

Cycle 1

September to December 2016

Year 9 Learning Guide



Dear Parents / Carers

Re: Up-coming Key Stage 3 Exams Week

I am writing to let you know that our first KS3 exams will take place the week beginning 5th December. These will take place in the hall and a timetable will shortly be available on Firefly. Although the majority of the exams will take place during this week for those sat in the classroom some may need to take place the week before.

These exams will help teachers to assess students' progress against the Key Performance Indicators (KPIs) that have been taught this cycle since September. These are the key knowledge and skills that students should know securely by the end of the year. For years 8 and 9, students will also be tested on some of the knowledge and skills from the previous year. You will receive your son/daughters first report following these exams and we will be resetting students based on their performance.

To support students to prepare for their exams we will be providing:

1. A Learning Guide for each year group which is available on the website and on FireFly. This explains which KPIs have been studied this cycle and should be revised in preparation for the exam. You will also find links and support material to help your son/daughter revise.
2. One month prior to the exams students will be set revision homework by their classroom teachers, this can be accessed as normal on FireFly. In addition to this they should complete their own independent revision using the learning guides.

It is imperative that your son/daughter is well prepared for their exams so that they can perform at their best. We ask that you support your son/daughter by making sure that they have access and use the resources above to prepare for the upcoming exams. **If you would like a paper copy of the learning guides one can be collected by your son/daughter from the pastoral office.**

I would also like to take this opportunity to introduce myself and the KS3 team. My role as KS3 Raising Standards Leader is to ensure that students are on a path to achieving their personal, academic best. I will be working closely with year 7, Mr Sacree with year 8 and Ms Joyce year 9. Our main job will be to keep a close eye on the students' progress and achievement over the course of the year especially in English and Maths.

If you have any questions please don't hesitate to get in touch with either myself, your son/daughter's pastoral team or their class teacher. Thank you for your continued support.

Yours faithfully



Ms V Penney
Assistant Principal
KS3 Raising Standards Leader

YEAR 9

ENGLISH KPIs – CYCLE 1

The first cycle aims to assess pupils' reading skills and their ability to read a text and infer deeper meaning- i.e. reading between the lines. Students should be able to read a section of text and be able interpret what is happening.

Students should be able to respond to questions using point, evidence explain paragraphs and support these with appropriate quotations within the text. The paper also aims to assess pupil's creative writing skills by giving them a prompt to be able to write creatively. The content of their answer will be assessed as well as the quality of

Date of Assessment		Week Beginning Monday 5th December	
KPI No.	KPI and Success Criteria		
ENGLISH 9.1	<p>I can make developed and convincing inferences from a text, and select evidence to support them.</p> <p>This KPI requires pupils to be able to extract information from the text- they should be able to choose quotations as evidence for any observations they make about the text.</p> <p><u>Revision Materials</u></p> <p>This can be found in Revision materials on Firefly. Firefly> Subjects> English> Year 9> Revision Materials</p>		
ENGLISH 9.2	<p>I can write a response which develops a clear argument or viewpoint.</p> <p>This KPI requires pupils to make a judgement based on what they have read in a text- It may ask students how far they agree with a statement and students should be able to provide evidence from the text to back up their point of view.</p> <p><u>Revision Material</u></p> <p>This can be found in Revision materials on Firefly. Firefly> Subjects> English> Year 9> Revision Materials</p>		
ENGLISH 9.3	<p>I can identify and analyse the effects of specific parts of a text, with detailed explanations, supported by evidence.</p> <p>This KPI requires pupils to make a judgement based on what they have read in a text- It may ask students how far they agree with a statement and students should be able to provide evidence from the text to back up their point of view.</p> <p><u>Revision Material</u></p> <p>Question 4 Revision guide. This can be found in Revision materials on Firefly. Firefly> Subjects> English> Year 9> Revision Materials</p>		
ENGLISH 9.7	<p>I can use standard English where appropriate.</p>		

	<p>This KPI requires students to be able to use standard English within their writing and demonstrate their vocabulary and ability to write fluently as well as creatively. Students must show they can write independently and clearly.</p> <p><u>Revision Material</u> Question 5 Revision guide. This can be found in Revision materials on Firefly. Firefly> Subjects> English> Year 9> Revision Materials</p>
ENGLISH 9.8	<p>I can accurately write in both past and present tenses.</p> <p>This KPI requires students to be able to write coherently in the correct tense throughout their work.</p> <p><u>Revision Material</u> Question 5 Revision guide. This can be found in Revision materials on Firefly. Firefly> Subjects> English> Year 9> Revision Materials</p>
ENGLISH 9.9	<p>I can use new vocabulary and sentence structures to achieve effects.</p> <p>This KPI requires pupils to use varied vocabulary in their writing and to be able to demonstrate that they can write using this vocabulary correctly. Student should also be able to self-consciously craft sentences for effect to enhance the readers experience of a text.</p> <p><u>Revision Material</u> Question 5 Revision guide. This can be found in Revision materials on Firefly. Firefly> Subjects> English> Year 9> Revision Materials</p>

YEAR 9 CYCLE 1 ENGLISH REVISION

Revision support materials can be found on Firefly

YEAR 9 MATHS KPIs – CYCLE 1

Year 9 will be completing a transitional move from key stage 3 to key stage 4. A move which incorporates topics covered in the Mathematics GCSE. This will allow students to gain confidence and experience in; number, algebra, graphs, proportions, geometry and statistics ready for key stage 4.

Date of Assessment	Week Beginning Monday 5 th December
KPI No.	KPI and Success Criteria
MATHS 9.1	Solve problems involving direct and inverse proportion. <ul style="list-style-type: none"> • Solve best buy calculations. • Calculate direct proportional amounts. • Calculate indirect proportional amounts.
MATHS 9.2	Understand the variable of a linear equation in the form $y = mx + c$; calculate and interpret gradients and intercepts of graphs of linear equations numerically, graphically and algebraically. <ul style="list-style-type: none"> • Understand the format of a linear equation. • Represent an equation graphically. • Identify the intercept and gradient values and what they mean. • Identify a linear equation from a graph.
MATHS 9.3	Use linear graphs to estimate values of y for given values of x and vice versa. <ul style="list-style-type: none"> • Substitute values into a linear equation to calculate values for y and x.
MATHS 9.4	Represent the solution set of a linear Inequality on a number line and on a graph. <ul style="list-style-type: none"> • Understand inequalities and their meaning. • Represent a set of values included in an inequality. • Represent the inequality values on a number line. • Show graphically the regions included in an inequality.
MATHS 9.5	Solve quadratic equations algebraically. <ul style="list-style-type: none"> • Plot quadratic equations on a graph. • Identify values on the x axes of a quadratic equation. • Solve quadratic equations algebraically.
MATHS 9.6	Simplify, manipulate and solve algebraic expressions or equations. <ul style="list-style-type: none"> • Simplify expressions by collecting like terms. • Manipulate quadratic equations by rearranging. • Solve quadratic equations by factorising.

YEAR 9 CYCLE 1 MATHS REVISION

You will need to use your exercise book to help you revise for your cycle 2 assessment.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered this term.

www.mymaths.com

www.hegartymaths.com

www.bcbitesize.com

Start at the beginning of each topic and work your way through.

KPI 9.1 Solve problems involving direct and inverse proportion.

