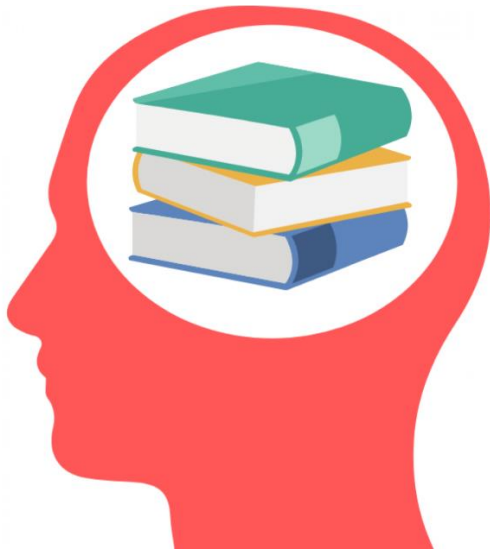


Year 9 - Knowledge Organiser #1

Mid-Year Assessments September to January/February



Kettering Buccleuch Academy 2019-2020

Name:

Tutor Group:

Tutor and 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

Year 9 - Knowledge Organiser #1

Mid-Year Assessments
September to January/February



Kettering Buccleuch Academy 2019-2020

Name:

Tutor Group:

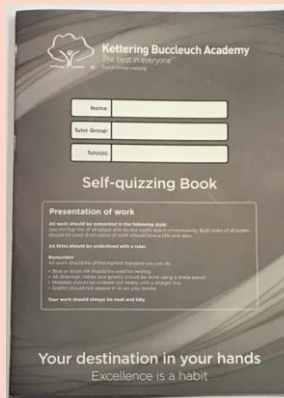
Tutor and Room:

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

Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 9 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 9 will also be required in years 10 and 11

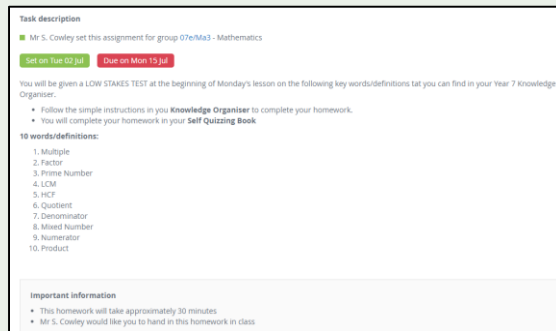
Knowledge Organisers are **NOT** a replacement for revision guides but they include the fundamental knowledge that ALL students in Year 9 require.

How do I complete Knowledge Organiser homeworks?

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

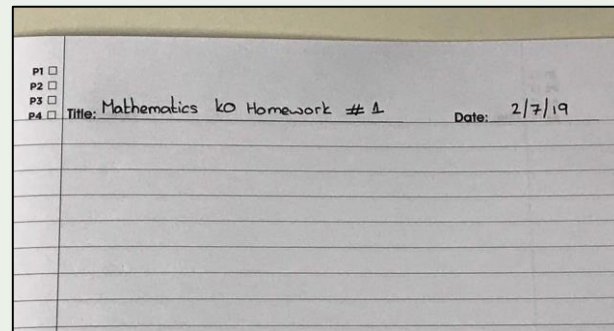
Step 1

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



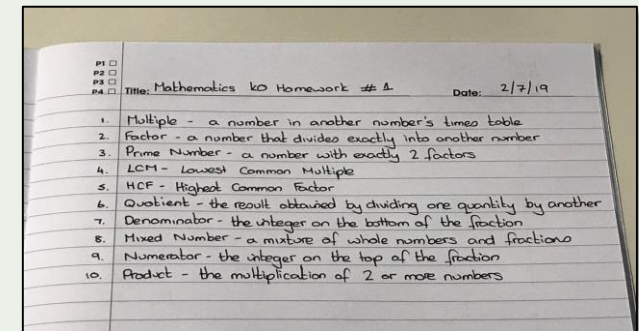
Step 2

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



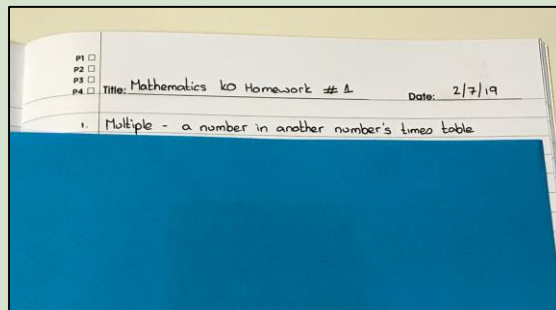
Step 3

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



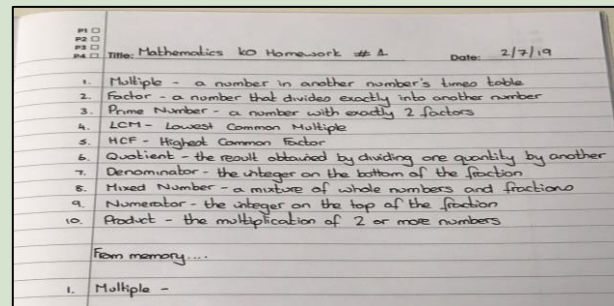
Step 4

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 bangin'*
- ❖ No informal language *I'm gonna do my homework now*

❖Other things to consider:

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

I am proud of my work because...

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

Can I spell familiar words accurately?

Common contractions

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

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

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** **e**lephants **c**annot **a**lways **u**se **s**mall **e**xits)
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

Apostrophe for Possession

(To show that something belongs to another)

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

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

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

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

There/ their/ they're

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

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

ITS

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

Your/ you're

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

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

The 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.

Additional Key words

Organic - free flowing or rounded, seemingly natural.

Geometric - refers to the shapes such as triangles, squares, etc.

Symmetry - meaning it is equal on both sides.

Flat tones - no tonal effect in the colour.

Distorted - a shape that is changed and no longer looks proportioned

2. Key Terms specific to: 3D

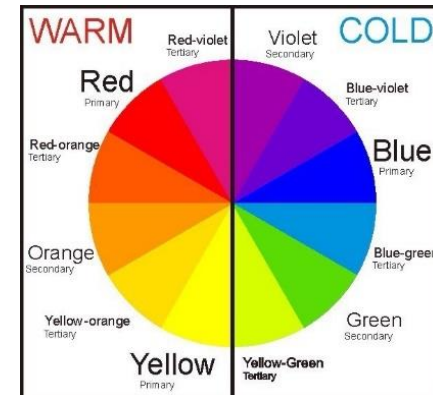
- **Sculptor:** An artist who works in 3D
- **Carving:** The sculptor removes unwanted material to create the form. Materials such as a block of wood, stone, soap and other hard materials are used.
- **Modelling:** The sculptor creates a form by building it up. Clay, paper machê, and other soft materials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

2. Techniques specific to: Textiles

- **Applique:** A decoration made by cutting shaped of fabric and sewing them to another piece of fabric with a zig zag stitch
- **Collage:** Layering fabric and papers together to create an image, different textures or pattern.
- **Embellishment:** a decorative detail or feature added to something to make it more attractive
- **Stitch:** A loop of thread that can connect fabric pieces together.
- **Fabric:** cloth produced by weaving or knitting textile fibres
- **Surface decoration:** Applying decorative stitches and other embellishments to the surface of fabric
- **Fabric manipulation:** Altering and changing the appearance of fabric by using different methods such as pulling the fibres, twisting and stitching.

3. Colour Theory

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



- **Shade:** When Black is mixed with a colour to make it darker
- **Tint:** When white is mixed with a colour to make it lighter.

4. 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.
- **Symbol:** A picture of image that tells a story of what it is without using word
- **Depth** - the illusion of space.

Key Terms specific to: Art

- **Mark making:** The different line, patterns and textures we create in a piece of art
- **Medium:** The media used to create the artwork
- **Observational:** Closely studying objects
- **Collage** – an image that is created by using layers of other images and/or materials
- **Mixed Media:** Using a variety of different media to create an artwork.
- **Sculpture:** A 3D piece of artwork.
- **Realism:** Painted realistically
- **Abstract:** Art which does not represent images of our everyday world

Techniques specific to: Photography

- **Aperture:** The size of the hole which controls how much light is allowed into the camera when taking a photograph. The higher the aperture the smaller the hole (less light)
- **Focus:** Areas of an image may be in focus (clear and sharp) and some areas may be out of focus (blurry and difficult to see)
- **Focal Point:** The part of the photograph that the eye is immediately drawn to
- **Rule of thirds:** A technique used to create a successful composition. The rule states that the focal point should not be dead centre.
- **Leading lines:** The viewers eyes are naturally drawn along vertical and parallel lines

Three Words to Critique Movement

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

1. Swirling
2. Flowing
3. Dramatic

Four Words to Critique Tone

When it comes to tone in art there are four words that can help you when critiquing. None of the words are fancy; however they may not all be use in your everyday conversations with friends.

1. Subtle
2. Contrasting
3. Muted
4. Dramatic

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.

1. Organic
2. Curvaceous
3. Geometric
4. Angular
5. Elongated

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.

1. Large
2. Small
3. Intimate
4. Miniature
5. Monumental

Six Words to Critique Colour

In art colour is very important. This is what helps each piece of art stand out. The color, 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 colors, because certain artists use specific colours in every piece of their work.

1. Bold
2. Vibrant
3. Subtle
4. Pale
5. Earthy
6. Naturalistic

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 not 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.

1. Dramatic
2. Subtle
3. Strong

Five Words to Critique Texture

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

1. Rough
2. Fine
3. Smooth
4. Coarse
5. Uneven

Commedia Dell'Arte

- Italian Comedy – strong sense of ensemble
- Use of masks means emotion needs to be shown through body language.
- Minimal set
- Props used – food, furniture, weapons etc.
- Leaps, tumbles, slapstick used
- Stock characters and archetypes: Villain, Soldiers, Pompous doctor, clown, the lovers, gossipy old woman, ballerina servant



Pantomime

- Usually based on a fairytale
- Pantomime 'dame' is a man in drag
- Lots of audience participation 'it's behind you...oh no it isn't'
- Good enter stage right (heaven), villains enter stage left (hell)
- Use of slapstick, music and dance – very OTT
- Comedy and humour
- Everything exaggerated



- **Antagonist:** A character who causes trouble for the protagonist.
- **Aside:** A comment which a character makes to another character or the audience. The rest of the characters on stage can't hear them.
- **Backstory:** The events that have happened to a character before the action of the play
- **Blackout:** When the stage lights are turned off between scenes or at the end of a performance.
- **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.
- **Choreography:** A rehearsed sequence of steps or movements
- **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.
- **Comedy:** A genre of drama which features humour and a happy ending.
- **Commedia dell'arte:** A type of comedy popular in the 16th to 18th century Italy that makes use of stock characters.
- **Cue:** A signal that tells the actors or technicians when a certain action needs to take place.
- **Dialogue:** The general term for any lines spoken between characters.
- **Duologue:** A scene or section of dialogue which only involves two actors.
- **Flashback/flashforward:** A scene which shows events from before or after the main action of the play. It can give extra information about the plot or help to develop characters.
- **Flat:** A wooden frame with a canvas stretched over it which is painted and used as scenery.
- **Floodlight:** A type of stage lantern which casts a broad wash of light on to the stage.
- **Form:** The type of written drama (e.g. play, opera, musical, pantomime). These often have set theatrical conventions but vary in genre and style.
- **Fourth wall:** The imaginary barrier that separates the audience from the world of the play on the screen.
- **Freeze frame:** When the performers suddenly stop the action at a key moment.

- **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.
- **Mannerism:** A repeated physical or vocal habit that contributes to characterisation.
- **Minimalist theatre:** A genre of theatre which uses a basic set and very few props or simple costumes.
- **Minor character:** A character who isn't important to the plot but who adds depth to the world of the play.
- **Musical theatre:** A style of theatre that uses song and dance to develop the plot and entertain the audience.
- **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)
- **Physical theatre:** A non-naturalistic style of theatre which uses physical movements to tell stories.
- **Plot:** The series of events that take place in a play.
- **Posture:** The position a character holds themselves in when sitting or standing.
- **Promenade Theatre:** A style of theatre that requires the audience to follow the actors between different performance spaces over the course of the play. This usually takes place outdoors.
- **Proscenium Arch stage:** A box shaped stage which is set back from the audience so that only the front-end is open to them, framed by the proscenium arch itself.
- **Protagonist:** The main character in a story
- **Proxemics:** The use of physical space between the actors on stage to create meaning.
- **Slapstick:** A type of comedy that features exaggerated movements and physical humour.
- **Stage directions:** Any instructions written in a script by the playwright to explain how a play should be performed.
- **Stimulus:** A starting point for your devised piece that you should use to inspire your performance.
- **Stock character:** A character who is based on a stock personality.
- **Structure:** The shape of a play's narrative, including the order in which it's shown to the audience.
- **Style:** The way in which a director chooses to interpret a performance text on stage.
- **Supporting character:** A character who is important to the plot but isn't the audience's main focus.
- **Tableau:** A moment in a performance when the action stops and the characters freeze in position.
- **Thought tracking:** When a character tells the audience their thoughts during a pause in the action.
- **Tragedy:** A genre of play which features a serious plot and an unhappy ending.
- **Tragic hero:** The protagonist of a tragedy, whose flaws lead to their downfall (or death)
- **Wings:** The space to the side of a stage which is used for storage and as a waiting area for the actors.

