get	In	Went	Was
Of	Me	She	See	It(s)	Yes
Can	About	After	Again	An	Another
As	Back	Ball	Be	Because	Bed
Been	Boy	Brother	But	By	Call(ed)
Came	Can't	Could	Did	Do	Don't
Door	Down	First	From	Girl	Good
Got	Had	Half	Has	Have	Help
Her	Here	Him	His	Home	House
How	If	Hump	Just	Last	Laugh
Little	Live(d)	Love	Made	Make	Man
Many	May	More	Much	Must	Name
New	Next	Night	Not	Now	Off
Old	Once	Or	Our	Out	Over
People	Pull	Push	Put	Ran	Saw
School	Seen	Should	Sister	So	Some
Take	Than	That	Their	Them	Then
There	These	Three	Time	Too	Took
Tree	Two	Us	Very	Want	Water
Way	Were	What	When	Where	Who

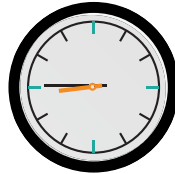
Will	With
Wednesday	Thursday
February	March
August	September
Yellow	Blue
Would	Your
Friday	Saturday
April	May
October	November
Green	Orange
Monday	Tuesday
Sunday	January
June	July
December	Red
Pink	Purple

## Telling the time

Analogue



8:15 AM or PM



8:45 AM or PM



8:13 AM or PM

Digital

AM	PM	PM	DIGITAL
12	00	12	12
1	01	1	13
2	02	2	14
3	03	3	15
4	04	4	16
5	05	5	17
6	06	6	18
7	07	7	19
8	08	8	20
9	09	9	21
10	10	10	22
11	11	11	23

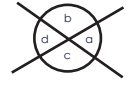
Convert digital to analogue

Write 04:05 into analogue

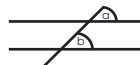
4:05am

## Angles in Parallel Lines

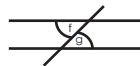
**Opposite angles** – where 2 lines cross, the opposite angles are equivalent.



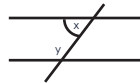
**Corresponding angles** – when a line passes through a pair of parallel lines, similar or corresponding angles are equivalent.



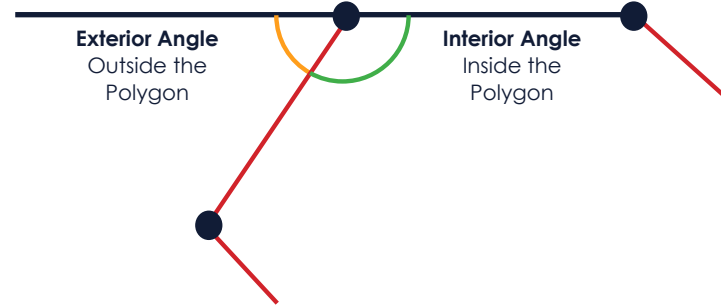
**Alternate angles** – when a line passes through a pair of parallel lines, alternate/opposite angles are equivalent.



**Supplementary angles** – sometimes known as internal angles must add up to 180 degrees.



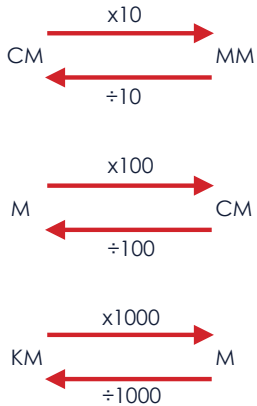
## Exterior and Interior Angles



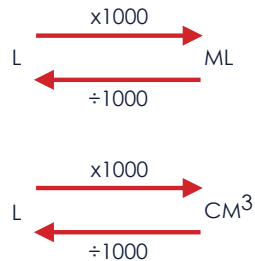
$$\text{Interior Angle} + \text{Exterior Angle} = 180^\circ$$

$$180^\circ - \text{Interior Angle} = \text{Exterior Angle}$$

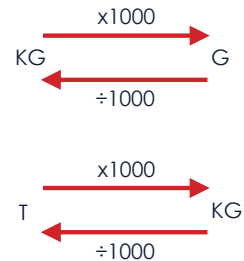
### Convert between metric units of length



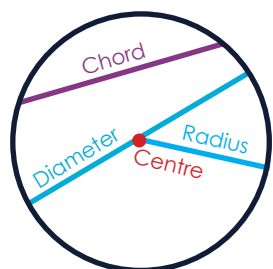
### Convert between metric units of length



### Convert between metric units of length







Circumference

$$\text{Circumference} = \pi \times d = \pi d$$

$$\text{Area} = \pi r^2$$

## Presenting and Interpreting Data

Data Tables  
Bar Charts  
Line Charts  
Pie Charts

### Ratio



Squares : Circles : Triangles

1 : 3 : 2

## Average

What does the average of a list of numbers represent?

It represents the one number which best represents the entire list of numbers.

You can find the average using one of 3 methods.

## Types of Averages

**Mean** – add all the numbers up and divide by how many you have.

**Median** – the middle number once the numbers are in order.

**Mode** – the most popular number from the list.

**Range** – the difference between the highest and lowest number in a list.

**NOTE:** the range is NOT a type of average, it is a measure of spread.

### Semi-circle

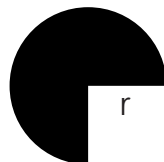
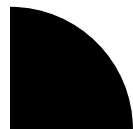
$C = \pi d$   
Curved perimeter of a semi-circle =  $C \div 2$   
Perimeter:  
 $(C \div 2) + D$   
 $A = \pi r^2 \div 2$

### Quarter-circle

$C = \pi d$   
Curved perimeter of a quarter-circle =  $C \div 4$   
Perimeter:  
 $(C \div 4) + 2r$   
 $A = \pi r^2 \div 4$

