

"If you're not willing to learn no one can help you. If you're determined to learn no one can stop you."

Name

Tutor



St Cuthbert Mayne School

Year 9 Autumn 2026



Should you require support with your home learning, please attend one of the subject specialist lead Home Learning Support Sessions in W7-W9

	Week A	Week B
Monday	Maths	Maths
Tuesday	English	English
Wednesday	Science	RE
Thursday	Learning Mentor support for all other subjects	

Subjects in this booklet are in alphabetical order

Need to Know Booklet



St Cuthbert Mayne
Educating for life in all its fullness

Important information

You need to use this booklet **together** with Classcharts Homework screen to ensure **all** work is being completed on time.

Many subjects use online platforms for home learning tasks and these subjects will communicate this to students, along with expectations. Should you have any issues with online access please speak to your subject teacher in the first instance. For further information on online systems, please see the **subject page** in this booklet.

The **minimum requirement** from you in each subject is detailed below, along with the online system used by that subject:

Subject	Platform	Time
English	Sparx Reader	1 hour per week - checked weekly
French	Seneca, Google forms and tasks in booklet	30 minutes a fortnight - checked week B
Geography	Tasks in booklet	30 minutes a fortnight - checked week A
History	Tasks in booklet	30 minutes a fortnight - checked week A
Maths	Sparx Maths	1 hour per week - checked weekly
RE	Google forms, extension tasks in booklet	30 minutes a fortnight - checked week A
Science	Sparx Science	40 minutes a fortnight - checked week B

Your home learning will be checked by your subject teachers see table above. Any student who receives a “**home learning not completed**” subject mark on Classcharts **must** attend a catch up session the following week, see table on front cover. Students should check the registers displayed every Monday morning on the yellow notice board in Westminster block for details of any support sessions you need to attend.



WHERE ? All home learning should be completed at home or in the school library, in a quiet environment so that you can concentrate. It should take about 30 minutes to complete. D&T lessons are timetabled every other week so it should be easy to meet the deadline - the teacher will set it in one lesson and you can complete it and return it in the next lesson !



“Nothing is more powerful for your future than being a gatherer of good ideas and information. That’s called doing your homework.”

 Jim Rohn



English - Sparx Reader

What to do:

The Sparx Reader logo is located in the top right corner of the slide. It consists of a blue square with the words "Sparx" and "Reader" in white, stacked vertically. The "Sparx" is in a smaller font than "Reader".

Sparx
Reader

- Go to **sparxreader.com**
- Log into Sparx Reader
- Read your text and answer the questions
- Achieve a minimum of **250 SRP**
- Home Learning is due every **week** as directed by your teacher
- Catch-up is Tuesday after school in W7/W8
- Need support? Attend catch-up or speak with your teacher
- Regularly check Google Classroom for further set work and especially if you have missed lessons.

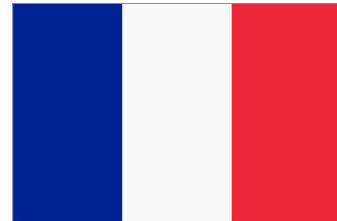
Year 9 French - Need To Know - Autumn Term

Dynamo 2, Module 2 (J'adore les fêtes) - Celebrations



- The vocabulary in this French section covers the basics of *all of the words and phrases that you will need to succeed in French lessons and in French homework tasks.*
- Your home learning for French is set fortnightly. It is set **every two weeks on a Friday and is due in on the Thursday 2 weeks later, at 8am.**
- Each page has words, phrases and sentences in French and English, and will also be the vocabulary that is tested in assessments.
The home learning tasks are to help embed it in your memory.
- There are some sentence builder boxes after the vocabulary lists to show you how to make sentences with what you have learned. You use these sentence builders in lessons.
- Learning a language is only successful if you do it '*little but often*'.
- **Home learning will be a mixture of vocabulary learning from your Need to Know booklet, and other assignments your teacher will set you on Google Classroom and Class Charts.**
- You must learn the vocabulary, there are ideas to help you do this on the next page.

The conquest of learning is achieved through the knowledge of languages.



You must spend up to 30 minutes of effort each fortnight

Languages are best studied '**little and often**'

Ask Ms Rowbury, Ms Dowler Cross or Ms Cooper if you have any questions.

If you are stuck with French homework then you can attend the support club - posters are displayed with details.

Become an independent learner...

- Revise vocabulary from previous topics regularly
- Try different strategies for memorising words
- Use the DuoLingo app on your phone and achieve praise points for streaks!



You live a new life for every new language you speak. If you know only one language, you live only once.

How do I learn new words?

Try a different technique each time you have to learn new vocabulary.

Enter the date you tried it and then provide feedback.



	<i>I used it on ...</i>	<i>My opinion</i> (e.g. useful, did not help me, boring, easy, difficult)	<i>Will I use this technique again?</i>
<i>I read and repeat the words in my head.</i>			
<i>I read and repeat the words aloud.</i>			
<i>I repeat the words with a rhythm / song tune.</i>			
<i>I record myself saying/singing the words and then listen to the recording.</i>			
<i>I do mind-maps or spider diagrams.</i>			
<i>I create and use my own flashcards / memory cards.</i>			
<i>I write the words in the target language and English (several times).</i>			
<i>I test myself by looking at, saying, covering, writing, checking the word.</i>			
<i>Someone in my family tests me.</i>			
<i>I study with my friend/s and we ask each other.</i>			

<u>Les Instructions</u>	
Fermez les cahiers =	close the books
Ouvrez les cahiers =	open the books
Écoutez la prof =	listen to the teacher
Regardez le tableau =	look at the board
Fermez la porte =	close the door
Levez la main =	put up your hand
Levez-vous =	stand up
Asseyez-vous =	sit down
Écrivez 1-10 =	write 1 to 10
Parlez avec votre partenaire =	talk with your partner
Silence =	silence
Calmez-vous =	be quiet

<u>Les Questions</u>	
C'est quoi en anglais?	What is it in English?
Comment ça s'écrit?	How do you spell it?
Comment dit-on ___ en français	How do you say ___ in French?
Je peux aller à ma leçon de musique?	Can I go to my music lesson?
Je peux ouvrir le fenêtre?	Can I open the window?
Je peux fermer la fenêtre?	Can I close the window?
Je peux aller au toilette?	Can I go to the toilet?

<u>Connectives</u>	
et	and
mais	but
parce que	because
car	because
pourtant	however
aussi	also
ou	or
donc	so/therefore
si	if
même si	even if



<u>Pronunciation</u>	
-D, P, S, T, X, Z are silent when found at the end of a word	
-H is silent when found at the beginning of a word	
The letter c with an accent underneath – ç – sounds like the letter s in English	
In French, the letter e can cause lots of problems. At the end of a word, it isn't sounded out.	
-If it as an acute accent – é – then it sounds like ay . - <i>café</i>	
-If it has a grave accent – è – or a circumflex - ê - then it sounds like eh – e.g. <i>père, tête</i>	
-The rest of the time, it sounds like uh – menu (muhnoo)	

<u>Cool phrases</u>	
À plus dans le bus	See you later alligator
Prends ça cool	Take it easy
Je kiffe ça	I love that (French-Arab slang)
Très bien!	Very good!
Trop bien!	Too good!

<u>Question words</u>	
comment- how	
qui- who	
quel- which/what	
quoi- what	
quand- when	
où- where	
pourquoi- why	

un	1
deux	2
trois	3
quatre	4
cinq	5
six	6
sept	7
huit	8
neuf	9
dix	10
onze	11
douze	12
treize	13
quatorze	14
quinze	15
seize	16
dix-sept	17
dix-huit	18
dix-neuf	19
vingt	20
vingt-et-un	21
vingt-deux	22
vingt-trois	23
vingt-quatre	24
vingt-cinq	25
vingt-six	26
vingt-sept	27
vingt-huit	28
vingt-neuf	29
trente	30
trente-et-un	31
trente-deux	32
quarante	40
cinquante	50
soixante	60
soixante-dix	70
quatre-vingts	80
quatre-vingts-dix	90
cent	100

Celebrations & Opinions - Vocabulary

le premier avril	<i>the first of April</i>
le deux / trois / dix avril	<i>the second / third / tenth of April</i>
Quelle est ta fête préférée?	<i>What's your favourite festival?</i>
J'adore ...	<i>I love ...</i>
J'aime ...	<i>I like ...</i>
Je préfère ...	<i>I prefer ...</i>
Je n'aime pas ...	<i>I don't like ...</i>
Je déteste ...	<i>I hate ...</i>
Noël.	<i>Christmas.</i>
Pâques.	<i>Easter.</i>
le 14 juillet.	<i>Bastille Day.</i>
le Nouvel An.	<i>New Year.</i>

la Chandeleur.	<i>Pancake Day.</i>
la Saint-Valentin.	<i>Valentine's Day.</i>
l'Aïd.	<i>Eid.</i>
mon anniversaire.	<i>my birthday.</i>
manger du chocolat.	<i>to eat/eating chocolate.</i>
acheter des cadeaux.	<i>to buy/buying presents.</i>
danser.	<i>to dance/dancing.</i>
faire une soirée pyjama.	<i>to have/having a sleepover.</i>
aller chez mes cousins.	<i>to go/going to my cousins' house.</i>
C'est amusant.	<i>It is fun.</i>
C'est commercial.	<i>It is commercialised.</i>
C'est nul.	<i>It is rubbish.</i>
C'est sympa.	<i>It is nice.</i>