Plot summary		Vocabulary	Characters	Context	Terms
1	Schoolboys have crash landed on a deserted island. The reader meets Ralph and Piggy. Piggy has asthma. They find a conch and use it to summon any other survivors including twins SamnEric, Jack and Simon.	efflorescence, enmity, decorous, chorister, bastion, hiatus	Ralph: the largest and most physically powerful. Wants to plan and follow rules, but even he is sometimes seduced by savagery. Symbolises: law, government and civil society.	Golding's experiences in WW2 showed him the evils of human nature.	Scar
2	The boys focus on short term pleasure and fun. Ralph suggests building a fire to be rescued. Jack just wants to hunt. A boy with a birth mark tells of 'the beast.' He goes missing after the fire and the boys are ashamed.	Ebullience, recrimination, tumult, tirade	Piggy: the smartest boy but has asthma and is fat so bullied. Has a tendency to lecture and is ridiculed. Symbolises: science and rationality	During the cold war fears of nuclear annihilation gripped society.	Conch
3	Ralph wants to build shelters but only Simon helps whilst the others play and Jack hunts. The fire has been allowed to go out. Simon slips away to meditate.	oppressive, inscrutable, vicissitudes, declivities, tacit	Jack: Leader of the hunters. Loves to hunt and kill gets angry when he doesn't get his way. Believes a leader should be obeyed. Symbolises: dominance and power	British public schools emphasized civility and 'stiff upper lip'.	Allegory
4	Island life gets a rhythm. Mornings are pleasant because it is cool but evening is not because people worry about the beast. A boat goes past but there is no fire to attract it. Piggy is laughed at for sundials. Jack pants his face and hunts and kills a pig chanting "Kill the Pig. Cut her throat. Spill her blood." Ralph walks away.	blatant, taboo, malevolently, sinewy	Simon: Dreamy, dark haired boy prone to fits. He recognises that the beast is within them. He is unafraid and meditates. Symbolises: Religion and spirituality.	Totalitarian governments such as Nazi Germany and Stalinist Russia controlled people through fear	Irony
F	Ralph calls a meeting to get people to follow the rules, but he and Jack are more apart than ever. There is talk of the beast, a little un suggesting it comes from the ocean at night. Jack just wants to hunt and won't listen to the rules of the conch. Ralph wishes for adults.	ludicrous, ineffectual, jeer, inarticulate	Roger: Quiet and intense at first then becomes more evil. He tortures SamnEric, kills Piggy and likes to inflict pain. Symbolises: Sadism	Symbols	Foreshadowing
6	A dead parachutist floats on to the Island. No one sees because the fire is out. When they awake, SamnEric light the fire and see him but they think it is a beast. Jack finds a rock and some boulders.	leviathan, clamour, mutinously	Little 'uns: Not easy to distinguish. They are fearful, terrified of the beast and just want to play. Symbolises: every day people who are manipulated by leaders	The conch	Metaphor
7	Jack and Ralph continue to clash as they search for the beast. Ralph kills a boar and is flushed with excitement. Robert is almost killed in the reenactment. Later they head up the mountain and see the beast and are terrified.	crestfallen, impervious, enterprise	Themes	The lord of the flies	Symbolism
8	Jack declares himself chief of his own group. Simon meditates alone and learns what the beast is. Piggy tries to cheer Ralph up with talk of a new fire. The savages dance around as they kill a sow with Roger being very brutal.	glowered, rebuke, demure, fervour	HUMAN NATURE: the book is an allegory for human nature and society.	Piggy's glasses	Garden of eden
9	A storm comes and they have no shelter. Simon emerges from the forest and is killed by the other boys who think he is the beast. Ralph acts like a king.	corpulent, sauntered	CIVILIZATION and SAVAGERY: the boys descend into brutality as they become further removed from civilization.	The island	Temptation
10	Jack's gang have moved to castle rock. Ralph, Piggy and SamnEric remain but cant keep the fire going alone. Jack steals Piggy's glasses whilst the others protect the conch.	compelled	LOSS OF INNOCENCE: usually a symbol of naivete and innocence, the boys become increasingly brutal.	Fire and adults	Authority
11	The boys go to castle rock to confront Jack. Piggy is killed by a boulder pushed by Roger. Jack attempts to kill Ralph with a spear. He flees. Jack's group torture SamnEric to join them.	luminous, myopia, snivelling, quavered, talisman	THE WEAK & THE STRONG: The big 'uns prey on the little 'uns as the island becomes survival of the fittest.	The 'beast'	Civilized
12	SamnEric are tortured into revealing Ralph's hiding place. Jack vows to burn down the forest to find him. The smoke attracts a boat. The officer finds the boys and asks if they are playing at war. All of the boys cry whilst the officer looks back at his ship.	acrid, cordoned, elephantine, epaulettes	SPIRITUALITY & RELIGION: Simon is a christ like figure who sacrifices himself so the boys can know the truth.	Fire	Savage
Important quotations					
<i>Within the diamond haze of the beach something dark was fumbling along...Then the creature stepped from the mirage on to clear sand, and they saw that the darkness was not all shadow but mostly clothing</i>					
<i>You got your small fire all right." [...] the boys were falling still and silent, feeling the beginnings of awe at the power set free below them</i>					
<i>Roger gathered a handful of stones and began to throw them. Yet there was a space round Henry, perhaps six yards in diameter, into which he dare not throw. Here, invisible yet strong, was the taboo of the old life. Round the squatting child was the protection of parents and school and policemen and the law</i>					
<i>Fear can't hurt you any more than a dream. There aren't any beasts to be afraid of on this island . . . Serve you right if something did get you, you useless lot of cry-babies!"</i>					
<i>"There isn't anyone to help you. Only me. And I'm the Beast. . . . Fancy thinking the Beast was something you could hunt and kill! . . . You knew, didn't you? I'm part of you? Close, close, close! I'm the reason why it's no go? Why things are the way they are?"</i>					
<i>"I just take the conch to say this. I can't see no more and I got to get my glasses back. Awful things has been done on this island. I voted for you for chief. He's the only one who ever got anything done. So now you speak, Ralph, and tell us what. Or elsey.</i>					
<i>The rock struck Piggy a glancing blow from chin to knee; the conch exploded into a thousand white fragments and ceased to exist. Piggy, saying nothing, with no time for even a grunt, traveled through the air sideways from the rock, turning over as he went [...]. Piggy fell forty feet and landed on his back across the square red rock in the sea. His head opened and stuff came out and turned red. Piggy's arms and legs twitched a bit, like a pig's after it has been killed.</i>					
<i>Ralph wept for the end of innocence, the darkness of man's heart, and the fall through the air of a true, wise friend called Piggy.</i>					

1. Context

Playwright: Arthur Miller (1915-2005)

Nationality: American

Other notable works: 'All My Sons', 'Death of a Salesman', 'A View from a Bridge'

Dates: written in 1950-1952, performed 1952, published 1953

Era: 1950s at the time of The Cold War

Genre: Tragedy, tragic drama, American drama, realist drama.

Set: Salem, Massachusetts, USA 1692 (17th Century)

Structure: each of the four acts ends with a climax (unusual structure)

Playwright biography:

- Born in 1915 in New York City.
- Studied journalism before becoming a very successful writer.
- Famously married to the Hollywood actress Marilyn Monroe.
- Winner of many accolades including: Pulitzer Prize, seven Tony Awards, an Olivier and the John F Kennedy Lifetime Achievement Award.

Social, Historical & Literary context: The Crucible

- The play was first performed in 1953 at the height of the McCarthy trials.
- Considered an attack on the anti-Communist McCarthyism.

The Salem Witch Trials (1692)

- The play is a fictionalised account of the famous 17th Century witch trials.
- Hysteria began when a group of girls fell ill and it could not be explained why.
- In a Puritan society, anything that could not be explained was said to be the work of the devil.
- Villagers then began to accuse each other of witchcraft, which then extended to people with grudges and jealousies. Many made accusations as revenge for petty things.
- Within a few weeks, dozens of people were in jail. By the end of the trials, nineteen innocent men and women were hanged and hundreds were convicted.

McCarthyism (1947-1956)

- An American Senator called Joseph McCarthy rose to power by stirring up the nation into becoming terrified of Communists. Stemmed from the fear and tension between the U.S. and the Soviet Union during The Cold War.
- In 1947 he ordered all employees of the civil service to be screened for 'loyalty' to check they did not have Communist sympathies. McCarthy led the House Committee on Un-American Activities, which sought to find Communists in America.
- Anyone named as a Communist was placed on "Blacklists" that prevented them from getting work.
- The McCarthy hearings (also known as McCarthy trials) ran from April to June 1954.
- Many non-Communists confessed to being Communists and falsely named others as Communists in order to escape punishment.
- Miller was brought before Congress in 1956 and convicted of contempt of Congress for refusing to cooperate (his conviction was later overturned).
- Eventually McCarthy was condemned and the hysteria died down, but the damage caused to the lives of hundreds of people was already done.

2. Key Characters

- **Abigail Williams:** *the 17-year-old niece of Reverend Parris. She is an orphan and a former servant to the Proctors.*
- **Reverend Parris:** *the minister of Salem, Betty's father, and Abigail's uncle. Tituba is his slave.*
- **John Proctor:** *a farmer, and the husband of Elizabeth. He is well respected in the local community and values his reputation.*
- **Elizabeth Proctor:** *loyal wife to John Proctor. She fires Abigail Williams as her servant before the play begins. Mary Warren is her servant during the events of the play.*
- **Rev John Hale:** *minister in the nearby Massachusetts town of Beverly, and an expert in identifying witchcraft.*
- **Thomas Putnam:** *an influential citizen but not well liked in the community.*
- **Tituba:** *Rev. Parris' slave from Barbados.*
- **Mary Warren:** *naïve and lonely servant of the Proctors.*
- **Deputy Governor Danforth:** *a Deputy governor of Massachusetts who comes to Salem to preside over the witch trials.*

3. Key Terminology

Tragedy	A play ending with the suffering and death of the main character.
Tragic hero	A literary character who makes a judgment error that inevitably leads to his/her own destruction.
Antagonist	A person who actively opposes or is hostile to someone or something. Also known as an adversary.
Allegory	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one. (The Salem witch trials in the play are an allegory for the McCarthy witch hunt which took place in America in the 20 th Century.)
Hamartia	The fatal flaw of a tragic hero.
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.

4. Key Vocabulary

hysteria	Exaggerated or uncontrollable emotion or excitement.
hypocrisy	The practice of engaging in the same behaviour or activity for which one criticise or condemns another.
ideology	A set of beliefs and ideas on which people, parties, groups, or countries base their actions and decisions.
integrity	The quality of being honest and having strong moral principles.
patriarchy	A system of society or government in which men hold the power and women are largely excluded from it.
theocracy	A society ruled by people who are guided by God.
witch- hunt	A search for people labelled "witches" or evidence of witchcraft, often involving moral panic or mass hysteria.
witch-hunt (modern meaning)	In modern times, a 'witch-hunt' describes the attempt to find and punish a particular group of people who are being blamed for something, often because of their opinions or beliefs, not because they have actually done anything wrong.
persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs; oppression.
justice	The legal or philosophical theory which fairness is administered.
subjugate	To bring under domination or control.
Puritan	A member of a group of English Protestants of the late 16 th and 17 th centuries. They thought the Reformation of the Church under Elizabeth I as incomplete and wanted to simplify and regulate forms of worship.
Puritanical	Having or displaying a very strict moral attitude.
capitalism	A political system where people are encouraged to work hard, earn their own money and businesses are privately owned.
communism	A political system where all property is owned by the community and each person contributes and receives according to their ability and needs.