### Three Quarter Circle

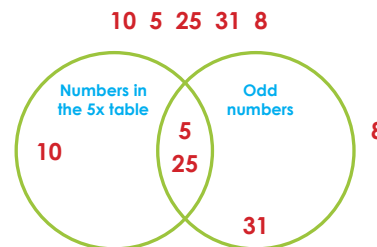
$C = \frac{3}{4} C$   
Curved perimeter of three quarter circle =  $C / \pi d$   
Perimeter:  
 $(C \div 4 \times 3) + 2r$   
 $A = \pi r^2 \div 4 \times 3$



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




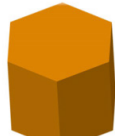


	Basketball	Baseball	Tennis	Swimming	Total
Men	16	27	5	12	60
Women	2	6	16	16	40
Total	18	33	21	28	100

Venn diagram – shows information about two or more sets of data and the relationship the sets of data have to each other



- **Percentage: Number of parts per 100.** 31% means 31/100
- **Fractions to Decimals:** Divide the numerator by the denominator using the bus stop method.  $\frac{3}{8} = 3 \div 8 = 0.375$
- **Decimals to Fractions:** Write as a fraction over 10, 100 or 1000 and simplify.  $0.36 = \frac{36}{100} = \frac{9}{25}$
- **Percentages to Decimals:** Divide by 100.  $8\% = 8 \div 100 = 0.08$
- **Decimals to Percentages:** Multiply by 100.  $0.4 = 0.4 \times 100\% = 40\%$
- **Fractions to Percentages:** Percentage is just a fraction out of 100. Make the denominator 100 using equivalent fractions with and without a calculator.  $\frac{3}{25} = \frac{12}{100} = 12\%$   
 $\frac{9}{17} \times 100 = 52.9\%$
- **Percentages to Fractions:** Percentage is just a fraction out of 100.  $14\% = \frac{14}{100} = \frac{7}{50}$
- **Write the percentage over 100 and simplify.**

## 3D Shapes

Prism	Name of prism	Features of prism
	Cuboid	Cross Sectional face: Square or Rectangle
	Triangular Prism	Cross Sectional face: Triangle
	Pentagonal Prism	Cross Sectional face: Pentagon
	Hexagonal Prism	Cross Sectional face: Hexagon
	Octagonal Prism	Cross Sectional face: Octagon
	Cube	Cross Sectional face: Square

### Volume of 3D Shapes

Volume of prism = Cross sectional area x depth

Volume of cylinder =  $\pi r^2$  x depth

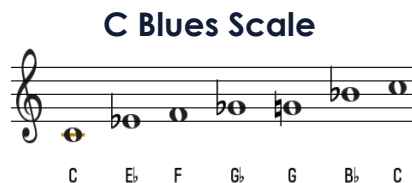
## Year 8 – Term 4-6 – Blues Music and 4 Chords

- Chord: A group of two or more notes all played at the same time.
- Chord progression: Repeated pattern of related chords used in bass and rhythm parts, especially **ground bass**.
- Hook: A catchy tune used in **pop music**.
- Structure: The way a piece of music is organised.
- **Verse-chorus structure**: Structure used in **pop** songs. Verses have the same melody but the lyrics change each time. Choruses have a different tune to the verse but the words don't change.
- Riff: Repeated phrase played over and over again. Used in jazz, pop and rock music.
- Ostinato: A musical pattern which repeats over and over again, like the bass part in **ground bass**.
- Call and Response: A short melody (the call), followed by an answering phrase (the response).
- Blues Scale: A **scale** made by flattening the third, fifth and seventh of a **major scale**. The unflattened fifth is sometimes also played.

### Blues Music



#### 12 Bar Blues



I C CEG	I C CEG	I C CEG	I C CEG
IV F FAC	IV F FAC	I C CEG	I C CEG
V G GBD	IV F FAC	I C CEG	I C CEG

**Swing Rhythm** A style of rhythm played in Jazz & Blues Music-also referred to as the SHUFFLE rhythm.

**Improvisation** A performance created as it is played (i.e. make it up on the spot).

**Chord** Two or more notes played at the same time.

**Blues Scale** An arrangement of 6 specific notes played in order of pitch from lowest to highest or vice versa, containing "blue" notes.

**Blues** A musical style developed among African Americans in the Southern states of the USA in the early 20th Century. It is characterised by repeated use of 'blues notes' and melancholy lyrics.

**Stride Bass** A musical device with leaping between the bass and harmony notes in the left hand part of a piano arrangement.

**Walking Bass** A bass part in 4/4 time in which a note is played on each beat of the bar and which typically moves up and down the scale in small steps.

## Year 8 – Term 4-6 – Computer Games

- **Leitmotif:** A frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation which can be used directly or indirectly to remind us of one not actually present on screen. Leitmotifs can undergo considerable thematic and harmonic transformation such as SEQUENCING depending on the contexts within the VISUAL NARRATIVE.
- **Mickey-Mousing:** A technique frequently used in cartoons and animated films where the music attempts to represent every little physical movement on screen.
- **Cue Sheet:** A detailed listing of musical cues matching the visual action of a film so that composers can time their music accurately to match the visual images.
- **Sequencing:** Where a melodic idea (often a LEITMOTIF) is repeated growing louder and louder and consistently rising either a tone or a semitone higher during each repetition. Sequencing is often used by film music composers to build tension and create a mood of suspense.
- **Cue:** A section of music that is timed to fit a specific portion of visuals.
- **Diegetic Music:** Music that is included in the film, and that the characters would be able to hear. This might include source music from the set such as a car radio or a band in a nightclub, or sound effects such as guns in the distance or screeching car brakes.
- **Non-diegetic Music:** Music which has been composed to accompany events on screen but that the characters can't hear, but the audience can (e.g. music to accompany a car chase or to highlight the emotions of a conversation between two characters). Also referred to as **UNDERScore** or **INCIDENTAL MUSIC**.
- **Hit Point:** An exact point during a cue when music or sound effects match a moment on screen.
- **Motif (Motive):** A short thematic strand of only a few notes.
- **Loop:** Section of music repeated over and over.
- **Storyboard:** A planning tool (similar to a CUE SHEET) used by film/game soundtrack composers to plan the music to different scenes within a film.
- **Retrogaming:** Also known as classic gaming and old school gaming, is the playing or collecting of older personal computer, console, and arcade video games in contemporary times. Usually retrogaming is based upon systems that are obsolete or discontinued.
- **Sound FX:** Effects that are imitative of sounds called for in the use of media (film, game, music) and that enhance the production's illusion of reality.
- **Soundtrack:** The music and sound recorded on a motion-picture film. The word **SOUNDTRACK** can often mean a commercial recording of a collection of music and songs from a film sold individually as an audio CD or via digital download.