Celebrations & Opinions - Sentence Builder

J'adore les fêtes! *I love celebrations!*

Mon anniversaire, *My birthday*

La Chandeleur, *Pancake Day*

Diwali, *Diwali*

Halloween, *Halloween*

La fête de la musique, *The music festival*

La fête nationale française, *The French national holiday*

c'est le
is on the

premier *first of*

deux *second of*

trois *third of*

neuf *ninth of*

treize *thirteenth of*

quinze *fifteenth of*

dix-huit *eighteenth of*

vingt *twentieth of*

vingt-et-un *twenty-first of*

vingt-deux *twenty-second of*

trente *thirtieth of*

trente-et-un *thirty-first of*

janvier. *January.*

février. *February.*

mars. *March.*

avril. *April.*

mai. *May.*

juin. *June.*

juillet. *July.*

août. *August.*

septembre. *September.*

octobre. *October.*

novembre. *November.*

décembre. *December.*

Celebrations & Opinions - Sentence Builder

Quelle est ta fête préférée? *What's your favourite festival?*

J'aime *I like*

l'Aïd *Eid*

mon anniversaire *my birthday*

le Nouvel An *New Year's Day*

Pâques *Easter*

le 14 juillet *Bastille Day*

la Chandeleur *Pancake Day*

Noël *Christmas*

la Saint-Valentin *Valentine's Day*

parce que c'est *because it is*

parce que c'est très
because it is very

amusant. *fun.*

sympa. *nice.*

commercial. *commercialised.*

nul. *rubbish.*

J'aime *I like*

Je déteste *I hate*

Je n'aime pas *I don't like*

Je préfère *I prefer*

acheter des cadeaux. *to buy presents.*

aller chez mes cousins. *to go to my cousins' house.*

danser. *to dance.*

faire une soirée pyjama. *to have a sleepover.*

manger du chocolat. *to eat chocolate.*

Celebrations/festivals activities & describing a photo - Vocabulary

Ma fête préférée, c'est le carnaval.

My favourite festival is carnival.

Je retrouve mes copains.

I meet my friends.

Je porte un masque et un déguisement.

I wear a mask and a costume.

Je regarde la parade.

I watch the parade.

J'écoute la musique.

I listen to the music.

Je mange une crêpe.

I eat a pancake.

Je partage des photos.

I share photos.

Sur la photo, il y a un homme.

In the photo there is a man.

Sur la photo, il y a un garçon.

In the photo there is a boy.

Sur la photo, il y a une femme.

In the photo there is a woman.

Sur la photo, il y a une fille.

In the photo there is a girl.

Il/Elle est dans une parade.

He/She is in a parade.

Il/Elle est dans un parc.

He/She is in a park.

Il/Elle danse.

He/She is dancing.

Il/Elle regarde la parade.

He/She is watching the parade.

Il/Elle mange une glace.

He/She is eating an ice cream.

Il/Elle chante.

He/She is singing.

Il/Elle porte un déguisement.

He/She is wearing a costume.

Il/Elle porte un masque.

He/She is wearing a mask.

Je pense qu' ...

I think that ...

il fait beau.

the weather is fine.

il fait mauvais.

the weather is bad.

il fait chaud.

it is hot.

il fait froid.

it is cold.

Celebrations/festivals activities - Sentence Builder

Quelle est ta fête préférée? <i>What's your favourite festival?</i>			
Ma fête préférée, c'est <i>My favourite festival is</i>	l'Aïd <i>Eid</i>	parce que c'est <i>because it's</i>	amusant. <i>fun.</i>
	le carnaval <i>carnival</i>		cool. <i>cool.</i>
	Noël <i>Christmas</i>		génial. <i>great.</i>
	le Nouvel An <i>New Year's Day</i>		intéressant. <i>interesting.</i>
	Pâques <i>Easter</i>		sympa. <i>nice.</i>
	le 14 juillet <i>Bastille Day</i>		
Le matin, <i>In the morning,</i> L'après-midi, <i>In the afternoon,</i> Le soir, <i>In the evening,</i>	j'écoute la musique. <i>I listen to the music.</i>		
	je mange une crêpe. <i>I eat a pancake.</i>		
	je partage des photos. <i>I share photos.</i>		
	je porte un masque et un déguisement. <i>I wear a mask and a costume.</i>		
	je regarde la parade. <i>I watch the parade.</i>		
	je retrouve mes copains. <i>I meet my friends.</i>		

Describing a photo - Sentence Builder

Qu'est-ce qu'il y a sur la photo? *What is in the photo?*

Sur la photo, il y a <i>In the photo, there is</i>	un garçon. <i>a boy.</i>	Il est <i>He is</i> Elle est <i>She is</i>	dans un parc. <i>in a park.</i>	Je pense qu'il fait <i>I think that the weather is</i>	chaud. <i>hot.</i>
	un homme. <i>a man.</i>		dans une parade. <i>in a parade.</i>		froid. <i>cold.</i>
	une femme. <i>a woman.</i>				beau. <i>fine.</i>
	une fille. <i>a girl.</i>				mauvais. <i>bad.</i>

II He Elle She	chante. <i>is singing.</i>		
	danse. <i>is dancing.</i>		
	joue d'un instrument. <i>is playing an instrument.</i>		
	mange une glace. <i>is eating an ice cream.</i>		
	regarde la parade. <i>is watching the parade.</i>		
	porte <i>is wearing</i>	un déguisement <i>a costume</i>	blanc.  <i>white</i>
un masque <i>a mask</i>		bleu.  <i>blue</i>	rouge.  <i>red</i>
		noir.  <i>black</i>	rose.  <i>pink</i>
		vert.  <i>green</i>	jaune.  <i>yellow</i>

Music Festival - Vocabulary

J'attends la fête avec impatience.	<i>I am looking forward to the festival.</i>
Je vends des disques vinyles.	<i>I sell records.</i>
Je finis à midi.	<i>I finish at lunchtime.</i>
Je choisis un groupe de rock.	<i>I choose a rock group.</i>
J'écoute un rappeur.	<i>I listen to a rapper.</i>

Je préfère la fanfare.	<i>I prefer the brass band.</i>
Ma mère chante dans la chorale.	<i>My mother sings in the choir.</i>
Mon frère choisit un groupe folk.	<i>My brother chooses a folk group.</i>
le matin	<i>(in) the morning</i>
l'après-midi	<i>(in) the afternoon</i>
le soir	<i>(in) the evening</i>

Bastille Day - Vocabulary

le 14 juillet	<i>Bastille Day</i>
la fête nationale	<i>national holiday</i>
un jour de congé	<i>a day off</i>
un défilé (militaire)	<i>a (military) parade</i>

un bal	<i>a dance</i>
regarder un feu d'artifice	<i>to watch fireworks</i>
faire un pique-nique	<i>to have a picnic</i>
faire la fête	<i>to celebrate</i>

Music festival - Sentence Builder

Tu attends la fête de la musique avec impatience? *Are you looking forward to the music festival?*

J'adore <i>I love</i> J'aime <i>I like</i> Je n'aime pas <i>I don't like</i> Je déteste <i>I hate</i>	la fête de la musique. <i>the music festival.</i>	Le matin, <i>In the morning,</i>	je chante <i>I sing</i>	dans la chorale. <i>in the choir.</i>
			je choisis <i>I choose</i>	un groupe de rock. <i>a rock group.</i>
		L'après-midi, <i>In the afternoon,</i> Le soir, <i>In the evening,</i>	j'écoute <i>I listen to</i>	un groupe folk. <i>a folk group.</i>
			je finis <i>I finish</i>	à midi. <i>at lunchtime.</i>
			je préfère <i>I prefer</i>	la fanfare. <i>the brass band.</i>
			je vends <i>I sell</i>	des disques vinyles. <i>records.</i>

Music festival - Sentence Builder

Tu attends la fête de la musique avec impatience? *Are you looking forward to the music festival?*

J'attends

I am looking forward to

Tu attends

You are looking forward to

Il attend

He is looking forward to

Elle attend

She is looking forward to

On attend

We are looking forward to

Nous attendons

We are looking forward to

Vous attendez

You are looking forward to

Ils attendent

They are looking forward to

Elles attendent

They are looking forward to

la fête de la musique
avec impatience.
the music festival.