1. Context - Relationships

Writer: Chimamanda Ngozi Adiche (1977-)
Nationality: Nigerian
Other notable works: *'Purple Hibiscus'*, *'Half of a Yellow Sun'*
Genre: Essay
Dates: Published 2014

Writer biography

- Chimamanda Ngozi Adichie grew up in Nigeria.
- At the age of 19, Adichie left Nigeria to attend university in the United States
- When the novelist was growing up in Nigeria, she was not used to being identified by the colour of her skin. That changed when she arrived in the United States.

Background to the text

- 'We Should all be Feminists' is an essay which was published in 2014.
- It is based on a TEDx talk Adiche gave in 2012 in London.
- TED events are conferences where speakers are invited to talk about a variety of topics.
- The video of her talk has been viewed over four million times.
- Parts of Adichie's TEDx talk were sampled in Beyoncé's song "Flawless" in December 2013.

2. Key Terminology

bias	An inclination or prejudice for or against one person or group.
humour	The quality of being amusing or comic.
tone	The choice of writing style the writer employs to convey specific feelings, emotions or attitudes.
empathy	The ability to understand and share the feelings of another.
anecdote	A short amusing or interesting story about a real incident or person.
irony	A state of affairs or an event that seems deliberately contrary to what one expects and is often amusing as a result.
sarcasm	The use of irony to mock or convey contempt.
perspective	A particular attitude towards or way of regarding something; a point of view.
imperatives	Phrases used to give orders, commands, warning or instructions.
syntactic parallels	Repetition of sentences or clauses to emphasise a theme or idea.

3. Key Vocabulary

maiden name	The original surname of a married woman who uses her husband's surname name after marriage.
antiquated	Old-fashioned or outdated.
heteronormative	A world view that promotes heterosexuality as the only or preferred sexual orientation.
patriarchy	A system of society or government in which men hold the power and women are largely excluded from it.
stigma	A mark of disgrace associated with a particular circumstance, quality, or person.
poet laureate	A poet officially appointed by a government, who is often expected to compose poems for special events and occasions
indigenous	Originating or occurring naturally in a particular place.
monoglot	A person who speaks only one language.
feminist	A feminist advocates or supports the rights and equality of women.
gender	The social and cultural differences associated with being male or female.
socialisation	The process beginning during childhood by which individuals acquire the values, habits, and attitudes of a society
male gaze	The act of objectifying women by presenting them through the lens of a heterosexual man.
objectify	To treat a person like a tool or toy, as if they had no feelings, opinions, or rights of their own.

Photo Description Structures

dans la photo	in the photo
il y a	there is
on peut voir	you can see
une femme	a woman
une fille	a girl
un garçon	a boy
un homme	a man
des jeunes	young people
il/elle porte	he/she is wearing
ils/elles portent	they are wearing
il/elle est	he/she is
ils/elles sont	they are
ils/elles ont	they have
il/elle semble	he/she seems
il fait beau	the weather is good
il fait mauvais	the weather is bad
il fait chaud	it's hot
il fait froid	it's cold
il pleut	it's raining
sur la droite	on the right
sur la gauche	on the left
à l'arrière-plan	in the background
au centre	in the middle
au premier plan	in the foreground

Opinion sentence starters

J'adore ...	I love...
J'aime ...	I like ...
J'aime bien ...	I really like ...
Je n'aime pas...	I don't like ...
Je déteste ...	I hate ...
Je pense que ...	I think that ...
Je trouve que...	I find that...
Je crois que...	I believe that...
A mon avis...	In my opinion...
J'estime...	I guess that...
Selon moi...	According to me...

Time phrasesPast:

Hier - yesterday
Le weekend dernier - last weekend
La semaine dernier - last week

Present:

Aujourd'hui - today
Normalement - usually
Le lundi - On a Monday

Future:

Demain - tomorrow
Le weekend prochain - next weekend
La semaine prochaine - next week

TensesAndStructuresComplex structures in different tenses

When I was younger	Quand j'étais jeune...
I did many things	J'ai fait plein de choses.
I used to love ... because it was	J'adorais...parce que c'était...
When I am older	Quand je serais plus grand...
I have decided that	J'ai décidé de...
If I could I....	Si je pourrais, je...

Openers / Connectives / Extenders

et	and	cependant	however	bien que	although	d'abord	firstly
mais	but	parce que c'est ...	because it's	où	where	enfin	lastly
avec	with	car c'est...	as it's	ou	or	puis	then
sans	without	donc	so	par contre	on the other hand	encore	again
aussi	also	si	if	après	after	ensuite	then

Module 1

Je vais sur ma page perso.	<i>I go on to my home page.</i>
Je lis mes messages.	<i>I read my messages.</i>
Je poste des messages.	<i>I post messages.</i>
Je modifie mes préférences.	<i>I update my likes.</i>
J'invite mes copains.	<i>I invite my friends.</i>
Je fais des quiz.	<i>I do quizzes.</i>
Je joue à des jeux.	<i>I play games.</i>
Je regarde des photos.	<i>I look at photos.</i>
Je commente des photos.	<i>I comment on photos.</i>
Je passe des heures ...	<i>I spend hours ...</i>
On organise des sorties.	<i>We arrange to go out.</i>
On partage des photos.	<i>We share photos.</i>
On s'envoie ...	<i>We send each other</i>
des liens vers des vidéos	<i>video links</i>
Tu viens avec moi/nous?	<i>Are you coming with me/us?</i>
Tu veux m'accompagner?	<i>Do you want to come with me?</i>
Ça t'intéresse?	<i>Are you interested?</i>
Où/ à quelle heure?	<i>Where/When shall we meet?</i>
chez moi/toi	<i>at my/your place</i>
Il y a une séance à ...	<i>There's a showing at</i>
À plus	<i>See you later</i>
À demain/samedi	<i>See you tomorrow/on Saturday</i>
Je suis sorti(e) avec ...	<i>I went out with ...</i>
Je suis/On est allé(e)(s) ...	<i>I/We went ...</i>
à une fête	<i>to a party/into town</i>
J'ai/On a ...	<i>I/We ...</i>
bavardé	<i>chatted</i>
bu du coca	<i>drank cola</i>
fait les magasins	<i>went shopping</i>
fait une promenade	<i>went for a walk</i>
joué au bowling	<i>went bowling</i>
mangé un hamburger	<i>ate a burger</i>
regardé un DVD	<i>watched a DVD</i>
bien rigolé	<i>had a real laugh</i>
On a dansé ensemble.	<i>We danced together.</i>
Je suis resté(e) à la maison.	<i>I stayed at home.</i>

Module 2

Les parties du corps	Parts of the body
la bouche	mouth
le bras	arm
le corps	body
le dos	back
l'épaule (f)	shoulder
le genou	knee
la jambe	leg
la main	hand
le nez	nose
les oreilles (fpl)	ears
le pied	foot
la tête	head
le visage	face
les yeux (mpl)	eyes
Pour arriver en forme, il faut ...	In order to get fit, you must
avoir un bon programme.	have a good schedule.
bien manger.	eat well.
bien dormir.	sleep well.
être motivé.	be motivated.
faire du sport tous les jours.	do sport every day.
jouer dans une équipe.	play in a team.
Tu aimes le sport?	Do you like sport?
Le sport ...	Sport ...
diminue le stress.	decreases stress.
est bon pour le moral.	is good for morale.
est important dans la vie.	is important in life.
ça me fatigue	it makes me tired
il faut apprendre à suivre les règles	you must learn to follow rules
Manger sain	Healthy eating
manger équilibré	to have a balanced diet
Pour être en forme ...	In order to keep fit ...
je ferai du sport	I will do sport
je ferai trente minutes d'exercice	I will do 30 minutes
exercice	
j'irai au collège à vélo	I will go to school by bike
je jouerai au foot	I will play football
je mangerai équilibré	I will eat a balanced diet
je marcherai jusqu'au collège	I will walk to school
je ne boirai jamais de boissons gazeuses	I will never drink fizzy drinks
je ne jouerai plus à des jeux vidéo	I won't play with my video games
je ne mangerai plus de frites	I will not eat chips anymore
je ne prendrai pas le bus	I will not take the bus
je prendrai les escaliers	I will take the stairs
je prendrai des cours d'arts martiaux	I will take martial arts

Module 3

Je veux être...	<i>I want to be a...</i>
avocat(e)	<i>lawyer</i>
botaniste	<i>botanist</i>
chanteur/chanteuse	<i>singer</i>
chauffeur de taxi/camion	<i>taxi/lorry driver</i>
comptable	<i>accountant</i>
diplomate	<i>diplomat</i>
directeur de magasin	<i>store manager</i>
footballeur	<i>footballer</i>
guide touristique	<i>tourist guide</i>
infirmier/infirmière	<i>nurse</i>
ingénieur(e)	<i>engineer</i>
interprète	<i>interpreter</i>
journaliste	<i>journalist</i>
juge	<i>judge</i>
médecin généraliste	<i>doctor (GP)</i>
pilote	<i>pilot</i>
professeur	<i>teacher</i>
sociologue	<i>sociologist</i>
vétérinaire	<i>vet</i>
webdesigner	<i>webdesigner</i>
C'est mon rêve!	<i>It's my dream!</i>
Ce serait bien.	<i>It would be good.</i>
Pas vraiment.	<i>Not really.</i>
Ce serait ennuyeux.	<i>It would be boring.</i>
Pourquoi pas?	<i>Why not?</i>
Tu rigoles!	<i>You're joking!</i>
discuter	<i>to discuss</i>
rencontrer	<i>to meet</i>
respecter	<i>to respect</i>
rigoler	<i>to have a laugh</i>
vendre	<i>to sell</i>
voir	<i>to see</i>
voyager	<i>to travel</i>
le boulot	<i>job (informal)</i>
l'emploi (m)	<i>job (more formal)</i>
le métier	<i>job/profession</i>
la profession	<i>profession</i>
un stage	<i>work placement</i>
un poste	<i>post</i>
un candidat	<i>candidate</i>
créatif/créative	<i>creative</i>
varié(e)	<i>varied</i>
j'étais	<i>I was</i>
j'avais	<i>I used to have</i>
j'aimais	<i>I used to like</i>
je faisais	<i>I used to do</i>
je jouais	<i>I</i>
je regardais	<i>I used to watch</i>
je n'aimais pas	<i>I didn't use to like</i>
je quitterai le collège	<i>I will leave school</i>

1. Climate change key words:

- **Greenhouse gas:** CO_2 , nitrous oxide, methane.
- **Carbon sink:** a forest, ocean, or other natural environment viewed in terms of its ability to absorb carbon dioxide from the atmosphere.
- **Mitigation:** reducing our contribution to climate change.
- **Adaptation:** Finding ways to cope with the changing climate.
- **Fossil fuels:** coal, gas, oil used to produce energy.
- **Renewable energy sources:** sources that will not run out (e.g. solar/wind)

4. Knowing how to define factors in Geography:

- **Human:** The influence of people on things. E.g. Human causes of flooding, or human causes of deforestation, or human built settlements.
- **Physical:** The natural things in the world. E.g. Mountains, rivers, oceans, beaches; or physical causes of flooding, physical causes of deforestation.
- **Social:** Any element that relates to humans.
- **Economic:** Any element that relates to money.
- **Environmental:** Any element that relates to nature.
- **Political:** Any element that relates to the government.

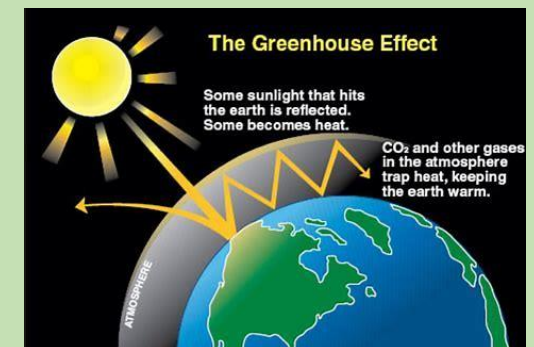
2. Key climatic theories and processes:

- **High Pressure** – Air masses falling from the high atmosphere to earth – they contain little if any moisture – associated with clear skies and good weather.
- **Low Pressure** – Air masses rising from earth to the high atmosphere – they contain lots of moisture – associated with cloudy skies and precipitation.
- **Atmospheric Circulation Model** – shows the movement of air masses across the planet in a specific pattern.
- **Milankovitch cycle/ Orbital changes** – Changes in the pathway of Earth around the sun – natural cause of climate change.
- **Volcanic activity** – large eruptions of ash, gases and liquids can influence climate change –e.g expulsion of CO_2 – greenhouse gas responsible for global warming/ expulsion of ash, reflects sun's rays, reducing the earth's temperature.
- **Solar output** – cyclical changes in solar energy output.
- **Carbon capture** - Carbon capture is the process of capturing waste carbon dioxide usually from large point sources, such as a cement factory or power stations.
- **Carbon storage (sequestration)**- transporting captured carbon to a storage site, and depositing it where it will not enter the atmosphere, normally an underground.
- **Afforestation** - large scale planting of trees.