Resources

Mymaths → number → ratio & proportion → proportion introduction.

Mymaths → number → ratio & proportion → unitary method.

Mymaths → number → ratio & proportion → direct proportion.

Mymaths → number → ratio & proportion → indirect proportion.

Hegartymaths → Ratio proportion and rates of change → proportion.

KPI 9.2 Understand the variable of a linear equation in the form $y = mx + c$; calculate and interpret gradients and intercepts of graphs of linear equations numerically, graphically and algebraically.

Resources

Mymaths → Algebra → graphs → $y = mx + c$

Mymaths → Algebra → graphs → equation of a line 2.

Hegartymaths → Linear sequences and graphs.

KPI 9.3 Use linear graphs to estimate values of y for given values of x and vice versa.

Resources

Mymaths → Algebra → graphs → $y = mx + c$

Mymaths → Algebra → equations linear → equations 2, 3 & 4.

Hegartymaths → Algebra → linear equations.

KPI 9.4 Represent the solution set of a linear Inequality on a number line and on a graph.

Resources

Mymaths → Algebra → inequalities → inequalities and intervals.

Mymaths → Algebra → inequalities → inequations.

Mymaths → Algebra → inequalities → negative inequations.

Mymaths → Algebra → inequalities → shading inequalities.

Hegartymaths → Algebra → inequities.

KPI 9.5 Solve quadratic equations algebraically.

Resources

Mymaths → Algebra → equations – quadratic → quadratic equations 1.

Mymaths → Algebra → equations – quadratic → quadratic equations 2.

Hegartymaths → Algebra → quadratics.

KPI 9.6 Simplify, manipulate and solve algebraic expressions or equations.

Resources

Mymaths → Algebra → Algebraic manipulation → factorising quadratics.

Hegartymaths → Algebra → quadratics → quadratic expression.

Hegartymaths → Algebra → quadratics → factorise quadratic expression.

YEAR 9 SCIENCE KPIs – CYCLE 1

In year 9 students will be completing units on plants and photosynthesis, sound and matter.

In the plants and photosynthesis unit students will describe how roots are adapted to absorb water and minerals from the soil, how the leaves are adapted to carry out photosynthesis and describe photosynthesis in terms of its reactants and products. Students will also describe the role the plants have on maintaining our atmosphere. Students will also investigate the symbiotic relationships plants have with other organisms and how this links to pollination and food security.

The second unit students will cover is on sound and matter. Here students will compare sound waves to light waves and describe the process of reflection, absorption and superposition. Students will also compare the auditory ranges of different animals and describe uses of sounds such as ultrasounds.

In matter students will calculate pressure and explain how pressure is caused in

Date of Assessment	Week Beginning Monday 5 th December
KPI No.	KPI and Success Criteria
Science 9BP1	<p>Describe how roots take up minerals, nutrients and water from the soil Describe how plant roots are adapted. Explain the function of plant roots.</p>
Science 9BP2	<p>Describe photosynthesis in a word equation representing products and reactants. Identify the reactants and products in photosynthesis. Identify factors that affect photosynthesis. Describe how to speed up photosynthesis.</p>
Science 9BP3	<p>Describe how leaves are adapted to carry out photosynthesis Describe leaf adaptations. Explain how these adaptations allow leaves to photosynthesis effectively.</p>
Science 9BP4	<p>Describe the role of plants in maintaining the levels of gases in the atmosphere Describe how plants have changed the atmosphere. Explain how plants maintain the atmosphere.</p>
Science 9BP5	<p>Describe the importance of pollination on food security Describe how plants are adapted for pollination. Evaluate the impact of pollination on the global community.</p>
Science 9PS1	<p>Compare light, mechanical and sound waves describe sound as a longitudinal wave label sound waves.</p>
Science 9PS2	<p>Describe the process of reflection, absorption and superposition (add or cancel waves) describe what happens to sound when it interacts with other surfaces.</p>
Science 9PS3	<p>Compare human and animal auditory ranges using appropriate units Identify hearing ranges of different animals.</p>

	Compare the ranges of different animals.
Science 9PS4	Describe uses of sound and ultrasound, including industrial and medical uses identify situations where sound might be used describe how an ultrasound works describe the use of sonar explain how animals use sound
Science 9PM1	Describe the factors that affect pressure in fluids Identify situation of high and low pressure. Describe the relationship between force, pressure and area Describe how to change pressure. Explain pressure in liquids at a particle level
Science 9PM2	Describe the motion of particles in different states of matter and link this to different behaviours Describe particle diagrams. Relate the particle diagrams to energy Explain the behaviour of a substance in terms of its state of matter.
Science 9PM3	Compare and explain differences in density between solids, liquids and gases State what density is. Explain how density changes and relate to particle models.
Science 9PM4	Describe how energy can be transferred by conduction, convection and radiation and evaluate ways in which the rates of energy transfer can be varied Describe conduction in terms of particles Describe convection in terms of particles Describe radiation in terms of waves Explain how to reduce heat loss.

YEAR 9 CYCLE 1 SCIENCE REVISION

You will need to use your exercise book to help you revise for your cycle 1 assessment.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

9BP1

http://www.bbc.co.uk/schools/gcsebitesize/science/add_edexcel/organism_energy/photosynthesisrev5.shtml

9BP2

<http://www.bbc.co.uk/education/guides/zpwmxnb/revision>
<https://www.youtube.com/watch?v=xEhvsXG8cNs>

9BP3

http://www.bbc.co.uk/schools/gcsebitesize/science/add_gateway_pre_2011/greenworld/photosynthesisrev1.shtml
<https://www.youtube.com/watch?v=RE4O7gDirI0>
http://www.bbc.co.uk/schools/gcsebitesize/science/add_edexcel/organism_energy/photosynthesisrev5.shtml

9BP4

<http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/earth/earthsatmosphererev5.shtml>
|
http://www.bbc.co.uk/schools/gcsebitesize/science/add_gateway_pre_2011/greenworld/photosynthesisrev2.shtml

9BP5

<http://www.wheenbeefoundation.org.au/about-bees-and-pollination/>

9PS1

http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel_pre_2011/waves/anintroductiontowavesrev2.shtml

<http://www.gcsescience.com/pwav2.htm>

http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_pre_2011/wave_model/lightandsoundrev1.shtml

9PS2

<http://www.whealy.com/acoustics/behaviour.html>

<http://hyperphysics.phy-astr.gsu.edu/hbase/sound/reflec.html>

9PS3

<http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/waves/soundandlightrev1.shtml>

9PS4

http://www.bbc.co.uk/schools/gcsebitesize/science/add_gateway_pre_2011/radiation/ultrasoundrev2.shtml

<http://www.bbc.co.uk/education/guides/z8d2mp3/revision/4>

9PM1

<http://www.bbc.co.uk/education/guides/zssbgk7/revision>

<http://www.docbrown.info/ks3physics/9LmcHP6.htm>

9PM2

<http://www.bbc.co.uk/education/clips/z6t9jxs>

<http://www.bbc.co.uk/education/guides/z2wmxnb/activity>

<http://www.educationquizzes.com/ks3/science/solids-liquids-and-gases-01/>

9PM3

<http://www.bbc.co.uk/education/guides/zbg7hyc/revision>

9PM4

<http://www.bbc.co.uk/education/clips/zgh87ty>

YEAR 9 FRENCH KPIs – CYCLE 1

In Cycle 1 Year 9 students are building on vocabulary and grammar structures from previous years. They will be describing themselves, talking about social media and revising key verbs. In the second half term they will be learning parts of the body and how to talk about healthy foods and eating habits.