Chaque année,
Every year,

je choisis

I choose

tu choisis

you choose

il choisit

he chooses

elle choisit

she chooses

on choisit

we choose

nous choisissons

we choose

vous choisissez

you choose

ils choisissent

they choose

elles choisissent

they choose

un groupe de musique
classique.
a classical music group.

un groupe de rock.
a rock group.

un rappeur.
a rapper.

Buying food at a market - Vocabulary

le fromage	<i>cheese</i>
le jambon	<i>ham</i>
un chou-fleur	<i>a cauliflower</i>
un haricot vert	<i>a green bean</i>
un melon	<i>a melon</i>
un œuf	<i>an egg</i>
un oignon	<i>an onion</i>
une banane	<i>a banana</i>
une pomme	<i>an apple</i>
une pomme de terre	<i>a potato</i>
une tomate	<i>a tomato</i>
un kilo de ...	<i>a kilo of ...</i>

un demi-kilo de ...	<i>half a kilo of ...</i>
une tranche de ...	<i>a slice of ...</i>
Vous désirez?	<i>What would you like?</i>
Je voudrais des tomates, s'il vous plaît.	<i>I'd like some tomatoes, please.</i>
Et avec ça?	<i>Anything else?</i>
C'est tout?	<i>Is that all?</i>
Ça fait combien?	<i>How much is it?</i>
Ça fait 3€50.	<i>That's 3 euros fifty.</i>
Voilà.	<i>Here you are.</i>
Merci, bonne journée!	<i>Thanks, have a nice day!</i>

Buying food at a market - Sentence Builder

Et avec ça? <i>Anything else?</i>						
Bonjour, <i>Hello,</i>	madame. <i>madam.</i> mademoiselle. <i>miss.</i> monsieur. <i>sir.</i>	Vous désirez? <i>What would you like?</i>	Je voudrais <i>I'd like</i>	un demi-kilo de <i>half a kilo of</i> un kilo de <i>a kilo of</i>	bananes, <i>bananas,</i> pommes, <i>apples,</i> tomates, <i>tomatoes,</i>	s'il vous plaît. <i>please.</i>
Et avec ça? <i>Anything else?</i>			Je voudrais <i>I'd like</i>	deux tranches de <i>two slices of</i> quatre tranches de <i>four slices of</i>	fromage, <i>cheese,</i> jambon, <i>ham,</i>	s'il vous plaît. <i>please.</i>
C'est tout? <i>Is that all?</i>			C'est tout, merci. Ça fait combien? <i>That's all, thanks. How much is it?</i>			
Ça fait <i>That's</i>	huit euros, <i>eight euros,</i> dix euros cinquante, <i>ten euros fifty,</i>	s'il vous plaît. <i>please.</i>	Voilà. <i>Here you are.</i>			
Merci, bonne journée. <i>Thanks, have a nice day.</i>			Au revoir, <i>Goodbye,</i>		madame. <i>madam.</i> mademoiselle. <i>miss.</i> monsieur. <i>sir.</i>	

Buying food at a market - Sentence Builder

Ça fait combien? <i>How much is it?</i>			
Ça fait <i>That's</i>	un euro <i>one euro</i>	dix, <i>ten,</i>	s'il vous plaît. <i>please.</i>
	deux euros <i>two euros</i>	vingt, <i>twenty,</i>	
	sept euros <i>seven euros</i>	trente, <i>thirty,</i>	
	dix euros <i>ten euros</i>	quarante, <i>forty,</i>	
	douze euros <i>twelve euros</i>	cinquante, <i>fifty,</i>	
	quinze euros <i>fifteen euros</i>	soixante, <i>sixty,</i>	
	dix-neuf euros <i>nineteen euros</i>	soixante-dix, <i>seventy,</i>	
	vingt euros <i>twenty euros</i>	soixante-quinze, <i>seventy-five,</i>	
		quatre-vingts, <i>eighty,</i>	
		quatre-vingt-cinq, <i>eighty-five,</i>	
		quatre-vingt-dix, <i>ninety,</i>	
		quatre-vingt-quinze, <i>ninety-five,</i>	

Special Occasion Food - Vocabulary

Qu'est-ce que tu vas manger pour la fête? *What are you going to eat for the festival?*

Je vais manger ... *I am going to eat ...*

une salade niçoise. *a tuna and olive salad.*

une tarte flambée. *a pizza-like tart.*

un couscous aux légumes. *a vegetable couscous.*

une crêpe *a pancake*

des moules-frites *mussels and chips*

une quiche lorraine *a bacon quiche*

du thon *tuna*

du fromage blanc *soft white cheese*

de la pâte *pastry*

des olives *olives*

des pois chiches *chickpeas*

des carottes *carrots*

C'est comment? *What is it like?*

C'est très bon. *It is very good.*

C'est délicieux. *It is delicious.*

C'est savoureux. *It is tasty.*

C'est un plat typique ... *It's a typical dish ...*

C'est une spécialité ... *It's a speciality ...*

du nord de la France. *of the north of France.*

du sud de la France. *of the south of France.*

de l'est de la France. *of the east of France.*

de l'ouest de la France. *of the west of France.*

Special Occasion Food - Sentence Builder

Qu'est-ce que tu vas manger pour la fête? *What are you going to eat for the festival?*

À *At*

Noël, *Christmas*,
Pâques, *Easter*,

Pour *For*

l'Aïd, *Eid*,
le carnaval, *carnival*,
le Nouvel An, *New Year's Day*,
la Chandeleur, *Pancake Day*,
mon anniversaire, *my birthday*,

je vais manger *I am going to eat*

de la pizza. *(some) pizza.*

des carottes. *(some) carrots.*

des moules-frites. *(some) mussels and chips.*

des olives. *(some) olives.*

des pois chiches. *(some) chickpeas.*

du fromage blanc. *(some) soft white cheese.*

du thon. *(some) tuna.*

un couscous aux légumes. *a vegetable couscous.*

une crêpe. *a pancake.*

une quiche lorraine. *a bacon quiche.*

une salade niçoise. *a tuna and olive salad.*

une tarte flambée. *a pizza-like tart.*

Special Occasion Food - Sentence Builder

Qu'est-ce que tu vas manger pour la fête? *What are you going to eat for the festival?*

C'est **un** plat typique *It's a typical dish*

C'est **une** spécialité *It's a speciality*

du nord *from the north*

du sud *from the south*

de l'est *from the east*

de l'ouest *from the west*

du Maroc. *of Morocco.*

de la Belgique. *of Belgium.*

de la France. *of France.*

de la Suisse. *of Switzerland.*

C'est *It's*

très *very*

vraiment *really*

bon. *good.*

délicieux. *delicious.*

savoureux. *tasty.*

Christmas Market - Vocabulary

Qu'est-ce que tu vas faire?	<i>What are you going to do?</i>
Je vais ...	<i>I am going ...</i>
visiter le marché de Noël.	<i>to visit the Christmas market.</i>
acheter un cadeau.	<i>to buy a present.</i>
admirer les maisons illuminées.	<i>to admire the illuminated houses.</i>

écouter des chorales.	<i>to listen to some choirs.</i>
manger une tarte flambée.	<i>to eat a pizza-like tart.</i>
boire un jus de pomme chaud.	<i>to drink a hot apple juice.</i>

Time Phrases - Vocabulary

Les mots essentiels *High-frequency words*

le matin	<i>in the morning</i>
l'après-midi	<i>in the afternoon</i>
le soir	<i>in the evening</i>
samedi prochain	<i>next Saturday</i>
le weekend prochain	<i>next weekend</i>
la semaine prochaine	<i>next week</i>
demain	<i>tomorrow</i>

Stratégie

Spelling and accents

Accents are not optional – spot accents in new words and make sure you remember them when writing.

- The **acute accent** goes uphill ´ (e.g. *préférée*).
- The **grave accent** goes downhill ` (e.g. *à, après-midi*).
- The **circumflex** is like a little hat, e.g. *fête, Pâques*.
- The **tréma** is two dots, e.g. *Noël, Aïd*.
- The **cedilla** occurs under the letter c, e.g. *ça, français*.