3. The impacts of climate change:

- **Primary effects** – an initial impact of a natural event on people and property, caused directly by it e.g. buildings collapsing following an earthquake.
- **Secondary effects** – after effects that occur as indirect impacts of a natural event, sometimes on a longer timescale e.g. fires due to ruptured gas pipes, resulting from ground shaking.
- **Primary (short term) response** – a response immediately after the natural event e.g. search and rescue teams after an earthquake.
- **Secondary (long term) response** - a response in the weeks/months/years after the natural event e.g. rebuilding of schools/ hospitals after an earthquake.

The Greenhouse effect - a natural process, enhanced by human activity where there is a gradual increase in the amount of greenhouse gases that encompass the earth's atmosphere; leading to less heat escaping the atmosphere.



5. Newly Emerging Economies:

- **NEE:** Newly Emerging Economy (those moving from LIC to HIC).
- **HIC:** Higher Income Country (e.g. Australia/Canada).
- **LIC:** Lower Income Country (e.g. Somalia/Sierra Leone)
- **Development:** The progress made over time by a country.
- **Poverty:** People living without basic needs or income.
- **Corruption:** dishonest or wrong doings by those in power.

6. Supporting countries to develop:

- **Aid:** Help
- **Emergency aid:** Help given for short term, often after natural disasters or outbreaks of diseases.
- **Development aid (long term aid):** Help given for a longer time, often focusing on areas of need e.g. health, education.
- **International aid:** Aid sent from abroad. E.g. UK sending international aid to Nigeria.
- **Bilateral aid:** Help given from one country to another. E.g. UK sending aid to India.
- **Multilateral aid:** Help given when organisations work together. E.g. The Disaster Emergency Committee who collected donations from countries to support after Nepal's earthquake.
- **Self help schemes:** Schemes that provide training and materials to encourage people to improve their own standards of living.
- **Appropriate technology:** Providing communities with resources that are appropriate for their level of development. E.g. A water pump to an LIC.
- **Remittances:** The money sent home – often from migrants.
- **Debt relief:** The partial or total wiping off of any debts paid (has been given to many Highly Indebted Poor Countries –HIPCS – globally e.g. Ghana, Ethiopia and Haiti).

7. Catalysts of development:

- **Trade:** Transfers of goods and services from one country to another.
- **Trading agreements:** A deal made between countries.
- **Trading blocs:** A group of countries or organisations who work together to create deals for trade.
- **Globalisation:** The way that the world is becoming increasingly interconnected.
- **Investment:** Money that is put into a country to support with business etc.
- **TNCS:** Trans-national corporations. Large companies who work on a global scale. E.g. Nike



A map of Emerging Economies globally.

8. Nigeria key facts:

- 50% of Nigeria's GDP is from manufacturing
- 95% of Nigeria's export earnings are from oil.
- 60% of Nigeria's population live on less than \$1 a day.
- \$10billion invested by China in the oil industry.
- 3rd largest global film industry is Nollywood.
- 500 different ethnic groups.
- 190 million people live in Nigeria.

9. Nigeria:

- **Nollywood:** The Nigerian film industry
- **Niger Delta:** The region near to the area where the River Niger enters the Atlantic Ocean.
- **Lagos:** Key city with is a trading centre and economic hub
- **Abuja:** Capital city of Nigeria.
- **Commonwealth:** a group of countries that used to be part of the British Empire.

Photo Description Structures

In dem Foto	in the photo
gibt es	there is
Man kann...sehen	you can see
eine Frau	a woman
ein Kind	a child
Kinder	children
ein Mann	a man
junge Leute	young people
er/sie trägt	he/she is wearing
sie tragen	they are wearing
er/sie ist	he/she is
sie sind	they are
sie haben	they have
Ich würde sagen	I would say the
das Wetter ist...	weather is ...
draußen	outside
drinnen	inside
Sie lachen	They are smiling
Sie haben Spaß	They are having fun.
Sie sind traurig	They are sad.
Sie sind im Park	They are in a park.
Sie sitzen	They sit
Ich bin von dem	I am impressed
Foto beeindruckt.	about the photo
Vielleicht sind sie	Maybe they are in
in....	...

Opinion sentence starters

Es ist unglaublich	It is unbelievable
Es ist angenehm	It is pleasant/nice
Das hat mir gefallen.	I liked it.
Es war herrlich	It was great
Es war entspannt	It was relaxing
glücklicherweise	luckily
Persönlich	I personally think
meine ich, dass	that...

Time phrasesPast:

vor einer Woche – a week ago

letzten Monat – last month

letzte Sommerferien – last summer holiday

letzten Sommer – last summer

Present:

jeden Monat – every month

fast nie – hardly ever

samstags – Saturdays

Future:

in Zukunft – in future

im Sommer – in the summer

In einem Jahr – in a year's time

TensesAndStructures

Complex structures	
When I was younger	Als ich jünger war
I did many things	Ich habe vieles gemacht
I used to love ... because it was	Früher liebte ich... weil es ...war
When I am older	Wenn ich älter bin...
I have decided that	Ich habe mich entschieden, dass...
If I could I would	Wenn ich könnte, würde ich...

Openers / Connectives / Extenders

zuerst	first of all	obwohl	although	infolgedessen	although	nachdem	after
dann	then	nochmal	again	deshalb	therefore		
zum Schluß	finally	einerseits	on the one side	zum Beispiel	For example	trotzdem	nevertheless
,um..zu	In order to...	andererseits	on the other side	Auf der einen Seite	on the one hand	jedoch	however

Module 1

X ist mein Vorbild, weil *X is my role model/idol*

er/sie ... ist. *because he/she is ...*

begabt *talented*

berühmt *famous*

bescheiden *modest*

erfolgreich *successful*

großzügig *generous*

reich *rich*

selbstbewusst *self-confident*

selbstlos *selfless*

Launisch *moody*

Nervig *annoying*

Er/Sie läuft schnell. *He/She runs fast.*

Er/Sie fährt schnell Rad. *He/She cycles fast.*

Er/Sie singt viele Lieder. *He/She sings many songs.*

Er/Sie liest die Nachrichten. *He/She reads the news.*

Er/Sie ist oft im Fernsehen. *He/She is often on TV.*

Er/Sie spielt gut Gitarre. *He/She plays guitar well.*

Ich habe mit Kindern gearbeitet ... *I have ...worked with children*

interessante Erlebnisse gehabt *had interesting gehabt experiences*

Ich werde hart arbeiten *I will work hard.*

Ich bin nach Afrika gefahren. *I have travelled to Africa.*

Ich bin berühmt geworden. *I have become famous.*

Ich werde Hilfsorganisation
Wohltätigkeitsorganisation sammeln. *I will raise money for aid organisation*

Module 2

Ich höre gern ... *I like listening to ...*

Sie ist melodisch ... *It is tuneful*

energiegeladen *full of energy*

unterhaltsam *entertaining*

stark *strong*

sentimental *sentimental*

altmodisch *outdated*

kitschig *corny*

Sie macht gute Laune. *It puts you in a good mood.*

Sie macht schlechte Laune. *It puts you in a bad mood.*

Sie klingt positiv/negativ. *It sounds positive/negative.*

Mein Lieblingssänger ist ... *My favourite singer is ...*

Ihre Lieder sind ... *Their songs are ...*

Die Melodien sind ... *The tunes are ...*

Ich spiele kein Instrument. *I don't play an instrument.*

Ich habe momentan keinen Lieblingssänger. *I don't have a favourite singer at the moment.*

... ist mein Vorbild, weil *is my idol, because ...*

Ich finde sie ... *I find them ...*

Dynamisch *dynamic*

Selbstbewusst *confident*

Begabt *talented*

Locker *laid-back*

Sie sehen ... aus. *They look ...*

Ihre Musik ist lauter... *Their music is louder.*

Ich habe neue Freunde kennengelernt. *I have met new friends*

Module 3

Ich bin abenteuerlustig *I am adventurous*

Kühn *daring*

Mutig *brave*

Ängstlich *fearful*

Feige *cowardly*

Verrückt *mad/crazy*

Vorsichtig *cautious*

Ich würde bestimmt mit Haifischen schwimmen *I would definitely swim with sharks*

Ich würde mich gut vorbereiten. *I would prepare myself well.*

Ich möchte einen Job haben ... *I'd like to have a job, ...*

um Geld zu verdienen *(in order) to earn money*

um Erfahrung zu bekommen *(in order) to gain experience*

um Spaß zu haben *(in order) to have fun*

der Berg(e) *mountain*

Ich möchte ... arbeiten *I would like to work ...*

als Kellner(in) *as a waiter (waitress)*

in einem Café oder Restaurant *in a café or restaurant*

Ich mag den Job, weil ... *I like the job, because ...*

Ich würde gern Fußballprofi werden *I would like to become a footballer*

Ich würde gern heiraten *I'd like to get married*

ein schnelles Auto kaufen *to buy a fast car*

um die Welt reisen *to travel round the world*

viel Geld verdienen *to earn lots of money*

In den Ferien arbeite ich als *In the holiday I work as*

Ich würde gern... werden *I would like to become a ...*

Causes of WW1				WW1 Battles and trenches			
The Triple Alliance	Formed in 1882. Germany, Austria-Hungary and Italy.	1st Moroccan Crisis	1905 – France controlled Morocco, Germany tried to stir up an anti-French independence movement in Morocco. Britain stood with France and Germany had to accept it.	The Trench System	A series of ditches dug by both sides. Included the front-line trenches, support trenches and reserve trenches.	Conscription	Forcing people to join the army rather than relying on people volunteering. Act passed by parliament in 1916 for single men aged 18-41 to join up.
The Triple Entente	Formed in 1907 as all countries had agreements with each other. England, Russia, France.	2nd Moroccan Crisis	1911 – Moroccans started a rebellion, French asked to step in. Germany sent a warship called The Panther. Ended with the Treaty of Berlin – Germany accepted the French in Morocco in return for some land in the Congo.	Communication Trench	Trenches which connected the others so that troops could be sent from the reserve trenches to the support and front-line trenches.	General Haig	The British Commander on the Western Front for most of WW1. A controversial figure, followed the policy of ‘attrition’ to wear down the enemy’s forces.
Imperialism	European nations were creating empires and coming into conflict.	Bosnian Crisis	1908 – Areas in the Balkans demanding independence. Austro-Hungarian Empire took control of an area of the Balkans called Bosnia-Herzegovina. This angered Serbia and their supporters, Russia.	Dug-out	Provided protection and shelter in the trenches. Deep dug-outs (up to 15m below ground) could be used during heavy shelling.	The Battle of Somme	An Allied infantry attack on German trenches at the Somme. It began on 1 July 1916. 60,000 Allied soldiers dead or wounded in first day.
Militarism	Countries believed it was important to build large armies and navies which led to an arms race.	Balkan Wars	1912-1913 - Small-scale conflicts resulting from the disintegration of the Ottoman (Turkish) Empire. Serbia became more powerful which worried Austria-Hungary.	No-Man’s Land	The area between the front-line trenches and opposing sides. Constant shelling turned it into a mass of mud, making it difficult for the troops to move across.	The 2nd Battle of Ypres	April-May 1915 British regained control over Hill-60 The first use of chlorine gas by the Germans
Nationalism	Countries were looking out for their own interests.	Archduke Franz Ferdinand	Heir to the Austro-Hungarian throne. Assassinated by Gavrilo Princip (a Serb) on 28 th June 1914.	Trench foot and Trench Fever	Two medical conditions caused by the conditions in the trenches. Trench foot = death of tissue in the feet. Trench fever = illness spread by lice.	The Battle of Arras	April 1917 Allied soldiers had dug tunnels under the ground before the battle, gave shelter for soldier before and during the battle.
Kaiser Wilhelm II	Leader of Germany from 1888 to 1918. He wanted a large empire, army and navy.	The Schlieffen Plan	How the Germans planned to avoid a war on two-fronts. Attack France through Belgium and defeat them within 6 weeks whilst Russia was mobilising.	Shell Shock	Psychological trauma caused by the suffering of the men in the trenches. Symptoms included, loss of speech, shaking etc.	The Battle of Cambrai	October 1917 This battle involved the first large-scale use of tanks but the British lost the ground they had taken.