## Training Methods

**Continuous Training** = Low to medium intensity exercise, keeping the heart rate constant.

**Fitness Components** = Cardiovascular Fitness or Muscular Endurance.

**Fartlek Training** = Speed play, exercise involves changes in intensity with different speeds, times and distances and terrains.

**Fitness Components** = Cardiovascular Fitness or Muscular Endurance or Speed or Power.

**Interval Training** = Work for a period of time, which is then followed by a period of rest to allow for recovery.

**Fitness Components** = Cardiovascular Fitness or Speed.

**Circuit Training** = Different stations of exercise, allowing recovery between each one.

**Fitness Components** = Cardiovascular Fitness or Muscular Endurance or Muscular Strength or Balance or Power.

**Weight training** = Use of machine or free weights to produce a resistance.

**Fitness Components** = Muscular Strength or Muscular endurance.

**Plyometric training** = Involves explosive actions where an eccentric contraction of the muscles is followed by a concentric contraction of the muscles.

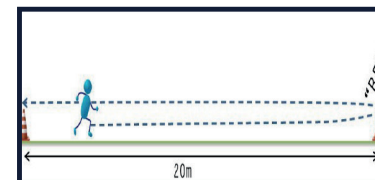
**Fitness Components** = Power.

## KPI 9 – Training Tests



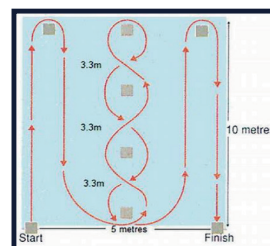
### Muscular Endurance

60 Second Press-up/ Sit-up test  
Training method: Weight Training  
(high rep/low weight)



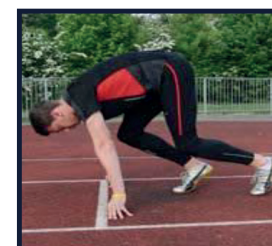
### Cardiovascular Endurance

12 minute Cooper run/Multi Stage Fitness test  
Training Method: Continuous Training, Fartlek Training



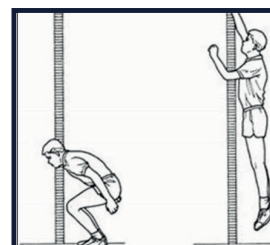
### Agility

Illinois Agility Test  
Training Method: Agility Training



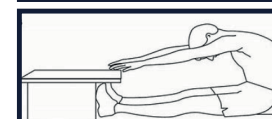
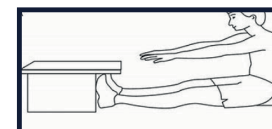
### Speed

30m Sprint Test  
Training Method: Interval Training



### Power

Vertical Jump/Sergeant Jump  
Training Method: Plyometric Training



### Flexibility

Sit and Reach Test  
Training Method: PNF Training

## Hinduism - Essential Knowledge

1. **Hinduism** The oldest of the living religions and originated in India.
2. **Hindu** A follower of Hinduism.
3. **Polytheism** Belief in more than one god.
4. **Monotheism** Belief in one god.
5. **Brahman** The supreme being (god) of Hinduism.
6. **The Trimurti** Three gods which display the main characteristics of Brahman: the creator, the preserver and the destroyer.
7. **Brahma** One of the gods of the Trimurti – the creator.
8. **Vishnu** One of the gods of the Trimurti – the preserver.
9. **Shiva** One of the gods of the Trimurti – the destroyer.
10. **Deity** Another word for a god or goddess.
11. **Murti** An image, statue or idol of a deity.
12. **Genderless** Neither male nor female.
13. **Creator** God is believed to have created the universe and all that is in it.
14. **Omnipotent** All-powerful.
15. **Omniscient** All-knowing.
16. **Omnipresent** Everywhere at all times.
17. **Vedas** A collection of sacred writings in Hinduism.  
/Bhagavad Gita  
/the Upanishads
18. **Atman** The idea of the soul, considered to be a part of Brahman in every person and living thing.
19. **"Namaste"** A greeting recognising God within each person.
20. **Moksha** Freedom from samsara. The aim of Hindus.

## Essential Knowledge

21. **Caste system (varna)** Traditional social hierarchy (where people are ranked according to their status or authority) in India with four classes (varnas). Traditionally each varna had its own duties/skills/jobs. You are born into a varna.
22. **Brahmin** Priest or religious teacher and highest varna in the caste system.
23. **Dalit** "Untouchables", the lowest varna in the caste system including sewage workers, tanners, cleaners.
24. **Reincarnation** The idea of rebirth – the atman being reborn after death into another body.
25. **Samsara** The cycle of birth, life, death and rebirth.
26. **Karma** The law of action and reaction: whatever you do has a consequence. Good actions earn good karma and bring good consequences. This affects rebirth.
27. **Puja** An act of worship in Hinduism.
28. **Mandir** The Hindu place of worship.
29. **Shrine** A space dedicated to a deity.
30. **Shoe rack** A place to store shoes when entering the mandir.
31. **Offerings** Gifts including food, water, incense and flowers placed at a shrine to thank God but also given in order to receive something in return.
32. **Bell** To wake the deities before puja.
33. **Mantra** Sacred words or phrases spoken aloud or sounded out in the mind that are used in puja or meditation.
34. **Prashad** Sweet food given to all after puja.
35. **Ahimsa** Respect for all living things and the avoidance of violence.