Christmas Market - Sentence Builder

Qu'est-ce que tu vas faire? *What are you going to do?*

Demain, *Tomorrow,*

Samedi prochain, *Next Saturday,*

Le week-end prochain, *Next weekend,*

La semaine prochaine, *Next week,*

je vais aller à *I am going to go to*

Colmar *Colmar*

Édimbourg *Edinburgh*

Toulouse *Toulouse*

Wigan *Wigan*

en avion. *by plane.*

en car. *by coach.*

en train. *by train.*

en voiture. *by car.*

Je vais acheter
I am going to buy

du chocolat *some chocolate*

du fromage *some cheese*

des cadeaux *some presents*

des souvenirs *some souvenirs*

et je vais manger
and I am going to eat

de la choucroute. *some sauerkraut.*

de la quiche lorraine.
some bacon quiche.

une crêpe. *a pancake.*

une tarte flambée. *a pizza-like tart.*

Future Tense - Sentence Builder

Qu'est-ce que tu vas faire? *What are you going to do?*

Où est-ce que tu vas aller la semaine prochaine? <i>Where are you going to go next week?</i>	Je vais aller <i>I am going to go</i>	à Colmar. <i>to Colmar.</i> à Paris. <i>to Paris.</i> en France. <i>to France.</i>
Comment est-ce que tu vas voyager? <i>How are you going to travel?</i>	Je vais voyager <i>I am going to travel</i>	en avion. <i>by plane.</i> en car. <i>by coach.</i> en train. <i>by train.</i>
Qu'est-ce que tu vas faire? <i>What are you going to do?</i>	Je vais <i>I am going</i>	acheter des souvenirs. <i>to buy souvenirs.</i> écouter la chorale. <i>to listen to the choir.</i> prendre des photos. <i>to take photos.</i>
Qu'est-ce que tu vas manger? <i>What are you going to eat?</i>	Je vais manger <i>I am going to eat</i>	de la quiche lorraine. <i>(some) bacon quiche.</i> une crêpe. <i>a pancake.</i> une tarte flambée. <i>a pizza-like tart.</i>
Qu'est-ce que tu vas boire? <i>What are you going to drink?</i>	Je vais boire <i>I am going to drink</i>	un chocolat chaud. <i>a hot chocolate.</i> un jus de pomme chaud. <i>a hot apple juice.</i> un milkshake. <i>a milkshake.</i>

d'abord *first of all*

ensuite *next*

puis *then*

après *after(wards)*

aussi *also*



OUR WORLD FULL OF CHALLENGES AND OPPORTUNITIES – Africa is NOT a country!

This Home Learning will be checked by your teacher in a lesson during Week A beginning **Monday 14th September 2026**.

Mine will be checked on _____ period _____.

We are all connected to Africa.

Between 1 and 2 million years ago, the first species of humans appeared in Africa and eventually spread around the world.

Africa is the 2nd largest continent in the world, both by area and population; home to 1.2 billion people in 54 countries, speaking 1,500 different languages.

Africa is rich in natural resources. But the continent is often viewed in a stereotypical way by other parts of the world. While Africa does indeed face enormous challenges, not every African is in need, nor is every African nation in crisis.



Africa is NOT a country! There are 54 states on the continent, yet it is often referred to as a country. The media has a part to play in how people view Africa

Many countries and regions in Africa do face a number of challenges. As a result, it is often viewed as a country rather than a continent.



Triangle of Trade	The journey of exchange made of goods and slaves between Europe, the Americas and Africa.
Colonisation	The action or process of taking over control over local people of an area.
Cash crops	A crop produced for its commercial value rather than for use by the grower.
Migrate	To move from one region or habitat to another according to seasons.

ACTIVITIES – Choose one of the following activities (you can do more if you like!)

1. Create a set of flashcards with the important key terms and definitions above
2. What does stereotyping mean? How could a person of Africa be stereotyped?
3. Explain why many people view Africa as a country rather than a continent.
4. Create a 10-point fact file on Africa – try to produce 10 interesting geographical facts about this continent.
5. Can you name any movies or television programmes that show an aspect of Africa – is this done positively or negatively?



OUR WORLD FULL OF CHALLENGES AND OPPORTUNITIES – Africa's Natural resources

This Home Learning will be checked by your teacher in a lesson during Week A beginning **Monday 28th September 2026**.

Mine will be checked on _____ period _____.

Beneath the surface of Africa lies a wealth of mineral resources of enormous value. In 2019, the continent produced almost 1 billion tonnes of minerals worth \$406bn.

According to the United Nations, Africa is home to about 30 percent of the world's mineral reserves, 12 percent of the world's oil and 8 percent of the world's natural gas reserves. The continent also holds 40 percent of the world's gold and up to 90 percent of its chromium and platinum – both valuable metals.

Africa is extremely rich in natural resources:

It exports 16% of the world's uranium, used to produce nuclear power, and 58% of the world's cobalt

In 2011, Africa produced more than half of the world's diamonds, and nearly 75% of the world's platinum.

Africa has 10% of the world's oil and gas reserves
Africa is also rich in forests, a source of major hardwoods

Nigeria and Libya are two of the leading oil producing countries



These mineral resources are not, however, evenly distributed across the continent. The largest reserves are concentrated in a few countries.

- Guinea mines 90% of Africa's bauxite
- Ghana and South Africa account for 60% of Africa's gold
- South Africa is the world's largest producer of chrome, manganese and platinum.
- Botswana and the Democratic Republic of the Congo produce 68% of Africa's diamonds.
- Zambia holds 75% of Africa's copper

ACTIVITIES – Choose one of the following activities (you can do more if you like!)

1. "Africa is one of the richest places on Earth in terms of its resources" Do you agree with this statement? Explain your answer
2. Describe the distribution of Africa's resources shown in the map above
3. Create an information poster outlining the importance of Africa's natural resources.



OUR WORLD FULL OF CHALLENGES AND OPPORTUNITIES – The Scramble for Africa

This Home Learning will be checked by your teacher in a lesson during Week A beginning **Monday 12th October 2026.**

Mine will be checked on _____ period _____.

To prevent conflict, 14 European nations met at the Berlin Conference in 1884-85, dividing the continent amongst themselves. They gave little thought to the existing ethnic or linguistic groups, and no African ruler was involved. African resistance to the invaders was quickly overcome by force.

British Explorers such as David Livingstone, conducted expeditions to Africa and reported their findings to excited audiences at geographical conferences across Europe. As the Industrial Revolution developed in Europe, nations were keen to exploit the abundant natural resources and cheap labour of Africa discovered by these explorers. The new wealth of Europe also created a sense of superiority. Many believed they were bringing civilisation to the 'savage people'. As the 'Scramble for Africa' got underway, it increased tension among the European imperialist nations as they argued over new territories.

The Belgian Congo

King Leopold II of Belgium took control of a region of tropical rainforest in the Congo Basin, 75 times the size of Belgium. He promised to make a better life for Africans in the area. The reality was very different. With the development of the bicycle, the demand for rubber throughout the world increased. Leopold encouraged companies to collect rubber from the many rubber trees in the rainforest, but these companies brutally exploited local people by forcing them to collect sap from the rubber trees. It has been estimated that as many as 10 million Congolese died due to the abuses inflicted during King Leopold II rule.



ACTIVITIES – Choose **one** of the following activities (you can do more if you like!)

1. Create a mind map showing the information about the Scramble for Africa and the Belgian Congo
2. Find out some more about this part of Africa's past
3. Consider the actions of Leopold in the Congo. What do you think was the main reason for the Scramble for Africa?



This Home Learning will be checked by your teacher in a lesson during
Week A beginning **Monday 2nd November 2026**.

Mine will be checked on _____ period _____.

Geography in the News!

This week you will be need to research a recent world event/issue that connects to Geography.
Write a small report about this event/issue and explain how it connects to Geography



OUR WORLD FULL OF CHALLENGES AND OPPORTUNITIES – Savanna Biome

This Home Learning will be checked by your teacher in a lesson during Week A beginning **Monday 16th November 2026.**

Mine will be checked on _____ period _____.

Savanna grassland

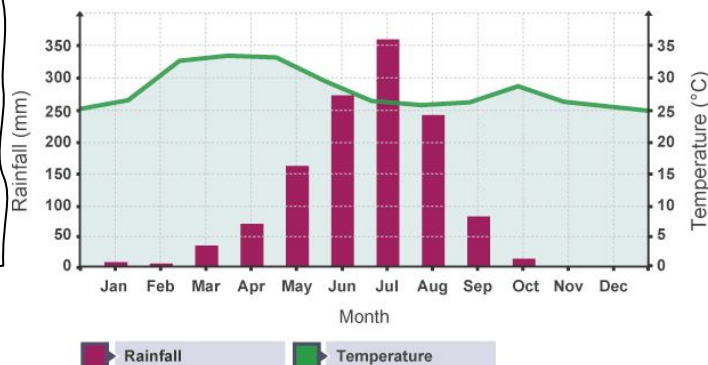
Savannas are also called tropical grasslands and are found close to tropical rainforests. Human intervention has positive and negative consequences for this environment and the people who live there.

Characteristics and climate

Savannas - also known as tropical grasslands - are found to the north and south of tropical rainforest biomes. The largest expanses of savanna are in Africa, where much of the central part of the continent, for example Kenya and Tanzania, consists of tropical grassland.