End of WW1

Reasons for Germany's surrender

- Over 1 million German troops in Russia – but needed on the Western Front
- British naval blockade = severe food shortages. In 1918 293,000 Germans died from starvation and hypothermia.
- The blockade, restricted Germany's ability to trade - industries virtually collapsed.
- German workers' wages were falling despite the extra work they were doing to support the war.
- Germany's currency, the Mark, was losing its value and inflation was rising rapidly.
- Kiel mutiny Nov 1918 - frustrated German sailors mutinied instead of following orders to attack the British Royal Navy - sparked rebellions all over Germany = collapse of the German government = armistice signed by new leader.

The 'Big Three'

Georges Clemenceau (France) – Thought Germany should be crushed, made as weak as possible. Thought Germany should pay the entire cost of the war- France had suffered during WWI- over 2/3 of army had been killed. Wanted revenge for when France had been defeated in 1871.

David Lloyd George (Britain) – Germany should not be treated too badly or would want revenge, wanted them to be strong enough to trade with Britain in future, Germany should lose their colonies and navy- British public wanted Germany to be crushed as much as possible.

Woodrow Wilson (USA) – Germany should be punished but not too harshly- because then she would want revenge in future. Came up with 14 points which included setting up the League of Nations.

The Treaty of Versailles

- **L- Land**- Lost 13% of its land- Alsace-Lorraine was returned to France-Polish Corridor given to Poland, The Saarland was taken over by LoN
- **A- Army + Navy**- 100'000 soldiers, 6 battleships, Rhineland demilitarized, No Air-Force and No conscription
- **M- Money**- £6.6 Billion of reparations paid in annual instalments
- **B- Blame** 100% - Clause 231 of Treaty

The League of Nations

Aims:

- **Disarming**- get rid of their weapons
- **Acting Together**- collective security- protected each other and helped each other
- **Upholding the Treaty of Versailles**- making sure Germany followed the rules
- **Free Trade**
- **League would enforce sanctions**- e.g. if a country broke the promise
- **Solve Disputes**- encourage countries to co-operate

Key Facts:

- Created - by ToV
- Did not include USA- even though Woodrow Wilson created it
- Based - Geneva (Switzerland)
- Set up - January 1920
- Members- 42 at beginning but increased to 59 in 1930's
- Council- France, GB, Japan and Italy (permanent members)

Weaknesses:

- Not all nations joined- e.g. USA, Germany and Russia
- No Army
- Too slow to act

1. Critical Success Factor

A **CSF** is a critical factor or activity required for ensuring the success of a company or an organization.

Examples of a **Critical Success Factor**:

- One critical success factor is to ensure that my background colour is the same on every slide. To meet this success factor, I will use slide master.
- Another critical success factor is to ensure that there is no spelling mistakes. To meet this success factor, I will use the spell checker.
- Another critical success factor is to ensure that I have a suitable font in my work. To meet this success factor, I will use the same font throughout my work.

A sources table would include the following:

- Date
- Web address
- If it the image was copyrighted
- What to do if it is copyrighted

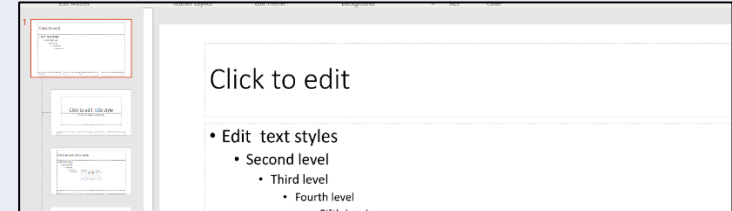
Copyright Act Law

The Copyright Act law states that an original piece of work is covered by copyright. It could be a piece of music, a play, a novel, photos or a piece of software. Copyright can be enforced by law.

It is against the law to copy and distribute copyrighted material without the copyright owner's permission.

2. Slide Master

Slide Master is a feature in PowerPoint that allows you to be consistent with the colour scheme, layout and font

**3. Features of a Powerpoint**

- Features of a Powerpoint that makes it eye catching and appealing
- Bright colours
- Gifs
- Animations
- Transitions
- Loop

4. HTML

HTML stands for **Hyper Text Markup Language**

How does HTML work?

- HTML uses tags.
- The tags tell the computer where all the different information should go and what it should look like

Websites are broken down into 3 parts:

1= The Head

2= The Body

3=The Footer

5. HTML**Tags used in HTML**

Bold	<code>example</code>
Center	<code><center>example</center></code>
Heading	<code><h1> example</h1></code>
Image	<code></code>
Italic	<code><i>example </i></code>
Numbered List	<code></code> <code>example 1</code> <code>example 2</code> <code></code>
Paragraph	<code><p></code>
Underline	<code><u>example</u></code>
Hyperlink	<code>mywebsite </code>
Font Style	<code>example</code>

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

Visualization 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).



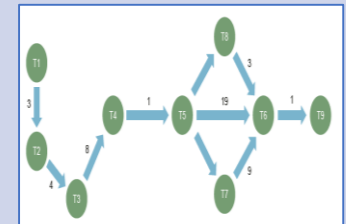
Constraints to consider in the Project Life Cycle

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

PERT Charts: Project Evaluation and Review Technique

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.



To up-level your writing, you must:

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

Complex Sentence Openers:

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

Rhetorical Questions:

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

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	important	bustling
Splendid	useful	noxious
Fantastic	useless	fragrant
Marvellous	incredible	shadowy
Valuable	bustling	icy
Blissful	deafening	fiery
Elated	rowdy	punctual
Cheerful	blaring	infantile
Quick-witted	thunderous	mature
Intelligent	putrid	colourful
Smooth	faraway	colourless
Luscious	remote	odourless
Appetizing	loathsome	painful
Delectable	grainy	painless
Radiant	polished	magnified
Shimmering	mediocre	gigantic
Transparent	sweltering	enormous
Translucent	frosty	miniscule
Triangular	steaming	minute
Spherical	frightened	worthless
Elliptical	petrified	impatient
Sizzling	miserable	surprising
Scented	grumpy	glorious

Time Connectives for Sequencing:

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

Said Words

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

<u>Addition</u>	<u>Cause/Effect</u>	<u>Connectives</u>	<u>Contrast/Balance</u>
-----------------	---------------------	--------------------	-------------------------

and	consequently	above all	but	as for
also	thus	in particular	however	the opposite
too	so	notably	nevertheless	still
furthermore	hence(forth)	specifically	alternatively	instead (of)
moreover	therefore	especially	to turn to	on the other hand
in addition (to)	accordingly	significantly	yet	whereas
again	since	more importantly	despite this	otherwise
the following	until	indeed	on the contrary	apart from
	as a result	in fact	as for	although

-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	jump	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

Place Value:

- Identify what the number in a position represents

Ten Million (10 000 000)	Million (1 000 000)	Hundred Thousand (100 000)	Ten Thousand (10 000)	Thousand (1000)	Hundred (100)	Tens (10)	Units (1)
			7	3	4	8	6

Tens	Units		Tenths	Hundredths	Thousandths	Ten Thousandths	Hundred Thousandths
10	1	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	$\frac{1}{10\,000}$	$\frac{1}{100\,000}$

Square numbers and roots

$$\begin{aligned}\sqrt{1} &= \pm 1 \\ \sqrt{4} &= \pm 2 \\ \sqrt{9} &= \pm 3 \\ \sqrt{16} &= \pm 4 \\ \sqrt{25} &= \pm 5 \\ \sqrt{36} &= \pm 6 \\ \sqrt{49} &= \pm 7 \\ \sqrt{64} &= \pm 8 \\ \sqrt{81} &= \pm 9 \\ \sqrt{100} &= \pm 10 \\ \sqrt{121} &= \pm 11 \\ \sqrt{144} &= \pm 12 \\ \sqrt{169} &= \pm 13 \\ \sqrt{196} &= \pm 14 \\ \sqrt{225} &= \pm 15\end{aligned}$$

Cube Numbers and Roots

$$\begin{aligned}\sqrt[3]{1} &= 1 \\ \sqrt[3]{8} &= 2 \\ \sqrt[3]{27} &= 3 \\ \sqrt[3]{64} &= 4 \\ \sqrt[3]{125} &= 5 \\ \sqrt[3]{216} &= 6 \\ \sqrt[3]{343} &= 7 \\ \sqrt[3]{512} &= 8 \\ \sqrt[3]{729} &= 9 \\ \sqrt[3]{1000} &= 10\end{aligned}$$

Adding or Subtracting Fractions

Find the **LCM of the denominators** to find a common denominator. Use equivalent fractions to change each fraction to the **common denominator**. Then just add or subtract the numerators and keep the denominator the same.

Multiplying Fractions

Multiply the **numerators** together and **multiply** the **denominators** together. Change to improper fractions if you are given mixed numbers.

Dividing fractions

Multiply by the reciprocal of the second fraction. Change to improper fractions if you are given mixed numbers.

Reciprocal

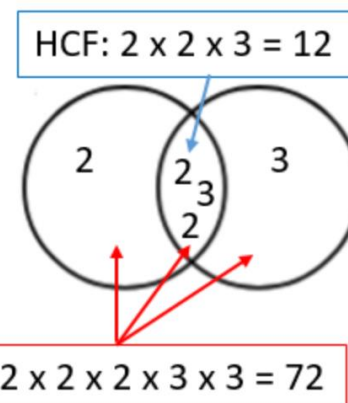
This is a pair of numbers that when multiplied are equal to 1.
The reciprocal of $\frac{4}{5}$ is $\frac{5}{4}$
If the number is a decimal, first change to a fraction so
 $1.2 = \frac{12}{10}$. The reciprocal is $\frac{10}{12}$

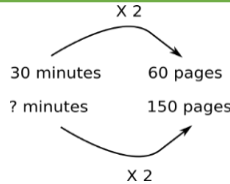
Order of Operations:

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


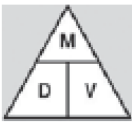

- Factor – a number that divides exactly into another number
- Prime Number – a number with exactly 2 factors
- LCM – Lowest Common Multiple
- HCF – Highest Common Factor

LCM and HCF of 24 and 36



Rounding to significant figures All non -zero digits are significant: 1, 2, 3, 4, 5, 6, 7, 8, 9. Zeros between non -zero digits are significant: 102, 2005, 50009. Round 53,879 to 1 significant figure, then 2 significant figures. 5 3879 to 1 significant figure is 50,000 53 879 to 2 significant figures is 54,000 Round 0.005089 to 1 significant figure, then 2 significant figures. 0.005 089 to 1 significant figure is 0.005 0.0050 89 to 2 significant figures is 0.0051			Proportion Proportion compares the size of one part to the size of the whole. In a class with 13 boys and 9 girls, the proportion of boys is $\frac{13}{22}$ and the proportion of girls is $\frac{9}{22}$																										
Simplifying Ratios Divide all parts of the ratio by a common factor. 5 : 10 = 1 : 2 divide both by 5 14 : 21 = 2 : 3 divide both by 7																													
Ratios in the form 1 : n or n : 1 Divide both parts of the ratio by one of the numbers to make one part equal 1. 5 : 7 = 1 : $\frac{7}{5}$ in the form 1 : n 5 : 7 = $\frac{5}{7}$: 1 in the form n : 1																													
Rounding to decimal places Round 3.168 to two decimal places. If the number at the next decimal place is five or more add 1 to the previous decimal place. So, 3.168 rounds up to 3.17 (to two decimal places).	1st 10 Prime Numbers 2, 3, 5, 7, 11, 13, 17, 19, 23, 29... The Fibonacci Sequence (1st 10) 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89...	Sharing in a Ratio 1. Add the total parts of the ratio. 2. Divide the amount to be shared by this value to find the value of one part. 3. Multiply this value by each part of the ratio. Use only if you know the total. Share £60 in the ratio 3 : 2 : 1. 3 + 2 + 1 = 6 60 ÷ 6 = 10 Multiply 10 by each part of the ratio. £30 : £20 : £10																											
<table><tr><th>Percent</th><th>Decimal</th><th>Fraction</th></tr><tr><td>1%</td><td>0.01</td><td>$\frac{1}{100}$</td></tr><tr><td>5%</td><td>0.05</td><td>$\frac{1}{20}$</td></tr><tr><td>10%</td><td>0.1</td><td>$\frac{1}{10}$</td></tr><tr><td>12½%</td><td>0.125</td><td>$\frac{1}{8}$</td></tr><tr><td>20%</td><td>0.2</td><td>$\frac{1}{5}$</td></tr><tr><td>25%</td><td>0.25</td><td>$\frac{1}{4}$</td></tr><tr><td>33⅓%</td><td>0.333...</td><td>$\frac{1}{3}$</td></tr><tr><td>50%</td><td>0.5</td><td>$\frac{1}{2}$</td></tr></table>	Percent	Decimal	Fraction	1%	0.01	$\frac{1}{100}$	5%	0.05	$\frac{1}{20}$	10%	0.1	$\frac{1}{10}$	12½%	0.125	$\frac{1}{8}$	20%	0.2	$\frac{1}{5}$	25%	0.25	$\frac{1}{4}$	33⅓%	0.333...	$\frac{1}{3}$	50%	0.5	$\frac{1}{2}$	To add VAT find 20% and add it to the total or Multiply cost by 1.2	Proportional Reasoning Comparing two things using multiplicative reasoning and applying this to a new situation. 
Percent	Decimal	Fraction																											
1%	0.01	$\frac{1}{100}$																											
5%	0.05	$\frac{1}{20}$																											
10%	0.1	$\frac{1}{10}$																											
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25%	0.25	$\frac{1}{4}$																											
33⅓%	0.333...	$\frac{1}{3}$																											
50%	0.5	$\frac{1}{2}$																											
Percentage Change $\frac{\text{Difference}}{\text{Original}} \times 100\%$		Unitary Method Finding the value of a single unit and then finding the necessary value by multiplying the single unit value. 3 cakes require 450g of sugar to make. Find how much sugar is needed to make 5 cakes. 3 cakes = 450g So 1 cake = 150g (÷ by 3) So 5 cakes = 750 g (x by 5)																											

Compound Measures

$Speed = \frac{Distance}{Time}$	
$Density = \frac{Mass}{Volume}$	
$Pressure = \frac{Force}{Area}$	

Error Intervals

- The **Error interval** is the range of values (between the upper and lower bounds) in which the precise value could be.
- An estimate of my height is 176 cm to the nearest cm. That means it could be any height from 175.5 cm to 176.5cm and these are called the lower and upper bounds.