## Key terms

36. **Mohandas K. Gandhi** (a.k.a. Mahatma Gandhi) The leader of India's non-violent, non-cooperation independence movement against the British Empire.
37. **Rites of passage** Ceremonies that mark different stages in life.
38. **Samskaras** The sixteen important steps in a Hindu's life journey according to the sacred texts.
39. **Horoscope** An astrological chart or diagram showing the position of the sun, moon, planets at the time of a person's birth that is used to forecast their future.
40. **Sacred thread** A ceremony for Hindu boys, aged 8 and 11, representing the beginning of adult spiritual life in which they are given three strands of cotton to wear across the body.
41. **Arranged marriage** Parents help to select a husband or wife for their son or daughter.
42. **Mehndi** Decorative designs drawn on to the hands and arms of women with henna.
43. **Mandap** A canopy that the bride and groom sit under at a Hindu wedding ceremony.
44. **Sindoor** A bright red powder used by the groom to create a streak along the parting of the bride's hair as a symbol of marriage.
45. **Sari** Traditional outfit worn by women, brides wear a red sari at their wedding.
46. **Diwali** The festival of light, new beginnings and the victory of good over evil and light over dark.
47. **The Ramayana** The story of Prince Rama and his quest to rescue his wife Sita from the evil demon king Ravana.
48. **Diya** Oil lamp lit at Diwali.
49. **Rangoli** Colourful patterns created on the ground with coloured rice, flower petals or coloured powder.
50. **Lakshmi** Hindu goddess of wealth, good fortune and prosperity.



## Creation: Science Vs Religion - Essential Knowledge

<b>Creation</b>	The making of the universe.
<b>Myth</b>	A traditional story, usually involving a supernatural being, known by many but not necessarily true.
<b>Origins</b>	The beginning/start point of something.
<b>Genesis</b>	The first book of the Torah and Bible which describes how God made the world.
<b>Literalist</b>	Christians who believe that the statements in the Bible are literally true.
<b>Non-literalist</b>	Christians who believe that not everything in the Bible actually happened, it is not meant to be taken literally.
<b>Theory</b>	Ideas suggested to explain an event but is not proven.
<b>The Big Bang Theory</b>	The theory that an explosion of hot, dense matter between 12 and 18 billion years ago created the universe.
<b>Evolution</b>	The idea that over time, life on earth has gradually developed from simple organisms to more complex ones.
<b>Theistic evolution</b>	The idea that God designed the universe and the Earth to be this way for a purpose. Evolution happens but because God planned it.
<b>Stewardship</b>	The responsibility of looking after/caring for the Earth and environment given to humans by God according to some Christians.
<b>Khalifah</b>	Meaning ruler or leader in the Islamic faith; Allah appointed humans his khalifah (stewards) of the environment.
<b>Dominion</b>	To control and have superiority over nature.
<b>Ahimsa</b>	The Hindu and Buddhist belief in respect for all living things and avoidance of violence towards others.

## Religious festivals – Essential Knowledge

<b>Speciesism</b>	Human bias giving human animals more rights than non-human animals.
<b>Incarnation</b>	A deity (god/goddess) taking human or animal form/becoming flesh.
<b>Christmas</b>	Christian celebration of Jesus' birth.
<b>Advent</b>	The period of four Sundays and weeks before Christmas.
<b>Nativity</b>	Story of Jesus' birth in a stable in Bethlehem.
<b>Easter</b>	Christian Spring holiday to remember the death and resurrection of Jesus.
<b>Good Friday</b>	Festival to remember the crucifixion and death of Jesus.
<b>Resurrection</b>	Life after death.
<b>Passover</b>	Jewish spring festival which remembers the freeing of the Jews from Egyptian slavery.
<b>Exodus</b>	The escape of the Jewish people from slavery in Egypt.
<b>Seder plate</b>	A special plate containing symbolic foods eaten at the Passover.
<b>Haggadah</b>	A written guide to the Passover celebration.
<b>Eid al adha</b>	Muslim festival to remember when Ibrahim believed Allah was asking him to sacrifice his son Isma'il.
<b>Hajj</b>	Muslim Pilgrimage to Mecca in Saudi Arabia.
<b>Vaisakhi</b>	Sikh New Year festival which celebrates the beginning of the Khalsa.
<b>Khalsa</b>	The Sikh community.
<b>The Beloved Five</b>	Five men baptised into the khalsa.
<b>Guru Gobind Singh</b>	Leader who founded the khalsa.