Plants and animals have to adapt to the long dry periods. Many plants are xerophytic - for example, the acacia tree with its small, waxy leaves and thorns. Plants may also store water, for example the baobab tree) or have long roots that reach down to the water table. Animals may migrate great distances in search of food and water.

Savanna regions have two distinct seasons - a wet season and a dry season. There is very little rain in the dry season. In the wet season vegetation grows, including lush green grasses and wooded areas. As you move further away from the equator and its heavy rainfall, the grassland becomes drier and drier - particularly in the dry season. Savanna vegetation includes scrub, grasses and occasional trees, which grow near water holes, seasonal rivers or aquifers.



The graph opposite shows average monthly temperatures and rainfall levels in the savanna region of Mali. Notice how the temperature and rainfall patterns relate to each other - the hottest temperatures come just before heavy rainfall, and the coolest time of the year comes just after the rains. This pattern is typical of savanna climates.

ACTIVITIES – Choose **one** of the following activities (you can do more if you like!)

1. Create an information poster on the Savanna Biome. - include your own research too, and some images.
2. Describe the climate of the savanna biome using the climate graph above – how does this differ from the UK climate?



OUR WORLD FULL OF CHALLENGES AND OPPORTUNITIES – Population Change in Africa

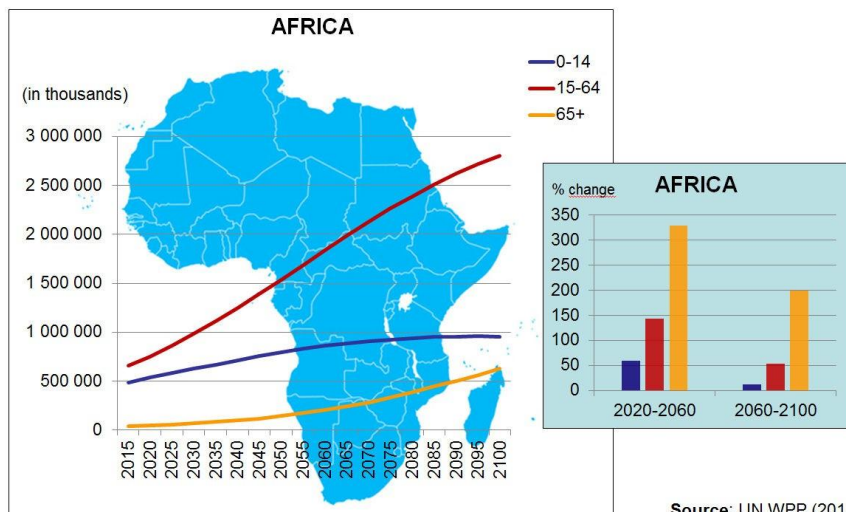
This Home Learning will be checked by your teacher in a lesson during

Week A beginning **Monday 30th November 2026.**

Mine will be checked on _____ period _____.

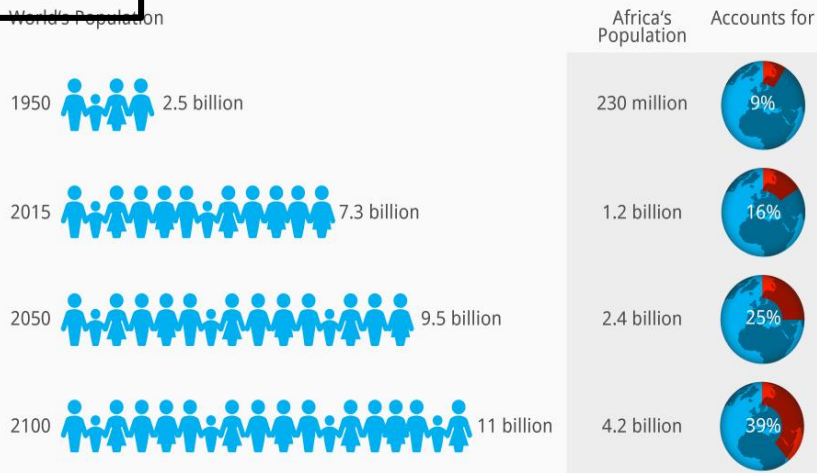
The continent of Africa has a population of 1.1 billion people, with an uneven distribution. It is the second most populous continent, comprising 15% of the world's population.

Africa's population has been increasing over the past 50 years and now 60% of Africa's population are younger than 25. The population is expected to double in size to 2.2 billion by 2050.



By the End of the Century, 40% of People Will Be African

World population forecast with Africa's percentage share



Source: UNICEF

Mashable statista

ACTIVITIES – Choose **one** of the following activities (you can do more if you like!)

1. Describe Africa's changing population – include some data to support your answer
2. Write a paragraph to describe what is shown in the infographic above.
3. What do the map, line graph and bar chart opposite suggest about the population of Africa?



OUR WORLD FULL OF CHALLENGES AND OPPORTUNITIES – Air Pollution in the UK

This Home Learning will be checked by your teacher in a lesson during Week A beginning **Monday 14th December 2026.**

Mine will be checked on _____
period _____.

We might not see it, but everyday in the UK thousand of cars jamming up the roads are creating a new health-emergency – transport-related air pollution.

Why is the UK's air pollution so bad?

The main cause of transport-related air pollution is the rapid increase in the use of cars. Cars that use petrol release dangerous pollution in the form of carbon dioxide and nitrogen oxide into the air. Road transport accounts for over half of the nitrogen dioxide gas we breathe in.



Travelling by road is by far the most popular form of transport in the UK. The increase in the number of cars on the road means that we have a problem with traffic congestion. The UK is the 10th most congested country in the world, and London is Europe's 2nd most congested city. Drivers waste an average 31 hours stuck in traffic per year.

Impacts of traffic congestion

Researchers have found that air pollution caused by traffic has many negative impacts. It:

- Increases the risk of babies being born underweight
- Increases the risk of getting lung cancer or heart disease
- Triggers asthma attacks and can cause asthma in children and adults
- Can be linked to about 40,000 deaths per year compared to 98,000 per year from smoking.

ACTIVITIES – Choose **one** of the following activities (you can do more if you like!)

1. Explain in your own words why air pollution in the UK is such a huge issue
2. Draw a spider diagram outlining the main impacts of traffic congestion – use the information on this page but add your own too.
3. Imagine you have been given the job of convincing people to cut down on their car use. Write a speech outlining the problems, but then what solutions you could come up with?

History Home Learning:

Please find the Home Learning activities for History for the Autumn Term. There are 12 different challenges for the next 14 weeks.

The relevant activity will be highlighted by your child's class teacher on their Google Classroom.

At times, your child's History teacher may set an additional, optional Home Learning activity. This will link directly to the lesson they have just completed.

Any questions, please contact Mr Hammond (ahammond@stcm.torbay.sch.uk) for advice.

Thank you for the continued support of your child's education,

The History Department

Challenges:

w/c 07/09 Task One: Many people have fought for the 'Right to Vote' and yet today, most people take it for granted. Get involved! Research your local MP and find out the following:

- Their name
- The party they belong to
- Their policies for the local area

As an extension, you may want to write a letter / send an email to your MP on a local / national issue that matters to you. Bring a copy of this into the lesson.

w/c 14/09 Task Two: Today, we have many different political parties in the UK. Research at least two. Find out their policies on the following areas:

- Education
- The NHS
- Climate Change
- Opportunities for young people.

w/c 21/09 Task Three: There were many women (and men) who supported the cause of including women in the franchise (right to vote). Research a leading Suffragist / Suffragette and create a factfile on them with at least 10 pieces of information .

Challenges:

w/c 28/09 Task Four: In lessons you will have analysed many political cartoons showing the outbreak of WW1. Create your own, showing the 'slide into war'. Consider the following:

- Which countries will you include?
- What symbolism will you use?
- What language / captions will you use?
- Who will you blame for the outbreak of war?

w/c 12/10 Task Five: Prior to WW1, most of Europe was engaged in an 'Arms Race', designed to build the most effective fight force possible. Research the major countries / empires involved (Great Britain, France, Russia, Germany, Austro Hungary, the Ottoman Empire) and find out their numbers in terms of :

- Soldiers
- Artillery
- Ships
- Planes

Present your ideas as either a bar graph or pie chart for each heading.

w/c 19/10 Task Six: At the outbreak of WW1, Great Britain had the world's biggest empire. Research which modern day countries were once part of the British Empire. You may want to use a map and highlight each county.