The error interval is
 $175.5 \leq \text{height} < 176.5$
 i.e. Lower bound $\leq x <$ Upper bound

Truncation

When you truncate a number it is effectively always rounded down. Truncating is just chopping part of the number off.

Example:

Truncate 35.7289 to 1dp
 To truncate, we just count along 1 decimal place and then cut off the rest of the number. So, 35.7289 truncated to 1dp is 35.7.

Reverse Percentages

Find the correct percentage given in the question, then work backwards to find 100%

Look out for words like 'before' or 'original'

Percentage Multiplier

The number you multiply a quantity by to increase or decrease it by a percentage.

Increase by 3% = 1.03

Any value to the power of zero is equal to one.

To estimate a square or cube root, use the square or cube numbers near the given value.

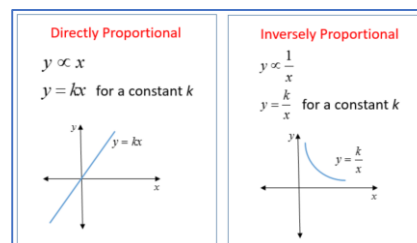
$a^m \times a^n$	a^{m+n}
$a^m \div a^n$	a^{m-n}
$(a^m)^n$	a^{mn}
a^{-n}	$\frac{1}{a^n}$
$\frac{1}{a^n}$	$\sqrt[n]{a}$

Direct Proportionality

If two quantities, A and B, are **directly proportional**, then as one increases the other also increases at the same rate, e.g. as one doubles, the other one also doubles.

Inverse Proportionality

If two quantities, C and D, are **inversely proportional**, then as one increases the other decreases at the same rate, e.g. as one gets three times bigger, the other one gets three times smaller.



Recurring Decimal

A **recurring decimal** is a decimal number which has a pattern that repeats over and over after the decimal place.

Convert $0.\dot{5}4$ to a fraction.

$$x = 0.5454545454 \dots$$

$$100x = 54.5454545454 \dots$$

$$99x = 54$$

$$x = \frac{54}{99} = \frac{6}{11}$$

- **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 breaks.
- **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.
- **Synchronisation:** The process of marrying up music and film. Usually handled within a sequencer, sometimes communicating externally with a video recorder using timecode.
- **Storyboard:** A planning tool (similar to a CUE SHEET) used by film soundtrack composers to plan the music to different scenes within a film.
- **Theme:** A main tune, melody or theme within a film soundtrack, representing a particular character, ideas or object in the story and often returning in the background or in altered form.
- **Visual Narrative:** The process of describing a story or storyline using visual images. MUSICAL NARRATIVE is therefore the process of describing a story or storyline using music and sound.
- **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.

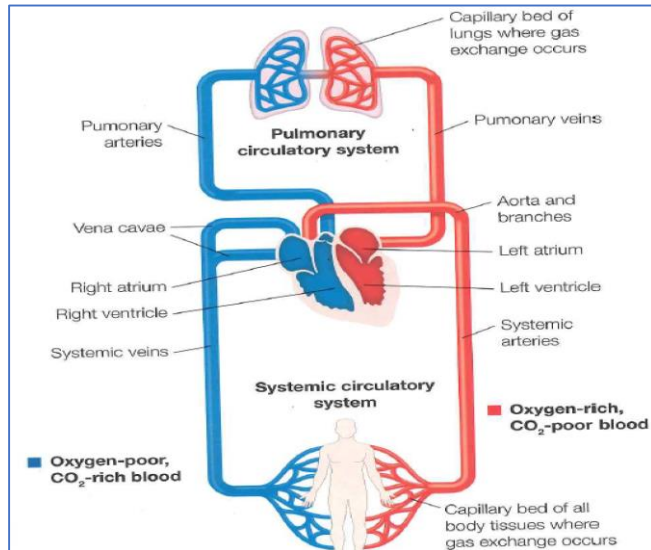
Year 9 – Term 1-3 – Minimalist

In this unit we will be looking at the style of music known as Minimalism which is a form of art music that employs limited or minimal musical materials which are repeated. It originated in New York in the 1960s and was initially viewed as a form of experimental music. Famous composers from this period include Steve Reich, Terry Riley, Phillip Glass and La Monte Young.

- **Gradual Transformation:** When a melody or rhythmic pattern gradually change shape.
- **Metamorphosis:** A short motif is changed gradually; one note at a time is changed so that the music completely changes over a period of time.
- **Additive Melody:** A short motif is gradually changed by adding a note at a time or changing a note for a rest
- **Subtractive Melody:** A short motif is gradually changed by taking away/subtracting a note at a time or changing a note for a rest
- **Phase Shifting:** Two or more parts begin with the same motif, these gradually move out of and then back into phase.
- **Polyphonic Texture:** This literally means 'different sounds or voices'. Polyphonic music has parts that weave in and out of each other. Polyphonic music is also sometimes called contrapuntal music.
- **Diatonic Harmony:** Diatonic harmony is a fancy way of saying chords or notes that relate to a certain key – i.e. they should work well together.
- **Phasing:** Phasing is a compositional technique in which the same part (a repetitive phrase) is played on two musical instruments, in steady but not identical tempi.
- **Ostinato:** A short repeated pattern.
- **Pulse:** The beat of the music. Every piece of music has a heartbeat. It doesn't need to be played by drums - you can 'feel' the beat.
- **Rhythm:** Notes have different lengths, some long, some short. When we combine long and short sounds, it creates a pattern, which is a rhythm.
- **Pitch:** Pitch is a variation of high and low sounds. Pitch increases and decreases by steps of a scale. Scales are Major and Minor.
- **Tempo:** Tempo means the speed of the music. Music can change tempo within a piece. We describe tempo using Italian words.
- **Dynamics:** Dynamics means the volume of the music. Music can change dynamics within a piece. We describe dynamics using Italian words.
- **Structure:** Music is divided into sections. The order of these sections creates a structure. Song structure includes Chorus, Verse, Instrumental etc.
- **Texture:** A single melody creates a thin sound. Adding more parts/layers creates a bigger sound. These layers can interact with each other.
- **Timbre:** Each instrument has a unique sound and sounds different to others. This individual sound quality is called Timbre.

KNOWLEDGE ORGANISER – YEAR 9 – KPI 8 – CARDIORESPIRATORY SYSTEM

- The main functions of the cardio-vascular and respiratory systems are to deliver oxygen and nutrients to the working muscles and to remove carbon dioxide and lactic acid from the muscles.



The Pulmonary Circulatory system consists of the Trachea, Bronchus, bronchioles, alveoli and diaphragm
It's main functions are:

- Transport deoxygenated blood from the Heart to the lungs.
- Oxygenate the blood through Gas Exchange in the Lungs.
- Remove Carbon Dioxide from the blood in the lungs
- Return oxygenated blood to the heart.

The systemic circulatory system (known as **Cardiovascular**) has 4 main functions:

- Transported Oxygenated blood from the left-hand side of the heart to the muscles .
- Supply Nutrients to the working muscles.
- Transport de-oxygenated blood from the muscles back to the heart.
- Remove Waste products (carbon dioxide and lactic acid) from the muscles.

Cardiac Values

Stroke Volume: volume of blood pumped of the heart per beat.

Heart rate: Number of beats per minute

Cardiac Output: volume of blood pumped by the heart per minute.

$$SV \times BR = CO$$

All increase during exercise

Breathing Values

Breathing Frequency: numbers of breaths per minute.

Tidal Volume: volume of air inhaled or exhaled per breath.

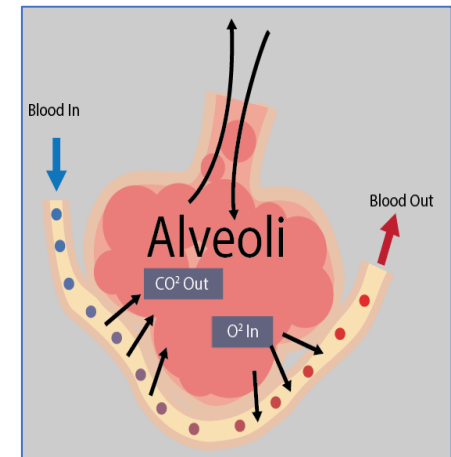
Minute Ventilation: volume of air inhaled or exhaled per minute.

$$BF \times TV = MV$$

All increase during exercise

Gaseous Exchange

- Diffusion** is the movement of gas from an area of high concentration to an area of low concentration.
- In the alveoli, there is a high concentration of oxygen and in the bloodstream, there is a high concentration of carbon dioxide.
- Oxygen diffuses into the blood from the alveoli and carbon dioxide diffuses into the alveoli from the blood.
- Capillaries allow for Gas Exchange as they are 1 cell thick, moist, are close to the alveoli and have a large surface area.



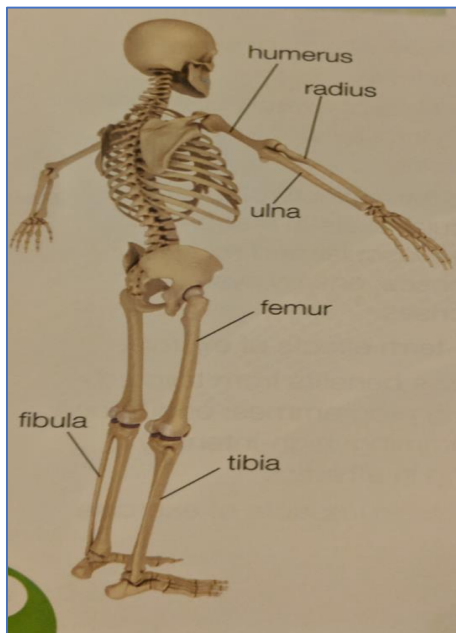
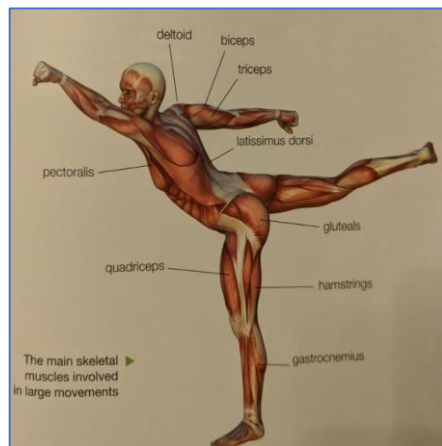
KNOWLEDGE ORGANISER – YEAR 9 – KPI 9 – MUSCOSKELETAL SYSTEM

The muscular skeletal system allows body movement. What holds the muscles/skeleton together?