## Science 8CM: Materials and the Earth


- |    |                          |   |    |                         |   |
|----|--------------------------|---|----|-------------------------|---|
| 1  | <b>Atmosphere</b>        | <ul style="list-style-type: none"> <li>•The gases that surround a planet</li> <li>•On Earth, this is mainly nitrogen and oxygen (plus a small amount of carbon dioxide).</li> </ul>   | 13 | <b>Sedimentary rock</b> | <ul style="list-style-type: none"> <li>•Formed from layers of sediment (tiny bits of rock)</li> <li>•May contain fossils (dead animal and plant remains).</li> <li>•E.g. limestone / chalk.</li> </ul>  |
| 2  | <b>Combustion</b>        | <ul style="list-style-type: none"> <li>•A process that releases carbon dioxide into the atmosphere.</li> </ul>  | 14 | <b>Weathering</b>       | <ul style="list-style-type: none"> <li>•When rock is broken down into smaller pieces</li> <li>•3 types: Chemical, physical, biological.</li> </ul>  |
| 3  | <b>Photosynthesis</b>    | <ul style="list-style-type: none"> <li>•A process carried out by plants and algae, which removes carbon dioxide from the atmosphere.</li> <li>•Carbon dioxide + Water ► Glucose + Oxygen.</li> </ul>  | 15 | <b>Deposition</b>       | <ul style="list-style-type: none"> <li>•The first step in the formation of sedimentary rocks</li> <li>•Rivers carry pieces of broken rock as it flows along, when the river reaches a lake or the sea, these rocks settle at the bottom.</li> </ul> |
| 4  | <b>Respiration</b>       | <ul style="list-style-type: none"> <li>•A process carried out by all living things, which adds carbon dioxide to the atmosphere.</li> <li>•Glucose + Oxygen ► Carbon dioxide + Water.</li> </ul>  | 16 | <b>Sedimentation</b>    | <ul style="list-style-type: none"> <li>•The second step in the formation of sedimentary rocks</li> <li>•The deposited rocks build up in layers (see the definition above), called sediments.</li> </ul>   |
| 5  | <b>Decomposer</b>        | <ul style="list-style-type: none"> <li>•An organism (e.g. bacteria/fungi) that breaks down dead matter.</li> </ul>  | 17 | <b>Compaction</b>       | <ul style="list-style-type: none"> <li>•The third step in the formation of sedimentary rocks.</li> <li>•The weight of the sediments on top squashes the sediments at the bottom.</li> </ul>   |
| 6  | <b>Deforestation</b>     | <ul style="list-style-type: none"> <li>•Chopping down trees.</li> <li>•Reduces the amount of carbon dioxide that can be removed from the atmosphere.</li> </ul>   | 18 | <b>Cementation</b>      | <ul style="list-style-type: none"> <li>•The final step in the formation of sedimentary rocks.</li> <li>•Water is squeezed out from between pieces of rock and crystals form which stick the pieces of rock together.</li> </ul>                     |
| 7  | <b>Greenhouse effect</b> | <ul style="list-style-type: none"> <li>•When carbon dioxide and methane trap radiation from the Sun in the atmosphere.</li> </ul>   | 19 | <b>Metamorphic rock</b> | <ul style="list-style-type: none"> <li>•Formed when heat and pressure act on existing rocks for long periods of time</li> <li>•E.g. marble / slate.</li> </ul>  |
| 8  | <b>Global warming</b>    | <ul style="list-style-type: none"> <li>•An increase in global mean temperatures.</li> <li>•Caused by the greenhouse effect.</li> <li>•Causing polar ice caps to melt and rainfall patterns to change.</li> </ul>  | 20 | <b>Porous</b>           | <ul style="list-style-type: none"> <li>•A rock with many small holes, which air and liquid can get into.</li> </ul>   |
| 9  | <b>Crust</b>             | <ul style="list-style-type: none"> <li>•The outer layer of the Earth which we live on</li> <li>•Made of thin, solid rock.</li> </ul>  | 21 | <b>Recycling</b>        | <ul style="list-style-type: none"> <li>•Using old, unwanted materials to make new products.</li> <li>•Uses fewer natural resources, less energy and saves money.</li> </ul>   |
| 10 | <b>Mantle</b>            | <ul style="list-style-type: none"> <li>•A thick, semi-liquid layer of rock underneath the Earth's crust.</li> </ul>   | 22 | <b>Ore</b>              | <ul style="list-style-type: none"> <li>•A rock containing enough metal compound to make it worthwhile extracting the metal from.</li> </ul>   |
| 11 | <b>Core</b>              | <ul style="list-style-type: none"> <li>•The centre of the Earth.</li> <li>•Made of iron and nickel.</li> </ul>  | 23 | <b>Fossil</b>           | <ul style="list-style-type: none"> <li>•The remains or imprint of an organism (living thing) preserved in rock.</li> </ul>  |
| 12 | <b>Igneous rock</b>      | <ul style="list-style-type: none"> <li>•Formed from melted underground rock (magma).</li> <li>•When cooled slowly underground, it has smaller crystals – e.g. granite.</li> <li>•When cooled quickly above ground, it has larger crystals – e.g. basalt.</li> </ul> |    |                         |   |