Challenges:

w/c 09/11 Task Seven: All the governments involved in WW1 used propaganda to try and persuade their countries that the war was a positive event. You have evaluated several different posters in your lesson. Now, create your own, original poster. Please consider the following:

- What methods will you use - challenge / emotional blackmail / patriotism?
- What images will you select.
- How will you use language? Questions / emotive / challenge / rhetorical?

w/c 23/11 Task Eight: Independent research activity. Studies of WW1 often focus on events on the Western Front. However, this was a global war and involved many nations. Research one of the following and create a fact file of **at least** 10 key points:

- The Eastern Front
- The Italian Front
- The war in Africa
- The war in Asia

w/c 30/11 Task Nine: We have been focusing on the impact of war on society. For many women, WW1 gave them new opportunities they had never had before. Create a mind map with the following headings and complete your own research:

- The role of women in munitions
- The role of women in the armed forces
- The role of women on the Home Front

Make sure you complete all ideas with specific details.

Challenges:

w/c 07/12 Task Ten: The Treaty of Versailles was one of many treaties signed to end WW1. Find at **least three** details on each of the following treaties:

- Brest Litovsk
- Saint Germanie en Laye
- Neuilly
- Trianon

w/c 14/12 Task Eleven: There were only 31 villages in England that sent soldiers to fight in WW1 and all returned. They became known as the 'Thankful Villages'. This, unfortunately, was not the case for any village in Torbay.

- Go to your local war memorial and count the number of dead soldiers from your local area.
- Research the Census from 1911. How many men lived in the area at the time? What percentage of men fought and did not return?

w/c 14/12 Task Twelve: The period after WW1 was known as the 'Roaring Twenties'. Complete independent research to find out how this period got its name. Find at least **10** facts about the 'Roaring Twenties'.

Maths

The power of Sparx for students, parents and carers.

Be empowered to become a pivotal part of your child's education.

The challenge

Engaging young people with any homework can be tough, let alone tackling maths. At Sparx, we know that parents and carers can be very influential when it comes to homework, and that is why we are so keen for you to be involved in their maths learning journey.

What is Sparx?

In schools, Sparx Maths Homework automatically sets one hour of personalised learning for every student, every week.

Unique content, covering the KS3 and GCSE maths curriculum, is devised and written by our in-house teams. Over 33,000 hand-written questions are supported by more than 7,800 tutorial videos, which help explain concepts and encourage independent learning.

Home Learning is set weekly and the platform will email you with deadlines, reminders and updates during the week.

If you do not have access to a computer at home, please speak to your Maths teacher in the first instance who will be able to provide alternative work.

If you forget your password: Click on the 'Forgot login details' button on SPARX login page and reset your own password.

SPARX support, supervised by the Maths Department, is available every Monday lunchtime and Wednesday lunchtime and after school in W2IT. This is open to anyone who may have issues logging in or would like help on any aspect of their home learning.



Receive reassurance

You will receive a weekly email keeping you up-to-date with your child's homework hand-in dates and what they are studying in the coming week.



Helpful videos

Your weekly emails contain a link to a topic-based video that can help you to understand the topic your child will be covering.



Personalised learning for every student

Our technology learns where students' strengths and weaknesses lie, and how long they take to complete different types of questions. It then determines which homework questions would help improve and consolidate their learning. Question difficulty is gradually increased to suit the learner and topics are repeated during the year to help them fully understand the skill for the long term.



Improves attainment

Additional teacher time and a bespoke learning experience drive both progress and attainment in maths.



Supports mental health

Progress in core subjects such as maths has a recognised effect on overall attainment. Tackling issues such as 'maths anxiety' and rewarding progress for all students creates confidence that is evidenced at a school-wide level.



Keeps your child motivated

Students collect XP (experience points) and are rewarded with mini-games.

"I used to hate maths, now I want to do maths every day"

Student from
All Saints Academy

RE Home Learning

Your RE home learning will be completed on Google Forms.

This will be posted every week into your Google Classroom.
(you should be invited to join your Google Classroom at the beginning of the term)

The Google Form will be posted every Monday week B and will be due in the following Wednesday week A.

If you are unable to access the Google Form then you must tell your teacher so they can give you a paper copy or an alternative piece of home learning.

If you wish to stretch and challenge yourself then please see the following pages where further RE home learning tasks can be found.

RE Year 9 Autumn Term: Extension Task 1

Task:

Create a mindmap or a list to explain how Muslims describe Allah. Give a definition and a reason for each of Allah's characteristics. Explain why Muslims believe Allah is one using a source of wisdom from the Quran as part of your answer.

Transcendence is the belief that Allah is the greatest being and cannot be rivalled by any human. This is shown through his 99 names, which are his key qualities, found in the Qur'an. There is no other being or object that can have these qualities as nothing can compare to Allah.

Some examples of Allah's 99 names are:

- Al Hakim - The Wise
- Ar-Rahmaan - The Beneficent
- Ar-Raheem - The Merciful
- Al-Quddus - The Most Sacred

What is Allah like?

Allah comes from the Arabic word 'al-ilah', which means 'the god'.

Allah has many different characteristics including:

- Tawhid.
- Transcendence.
- Fairness.
- Immanence.
- Omnipotence.

All these characteristics are stated in the Qur'an (**Surah 16:35-36**), the Islamic holy book.

Tawhid is a fundamental belief in Islam. It forms the basis of faith and worship. Tawhid means 'the oneness of Allah'.

Tawhid forms the basis of Shahadah, the first of the Five Pillars of Islam. This is the belief that there is only one God, Allah. During worship, saying these words allows Muslims to ensure that their full focus is on God.

RE Year 9 Autumn Term: Extension Task 2

Task:

Draw out the five pillars and write down next to them why they are important to Muslims.

The Five Pillars of Islam are the five obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam.

The Five Pillars consist of:

- **Shahadah:** sincerely reciting the Muslim profession of faith
- **Salat:** performing ritual prayers in the proper way five times each day
- **Zakat:** paying an alms (or charity) tax to benefit the poor and the needy
- **Sawm:** fasting during the month of Ramadan
- **Hajj:** pilgrimage to Mecca

Carrying out these obligations provides the framework of a Muslim's life, and weaves their everyday activities and their beliefs into a single cloth of religious devotion.

No matter how sincerely a person may believe, Islam regards it as pointless to live life without putting that faith into action and practice.

Carrying out the Five Pillars demonstrates that the Muslim is putting their faith first, and not just trying to fit it in around their secular lives.



RE Year 9 Autumn Term: Extension Task 3

Task:

1. Why is Muhammad known as the Seal of the Prophets?
2. What does PBUH mean and why is it said after Muhammad's name?

Muhammad is thought to have had a personality that enabled him to convert people by clearly delivering his message from God. Muslims also believe that Muhammad had the qualities to be a strong leader and so they trust his leadership in spiritual and earthly matters. Therefore, Muslims today still hold the Hadith as an authority as it contains the prophet's words and teachings. Muhammad was a leader with charisma, a great teacher and the perfect example for Muslims of how best to serve Allah. He saw the family (husband, wife, children and extended family) as a basic unit for a caring society in which morals are learned and faith can be upheld. Muhammad continued to lead his community both spiritually and in earthly matters until his death in AD632.

- Muhammad was born in around AD570 into the Quraysh tribe in Arabia.
- At this time, people worshipped many gods within their tribes.
- Muhammad was orphaned and brought up by his uncle, Abu Talib.
- Muhammad married Khadijah.
- Following the Night of Power, Muhammad began preaching, which made the leaders of Makkah angry.
- Muhammad left Makkah to live in Madinah.
- There was a war in Makkah between Muhammad and the Quraysh tribe, and Muhammad won. He smashed all the statues of gods in the Ka'aba, teaching Muslims that they should believe in one God, Allah.

RE Year 9 Autumn Term: Extension Task 4

Task:

Create an information leaflet explaining Muslims beliefs about life after death.

Islam teaches that there is life after death. This is known as Akhirah. In Islam, it is Allah who decides when a person dies. Most Muslims believe that when they die, they will stay in their graves until Yawm al-din (the Day of Judgement). On that day, they will be raised from their graves and brought before Allah and judged on how they lived their earthly lives. This belief is known as the resurrection of the body.

Those who have performed more good deeds than bad will enter Jannah (Paradise). Jannah is a place described as a "garden of everlasting bliss" and a "home of peace". In Jannah there will be no sickness, pain or sadness.

Those who have performed more bad deeds than good will enter Jahannam (Hell). This is a place of physical and spiritual suffering.

Muslims believe that Allah is forgiving, merciful and compassionate, so not all bad actions will be punished. Allah will forgive those who have repented for their sins and those who have done some good in their lives, for example showing kindness to others.

However, there are some sins that many Muslims believe to be unforgivable. These include the sin of shirk (the sin of regarding anything as an equal to or a partner of Allah).

Home learning will be set on Sparx on a Friday at 15.30 and should be completed by the following Friday morning at 07.30

Come along to home learning support on a Wednesday after school or Sparx support sessions in W2IT on a Wednesday lunchtime to access help with completing the task.