Date of Assessment	Week commencing 5 th December
KPI No:	KPI and Success Criteria
FRENCH 9.1	Speaking <ul style="list-style-type: none"> • Can ask and answer using an increased number of chunks and phrases to interact with teachers and peers.
FRENCH 9.2	Writing <ul style="list-style-type: none"> • Can write paragraph on a prepared topic showing elements of personalisation and creativity.
FRENCH 9.3	Receptive Skills – Reading/ Listening <ul style="list-style-type: none"> • Can understand the gist and some detail of a variety of more challenging fiction and non-fiction texts
FRENCH 9.4	Skills/ Grammar <ul style="list-style-type: none"> • Can use the word for “some” for masculine, feminine and plural nouns • Can use à plus the definite article with body parts
FRENCH 9.5	Skills/ Grammar <ul style="list-style-type: none"> • Can use “il faut” “one must” + infinitive and negatives

YEAR 9 CYCLE 1 FRENCH REVISION

You will need to go onto **FireFly** under Y9 French on the school website to help you revise for your cycle 1 assessment.

<https://shoreham.fireflycloud.net/languages/french/year-9-french>

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

KPI 9.1 Speaking – Can ask and answer using an increased number of phrases to interact routinely

www.languagesonline.org

KPI 9.2 Writing – Can write paragraph on a prepared topic showing elements of personalisation and creativity

You will have worked on this in class and may have prepared a piece of writing that can be learned in advance. To personalise your writing and make it more creative please use this online dictionary www.wordreference.com or a French dictionary:

KPI 9.3 Reading/ Listening – Can understand the gist and some detail of a variety of more challenging fiction and non-fiction texts

Use the vocab lists that have been uploaded to Firefly to make sure that you know the vocab covered in this cycle.

KPI 9.4 Grammar – Can use the word for “some” for masculine, feminine and plural nouns
Can use à plus the definite article with body parts

See reference sheets and worksheets on Firefly.

KPI 9.5 Grammar – Can use “il faut” “one must” + infinitive and negatives

See reference sheets and worksheets on Firefly.

Vocabulaire

Tu es comment? • What do you look like?

J'ai les cheveux ...	<i>I have ... hair.</i>
blonds.	<i>blond</i>
noirs.	<i>black</i>
bruns.	<i>brown</i>
roux.	<i>red</i>
J'ai les yeux ...	<i>I have ... eyes.</i>
bleus.	<i>blue</i>
marron.	<i>brown</i>
gris.	<i>grey</i>
verts.	<i>green</i>
Je suis beau/belle.	<i>I am good-looking/ beautiful.</i>

Mon caractère • My personality

Je suis ...	<i>I am ...</i>
drôle.	<i>funny.</i>
gentil(le).	<i>kind.</i>
intelligent(e).	<i>intelligent.</i>
lunatique.	<i>moody.</i>
sportif/sportive.	<i>sporty.</i>
timide.	<i>shy.</i>

Qu'est-ce que tu fais sur Facebook? • What do you do on Facebook?

Je poste des messages à mes copains.	<i>I post messages to my friends.</i>
Je modifie mes préférences.	<i>I update my likes.</i>
Je regarde les photos de mes copains.	<i>I look at my friends' photos.</i>
Je commente des photos.	<i>I comment on photos.</i>
J'invite mes copains à sortir.	<i>I invite my friends out.</i>
Je fais des quiz.	<i>I do quizzes.</i>

La fréquence • Frequency

quelquefois	<i>sometimes</i>
souvent	<i>often</i>
tous les jours	<i>every day</i>
tous les soirs	<i>every evening</i>
tous les weekends	<i>every weekend</i>
une fois/deux fois par semaine	<i>once/twice a week</i>

Où vas-tu le weekend? • Where do you go at the weekend?

Je vais ...	<i>I go ...</i>
au centre commercial.	<i>to the shopping centre.</i>
au centre de loisirs.	<i>to the leisure centre.</i>
au cinéma.	<i>to the cinema.</i>
au fastfood.	<i>to the fast-food restaurant.</i>
à la patinoire.	<i>to the ice rink.</i>
à la piscine.	<i>to the swimming pool.</i>

Les invitations et les réactions • Invitations and reactions

Tu veux aller ...	<i>Do you want to go ...</i>
au cinéma /à la piscine?	<i>to the cinema/ swimming pool?</i>
ce matin	<i>this morning</i>
cet après-midi	<i>this afternoon</i>
ce soir	<i>this evening</i>
demain (matin)	<i>tomorrow (morning)</i>
samedi (après-midi/soir)	<i>Saturday (afternoon/ evening)</i>
Oui, je veux bien.	<i>Yes, I'd like to.</i>
D'accord.	<i>OK.</i>
Génial!	<i>Great!</i>
Pourquoi pas?	<i>Why not?</i>
Non, merci.	<i>No thanks.</i>
Tu rigoles!	<i>You're joking!</i>
J'ai horreur de ça!	<i>I hate that!</i>
Désolé(e), je ne peux pas.	<i>Sorry, I can't.</i>

Qu'est-ce que tu as fait samedi? • What did you do on Saturday?

J'ai dansé avec ...	<i>I danced with ...</i>
J'ai joué au bowling avec ...	<i>I went bowling with ...</i>
J'ai mangé un hamburger avec ...	<i>I ate a hamburger with ...</i>
J'ai regardé un DVD avec ...	<i>I watched a DVD with ...</i>
Je suis allé(e) au cinéma avec ...	<i>I went to the cinema with ...</i>
Je suis allé(e) en ville avec ...	<i>I went into town with ...</i>
Je suis allé(e) à une fête avec ...	<i>I went to a party with ...</i>
C'était ...	<i>It was ...</i>
génial.	<i>great.</i>
romantique.	<i>romantic.</i>
sympa.	<i>nice.</i>
ennuyeux.	<i>boring.</i>
nul.	<i>rubbish.</i>
un désastre.	<i>a disaster.</i>

Les mots essentiels • High-frequency words

oui	<i>yes</i>
non	<i>no</i>
j'ai	<i>I have</i>
je suis	<i>I am</i>
et	<i>and</i>
mais	<i>but</i>
ou	<i>or</i>
aussi	<i>also</i>
très	<i>very</i>
assez	<i>quite</i>
un peu	<i>a bit</i>
avec	<i>with</i>
qu'est-ce que?	<i>what?</i>
pourquoi?	<i>why?</i>
parce que	<i>because</i>
ce/cet	<i>this</i>
merci	<i>thank you</i>

Au festival de • At the music festival musique

On a écouté toutes sortes de musiques.	<i>We listened to all sorts of music.</i>
On a chanté.	<i>We sang.</i>
On a dansé toute la soirée.	<i>We danced all night.</i>
On a mangé de la pizza.	<i>We ate pizza.</i>
On a regardé le concert sur des écrans géants.	<i>We watched the concert on giant screens.</i>
On a bien rigolé.	<i>We had a good laugh.</i>