## Science 8BE: Ecological Relationships and Classification

- |    |                                   |  |    |                                       |  |
|----|-----------------------------------|--|----|---------------------------------------|--|
| 1  | <b>Food chain</b>                 | <ul style="list-style-type: none"> <li>•A diagram which shows feeding relationships between species.</li> <li>•Arrows represent energy transferred.</li> </ul>   | 15 | <b>Extinct</b>                        | <ul style="list-style-type: none"> <li>•When there are no more individuals of a species left.</li> </ul>   |
| 2  | <b>Bioaccumulation</b>            | <ul style="list-style-type: none"> <li>•The build up of toxic chemicals through a food chain.</li> </ul>   | 16 | <b>Factors which cause extinction</b> | <ul style="list-style-type: none"> <li>•A new disease.</li> <li>•A new predator.</li> <li>•A change in the environment (e.g. climate change).</li> <li>•Competition from another species.</li> </ul> |
| 3  | <b>Biodiversity</b>               | <ul style="list-style-type: none"> <li>•The variety of species living in an ecosystem.</li> </ul>  | 17 | <b>Micro-organisms</b>                | <ul style="list-style-type: none"> <li>•Organisms such as bacteria and fungi that cause decay – break down molecules.</li> </ul>   |
| 4  | <b>Carnivore</b>                  | <ul style="list-style-type: none"> <li>•An animal that eats meat.</li> </ul>   | 18 | <b>Predator</b>                       | <ul style="list-style-type: none"> <li>•An animal that hunts and eats other animals.</li> </ul>  |
| 5  | <b>Classification</b>             | <ul style="list-style-type: none"> <li>•The sorting out of living organisms into smaller and smaller groups based on similar characteristics.</li> </ul>   | 19 | <b>Prey</b>                           | <ul style="list-style-type: none"> <li>•An animal that is eaten by a predator.</li> </ul>  |
| 6  | <b>Competition</b>                | <ul style="list-style-type: none"> <li>•The struggle between two species for the same limited resource.</li> </ul>   | 20 | <b>Producer</b>                       | <ul style="list-style-type: none"> <li>•An organism that uses the sun and carbon dioxide to make its own food by photosynthesis.</li> </ul>  |
| 7  | <b>Consumer</b>                   | <ul style="list-style-type: none"> <li>•An animal that eats plants or other animals.</li> </ul>  | 21 | <b>Species</b>                        | <ul style="list-style-type: none"> <li>•A group of organisms that can breed with each other to produce fertile offspring.</li> </ul>   |
| 8  | <b>Variation</b>                  | <ul style="list-style-type: none"> <li>•Differences between a species, can be caused by genes or the environment.</li> </ul>   | 22 | <b>Trophic level</b>                  | <ul style="list-style-type: none"> <li>•The different levels in a food chain: producer, primary consumer, secondary consumer and tertiary consumer.</li> </ul>                                       |
| 9  | <b>Decomposers (detritivores)</b> | <ul style="list-style-type: none"> <li>•Animals like worms, woodlice and maggots etc.that begin the decay process by breaking large pieces of material down.</li> </ul>  | 23 | <b>Fossil</b>                         | <ul style="list-style-type: none"> <li>•The remains or imprint of an organism (living thing) preserved in rock.</li> </ul>   |
| 10 | <b>Habitat</b>                    | <ul style="list-style-type: none"> <li>•The area in which an animal or plant lives.</li> </ul>   | 24 | <b>Adaptations</b>                    | <ul style="list-style-type: none"> <li>•Features that help organisms compete better and survive in their environment.</li> </ul>   |
| 11 | <b>Herbivore</b>                  | <ul style="list-style-type: none"> <li>•An animal that only eats plants.</li> </ul>  | 25 | <b>Charles Darwin</b>                 | <ul style="list-style-type: none"> <li>•Scientist who first put forward the theory of evolution.</li> </ul>  |
| 12 | <b>Endangered</b>                 | <ul style="list-style-type: none"> <li>•Species that are in danger of becoming extinct.</li> </ul>   | 26 | <b>Interdependence</b>                | <ul style="list-style-type: none"> <li>•When different species rely on each other for survival.</li> <li>•An example is plants needing bees for pollination.</li> </ul>                              |
| 13 | <b>Evolution</b>                  | <ul style="list-style-type: none"> <li>•The change in a species over a long period of time.</li> </ul>   | 27 | <b>Pesticide</b>                      | <ul style="list-style-type: none"> <li>•A chemical put on plants such as crops to prevent pests from attacking them.</li> <li>•These can accumulate in the food chain.</li> </ul>                    |
| 14 | <b>Natural selection</b>          | <ul style="list-style-type: none"> <li>•Where an organism is more likely to survive, breed and pass on its genes to its offspring because it is better adapted for competing in the environment it is in.</li> </ul> | 28 | <b>Conservation</b>                   | <ul style="list-style-type: none"> <li>•Methods to preserve biodiversity.</li> </ul>   |

## 8 Science: Electricity and Magnetism

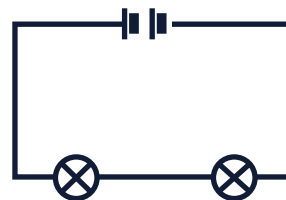
- 1 **Current**
  - a flow of charge (electrons) around a circuit.
  - measured in amps (A).
  - formula symbol is I.
- 2 **Electrons**
  - a negatively charged particle which transfers energy in a circuit.
- 3 **Potential Difference**
  - also called voltage.
  - the amount of energy carried by the charge.
  - measured in volts (V).
  - formula symbol is V.
- 4 **Resistance**
  - slows down the flow of charge.
  - it is measured in ohms ( $\Omega$ ).
  - formula symbol is R.
- 5 **Series Circuit**
  - There is only one route for the current to take, the circuit has one branch.
- 6 **Parallel Circuit**
  - There is more than one route/branch that the current can take.
- 7 **Circuit Diagram**
  - Represents real circuits showing all of the components.
- 8 **Cell**
  - Source of potential difference.
- 9 **Battery**
  - Two or more cells put together.

- 10  • **Filament bulb**
- 11  • **voltmeter**  
Measures potential difference.
- 12  • **ammeter**  
Measures current.
- 13  • **Switch**

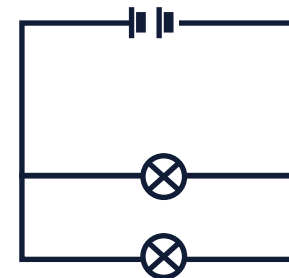
- 14 
  - Resistor.
  - Decreases the current.

- 15 
  - Battery.
  - A chemical store of energy.

- 16 **Conductor**
  - Something which conducts electricity.
- 17 **Insulator**
  - A poor conductor.
- 18 **Static charge**
  - When a transfer of electrons between insulators creates an electric field.
- 19 **Attract**
  - Two objects with opposite charges will be attracted to each other.
- 20 **Repel**
  - Objects with like charges will move away (repel) from each other.
- 21 **Magnets**
  - have a north and south pole.
  - they have an invisible magnetic field around them.
  - like poles repel, unlike poles attract.
- 22 **Electromagnet**
  - A magnet which can be switched on or off using electricity.
  - Can be made stronger by increasing the number of turns in the wire or increasing the current.



A series circuit



A parallel circuit

## 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  
**Luego** – next  
**Después** – after  
**Entonces** – then  
**Pronto** – soon  
**De repente** – suddenly  
**Mientras** – meanwhile  
**Cuando** – when

**Desde** – since  
**Segundo** – secondly  
**Brevemente** – briefly  
**La semana pasada** – last week  
**Después un rato** – after a while  
**Antes** – before  
**Hace dos años** – two years ago  
**Hace dos días** – two days ago  
**Finalmente** – eventually  
**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...por el otro** – on one hand...on the other  
**en lugar de** – instead of..

