Manchester Communication Academy

YEAR 9 REVISION BOOKLET

Autumn Term | Assessment Preparation

RESPECT
RESPONSIBILITY
RESILIENCE



WITH YOU... FOR YOU... ABOUT YOU...



Welcome to your Year 9 Revision Booklet

Revision is about **understanding and remembering**, not just making your notes look colourful. Simply highlighting text does not help you learn, because it does not make your brain process the information. Instead, use the **RTR approach** to make your revision active and successful.

READ	TRANSFORM	REMEMBER
Read the material carefully and write a quick summary of each section or paragraph. Look up any words you do not understand and write down their meanings.	Put the information into your own format: Cornell notes, flashcards or spider diagrams. This helps you organise and personalise it, so it is easier to remember.	Use Look, Cover, Write, Check, Repeat. Test yourself by covering the information and writing what you remember. Ask a friend or family member to quiz you.

Make your revision time count

- Revisit each topic **every couple of days**. Small tests over time make a big difference to how much you remember.
- Set a timer on your phone and **leave the phone on the other side of the room**.
- Work in **two focused slots of 25 minutes** with a short break in between. This is much better than hours of revision where you are distracted or multitasking.
- Start now and stay consistent. Active revision and regular recall are the most effective ways to prepare for your assessments.

My revision tracker

Tick each box when you have completed a revision session on that subject.

Subject	What is covered	Page	Session 1	Session 2	Session 3
English	Reading and annotating the opening of My Sister the Serial Killer and writing an evaluation response	4	☐	☐	☐
Maths	Mid-year revision checklist	7	☐	☐	☐
Science	Key knowledge: Biology, Chemistry and Physics, plus the Periodic Table	10	☐	☐	☐
Geography	The economy and the iPhone, development, Mumbai and regeneration in Manchester	20	☐	☐	☐
History	Was the First World War inevitable? Causes, the Schlieffen Plan, America and the Ludendorff Offensive	26	☐	☐	☐
Spanish	Term 1: My Lifestyle (likes, films, food and sport)	30	☐	☐	☐
French	Term 1: hobbies, music, food and the imperfect tense	33	☐	☐	☐

Name: _____ **Form:** _____

How to use this booklet

1	2	3	4
PLAN	**LEARN**	**TEST**	**FIX**
Fill in the planner below. Aim for two 25-minute slots a day. Start with the topics you are least confident about.	Read the boxes and key words. Turn them into flashcards, spider diagrams or Cornell notes. Do not just copy.	Cover the Answers column and write your answers. Tick “1st” if you were right. Come back two days later for “2nd”.	Any question without a tick? Look it up, write the answer in your own words, then test yourself again.

Command words: what are you being asked to do?

Command word	What to do
State / Name	Give a short answer. No explanation needed.
Define	Give the exact meaning of a word or term.
Describe	Say what something is like, or what happens, step by step.
Explain	Give reasons. Use the word “because”.
Calculate	Work it out using numbers. Show your working and include units.
Compare	Write about similarities and differences.
Use evidence / quote	Back up your point with an example from the text, source or data.
How far do you agree?	Weigh up both sides, then give a judgement and say why.

My revision planner

Date	Subject	Topic	Slot 1	Slot 2
			☐	☐
			☐	☐
			☐	☐
			☐	☐
			☐	☐
			☐	☐
			☐	☐
			☐	☐

ENGLISH

To help prepare you for your assessment, these tasks cover the skills you will need to read an extract carefully and write a well-argued response to an evaluation question.

Reading activity

This is the opening of the novel, **My Sister the Serial Killer** by Oyinkan Braithwaite.

Task 1: Read the extract and annotate it. Look closely at the narrator's tone, the details she chooses to describe, and what she does and does not say.

Task 2: Make brief notes beside each paragraph explaining what is going on.

My Sister the Serial Killer: the opening	Notes
I bet you didn't know that bleach masks the smell of blood. Most people use bleach indiscriminately, assuming it is a catchall product, never taking the time to read the list of ingredients on the back, never taking the time to return to the recently wiped surface to take a closer look. Bleach will disinfect, but it's not great for cleaning residue, so I use it only after I have first scrubbed the bathroom of all traces of life, and death.	
It is clear that the room we are in has been remodelled recently. It has that never-been-used look, especially now that I've spent close to three hours cleaning up. The hardest part was getting to the blood that had seeped in between the shower and the caulking. It's an easy part to forget.	
There's nothing placed on any of the surfaces; his shower gel, toothbrush and toothpaste are all stored in the cabinet above the sink. Then there's the shower mat—a black smiley face on a yellow rectangle in an otherwise white room.	
Ayoola is perched on the toilet seat, her knees raised, and her arms wrapped around them. The blood on her dress has dried and there is no risk that it will drip on the white, now glossy floors. Her dreadlocks are piled atop her head, so they don't sweep the ground. She keeps looking up at me with her big brown eyes, afraid that I am angry, that I will soon get off my hands and knees to lecture her.	
I am not angry. If I am anything, I am tired. The sweat from my brow drips onto the floor and I use the blue sponge to wipe it away.	

Task 3: Write a response to an evaluation question

"The narrator doesn't seem worried about what they are doing. They seem like they have done this before."

How far do you agree with this statement? Plan your answer below, then write it up.