Stuck with logging in? See your Science teacher for support

Year 9 Spanish - Need To Know - Autumn Term

Viva 2, Module 4 - ¿Qué hacemos? (Making plans and describing your routine)

- The vocabulary in this Spanish section covers the basics of *all of the words and phrases that you will need to succeed in Spanish lessons and in Spanish homework tasks*.
- Your home learning for Spanish is set fortnightly. It is set **every two weeks on a Friday and is due in on the Thursday 2 weeks later, at 8am**.
- Each page has words, phrases and sentences in Spanish and English, and will also be the vocabulary that is tested in assessments.
- There are some sentence builder boxes after the vocabulary lists to show you how to make sentences with what you have learned. You use these sentence builders in lessons.
- Learning a language is only successful if you do it '*little but often*'.
- Home learning will be a mixture of Active Hub tasks, vocabulary learning from your Need to Know booklet, and other assignments your teacher will set you on Google Classroom and Class Charts.
- You must learn the vocabulary, there are ideas to help you do this on the next page.

Languages are best studied
'little and often'



**The conquest of
learning is achieved
through the knowledge
of languages.**



Pearson
ActiveHub

Become an independent learner...

- Revise vocabulary from previous topics regularly
- Try different strategies for memorising words
- Use the DuoLingo app on your phone and achieve praise points for streaks!

Ask Ms Rowbury or
Ms Dowler Cross if you
have any questions.

You must spend up to 30
minutes of effort each
fortnight

If you are stuck with
French homework then
you can attend the
support club - posters
are displayed with
details.

**You live a new life for
every new language you
speak. If you know only
one language, you live
only once.**

How do I learn new words?

Try a different technique each time you have to learn new vocabulary.

Enter the date you tried it and then provide feedback.



	<i>I used it on ...</i>	<i>My opinion</i> (e.g. useful, did not help me, boring, easy, difficult)	<i>Will I use this technique again?</i>
<i>I read and repeat the words in my head.</i>			
<i>I read and repeat the words aloud.</i>			
<i>I repeat the words with a rhythm / song tune.</i>			
<i>I record myself saying/singing the words and then listen to the recording.</i>			
<i>I do mind-maps or spider diagrams.</i>			
<i>I create and use my own flashcards / memory cards.</i>			
<i>I write the words in the target language and English (several times).</i>			
<i>I test myself by looking at, saying, covering, writing, checking the word.</i>			
<i>Someone in my family tests me.</i>			
<i>I study with my friend/s and we ask each other.</i>			

Making plans to go out - Vocabulary

¿Te gustaría ir al cine? **Would you like to go to the cinema?**

¿Te gustaría ir...? Would you like to go...?

a la bolera to the bowling alley

a la cafetería to the café

al centro comercial to the shopping centre

al museo to the museum

al parque to the park

a la pista de hielo to the ice rink

al polideportivo to the sports centre

¿Te gustaría venir a mi casa? Would you like to come to my house?

Reacciones Reactions

De acuerdo. All right.

Vale. OK.

Muy bien. Very good.

¡Genial! Great!

Sí, me gustaría mucho. Yes, I'd like that very much.

¡Ni hablar! No way!

¡Ni en sueños! Not a chance!/Not in your wildest dreams!

No tengo ganas. I don't feel like (it).

¡Qué aburrido! How boring!

Making plans to go out - Vocabulary

¿Dónde quedamos? **Where do we meet up?**

al lado de la bolera next to the bowling alley

delante de la cafetería in front of the café

detrás del centro
comercial behind the shopping
centre

enfrente del
polideportivo opposite the sports
centre

en tu casa at your house

¿A qué hora? **At what time?**

a las... at...

seis six o'clock

seis y cuarto quarter past six

seis y media half past six

siete menos cuarto quarter to seven

siete menos diez ten to seven

Making plans to go out - Sentence builder

¿Te gustaría salir? *Would you like to go out?*

¿Te gustaría <i>Would you like</i>	ir a la bolera? <i>to go to the bowling alley?</i> ir a la pista de hielo? <i>to go to the ice rink?</i> ir al centro comercial? <i>to go to the shopping centre?</i> ir al museo? <i>to go to the museum?</i> ir al parque? <i>to go to the park?</i> ir al polideportivo? <i>to go to the sports centre?</i> venir a mi casa? <i>to come to my house?</i>	De acuerdo. <i>All right.</i> ¡Genial! <i>Great!</i> Muy bien. <i>Very well.</i> Sí, me gustaría mucho. <i>Yes, I'd like that very much.</i> Vale. <i>OK.</i>	¿A qué hora? <i>At what time?</i>	A las dos y cuarto. <i>At quarter past two.</i> A las cinco y media. <i>At half past five.</i> A las ocho menos diez. <i>At ten to eight.</i>
		¡Ni hablar! <i>No way!</i> ¡Ni en sueños! <i>Not a chance!</i> No tengo ganas. <i>I don't feel like it.</i> ¡Qué aburrido! <i>How boring!</i>		

¿Dónde quedamos? <i>Where do we meet up?</i>	Al lado <i>Next to</i> Detrás <i>Behind</i> Delante <i>In front of</i> Enfrente <i>Opposite</i>	del cine. <i>the cinema.</i> del polideportivo. <i>the sports centre.</i> de la biblioteca. <i>the library.</i> de la cafetería. <i>the café.</i>
	En tu casa. <i>At your house.</i>	

Making excuses - Vocabulary

Lo siento, no puedo **I'm sorry, I can't**

¿Quieres salir? Do you want to go out?

Tengo que... I have to...

cuidar a mi hermano look after my brother

hacer los deberes do my homework

lavarme el pelo wash my hair

ordenar mi dormitorio tidy my room

pasear al perro walk the dog

salir con mis padres go out with my parents

No quiero. I don't want to.

No tengo dinero. I don't have any money.

No puede salir. He/She can't go out.

Making excuses - Sentence builder

¿Quieres salir? <i>Do you want to go out?</i> ¿Quieres ir a la bolera? <i>Do you want to go to the bowling alley?</i> ¿Quieres ir a la playa? <i>Do you want to go to the beach?</i> ¿Quieres ir de compras? <i>Do you want to go shopping?</i>	Lo siento, no puedo porque <i>I'm sorry, I can't because</i>	tengo que <i>I have to</i>	cuidar a mi hermano. <i>look after my brother.</i> hacer los deberes. <i>do my homework.</i> lavarme el pelo. <i>wash my hair.</i> ordenar mi dormitorio. <i>tidy my room.</i> pasear al perro. <i>walk the dog.</i> salir con mis padres. <i>go out with my parents.</i>	¡Qué rollo! <i>How annoying!</i>
		no tengo dinero. <i>I don't have any money.</i>		
	No quiero. <i>I don't want to.</i>			

Making excuses - Sentence builder 2

Quiero <i>I want</i> Quieres <i>You (singular) want</i> Quiere <i>He wants</i> <i>She wants</i> Queremos <i>We want</i> Queréis <i>You (plural) want</i> Quieren <i>They want</i>	ir a la bolera <i>go to the bowling alley</i> ir a la cafetería <i>go to the café</i> ir a la playa <i>go to the beach</i> ir de compras <i>go shopping</i>	pero <i>but</i>	no puedo. <i>I can't.</i> tengo que hacer los deberes. <i>I have to do my homework.</i> no tengo dinero. <i>I don't have any money.</i>
Puedo <i>I can</i> Puedes <i>You (singular) can</i> Puede <i>He can</i> <i>She can</i> Podemos <i>We can</i> Podéis <i>You (plural) can</i> Pueden <i>They can</i>	salir <i>go out</i> ir a la playa <i>go to the beach</i> ir de compras <i>go shopping</i>		con mis amigos/as. <i>with my friends.</i>

Getting ready - Vocabulary

¿Cómo te preparas? How do you get ready?