## Module 4

¿Te gustaría ir al cine?

¿Te gustaría ir...?

a la bolera  
a la cafetería  
al centro commercial  
al museo  
al parque  
a la pista de hielo  
al polideportivo

¿Te gustaría venir a mi casa?

Reacciones

De acuerdo.

Vale.

Muy bien.

¡Genial!

¡Sí, me gustaría mucho.

¡Ni hablar!

¡Ni en sueños!

No tengo ganas.

¡Qué aburrido!

¿Dónde quedamos?

delante de la cafetería

detrás del centro comercial

enfrente del polideportivo

al lado de la bolera

en tu casa

¿A qué hora?

a las...seis y cuarto

Lo siento, no puedo

¿Quieres salir?

Tengo que...

cuidar a mi hermano

hacer los deberes

lavarme el pelo

ordenar mi dormitorio

pasear al perro

salir con mis padres

No quiero.

No tengo dinero.

No puede salir.

Conmigo

Contigo

Would you like  
to go to the cinema?

Would you like to go...?

to the bowling alley  
to the café  
to the shopping centre  
to the museum  
to the park  
to the ice rink  
to the sports centre

Would you like to come  
to my house?

Reactions

All right.

OK.

Very good.

Great!

Yes, I'd like that very much.

No way!

Not a chance!/Not in  
your wildest dreams!

I don't feel like it.

How boring!

Where do we meet up?

in front of the café

behind the shopping centre

opposite the sports centre

next to the bowling alley

at your house

At what time?

at ...quarter past six

I'm sorry, I can't

Do you want to go out?

I have to...

look after my brother

do my homework

wash my hair

tidy my room

walk the dog

go out with my parents

I don't want to.

I don't have any money.

He/She can't go out.

with me

with you

## Module 5

¿Qué casa prefieres?

Esta casa es...

Este piso es...

amplio, amplia

antiguo, antigua

bonito, bonita

cómodo, cómoda

enorme

feo, fea

grande

maravilloso, maravillosa

pequeño, pequeña

La casa/El piso está

cerca de la playa

en el centro

en la montaña

más... que...

menos... que...

La casa

Tiene...

una cocina

un comedor

un cuarto de baño

un dormitorio

una chimenea

una terraza

vistas al mar

¿Qué se puede hacer en...?

Se puede(n)...

hacer senderismo

hacer actividades náuticas

hacer artes marciales

ir a la bolera

ir de compras

ir de paseo en bicicleta

ir a la playa

jugar al voleibol

ver la catedral

visitar un castillo

¿Dónde está...?

la estación de tren

el parque acuático

el parque de atracciones

la pista de karting

Which house do you prefer?

This house is...

This flat is...

spacious

old

nice

comfortable

enormous

ugly

big

marvellous

small

The house/The flat is...

near the beach

in the centre

in the mountains

more... than...

less... than...

The house

It has...

a kitchen

a dining room

a bathroom

a bedroom

a fireplace

a balcony, a terrace

views of the sea

What can you do in...?

You can...

go hiking

do water sports

do martial arts

go bowling

go shopping

go on a bike ride

go to the beach

play volleyball

see the cathedral

visit a castle

Where is...?

the railway station

the water park

the theme park

the go-kart track

## Module 6

¿Cómo te preparas?

¿Cómo te preparas cuando  
sales de fiesta?

Me baño.

Me ducho.

Me lavo la cara.

Me lavo los dientes.

Me visto.

Me maquillo.

Me peino.

Me aliso el pelo.

Me pongo gomina.

Los colores

amarillo, amarilla

azul

marrón

morado, morada

naranja

verde

de muchos colores

¡No es justo!

Estoy de acuerdo...

Eres demasiado joven.

En mi opinión, tienes razón.

¿Tú qué opinas?

al, a la

del, de la

demasiado, demasiada

demasiados, demasiadas

este, esta

estos, estas

por eso

por supuesto

¡Lo pasé fenomenal!

Me gustaría mucho...

Me encantaría...

Expresiones de tiempo

ayer

el fin de semana pasado

hace dos años

hoy

este fin de semana

el verano que viene

el año que viene

How do you get ready?

How do you get ready when  
you go to a party?

I have a bath.

I have a shower.

I wash my face.

I brush my teeth.

I get dressed.

I put on make-up.

I comb my hair.

I straighten my hair.

I put gel on my hair

Colours

yellow

blue

brown

purple

orange

green

multi-coloured

It's not fair!

I agree...

You're too young.

In my opinion, you're right.

What do you think?

to the

of the

too much

too many

this

these

for this reason

of course

I had a fantastic time!

I would really like...

I would love...

Time expressions

yesterday

last weekend

two years ago

today

this weekend

next summer

next year



## 1. Spreadsheets

Spreadsheets are used to store information and data. Once we have our information in a spreadsheet we can run powerful calculations, make graphs and charts and analyse patterns.

**Golden rule: Every formula begins with an = sign**

### Name of the formula

See below for common formulae. Normally written in capitals.

**=SUM(B10:B23)**

### = Sign

An equal sign tells Excel that the cell contains a formula.

### The selected range

The range used in the formula. This can be selected by clicking and dragging.

### Operators

+	Adds two numbers/cells
-	Subtracts one cell or number from another
*	Multiplies two numbers/cells
/	Divides one number/cell from another one
<	Less than
>	Greater than
<=	Less than or equal to
>=	Greater than or equal to

### Common formulae

Formula name	Example (with range)	What it does
Sum	<b>=SUM(A1:A10)</b>	Adds together all numbers within the given range.
Count	<b>=COUNT(B2:B14)</b>	Counts up all of the cells within a range that have numbers in.
Average	<b>=AVERAGE(A1:A10)</b>	Finds the average number within a range.
Maximum	<b>=MAX(A1:A10)</b>	Finds the largest number within a range.
Minimum	<b>=MIN(A1:A10)</b>	Finds the smallest number within a range.