Stratégie 1

Endings, not beginnings

When you want to work out what a verb means, look at the end of the word as well as the beginning.

regarder	to watch (the infinitive)
regarde	watch/watching (present tense)
regardé	watched (past participle)

Vocabulaire

Les parties du corps • *Parts of the body*

la bouche	<i>mouth</i>
le bras	<i>arm</i>
le corps	<i>body</i>
le dos	<i>back</i>
l'épaule	<i>shoulder</i>
les fesses	<i>buttocks</i>
le front	<i>forehead</i>
le genou	<i>knee</i>
la jambe	<i>leg</i>
la main	<i>hand</i>
le nez	<i>nose</i>
l'œil	<i>eye</i>
les oreilles	<i>ears</i>
le pied	<i>foot</i>
la tête	<i>head</i>
le visage	<i>face</i>
les yeux	<i>eyes</i>

On joue au paintball • *We go paintballing*

Où est-ce que tu es touché(e)?	<i>Where have you been hit?</i>
blessé(e)	<i>injured</i>
gagner	<i>to win</i>
éliminé(e)	<i>eliminated</i>
le membre	<i>member</i>
le matériel	<i>materials</i>
le fairplay	<i>fairplay</i>

Le sport et le fitness • *Sport and fitness*

Pour être un bon sportif, ...	<i>In order to be a good sportsperson, ...</i>
Il faut ...	<i>You must ...</i>
avoir un bon programme d'entraînement.	<i>have a good training programme.</i>
bien manger.	<i>eat well.</i>
bien dormir.	<i>sleep well.</i>
être motivé.	<i>be motivated.</i>
aimer la compétition.	<i>like competition.</i>

Tu aimes le sport? • *Do you like sport?*

J'aime ...	<i>I like ...</i>
Je n'aime pas ...	<i>I don't like ...</i>
jouer dans une équipe	<i>to play in a team</i>
Ça booste le moral.	<i>That boosts morale.</i>
C'est fatigant.	<i>It's tiring.</i>
C'est ennuyeux.	<i>It's boring.</i>

Les opinions • *Opinions*

Je pense que ...	<i>I think that ...</i>
Je suis d'accord avec ...	<i>I agree with ...</i>
Je ne suis pas d'accord avec ...	<i>I don't agree with ...</i>
À mon avis, ...	<i>In my opinion, ...</i>

La routine • *Routine*

l'entraînement	<i>training</i>
faire de l'activité physique	<i>to do physical activity</i>
jouer un match	<i>to play a match</i>
travailler avec son coach	<i>to work with your coach</i>

Manger sain • Healthy eating

les boissons gazeuses	<i>fizzy drinks</i>
les céréales	<i>cereals</i>
les chips	<i>crisps</i>
l'eau	<i>water</i>
les fruits	<i>fruit</i>
les légumes	<i>vegetables</i>
les œufs	<i>eggs</i>
le pain	<i>bread</i>
le poisson	<i>fish</i>
les produits laitiers	<i>dairy products</i>
les sucreries	<i>sweet things</i>
la viande	<i>meat</i>
Je mange sain.	<i>I eat healthily.</i>
Je ne mange pas sain.	<i>I don't eat healthily.</i>
Je mange des ...	<i>I eat ...</i>
Je ne mange pas de ...	<i>I don't eat ...</i>
Je ne mange jamais de ...	<i>I never eat ...</i>

Les mots essentiels • High-frequency words

à l'avenir	<i>in the future</i>
alors	<i>so</i>
c'est	<i>it is</i>
ce sont	<i>they are</i>
d'abord	<i>first</i>
deux fois par semaine	<i>twice a week</i>
en général	<i>in general</i>
en plus	<i>as well as that</i>
ensuite	<i>then</i>
finalement	<i>finally</i>
où	<i>where</i>
parce que	<i>because</i>
quand	<i>when</i>
tous les jours	<i>every day</i>
très	<i>very</i>
Voilà!	<i>That's that!/ Here you are!/ There you go!</i>

Je vais changer • I am going to change my life

Je vais faire du sport régulièrement.	<i>I am going to do sport regularly.</i>
Je vais manger sain.	<i>I am going to eat healthily.</i>
Je vais prendre des cours d'arts martiaux.	<i>I am going to take martial-arts classes.</i>
Je vais aller au collège à pied.	<i>I am going to walk to school.</i>
Je vais faire trente minutes d'exercice par jour.	<i>I am going to do thirty minutes' exercise per day.</i>
Je vais aller au collège à vélo.	<i>I am going to go to school by bike.</i>

La forme • Fitness

actif/active	<i>active</i>
Ça ne m'intéresse pas.	<i>That doesn't interest me.</i>
J'ai un problème.	<i>I have a problem.</i>
Je joue à des jeux vidéo.	<i>I play video games.</i>

**Stratégie 2****False friends**

These are known as *faux amis* in French. You learnt about them in *Studio 2*. They are French words spelt the same as English words that mean something different. More of them crop up in *Studio 3*. Look at the word lists on these pages. What do these French words mean in English?

<i>main</i>	You should have two of these – of equal value.
<i>foot</i>	Your feet are involved in this activity.
<i>front</i>	Yours might be furrowed as you get to grips with <i>faux amis</i> .
<i>bras</i>	This has nothing to do with breasts!
<i>pain</i>	This doesn't hurt.

YEAR 9 GEOGRAPHY KPIs – CYCLE 1

In Cycle 1 of year 9 students will be working towards a number of KPIs covering the areas of Global Food issues and Global Warming. Global food issues is to do with why people go hungry, the impact of organic and non-organic farming as well as the production of Palm Oil. Pupils will look at the causes, impacts and responses to global warming globally and on a national scale. Case studies will be look at throughout the cycle. The students will be assessed throughout the learning cycles to ensure they are meeting the set KPIs for that topic.

Date of Assessment	Week commencing 5th December
KPI No:	KPI and Success Criteria
GEOGRAPHY 9.1	<p>I can competently carry out a range of geographical skills (draw a river cross-section, read and plot 6-figure grid references, read lines of longitude and latitude, interpret relief on maps using contours, spot heights and layer shading, GIS)</p> <p style="text-align: center;">NOT TESTED IN THIS CYCLE</p>
GEOGRAPHY 9.2	<p>I can read, draw and interpret a variety of more complex graphs, including scatter graphs, triangular graphs, rose diagrams, dispersion diagrams and population pyramids.</p> <ul style="list-style-type: none"> • Drawing a choropleth map to show carbon footprints globally
GEOGRAPHY 9.3	<p>I can draw geographical diagrams to support the writing of geographical landforms/processes that are well annotated</p> <ul style="list-style-type: none"> • Drawing a diagram that shows the greenhouse effect
GEOGRAPHY 9.4	<p>I can clearly describe and geographical concepts/processes in the correct sequence.</p> <ul style="list-style-type: none"> • The reasons why countries import/export food • The process of global warming • How individuals are connected to climate change
GEOGRAPHY 9.5	<p>I can confidently classify and explain the impacts of an event into social, economic and environmental, and can provide reasons for this classification.</p> <ul style="list-style-type: none"> • Palm oil production case study • Case study information on the effects of climate change (based on a variety of examples) • Kenya green bean case study
GEOGRAPHY 9.6	<p>I can use this classification to structure my work.</p> <ul style="list-style-type: none"> • Organic and non-organic farming • Palm oil production case study • Kenya green bean case study
GEOGRAPHY 9.7	<p>I can appropriately and confidently use case study information to answer questions and provide comparative data.</p> <ul style="list-style-type: none"> • Kenya green bean case study • Organic vs non organic farming • Bio-Fuel production case study • Palm oil production case study • Case study information on the global price of wheat • Global hunger case study (based on a variety of examples)