1. Ligament: attaches bone to bone to give joints stability
2. Tendons: Attach Muscle to bone to create a lever (allow movement)

Functions of the skeleton:

- Movement
- Support
- Protection
- Production of red blood cells



Long Distance Runner

- Would use slow twitch fibres
- Needs to run for long periods
- So work's aerobically
- So needs good Cardiovascular endurance
- Need good oxygen supply
- So will be red (o₂ rich)
- Take longer to tire (fatigue) so can keep running for longer without stopping
- So speed and force of contract will be low as need to contract repeatedly



Sprinter

- Would use fast twitch fibres
- Needs to short for long periods but very fast and powerful
- So work's anaerobically
- So needs good Speed/Power
- Does not need good oxygen supply (compared to slow)
- So will be white (o₂ low)
- Fatigue (tire) quickly as working to maximum
- So speed and force of contract will be high as need to contract as strong and quickly as possible

Muscle Fibres

- Type 1: Slow twitch
- Type 2: Fast Twitch

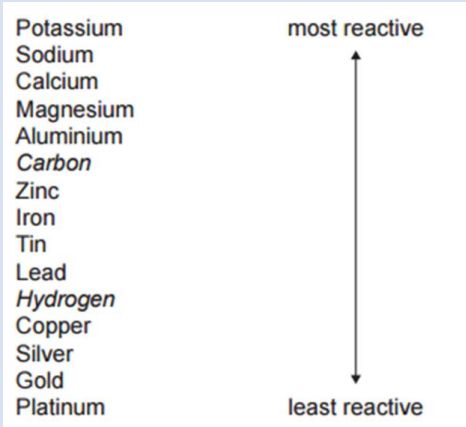
Characteristic	Type 1	Type 2
Colour	Red	White
Energy System	Aerobic	Anaerobic
Fatigue Resistance	High	Low
Speed of contraction	Slow	Fast
Force of Contraction	Low	High

Creation: Science Vs Religion - Essential Knowledge

Creation	The making of the universe.
Myth	A traditional story, usually involving a supernatural being, known by many but not necessarily true.
Origins	The beginning/start point of something.
Genesis	The first book of the Torah and Bible which describes how God made the world.
Literalist	Christians who believe that the statements in the Bible are literally true.
Non-literalist	Christians who believe that not everything in the Bible actually happened, it is not meant to be taken literally.
Theory	Ideas suggested to explain an event but is not proven.
The Big Bang Theory	The theory that an explosion of hot, dense matter between 12 and 18 billion years ago created the universe.
Evolution	The idea that over time, life on earth has gradually developed from simple organisms to more complex ones.
Theistic evolution	The idea that God designed the universe and the Earth to be this way for a purpose. Evolution happens but because God planned it.
Stewardship	The responsibility of looking after/caring for the Earth and environment given to humans by God according to some Christians.
Khalifah	Meaning ruler or leader in the Islamic faith; Allah appointed humans his khalifah (stewards) of the environment.
Dominion	To control and have superiority over nature.
Autonomy	The ability to make your own choices in life.
Self conscious	An awareness of oneself (appearance, actions, past, future).
Haram	Islamic term meaning forbidden.
Ahimsa	The Hindu and Buddhist belief in respect for all living things and avoidance of violence towards others.
Speciesism	Giving human animals more rights than non-human animals or being biased in favour of humans.
Vegetarian	Someone who chooses not to eat meat.
Vegan	Someone who chooses not to eat or use animal products.
Incarnation	A deity (god/goddess) taking human or animal form/becoming flesh.
Vishnu	One of the Hindu Trimutri, who returns to the world in animal form to save humanity from evil/chaos.




Evil and Suffering - Essential knowledge

Evil	Wickedness, the absence of good, a cause of human suffering.
Natural evil	Natural disasters that cause suffering.
Moral evil	Acts of humans that cause suffering.
The problem of evil	The question of how to reconcile the existence of evil with an omnipotent, omnibenevolent, and omniscient God.
An argument from evil	The argument that because evil exists, either God does not exist or does not have all the qualities he is believed to have.
Omniscient	All-knowing.
Omnipotent	All-powerful.
Omnibenevolent	All-loving.
Theodicy	An answer to the problem of evil (why God allows evil).
Augustine's Theodicy	The argument that humans use free will to sin, which takes the responsibility for suffering away from God.
Hick's Theodicy	Humans were created as imperfect. Suffering helps humans gain virtues to develop into the 'likeness of God'.
Free will	The idea that humans are free to make their own choices.
The Fall	Adam and Eve defied God and would have to suffer in life as a punishment.
Original sin	The tendency to sin in all human beings, believed to be inherited from Adam.
The Christian Golden Rule	The teaching to 'Do to others as you would have done to you' (treat others as you would want to be treated!).
The Four Noble Truths	The Buddha's teachings about suffering, its cause and the solution to it.
Dukkha	Buddhist term meaning suffering.
Tanha	Buddhist term meaning desire or craving.
The Eightfold Path	The Buddha's solution to suffering, eight practices to help avoid/reduce suffering.

1	Displacement reaction	<input type="checkbox"/> When a more reactive element replaces a less reactive element
2	Reactivity series	 <p>Potassium Sodium Calcium Magnesium Aluminium Carbon Zinc Iron Tin Lead Hydrogen Copper Silver Gold Platinum</p> <p>most reactive</p> <p>least reactive</p>
3	Salt	<input type="checkbox"/> The substance made in a neutralisation reaction <input type="checkbox"/> The name of the salt depends on the acid and the alkali/metal used
4	Extract	<input type="checkbox"/> To remove a metal to get it in its pure form
5	Ore	<input type="checkbox"/> A rock containing enough metal compound to make it worthwhile extracting the metal from
6	Formulae used in this topic	<input type="checkbox"/> Carbonate: CO_3 <input type="checkbox"/> Sulphate: SO_4
7	Properties	<input type="checkbox"/> Characteristics of a substance. <input type="checkbox"/> These can be chemical such as reactivity <input type="checkbox"/> These can be physical such as melting and boiling point

8	Ductile	<input type="checkbox"/> A property of some metals <input type="checkbox"/> Can be shaped into a wire
9	Lustrous	<input type="checkbox"/> A property of metals meaning 'shiny'
10	Malleable	<input type="checkbox"/> A property of some metals <input type="checkbox"/> Can be hammered or bent into shape without cracking
11	Sonorous	<input type="checkbox"/> A property of some metals <input type="checkbox"/> They can produce a ringing sound when hit
12	Chemical reaction	<input type="checkbox"/> In a chemical reaction reactants turn into products and a new product is formed
13	Reactants	<input type="checkbox"/> The substances which react together in a chemical reaction
14	Products	<input type="checkbox"/> The new substance(s) formed in a chemical reaction
15	Naming Salts	<input type="checkbox"/> The name of a salt has two parts: <input type="checkbox"/> The first part comes from the metal in the alkali used <input type="checkbox"/> The second part comes from the acid that was used
16	Hydrochloric Acid	<input type="checkbox"/> Makes salts that end in chloride
17	Sulfuric Acid	<input type="checkbox"/> Makes salts that end in sulfate
18	Nitric Acid	<input type="checkbox"/> Makes salts that end in nitrate

Science: Matter 9PM1

1	Solids	 <ul style="list-style-type: none"> <input type="checkbox"/> particles in fixed, regular arrangement <input type="checkbox"/> strong forces of attraction <input type="checkbox"/> particles vibrate in a fixed position 	12	Melting	<input type="checkbox"/> Solid to liquid
2	Liquids	 <ul style="list-style-type: none"> <input type="checkbox"/> particles close together, but can move past each other <input type="checkbox"/> irregular arrangement <input type="checkbox"/> weaker forces of attraction <input type="checkbox"/> random movement <input type="checkbox"/> can't be compressed significantly 	13	Evaporation	<input type="checkbox"/> Liquid to gas
3	Gases	 <ul style="list-style-type: none"> <input type="checkbox"/> no forces of attraction between particles in ideal gases <input type="checkbox"/> random movement <input type="checkbox"/> more energy than solids / liquids 	14	Condensation	<input type="checkbox"/> Gas to liquid
4	Pressure	<ul style="list-style-type: none"> <input type="checkbox"/> Can be calculated: <input type="checkbox"/> pressure = force / area <input type="checkbox"/> (Pa) (N) (m²) 	15	Brownian Motion	<input type="checkbox"/> The random movement of particles
5	Gas Pressure	<ul style="list-style-type: none"> <input type="checkbox"/> caused by gas particles hitting the insides of a container <input type="checkbox"/> each collision exerts a force; this builds pressure 	16	Chemical reaction	<input type="checkbox"/> In a chemical reaction reactants turn into products and a new product is formed
6	Density	<input type="checkbox"/> A measure of how much material there is in a given space	17	Reactants	<input type="checkbox"/> The substances which react together in a chemical reaction
7	High Density	<input type="checkbox"/> More matter in a given space, e.g. brick	18	Products	<input type="checkbox"/> The new substance(s) formed in a chemical reaction
8	Low Density	<input type="checkbox"/> Less matter in a given space, e.g. polystyrene	19	Physical change	<input type="checkbox"/> A change which does not create a new product, such as a change of state
9	Density Equation	<ul style="list-style-type: none"> <input type="checkbox"/> Density = mass / volume <input type="checkbox"/> kg/m³ kg m³ 	20	Diffusion	<input type="checkbox"/> The movement of particles from an area of high concentration to a low concentration
10	Changes of State	<input type="checkbox"/> Changing from solid to liquid to gas or back the other way			
11	Freezing	<input type="checkbox"/> Liquid to solid			

1	Force	<input type="checkbox"/> Push or pull <input type="checkbox"/> Always act in pairs with each force acting in the opposite direction <input type="checkbox"/> Contact or Non-contact
2	Contact force	<input type="checkbox"/> When a force is exerted the objects are touching. <input type="checkbox"/> Examples include tension, push and air resistance
3	Non-contact force	<input type="checkbox"/> The objects do not need to be touching for the force to be applied. <input type="checkbox"/> Examples include weight, magnetism and electrostatic
4	Moment	<input type="checkbox"/> The turning effect of a force around a pivot
5	Principle of moments	<input type="checkbox"/> When something is balanced about a pivot then total clockwise moment = total anticlockwise moment
6	Pivot	<input type="checkbox"/> Central point on which something balances or turns
7	Moment equation	<input type="checkbox"/> $M = F \times d$ <input type="checkbox"/> Moment = Force x distance
8	Elastic material	<input type="checkbox"/> Will change shape when a force is applied but will return to its original shape when the force is removed
9	Non-elastic material (plastic)	<input type="checkbox"/> Will change shape when a force is applied but will stay in its new shape when the force is removed
10	Hooke's Law	<input type="checkbox"/> The extension of an elastic object is directly proportional to the force applied to it
11	Hooke's Law Equation	<input type="checkbox"/> $F = k e$ <input type="checkbox"/> Force = Spring Constant x Extension

12	Law of conservation of energy	<input type="checkbox"/> Energy is neither created nor destroyed, only transformed from one type to another
13	Different energy stores	<input type="checkbox"/> Thermal, gravitational potential, elastic potential, nuclear, chemical, kinetic
14	Deformation	<input type="checkbox"/> Changes in an object's shape due to a force being applied
15	Resultant force	<input type="checkbox"/> The overall force acting on an object
16	Velocity	<input type="checkbox"/> How quickly an object is moving
17	Constant velocity	<input type="checkbox"/> Moving at the same, steady speed
18	Stationary	<input type="checkbox"/> Not moving
20	Balanced forces	A pair of forces that are equal in size
21	Unbalanced forces	<input type="checkbox"/> A pair of forces where one force is larger than the other force
22	Limit of proportionality	<input type="checkbox"/> The point at which an elastic material will not return to its original shape

Science: Plants, Photosynthesis and Respiration 9BP and 9BB

1	Nucleus	<input type="checkbox"/> Contains DNA which controls the cell's activities
2	Cell Membrane	<input type="checkbox"/> Controls the movement of substances in and out of the cell
3	Cytoplasm	<input type="checkbox"/> Where most of the chemical reactions happen
4	Cell Wall	<input type="checkbox"/> Strengthens the cell and supports the plant
5	Chlorophyll	<input type="checkbox"/> Green pigment found in chloroplasts in leaves. It traps light energy required for photosynthesis
6	Chloroplast	<input type="checkbox"/> Absorb light energy for photosynthesis (contains chlorophyll)
7	Vacuole	<input type="checkbox"/> Filled with cell sap to help keep the cell turgid to provide support.
8	Photosynthesis	<input type="checkbox"/> A process in plants that uses energy to change carbon dioxide and water into glucose and oxygen.
9	Photosynthesis equation	<input type="checkbox"/> Carbon dioxide + Water → Glucose + Oxygen
10	Effect of light intensity	<input type="checkbox"/> Increasing light intensity increases the rate of photosynthesis – until another factor limits the rate.
11	Effect of carbon dioxide concentration	<input type="checkbox"/> Increasing carbon dioxide concentration increases the rate of photosynthesis – until another factor limits the rate.
12	Effect of temperature	<input type="checkbox"/> Increasing temperature increases the rate of photosynthesis. However, above a certain temperature, the rate may decrease, as <u>enzymes</u> are <u>denatured</u> .
13	Waxy cuticle	<input type="checkbox"/> An adaptation of the leaf. It makes the leaf waterproof to prevent water loss
14	Palisade layer	<input type="checkbox"/> A layer of cells in the leaf. These cells are packed with chloroplasts to trap sunlight
15	Spongy layer	<input type="checkbox"/> A layer of cells in the leaf. There are air spaces to allow gas movement