## 2. Key Vocabulary

<b>Cell</b>	An individual spreadsheet box where you enter data.
<b>Column</b>	Cells that go down the spreadsheet page.
<b>Cell reference</b>	Names of individual cells (A5 for example).
<b>Data</b>	Values, typically letters or numbers.
<b>Format</b>	The appearance of a document.
<b>Formula</b>	Makes automatic calculation that update when the data does.
<b>Function</b>	Makes more complete calculations.
<b>Row</b>	Cells that go across the spreadsheet page.

## 3. Databases

A database is a way of storing information in an organised, logical way. Validation and verification are two ways to check that the data entered into a computer is correct.

A relational **database** has more than one table and the tables are linked using **key fields**.

### Key Vocabulary

**Criteria:** A set of rules or conditions that must be met. Often used in searches.

**Field:** An element of a database record in which one piece of information is stored. For example 'name' in an electronic address book.

**Primary key:** A unique identifier for a database record or table entry.

**Query:** A search or question performed inside a database.

**Record:** A record refers to a group of fields such as telephone number, address and name.

**Validation:** Checking input data is sensible and in the right format.

**Verification:** Verification is performed to ensure that the data entered exactly matches the original source. Before setting up a database the data must be collected. This can be done using a data capture form. A **data capture form** is designed to collect specific data.

**Types of Validation rules:** Presence check, range check, length check, format check.

## 1. The Project Life Cycle

The Project Life Cycle refers to the four-step process that is followed by nearly all project managers when moving through stages of project completion.

Phases of a Project Life Cycle

1. Initiation
2. Planning
3. Execution
4. Evaluation



You must perform a **phase review** for Initiation, Planning and Execution.

**Why do we use the Project Life Cycle?**

It is important to ensure the project life cycle used on your project is appropriate to the work being carried out and split into distinct and manageable phases. This is a tried and tested method for delivering projects on time, within budget and to the expected quality targets.

### Key Words

**Contingency:** Time in a project plan that has no tasks assigned. This is used if tasks are not completed on time, to make sure the project still meets the final deadline.

**Milestone:** A given point in time when a task is expected to be started or completed.

**Interaction:** How the phases link together.

**Iteration:** The repeating of a phase. Each repetition of a phase, when amendments will be made, is called an iteration. The results of an iteration are used as the starting point of the next.

**Dependency:** A dependent task is one that cannot be started until a previous, specified task has been completed.

**Concurrent:** Tasks which can be completed at the same time.

**Critical path:** The sequence of tasks that shows the shortest time taken for completion of a project.

## 2. Inputs & Outputs of the Project Life Cycle

	Inputs	Outputs
Initiation	User requirements	Feasibility report Legislation implications Phase review
Planning	Feasibility report Legislation implications	Project plan Test plan Constraints list Phase review
Execution	Project plan Test plan Constraints list	Deliverable product Test results Phase review
Evaluation	Deliverable product Test results	Release of deliverable product User documentation Final evaluation report

## 3. Planning

**SWOT:** Analysis to find out the Strengths, Weaknesses, Opportunities and Threats of/to a project.

**Data dictionary:** A description of the structure, contents and format of a spreadsheet or database. The relationships within the database are also included.

**Flow Chart:** A flow chart can be defined as a step-by-step process to solve a task.

**Asset log:** A list of all the resources used in a project.

**Visualisation Diagram:** Provide a visual view of the product – graph, webpage.

**Gantt chart:** A visual method of showing the proposed timing of each task needed to complete a project.

## 4. What is SMART

To make sure your goals are clear and reachable, each one should be:

**Specific** (simple, sensible, significant).

**Measurable** (meaningful, motivating).

**Achievable** (agreed, attainable).

**Relevant** (reasonable, realistic and resourced, results-based).

**Time bound** (time-based, time limited, time/cost limited, timely, time-sensitive).

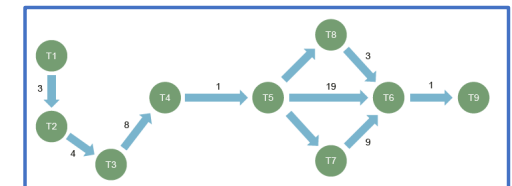
**Constraints to consider in the Project Life Cycle**

Time, Resources, Cost, Hardware and Software, Regulations, Security/Risk Management.

S	M	A	R	T
Specific	Measurable	Attainable	Realistic	Time-bound
Do: Set real numbers with real deadlines. Don't: Say, "I want more visitors."	Do: Make sure your goal is trackable. Don't: Hide behind buzzwords like, "brand engagement," or, "social influence."	Do: Work towards a goal that is challenging, but possible. Don't: Try to take over the world in one night.	Do: Be honest with yourself: you know what you and your team are capable of. Don't: Forget any hurdles you may have to overcome.	Do: Give yourself a deadline. Don't: Keep pushing towards a goal you might hit, "some day."

## 5. Advantages of the Project Life Cycle

- Provides a structured approach.
- Can see how the project is progressing.
- Clearly defined tasks.
- Roles and responsibilities are clearly defined.
- Resources can be allocated in advance.
- The project manager can monitor the progress of the project.
- The end of phase reviews can be carried out to make sure that the project is meeting the success criteria, objectives and client-defined constraints.



IT  
2 of 2

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Notes



A series of 20 horizontal grey lines for taking notes, evenly spaced and filling the main body of the page.

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across the entire width of the page, providing a guide for handwriting or typing. The background is a solid off-white color.

# Notes



A series of horizontal lines for taking notes, consisting of 20 thin grey lines.