	<ul style="list-style-type: none"> • How to “go green” • Fishing vs fish farming • Case study information on the effects of climate change (based on a variety of examples)
GEOGRAPHY 9.8	<p>I can evaluate management strategies put in place to deal with events/processes.</p> <ul style="list-style-type: none"> • Palm oil production case study • How local communities are trying to become greener • Organic farming
GEOGRAPHY 9.9	<p>I can create my own solutions to events/processes</p> <ul style="list-style-type: none"> • Solutions to the growth of bio-fuels instead of food. • Palm oil production case study • Solutions to world hunger

YEAR 9 CYCLE 1 (Global Issues: Global Food Issues and Global Warming) GEOGRAPHY REVISION

You will need to use your exercise book to help you revise for your cycle 1 assessment.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

What is Global warming: KPI 9.4

http://www.bbc.co.uk/schools/gcsebitesize/geography/climate_change/greenhouse_effect_rev1.shtml

The Greenhouse Effect: KPI 9.3, 9.4,

http://www.bbc.co.uk/schools/gcsebitesize/geography/climate_change/greenhouse_effect_rev2.shtml

How humans contribute to climate change: KPI 9.4

<http://www.bbc.co.uk/education/guides/zt6sfg8/revision/1>

Impacts of global warming: KPI 9.6, 9.6, 9.7

http://www.bbc.co.uk/schools/gcsebitesize/geography/climate_change/greenhouse_effect_rev3.shtml

How to become more environmentally friendly: KPI 9.8, 9.9

<http://www.globalstewards.org/ecotips.htm>

<http://biofriendly.com/blog/nature/environment/50-ways-to-make-your-life-more-environmentally-friendly/>

Kenya case study on green beans: KPI 9.4, 9.5, 9.6, 9.7

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/You+are+what+you+eat/Importing+and+exporting+food+case+study+kenya.htm>

Palm oil Production: KPI 9.5-9.9

<http://www.geographypods.com/palm-oil--me.html>

<https://www.youtube.com/watch?v=7P078b7UPVI>

<https://www.youtube.com/watch?v=A01iDTNQ2rs>

<https://www.youtube.com/watch?v=PEKfYZBE14I>

Sustainable Palm oil: KPI 9.9

<https://www.youtube.com/watch?v=7BRGjODwYwA>

<https://www.youtube.com/watch?v=M3b4n7Mz1YE>

Bio-Fuels: KPI: 9.7, 9.9

<http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/crudeoil/hydrocarbonsrev3.shtml>

<http://biofuel.org.uk/biofuels-for-kids.html>

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/You+are+what+you+eat/Biofuels+exploiting+farmland+and+the+natural+environment.htm>

<https://www.youtube.com/watch?v=CQBw9JsBnI4>

https://www.youtube.com/watch?v=t_Fw6y4T3Po

<http://www.monbiot.com/2004/11/23/feeding-cars-not-people/>

Global food prices: KPI 9.7

http://www.bbc.co.uk/schools/gcsebitesize/geography/globalisation/global_food_industry_rev1.shtml

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/You+are+what+you+eat/Rising+food+prices.htm>

Why people go hungry: KPI: 9.7, 9.9

[http://www.unicef.org.uk/Documents/PFT-](http://www.unicef.org.uk/Documents/PFT-documents/D4C%202013%20Resources/KS3and4_ResourceSheet2_hunger_malnutrition.pdf)

[documents/D4C%202013%20Resources/KS3and4_ResourceSheet2_hunger_malnutrition.pdf](http://www.unicef.org.uk/Documents/PFT-documents/D4C%202013%20Resources/KS3and4_ResourceSheet2_hunger_malnutrition.pdf)

Pros and Cons of Organic Farming: KPI: 9.6-9.8

<http://greentumble.com/pros-and-cons-of-organic-farming/>



information sheet
MA.docx

Fish farms vs trawler fishing: KPI: 9.7



fish farming vs
commercial farming

YEAR 9

German KPIs – CYCLE 1

In Cycle 1 the main topic is the Media including what they use computers for; talking about music preferences; television viewing with reality TV. They will also learn how to write a film critique and learn how to compare today's lifestyle with that of their grandparents. They will then start on the topic of School Life.

Date of Assessment	Week commencing 5 th December
KPI No:	KPI and Success Criteria
German 9.1	Speaking <ul style="list-style-type: none"> Can ask and answer using increase number of chunks and phrases for routine classroom interaction.
German 9.2	Writing. <ul style="list-style-type: none"> Beginning to introduce more creative elements into writing – use pre-learnt chunks and be able to adapt using a dictionary to add new language
German 9.3	Reading and Listening. <ul style="list-style-type: none"> Can understand the gist and some detail of a variety of more challenging fiction and non-fiction texts
German 9.4	Grammar <ul style="list-style-type: none"> Can understand and use simple rules of German word order eg Verb 2nd idea in sentence.
German 9.5	Skills <ul style="list-style-type: none"> Can use past tense of regular and key irregular verbs.

YEAR 9 CYCLE 1 GERMAN REVISION

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. For more go on firefly – subjects – languages – german – year 9 – cycle 1 revision.

Use your personal log in to www.vocabexpress.com to revise Echo 3 Unit 1

KPI 9.1 Pronunciation.

www.vocabexpress.co.uk

KPI 9.2 Writing.

www.vocabexpress.co.uk
vocab lists

KPI 9.3 Reading and Listening

Vocab lists

KPI 9.4/5 Grammar.

Lots of past tense practise on <http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>
See instructions and the explanation sheet on firefly.

1

Die Medien

Wörter

Echo 3

Was machst du am Computer?	What do you do on the computer?
Ich surfe im Internet.	<i>I surf the Internet.</i>
Ich schreibe und lese E-Mails.	<i>I write and read e-mails.</i>
Ich mache meine Hausaufgaben.	<i>I do my homework.</i>
Ich spiele Computerspiele.	<i>I play computer games.</i>
Ich lade Musik herunter.	<i>I download music.</i>
Ich sehe DVDs.	<i>I watch DVDs.</i>
Ich kaufe Produkte.	<i>I buy products.</i>
Ich besuche Chatrooms.	<i>I visit chatrooms.</i>

Wie oft machst du das?	How often do you do that?
immer	<i>always</i>
jeden Tag	<i>every day</i>
drei Stunden pro Tag	<i>three hours a day</i>
zweimal pro Woche	<i>twice a week</i>
am Wochenende	<i>at the weekend</i>
manchmal	<i>sometimes</i>
ab und zu	<i>now and then</i>
nie	<i>never</i>