16	Broad and flat	<input type="checkbox"/> An adaptation of the leaf. Provides a large surface area for light to be absorbed and a short distance for gas to diffuse.
17	Stomata	<input type="checkbox"/> Small pores in the lower epidermis that open and close to allow gases in and out
18	Guard cells	<input type="checkbox"/> Control the opening of the stomata. Closed at night to prevent water loss.
19	The Respiratory System	<input type="checkbox"/> trachea, bronchi, bronchioles, alveoli <input type="checkbox"/> lungs <input type="checkbox"/> ribcage <input type="checkbox"/> diaphragm
20	Gas Exchange	<input type="checkbox"/> oxygen diffuses out of the alveoli into the blood stream <input type="checkbox"/> carbon dioxide diffuses out of the blood into the alveoli
21	Lung Adaptations	<input type="checkbox"/> moist <input type="checkbox"/> good blood supply <input type="checkbox"/> alveoli, which give a large surface area
22	Ventilation	<input type="checkbox"/> The process of breathing in and out
23	Inspiration	<input type="checkbox"/> breathing in <input type="checkbox"/> diaphragm contracts and moves down <input type="checkbox"/> intercostal muscles contract <input type="checkbox"/> ribcage moves up and out <input type="checkbox"/> pressure in thorax decreases, volume increases
24	Expiration	<input type="checkbox"/> breathing out <input type="checkbox"/> diaphragm relaxes and moves down <input type="checkbox"/> ribcage move in and down <input type="checkbox"/> pressure in thorax increases, volume decreases
25	Respiration	<input type="checkbox"/> A chemical reaction that releases energy
26	Aerobic Respiration	<input type="checkbox"/> chemical reaction that uses glucose and oxygen, converts it into water and carbon dioxide <input type="checkbox"/> glucose + oxygen → carbon dioxide + water
27	Anaerobic Reaction	<input type="checkbox"/> respiration in the absence of oxygen <input type="checkbox"/> glucose → lactic acid

Photo Description Structures

En la foto	in the photo
hay	there is
Se puede ver	you can see
una mujer	a woman
una chica	a girl
un chico	a boy
un hombre	a man
gente joven	young people
está llevando	he/she is wearing
están llevando	they are wearing
dentro	inside
fuera	outside
están sonriendo	they are smiling
hace buen tiempo	the weather is good
hace mal tiempo	the weather is bad
hace calor	it's hot
hace frío	it's cold
está lloviendo	it's raining
a la derecha	on the right
a la izquierda	on the left
en el fondo	in the background
en el centro	in the middle
en primer plano	in the foreground

Opinion sentence starters

Me mola ...	I love...
Me chifla ...	I love ...
Me flipa...	I love ...
Detesto...	I hate ...
No aguanto ...	I can't stand ...
Diría que ...	I would say that ...
me da igual...	I don't care about...
Opino que...	In my opinion...
Lo que más me gusta es...	What I like the most is...
Lo bueno es que	The good thing is that...

Time phrases

Past:
Anteayer – the day before <i>yesterday</i>
El mes pasado - <i>last month</i>
Hace un año – a year ago
Present:
Hoy – <i>today</i>
Actualmente – <i>lately</i>
Los lunes – <i>On Monday</i>
Future:
Dentro de un año – in a years time
En el futuro –in the future
El año próximo – <i>next year</i>

Tenses

And

Structures

Complex structures in different tenses

When I was younger	Cuando era más joven
I did many things	Hice muchas cosas
I used to love ... because it was	Me gustó _porque fue
When I am older	Cuando sera mayor
I have decided that	He decidido que
If I could	Si pudiera,

Openers / Connectives / Extenders

Mientras	while	No obstante	however	además	In addition	En primer lugar	firstly
no solo...	Not only...	Por eso...	therefore	puesto que	Given that	Finalmente	lastly
sino..	but...	dado que es...	Given that it's	en lugar de	Instead of	luego	then
sin	without	así que	so	Por el otro lado	On the other hand	otra vez	again
también	also	si	if	después	after	entonces	then

Module 1

¿Qué cosas te gustan?	<i>What things do you like?</i>
¿Qué cosas te encantan / te love?	<i>What things do you love?</i>
No me gusta(n) (nada)...	<i>I don't like... (at all).</i>
el baile / el cine	<i>dance / cinema</i>
el deporte / el dibujo	<i>sport / drawing</i>
la moda / la música	<i>fashion / music</i>
la naturaleza / la pesca	<i>nature / fishing</i>
la violencia	<i>violence</i>
los cómics	<i>comics</i>
los insectos	<i>insects</i>
los lunes	<i>Mondays</i>
las artes marciales	<i>martial arts</i>
las injusticias	<i>injustice</i>
las tareas domésticas	<i>household chores</i>
En mi tiempo libre	<i>In my free time</i>
Hago natación.	<i>I go swimming.</i>
Voy al parque	<i>I go to the park</i>
Voy al polideportivo.	<i>I go to the sports centre</i>
Voy de pesca.	<i>I go fishing.</i>
Soy miembro de un club	<i>I am a member of a club</i>
a veces	<i>sometimes</i>
dos veces a la semana	<i>twice a week</i>
muy a menudo	<i>very often</i>
casi todos los días	<i>almost every day</i>
todo el tiempo	<i>all the time</i>
siempre	<i>always</i>
Escribo canciones.	<i>I write songs.</i>
Juego en mi consola.	<i>I play on my games console.</i>
Leo revistas.	<i>I read magazines</i>
Montó en bici.	<i>I ride a bike.</i>
Navego por Internet.	<i>I surf the internet.</i>
Preparo la cena.	<i>I prepare dinner.</i>
Saco fotos.	<i>I take photos.</i>
Toco el teclado.	<i>I play the keyboard.</i>
Veo un partido de fútbol.	<i>I watch a football game.</i>
después del insti	<i>after school</i>
este fin de semana	<i>this weekend</i>
los fines de semana	<i>at weekends</i>
los lunes / martes	<i>on Mondays / Tuesdays</i>
los jueves por la tarde	<i>on Thursday afternoons</i>
mañana por la tarde	<i>tomorrow afternoon</i>
Voy a ver...	<i>I am going to see...</i>
una comedia	<i>a comedy</i>
una película de acción	<i>an action film</i>
una película de animación	<i>an animated film</i>
una película de aventuras	<i>an adventure film</i>
una película de ciencia ficción	<i>a science-fiction film</i>
una película de fantasía	<i>a fantasy film</i>
una película de superhéroes	<i>a superhero film</i>
una película de terror	<i>a horror film</i>

Module 2

Tengo que...	<i>I have to...</i>
contestar al teléfono	<i>answer the phone</i>
cortar el pelo a los clientes	<i>cut customers' hair</i>
cuidar las plantas	<i>look after the plants</i>
hacer manicuras	<i>do manicures</i>
limpiar habitaciones	<i>clean rooms</i>
preparar comida	<i>prepare food</i>
servir la comida	<i>serve food</i>
vender productos en la tienda	<i>sell products in the shop</i>
¿Te gusta tu trabajo?	<i>Do you like your job?</i>
(No) Me gusta (nada)	<i>I (don't) like my job (at all)</i>
mi trabajo porque es...	<i>because it is...</i>
difícil	<i>difficult</i>
duro	<i>hard</i>
estimulante	<i>stimulating</i>
estresante	<i>stressful</i>
monótono	<i>monotonous</i>
repetitivo	<i>repetitive</i>
Me gustaría ser...	<i>I would like to be...</i>
Quiero ser...	<i>I want to be...</i>
abogado/a	<i>a lawyer</i>
cantante	<i>a singer</i>
diseñador(a)	<i>a designer</i>
enfermero/a	<i>a nurse</i>
mecánico/a	<i>a mechanic</i>
periodista	<i>a journalist</i>
periodista	<i>a police officer</i>
policia	<i>a taxi driver</i>
taxista	<i>I would like...</i>
Me gustaría...	<i>I wouldn't like... (at all)</i>
No me gustaría (nada)...	<i>to work in the open air</i>
trabajar al aire libre	<i>to work with animals</i>
trabajar con animales	<i>to work with children</i>
trabajar con niños	<i>to work in a team</i>
trabajar en equipo	<i>to work in an office</i>
trabajar en una oficina	<i>to work alone</i>
trabajar solo/a	<i>to do a creative job</i>
hacer un trabajo creativo	<i>to do a manual job</i>
hacer un trabajo manual	<i>In the future...</i>
En el futuro...	<i>I am going to...</i>
Voy a...	<i>earn lots of money</i>
ganar mucho dinero	<i>do an interesting job</i>
hacer un trabajo interesante	<i>go to university</i>
ir a la universidad	<i>be famous</i>
ser famoso/a	<i>be a volunteer</i>
ser voluntario/a	<i>have children</i>
tener hijos	<i>travel (a lot)</i>
viajar (mucho)	<i>live abroad</i>
vivir en el extranjero	<i>It is going to be interesting.</i>
Va a ser interesante.	

Module 3

Me gusta mucho hacer deporte.	<i>I really like doing sport.</i>
Hago artes marciales.	<i>I do martial arts.</i>
Hago atletismo.	<i>I do athletics.</i>
Hago footing.	<i>I go jogging.</i>
Hago gimnasia.	<i>I do gymnastics.</i>
Hago natación.	<i>I go swimming.</i>
Juego al baloncesto.	<i>I play basketball.</i>
Juego al ping-pong.	<i>I play table tennis.</i>
Juego al tenis.	<i>I play tennis.</i>
Juego al voleibol.	<i>I play volleyball.</i>
Voy al polideportivo.	<i>I go to the sports centre.</i>
Soy miembro de un club.	<i>I belong to a club.</i>
Voy a clases de baile.	<i>I go to dance classes.</i>
Prefiero jugar al fútbol.	<i>I prefer playing football.</i>
Es mi deporte preferido.	<i>It is my favourite sport.</i>
Empecé (a jugar)	<i>I started (playing)...</i>
a los (diez) años	<i>at the age of (ten)</i>
Voy a empezar a (hacer)...	<i>I am going to start (doing)...</i>
Para estar en forma...	<i>To keep fit / in shape...</i>
Se debe...	<i>You / One must...</i>
beber agua frecuentemente	<i>drink water frequently</i>
comer más fruta y verduras	<i>eat more fruit and veg</i>
comer menos chocolate / caramelos	<i>eat less chocolate / fewer sweets</i>
dormir ocho horas al día	<i>sleep for eight hours a day</i>
entrenar una hora al día	<i>train for one hour a day</i>
No se debe...	<i>You / One must not...</i>
beber alcohol	<i>drink alcohol</i>
beber muchos refrescos	<i>drink lots of soft drinks</i>
comer comida basura	<i>eat junk food</i>
fumar	<i>smoke</i>
Soy adicto/a al	<i>I am addicted to...</i>
A partir de ahora, voy a	<i>From now on, I am going to</i>
¿Qué te duele?	<i>What hurts?</i>
¿Te duele el estómago?	<i>Does your stomach hurt?</i>
Me duele el brazo/el estómago	<i>My arm / stomach hurts.</i>
Me duele la cabeza	<i>My head</i>
Me duele la mano / la pierna.	<i>My hand / leg hurts.</i>
Me duelen los dientes.	<i>My teeth hurt.</i>
Me duelen los oídos.	<i>My ears hurt</i>
Me duelen los ojos.	<i>My eyes hurt.</i>
Tengo catarro.	<i>I have a cold.</i>
Tengo náuseas.	<i>I feel sick / nauseous.</i>
Tengo quemaduras del sol.	<i>I have sunburn.</i>
Tengo tos.	<i>I have a cough.</i>
Estoy cansado/a.	<i>I'm tired.</i>
Estoy enfermo/a.	<i>I'm ill.</i>
No me encuentro bien.	<i>I don't feel well.</i>