¿Cómo te preparas cuando sales de fiesta?	How do you get ready when you go to a party?
--	---

Me baño.	I have a bath.
----------	----------------

Me ducho.	I have a shower.
-----------	------------------

Me lavo la cara.	I wash my face.
------------------	-----------------

Me lavo los dientes.	I brush my teeth.
----------------------	-------------------

Me visto.	I get dressed.
-----------	----------------

Me maquillo.	I put on make-up.
--------------	-------------------

Me peino.	I comb my hair.
-----------	-----------------

Me aliso el pelo.	I straighten my hair.
-------------------	-----------------------

Me pongo gomina.	I put gel on my hair.
------------------	-----------------------

Getting ready - Sentence builder

¿Cómo te preparas cuando sales de fiesta? *How do you get ready when you go to a party?*

A veces
Sometimes

Primero *First*

Siempre *Always*

me ducho *I have a shower*

me baño *I have a bath*

me lavo la cara *I wash my face*

me lavo los dientes *I clean my teeth*

y luego *and then*

y después *and afterwards*

y finalmente *and finally*

me aliso el pelo. *I straighten my hair.*

me maquillo. *I put on make-up.*

me peino. *I comb my hair.*

me pongo gomina. *I put gel on my hair.*

me visto. *I get dressed.*

Getting ready - Sentence builder 2

Me lavo <i>I clean my</i>			me visto. <i>I get dressed.</i>
Te lavas <i>You (singular) clean your</i>			te vistes. <i>you (singular) get dressed.</i>
Se lava <i>He cleans his</i> <i>She cleans her</i>	la cara <i>face</i>	y luego <i>and then</i>	se viste. <i>he gets dressed.</i> <i>she gets dressed.</i>
Nos lavamos <i>We clean our</i>	los dientes <i>teeth</i>	y después <i>and afterwards</i>	nos vestimos. <i>we get dressed.</i>
Os laváis <i>You (plural) clean your</i>			os vestís. <i>you (plural) get dressed.</i>
Se lavan <i>They clean their</i>			se visten. <i>they get dressed.</i>

Clothes - Vocabulary

¿Qué vas a llevar? What are you going to wear?

¿Qué llevas normalmente los fines de semana? What do you normally wear at weekends?

Normalmente los fines de semana llevo... At weekends I normally wear...

una camisa a shirt

una camiseta a T-shirt

un jersey a jumper

una sudadera a sweatshirt

una falda a skirt

un vestido a dress

una gorra a cap

unos pantalones some trousers

unos vaqueros some jeans

unas botas some boots

unos zapatos some shoes

unas zapatillas de deporte some trainers

¿Vas a salir esta noche? Are you going to go out tonight?

Voy a ir al/a la... I am going to go to the...

Voy a llevar... I'm going to wear...

Palabras muy frecuentes High-frequency words

al/a la to the

del/de la of the

demasiado/a too (much)

demasidos/as too many

este/esta / estos/estas this / these

por eso for this reason

por supuesto of course

¡Lo pasé fenomenal! I had a fantastic time!

Clothes - Sentence builder

¿Qué llevas normalmente los fines de semana? *What do you normally wear at weekends?*

Normalmente los fines de semana <i>Normally at weekends</i>	llevo <i>I wear</i>	un jersey a ... jumper. un vestido a ... dress.	marrón. brown rojo. red rosa. pink
		una camisa a ... shirt. una camiseta a ... T-shirt. una falda a ... skirt. una gorra a ... cap. una sudadera a ... sweatshirt.	amarilla. yellow azul. blue naranja. orange
		unos pantalones ... trousers. unos vaqueros ... jeans. unos zapatos ... shoes.	blancos. white grises. grey negros. black
		unas botas ... boots. unas zapatillas de deporte ... trainers.	moradas. purple verdes. green de muchos colores. multi-coloured

¿Vas a salir esta noche? <i>Are you going to go out tonight?</i>	Sí, voy a ir <i>Yes, I'm going to go</i>	al cine. <i>to the cinema.</i> a la bolera. <i>to the bowling alley,</i>	¿Qué vas a llevar? <i>What are you going to wear?</i>	Voy a llevar <i>I'm going to wear</i>	una camiseta blanca <i>a white T-shirt</i> unos pantalones rojos <i>red trousers</i>	y and y también <i>and also</i>	unos zapatos verdes. <i>green shoes.</i>
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Clothes - Sentence builder 2

Voy a llevar <i>I'm going to wear</i>	este <i>this</i>	jersey rojo. <i>red jumper.</i> vestido negro. <i>black dress.</i>
	esta <i>this</i>	sudadera gris. <i>grey sweatshirt.</i> falda blanca. <i>white skirt.</i>
	estos <i>these</i>	pantalones morados. <i>purple trousers.</i> zapatos marrones. <i>brown shoes.</i>
	estas <i>these</i>	botas verdes. <i>green boots.</i> zapatillas de deporte naranjas. <i>orange trainers.</i>

Sporting events - Sentence builder

Normalmente <i>Normally</i>	hago trucos <i>I do tricks</i> juego en un torneo <i>I play in a tournament</i> llevo un uniforme especial <i>I wear a special uniform</i> salgo en bici <i>I go out on my bike</i> veo un partido <i>I watch a match</i>	porque mi pasión es <i>because my passion is</i>	
La semana pasada <i>Last week</i>	hice trucos <i>I did tricks</i> jugué en un torneo <i>I played in a tournament</i> llevé un uniforme especial <i>I wore a special uniform</i> salí en bici <i>I went out on my bike</i> vi un partido <i>I watched a match</i>		el baloncesto. <i>basketball.</i> el fútbol. <i>football.</i> la motocicleta acrobática. <i>stunt riding.</i>
Este fin de semana <i>This weekend</i>	voy a hacer trucos <i>I'm going to do tricks</i> voy a jugar en un torneo <i>I'm going play in a tournament</i> voy a llevar un uniforme especial <i>I'm going to wear a special uniform</i> voy a salir en bici <i>I'm going to go out on my bike</i> voy a ver un partido <i>I'm going to watch a match</i>		

Describing a photo

How to describe the picture:	
En la foto	In the photo
Se puede ver	You can see
(no) Hay...	There is / are (not)...
Veo...	I see...
La foto muestra...	The photo shows....
a la izquierda	on the left
a la derecha	on the right
al fondo	in the background
en primer plano	in the foreground
en el centro	in the middle / centre
cerca de	near to
al lado de	next to
He encontrado	I have found
He identificado	I have identified
He observado	I have observed



Hair and eye colour:	
Tiene...	He / she has...
Tienen...	(They) have...
...el pelo...	black / blonde/brown/grey/red
negro/rubio/marrón/gris/pelirrojo	hair
...el pelo...	Long/short/straight/curly/wavy
largo/corto/liso/rizado/ondulado	hair
...los ojos azules	blue eyes
...los ojos marrones	brown eyes
los ojos verdes	green eyes
los ojos grises	grey eyes

Opinion phrases

Creo que...

I think that

Pienso que...

I think that...

Imagino que...

I imagine that...

Diría que...

I would say that...

Supongo que + subj ...

I suppose that...

Me parece que + subj

It seems to me that...

Me recuerda a...

It reminds me of...

Extra details:

Tiene ...	(He / she) has
...una barba / un bigote	a beard / a moustache
...pecas	freckles
Lleva ...	He / she is wearing...
...gafas	glasses
...una camiseta (roja)	a (red) t-shirt
...unos pantalones (negros)	(black) trousers
...unos zapatos (amarillos)	(yellow) shoes
...unos vaqueros (azules)	(blue) jeans
...un vestido (azul)	a (blue) dress
...una falda (roja)	a (red) skirt
...un sombrero (naranja)	an (orange) hat

What / who is in the picture?

un(a) chico/a	A boy/girl
un hombre/una mujer	A man/woman
unas personas	Some people
mucha gente	Lots of people
unos edificios	Some buildings
unos árboles	Some trees
una fiesta	A party/festival
una boda	A wedding

Where are they?

Está(n) en el instituto	They are at school
Está(n) en la playa	They are on the beach
Está(n) en el parque	They are in the park
Está(n) a una fiesta	They are at a party
Está(n) en casa	They are at home
Está(n) en el cine	They are in the cinema

Weather:

Hace sol	It's sunny
Hace buen tiempo	It's good weather
Hace mal tiempo	It's bad weather
Está lloviendo	It's raining
Está nublado	It's cloudy
Nieva	It's snowing

What are they doing?

Está(n) hablando	They are talking
Está(n) discutiendo	They are arguing
Está(n) sonriendo	They are smiling
Está(n) riendo	They are laughing
Está(n) trabajando	They are working
Está(n) jugando	They are playing
Está(n) usando	They are using

Useful classroom language

¿Cómo se dice en español? – How do you say ... in Spanish?

¿Cómo se escribe? – How do you spell it?

¿Puedo hablar en inglés? – Can I speak in English?

¿Puedo ir al baño? – Can I go to the toilet?

¿Puedo beber algo? – Can I have a drink?

¿Puedo quitarme la chaqueta? – Can I take off my blazer?

¿Puede repetir, por favor? – Can you repeat please?

¿Puede ayudarme, por favor? – Can you help me please?

No entiendo – I don't understand

He terminado – I have finished

He olvidado (mi bolí) – I have forgotten (my pen)

Task instructions

Completa el texto – Complete the text

Rellena la tabla - Fill in the table

Empareja la letra con el número correcto – Match the letter to the correct number

Escoge la letra correcta - Choose the correct letter

Escribe 40 palabras - Write 40 words

Escribe 4 frases - Write 4 sentences

Escucha la entrevista – Listen to the interview

Lee la información – Read the information

Menciona dos detalles - Mention two details



NOTES/REFLECTION
During this year you will pick your KS4 Options, start to think about your choices

[illegible]