Wie findest du das?	How do you find it?
Das finde ich...	<i>I find it...</i>
billig.	<i>cheap.</i>
doof.	<i>silly.</i>
einfach.	<i>simple.</i>
langweilig.	<i>boring.</i>
praktisch.	<i>practical.</i>
schwierig.	<i>difficult.</i>
spannend.	<i>exciting.</i>
teuer.	<i>expensive.</i>
toll.	<i>great.</i>
ziemlich	<i>fairly</i>
sehr	<i>very</i>
zu	<i>too</i>

Was für Musik hörst du?	What kind of music do you listen to?
Ich höre gern...	<i>I like listening to...</i>
Ich höre nicht (so) gern...	<i>I don't (really) like listening to...</i>
Dance-Musik.	<i>dance music.</i>
Heavymetal-Musik.	<i>heavy metal music.</i>
klassische Musik.	<i>classical music.</i>
Opernmusik.	<i>opera.</i>
Popmusik.	<i>pop music.</i>
R&B-Musik.	<i>R&B.</i>
Rap-Musik.	<i>rap.</i>
Techno-Musik.	<i>techno music.</i>
Ich denke, dass sie ... ist.	<i>I think that it is...</i>
altmodisch	<i>old-fashioned.</i>
cool	<i>cool.</i>
fantastisch	<i>fantastic.</i>
laut	<i>loud / noisy.</i>
lustig	<i>funny.</i>
schrecklich	<i>terrible.</i>

Im Dschungel	In the jungle
Ich habe Schreie gehört.	<i>I heard screams.</i>
Ich habe Fitnesstraining gemacht.	<i>I did fitness training.</i>
Ich habe eine Ratte gefunden.	<i>I found a rat.</i>
Ich habe laut gesungen.	<i>I sang loudly.</i>
Ich habe Käfer gegessen.	<i>I ate beetles.</i>
Ich habe Würmer gegessen.	<i>I ate worms.</i>
Ich habe eine Spinne gesehen.	<i>I saw a spider.</i>
Ich habe eine Schlange gesehen.	<i>I saw a snake.</i>
Ich habe nicht gut geschlafen.	<i>I didn't sleep well.</i>
Ich bin schwimmen gegangen.	<i>I went swimming.</i>
Ich bin wandern gegangen.	<i>I went hiking.</i>
Ich bin zum Hotel gefahren.	<i>I travelled to the hotel.</i>

YEAR 9 HISTORY KPIs – CYCLE 1

In year 9 students will be working towards a number of KPIs covering the areas of Historical Knowledge, using sources, similarity and difference, change and continuity and the communication of historical knowledge. Historical content is based upon the Industrial Revolution, inventors and invention, working conditions in factories, early Industrial towns and Britain's involvement in the Slave Trade.

Date of Assessment	Week commencing 5 th December
KPI No:	KPI and Success Criteria
HISTORY 9.1	<p>I can show how a source is reliable or not reliable based on the purpose of the source</p> <ul style="list-style-type: none"> • I can use sources to explain aspects of the Factory System. • I can use sources to examine the Factory experience and how children were treated. • How did life change in Industrial Towns?
HISTORY 9.3	<p>I am able to structure paragraphs that are clearly focused on the question and beginning to make links between paragraphs</p> <ul style="list-style-type: none"> • Explain how Factories developed. • I can compare ideas on inventions and inventors in the Industrial Revolution. • I can compare ideas on the Industrial Revolution.
HISTORY 9.5	<p>I can identify secure knowledge and key features and characteristics of the event/period studied</p> <ul style="list-style-type: none"> • Explain aspects of the Slave trade. • Explain how slaves were treated. • Explain the importance of the Industrial revolution. • Explain aspect of change e.g. the Workhouse system and Transport.
HISTORY 9.6	<p>I can compare and contrast different events and periods over time</p> <ul style="list-style-type: none"> • How and why did attitudes to the slave trade change in Britain • What were the causes of the Industrial Revolution
HISTORY 9.7	<ul style="list-style-type: none"> • I can analyse examples of changes and/or continuity and their impact across given time periods. • The importance of Richard Arkwright. • How transport changed during this time.

YEAR 9 CYCLE 1 HISTORY REVISION

You will need to go onto **Firefly** under Y9 History on the school website to help you revise for your cycle 1 assessment.

Your class teacher will also advise you on topics to revise and where to find extra resources on Firefly.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

Useful Websites:

www.educationquizzes.com

*Concentrate upon the Industrial Revolution **and** topics you have studied in your Y9 History class.*

www.bbc.co.uk/bitesize/ks3/history/industrial_era/the.../revision/8

*BBC Bitesize above has lots of sections on the Industrial Revolution **and** topics you have studied in your Y9 History class.*

www.educationforum.co.uk/KS3

*Concentrate upon the Industrial Revolution **and** topics you have studied in your Y9 History class.*

*We will also place revision materials on the Firefly system.
Students should be using their homework time to revise for these tests.*

YEAR 9 ICT KPIs – CYCLE 1

In Year 9 students will be working towards a number of KPIs covering the areas of Databases and Python. The students will learn, using MS Access how to create complex queries, produce reports and also how to modify and edit a database. In relation to Python, students will learn how to solve computational problems, write pseudocode algorithms, write programs using selection and iteration and identify syntax and logic errors

Date of Assessment	Week commencing 5 th December
KPI No:	KPI and Success Criteria
ICT 9.1	Databases <ul style="list-style-type: none"> • Produce a simple database report
ICT 9.2	Databases <ul style="list-style-type: none"> • Create a simple query using one table/criteria
ICT 9.3	Databases <ul style="list-style-type: none"> • Produce a report from a simple query
ICT 9.4	Databases <ul style="list-style-type: none"> • Create complex queries using one or more tables
ICT 9.5	Python <ul style="list-style-type: none"> • Write out a pseudocode algorithm
ICT 9.6	Python <ul style="list-style-type: none"> • Use programming language to solve a computational problem
ICT 9.7	Python <ul style="list-style-type: none"> • Distinguish between syntax and logic errors
ICT 9.8	Python <ul style="list-style-type: none"> • Use comments to document programs and explain how they work
ICT 9.9	Python <ul style="list-style-type: none"> • Write a program using selection and iteration
ICT 9.10	Python <ul style="list-style-type: none"> • Annotate coding

YEAR 9 CYCLE 1 ICT REVISION

You will need to use your exercise book and **firefly** to help you revise for your cycle 1 assessment.

On Firefly go to: Subjects - ICT/Computing – KS3 Computing – Year 9 Computing

Firefly resources:

- PowerPoint notes (for all KPIs)
- Keywords
- Useful website links
- Keywords website
- Revision tips

Below you will find useful links for revision notes, quizzes and games to help you revise/practice the topics covered by each KPI.

KPI Database (9.1 – 9.4):

www.ictworkout.co.uk Username: Shoreham Password: stand34

Complete the exercise and watch the presentations on DBMS1 and DBMS2

www.teach-ict.co.uk There are video tutorials on software which will help you practice the software.

www.bbc.co.uk/bitesize - Use the KS3 ICT section – Software applications – Databases

www.bbc.co.uk/bitesize - Use the KS3 ICT section – Data and databases – Databases

KPI Python (9.5 – 9.10):

Use the following online resources to help you with Python theory/keywords:

www.bbc.co.uk/bitesize - Use the KS3 **Computer Science section** – Algorithms

www.bbc.co.uk/bitesize - Use the KS3 **Computer Science section** – Programming

www.codeacademy.com

Remember – A12 and D06 are available after school which you can practice using Access and Excel.

YEAR 9

PE & Health Assessment KPIs – CYCLE 1

In year 9 students are grouped into either an Excellence, Performance or Development class to support students' learning appropriately. The Performance and Excellence groups will follow a curriculum which will prepare them for the transition into GCSE PE. Whereas, the development group will continue to improve physical, social and psychological skills which will support students to engage with physical activity throughout their lives. All students will receive high quality PE through a range of activities and will be assessed against the Key Performance Indicators (KPIs) for PE.

Date of Assessment	Week Beginning Monday 5 th December
KPI No.	KPI and Success Criteria
PE 9.2	<p>Decision Making: Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.</p> <ul style="list-style-type: none"> • Varying the speed and direction of a variety of shots in net sports to gain an advantage. • Vary the type and power of a pass to maintain possession and build an attack. • Improve the quality of an aesthetic performance through selecting appropriate moves for specific individuals in a group to perform to all students' strengths.
PE 9.3	<p>Analysis of Performance - Accurately analyses and evaluates the effectiveness of their own and/or others team/group performances and implements appropriate improvements.</p> <ul style="list-style-type: none"> • When performing the role of a coach a student should be able to identify the technique points that a peer is performing correctly and incorrectly when performed in isolation or small group setting. • After identifying areas for improvement the students will be able to suggest how the technique or skill can be improved and improvement is actually made. <p><i>*This KPI can be assessed during any of the 3 assessment cycles and will be reported following appropriate lessons.</i></p>
PE 9.5	<p>Communicating when leading - Sensitively adapts activities when leading peers of all abilities and backgrounds so that they are included and supported to succeed.</p> <ul style="list-style-type: none"> • Perform a caching role to peers during an activity with the focus on ensuring that all students in the class are challenged in what they are doing. The student leading the activity will need to plan how to make an activity easier and harder so that all participants are included.

<p>PE 9.7</p>	<p>Fitness Level - Consistently meets the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness and speed to excellent effect.</p> <ul style="list-style-type: none"> • Have the cardiovascular fitness and physical strength to complete a lesson at a medium exercise intensity. As a guide the student should be able to jog 3 laps of a football pitch without stopping and hold a press up position for 1 minute or perform 10 consecutive press ups.
<p>PE 9.8</p>	<p>Principles of training - Successfully applies a good understanding of the principles of safe and effective training to improve their health and performance.</p> <ul style="list-style-type: none"> • Learning from year 7 and 8 must be demonstrated. • Demonstrate good technique in fitness exercises to prevent injury. • Apply their understanding of specificity, overload and intensity in a training session which they have designed. <p><i>*This KPI can be assessed during any of the 3 assessment cycles and will be reported following appropriate lessons.</i></p>

YEAR 9 CYCLE 1 PE REVISION

Revision support materials can be found on Firefly

YEAR 9 SPANISH KPIs – CYCLE 1

In Cycle 1 the main topic is the Media including what they use computers for; talking about music preferences; television viewing with reality TV, and types of films. They will cover the present, past and near future tenses . They will then start on the topic of School Life.

Date of Assessment	Week commencing 5 th December
KPI No:	KPI and Success Criteria
SPANISH 9.1	<ul style="list-style-type: none"> • Speaking Can ask & answer questions using an increased number of chunks & phrases, and common classroom language
SPANISH 9.2	<ul style="list-style-type: none"> • Productive Skill – Writing Can use creative vocabulary, with the help of a dictionary, to enhance their work
SPANISH 9.3	<ul style="list-style-type: none"> • Reading and Listening. Can understand the main details in a short Listening and Reading text with unpredictable language.
SPANISH 9.4	<ul style="list-style-type: none"> • Grammar Understand simple rules of Spanish word order
SPANISH 9.5	<ul style="list-style-type: none"> • Grammar Can use the past tense taking into account word order

YEAR 9 CYCLE 1 SPANISH REVISION

You will need to use your exercise book to help you revise for your cycle 1 assessment.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

Pronunciation.

vocabexpress.co.uk/
www.languagesonline.org

Writing.

vocabexpress.co.uk/
practice translation exercises
vocab lists (check on firefly)
On line dictionary or Spanish dictionary: www.wordreference.com

Reading and Listening

Upload listening files and practice reading texts
<http://www.bbc.co.uk/education/subjects/zfckjxs>
<http://www.spanish-games.net/>

Grammar.

Basic rules – bank of verbs (check on firefly)
Practice jumbled sentences
www.language-gym.com
<http://www.bbc.co.uk/education/subjects/zfckjxs>

Mi ordenador ¿Qué haces con tu ordenador? Leo y escribo correos. Descargo música. Navego por internet. Juego. Chateo. Hago mis deberes. Veo DVDs. Compro regalos. todos los días dos veces a la semana los fines de semana a veces nunca	The computer <i>What do you do with your computer?</i> <i>I read and write emails.</i> <i>I download music.</i> <i>I surf the net.</i> <i>I play games.</i> <i>I chat online.</i> <i>I do my homework.</i> <i>I watch DVDs.</i> <i>I buy presents.</i> <i>every day</i> <i>twice a week</i> <i>at weekends</i> <i>sometimes</i> <i>never</i>	interesantes malos/as tontos/as un rollo	<i>interesting</i> <i>bad</i> <i>stupid</i> <i>a drag</i>
La televisión ¿Cuál es tu programa favorito? Mi programa favorito es ... Es ... un concurso un documental un programa de deporte un programa de música un programa de tele-realidad el telediario el tiempo una comedia una serie de policías una telenovela	Television <i>What's your favourite television programme?</i> <i>My favourite programme is ...</i> <i>It's ...</i> <i>a game show</i> <i>a documentary</i> <i>a sports show</i> <i>a music show</i> <i>a reality show</i> <i>the news</i> <i>the weather</i> <i>a comedy</i> <i>a detective series</i> <i>a soap opera</i>	Las películas ¿Qué tipo de películas prefieres? Prefiero... las películas de ... acción amor artes marciales ciencia-ficción guerra terror las películas del Oeste las comedias los dibujos animados	Films <i>What sort of films do you prefer?</i> <i>I prefer...</i> <i>... films</i> <i>action</i> <i>romantic</i> <i>martial arts</i> <i>sci-fi</i> <i>war</i> <i>horror</i> <i>Westerns</i> <i>comedies</i> <i>cartoons/animations</i>
¿Por qué te gusta? Me gusta/Me gustan... Me encanta/Me encantan ... No me gusta/No me gustan ... porque es ... porque son ... aburridos/as divertidos/as educativos/as emocionantes informativos/as	Why do you like it? <i>I like...</i> <i>I love ...</i> <i>I don't like ...</i> <i>because it is</i> <i>because they are ...</i> <i>boring</i> <i>entertaining</i> <i>educational</i> <i>moving</i> <i>informative</i>	Más o menos más ... que menos ... que Los dibujos animados son más divertidos que las películas de terror. Las comedias son menos interesantes que las películas del Oeste.	More or less <i>more ... than</i> <i>less ... than</i> <i>Cartoons are funnier than horror films.</i> <i>Comedies are less interesting than Westerns.</i>
		La música la música clásica la música de los años sesenta la música electrónica la música latina la música pop el jazz el rap el rock ¿Qué tipo de música te gusta? Me encanta la música pop. Me gusta mucho el rap. Me gusta el jazz. No me gusta la música latina. No me gusta nada el rock. Odio la música clásica.	Music <i>classical music</i> <i>sixties music</i> <i>electronic music</i> <i>Latin music</i> <i>pop</i> <i>jazz</i> <i>rap</i> <i>rock</i> <i>What sort of music do you like?</i> <i>I love pop music.</i> <i>I really like rap.</i> <i>I like jazz.</i> <i>I don't like Latin music.</i> <i>I don't like rock at all.</i> <i>I hate classical music.</i>

Fui a un concierto

¿Adónde fuiste?
Fui a un concierto de Shakira.
¿Con quién saliste?

Salí con ...
¿Qué hiciste ...?
Canté.
Bailé.
Compré una camiseta.
Saqué fotos.
¿Qué comiste?
Comí una pizza.
¿Cómo fue?
Fue ...
estupendo
guay
aburrido
un desastre

ayer
el viernes pasado
la semana pasada
el fin de semana
pasado

Palabras muy útiles

y
pero
o
también
primero
luego
después

I went to a concert

Where did you go?
I went to a Shakira concert.
Who did you go out with?

I went out with ...
What did you do ...?
I sang.
I danced.
I bought a T-shirt.
I took photos.
What did you eat?
I ate a pizza.
How was it?
It was ...
fantastic
cool
boring
a disaster

yesterday
last Friday
last week
last weekend

Very useful words

and
but
or
also, as well
first
then
afterwards

Estrategia

Using the preterite

- Many of the verbs in Module 1 are regular in the preterite:

escuchar (<i>to listen</i>)	escuché (<i>I listened</i>)
comer (<i>to eat</i>)	comí (<i>I ate</i>)
salir (<i>to go out</i>)	salí (<i>I went out</i>)
- You've also met some verbs that are irregular:

ver (<i>to see</i>)	vi (<i>I saw</i>)
hacer (<i>to do/make</i>)	hice (<i>I did/made</i>)
ser (<i>to be</i>)	fui (<i>I was</i>)
ir (<i>to go</i>)	fui (<i>I went</i>)

Often, the irregular verbs don't have the accents that regular ones do.

Try writing these verbs out on sticky notes and sticking them on your diary, around your bedroom or on the fridge, so that you see them often and learn them.

Un día en el instituto

¿Cómo se llama tu instituto?
 Mi instituto se llama ...
 ¿Cuántos alumnos hay?
 Hay ... alumnos.
 ¿Cuántos profesores hay?
 Hay ... profesores.
 ¿Cuántas clases hay al día?
 Hay ... clases al día.
 ¿Llevas uniforme?
 (No) llevo uniforme.
 ¿Te gusta tu instituto?
 (No) me gusta mucho mi instituto.

En el recreo

¿Qué haces en el recreo?
 Los lunes ...
 Los martes ...
 Los miércoles ...
 Los jueves ...
 Los viernes ...
 Voy ...
 al club de ajedrez
 al club de informática
 al club de teatro
 al patio
 a la cantina
 Canto en el coro.
 Juego al fútbol
 Toco en la orquesta.
 Voy a la biblioteca.

Las asignaturas

el comercio
 el dibujo
 el diseño
 el español
 el francés
 el inglés
 el teatro
 la educación física

A school day

What is your school called?
My school is called ...
How many pupils are there?
There are ... pupils.
How many teachers are there?
There are ... teachers.
How many lessons are there in a day?
There are ... lessons in a day.
Do you wear a uniform?
I (don't) wear a uniform.
Do you like your school?
I (don't) like my school very much.

In the break

What do you do at break?
On Mondays ...
On Tuesdays ...
On Wednesdays ...
On Thursdays ...
On Fridays ...
I go ...
to chess club
to computer club
to theatre club
to the playground
to the canteen
I sing in the choir.
I play football.
I play in the orchestra.
I go to the library.

Subjects

business studies
art
design
Spanish
French
English
drama
PE

la geografía
 la historia
 la informática
 la música
 la tecnología
 las ciencias
 las matemáticas
 ¿Qué estudias?
 Estudio francés.
 ¿Te gusta?
 ¿Por qué?
 Porque es ...
 aburrido/a
 creativo/a
 divertido/a
 importante
 interesante
 difícil
 fácil
 guay
 útil

¿Qué vas a estudiar el año que viene?
 El año que viene voy a estudiar ...
 ¿Por qué te gusta(n)?
 Me gusta(n) ... porque es/son ...

Las normas del instituto

Se debe ...
 escuchar en clase
 hacer los deberes
 llegar a tiempo
 llevar uniforme
 No se debe ...
 llevar joyas
 llevar maquillaje
 llevar zapatillas de deporte
 comer chicle
 correr en los pasillos
 usar el móvil en clase

geography
history
ICT
music
technology
science(s)
maths
What are you studying?
I'm studying French.
Do you like it?
Why?
Because it's ...
boring
creative
fun
important
interesting
difficult
easy
great
useful
What are you going to study next year?
Next year I'm going to study ...
Why do you like it (them)?
I like ... because it's/they're ...

School rules

You must ...
listen in class
do your homework
arrive on time
wear uniform
You must not ...
wear jewellery
wear make-up
wear trainers
chew gum
run in the corridors
use your mobile in class

Timoteo el travieso

Llegué a las once de la mañana.

No escuché al profesor.

Escuché música.

Salí en el recreo.

Me compré un chicle.

Comí dos

hamburguesas.

Bebí una lata de Coca-Cola.

Mandé mensajes a mis amigos.

Saqué fotos con mi móvil.

Hablé por teléfono con mi hermano.

No estudié mucho.

Jugué al fútbol en el patio.

¿Te gusta el instituto?

¿A qué hora llegaste ayer?

¿Qué hiciste en el recreo?

¿Qué hiciste en la clase de matemáticas?

Terrible Timothy

I arrive at 11 in the morning.

I didn't listen to the teacher.

I listened to music.

I went out at break/lunch.

I bought some gum.

I ate two hamburgers.

I drank a can of Coke.

I sent texts to my friends.

I took photos with my phone.

I talked to my brother on the phone.

I didn't study a lot.

I played football in the playground.

Do you like school?

What time did you arrive yesterday?

What did you do at break time?

What did you do in maths?

Palabras muy útiles

después

más tarde

normalmente

todos los ...

ayer

el año que viene

Very useful words

after

later

normally

every ...

yesterday

next year

Estrategia**Expressions with the infinitive**

In Spanish there are many expressions which are always followed by an infinitive.

The ones you have seen in this module are these:

Voy a ...	<i>I am going to ...</i>
Se debe ...	<i>You/One must ...</i>
No se debe ...	<i>You/One mustn't ...</i>

Here are some others: can you remember what they mean?

Quiero ...	Tengo que ...
Me gusta ...	Me gustaría ...

Keep a list of these expressions on a special page of your vocab book. Write them with an infinitive to finish the sentence so that you have a full, correct example.

Here are some infinitives for you to choose from:

ir de vacaciones (*go on holiday*)
 estudiar historia (*study history*)
 hacer mis deberes (*do my homework*)
 descargar música (*download music*)
 llevar maquillaje (*wear make-up*)
 chatear (*chat online*)