Writing a response to an evaluation question	Success criteria
Start with your **thesis statement**. This will outline your argument in your plan. Then use the success criteria to explain the ideas in your thesis statement in paragraphs.	• ☐ Starts with a thesis statement that outlines their argument. **In each paragraph:** • ☐ Uses a clear topic sentence at the start of each paragraph to introduce the argument being made in that paragraph. • ☐ Uses evidence from the text to support the argument made. • ☐ Explains how the writer's use of methods supports the argument made. • ☐ Uses multiple examples of evidence to support the argument made. • ☐ Suggests the writer's intentions and explains the effect on the reader. • ☐ Links back to the question focus throughout the paragraph.

My thesis statement

My plan

Reason 1:	Reason 2:	Reason 3:
Evidence:	**Evidence:**	**Evidence:**
Methods:	**Methods:**	**Methods:**

Task 4: Write your answer

Write up your response below. Remember to start with your thesis statement and use a clear topic sentence in each paragraph.

Subject checkpoint

I feel confident about: _____

I still need to practise: _____

My next step is: _____

MATHS

Use this checklist to direct your revision. Tick **Revised** once you have gone back over a topic, **Practised** once you have done questions on it, and **Confident** when you can do it without help.

Mid-year revision checklist

Algebra	Revised	Practised	Confident
Sequences	☐	☐	☐
Function machines	☐	☐	☐
Substitution	☐	☐	☐
Solving equations and inequalities	☐	☐	☐
Simplifying expressions	☐	☐	☐
Expanding and factorising	☐	☐	☐
Laws of indices	☐	☐	☐
Plotting linear graphs	☐	☐	☐

Statistics	Revised	Practised	Confident
Averages	☐	☐	☐
Bar charts	☐	☐	☐
Pie charts	☐	☐	☐
Scatter graphs	☐	☐	☐
Probability	☐	☐	☐
Two-way tables	☐	☐	☐
Frequency trees	☐	☐	☐

Number	Revised	Practised	Confident
Place value	☐	☐	☐
Rounding	☐	☐	☐
Estimation	☐	☐	☐
Factors, multiples and primes	☐	☐	☐
Product of prime factors	☐	☐	☐
Highest common factor	☐	☐	☐
Lowest common multiple	☐	☐	☐
Negative numbers	☐	☐	☐
Adding and subtracting fractions	☐	☐	☐
Standard form	☐	☐	☐

Geometry	Revised	Practised	Confident
Area and perimeter of 2D shapes	☐	☐	☐
Area and circumference of circles	☐	☐	☐
Volume of 3D shapes	☐	☐	☐
Surface area of 3D shapes	☐	☐	☐
Angle facts	☐	☐	☐
Angles in parallel lines	☐	☐	☐

Four operations	Revised	Practised	Confident
Add and subtract integers and decimals	☐	☐	☐
Multiply and divide integers and decimals	☐	☐	☐
Order of operations	☐	☐	☐

Ratio and proportion	Revised	Practised	Confident
Equivalent ratios and fractions	☐	☐	☐
Sharing in a ratio	☐	☐	☐
Conversion graphs	☐	☐	☐
Currency conversions	☐	☐	☐
Unit conversions	☐	☐	☐
Speed, distance and time	☐	☐	☐
Similar shapes	☐	☐	☐
Express as a fraction and a percentage	☐	☐	☐
Fraction of an amount	☐	☐	☐
Percentage of an amount	☐	☐	☐
Percentage increase and decrease	☐	☐	☐
Simple and compound interest	☐	☐	☐

Quick reminders

#	Cover the answer and test yourself	Answers	1st	2nd
1	How do you find the mean, median, mode and range?	Mean: add up all the values then divide by how many there are. Median: the middle value when in order. Mode: the most common value. Range: largest − smallest.	☐	☐
2	What does BIDMAS stand for?	Brackets, Indices, Division and Multiplication, Addition and Subtraction (work through them in this order).	☐	☐
3	Expand 3(x + 4) and factorise 6x + 9	3x + 12 and 3(2x + 3)	☐	☐
4	What are the laws of indices for multiplying, dividing and raising to a power?	$a^m \times a^n = a^{m+n}$ $a^m \div a^n = a^{m-n}$ $(a^m)^n = a^{mn}$	☐	☐
5	How do you write 45,000 in standard form?	4.5×10^4 (a number between 1 and 10 multiplied by a power of 10)	☐	☐
6	How do you find the HCF and LCM?	HCF: the biggest number that divides into both. LCM: the smallest number that both divide into. e.g. for 12 and 18: HCF = 6, LCM = 36.	☐	☐
7	What is the area and circumference of a circle?	Area = πr^2. Circumference = $2\pi r$ (or πd).	☐	☐
8	What are the angle facts for parallel lines?	Alternate angles are equal. Corresponding angles are equal. Co-interior angles add up to 180°.	☐	☐
9	What is the formula for speed?	Speed = distance ÷ time	☐	☐
10	How do you work out percentage increase or decrease?	Change ÷ original × 100. e.g. 20 to 25 is a 25% increase.	☐	☐
11	How do you work out probability?	Number of ways of getting the outcome ÷ total number of possible outcomes.	☐	☐
12	How do you share £20 in the ratio 1 : 3?	Add the parts (1 + 3 = 4). £20 ÷ 4 = £5 for one part. So £5 and £15.	☐	☐

Now try it yourself: use the space below to write and answer your own practice questions on the topics you ticked least.

Subject checkpoint

I feel confident about: _____

I still need to practise: _____

My next step is: _____

SCIENCE

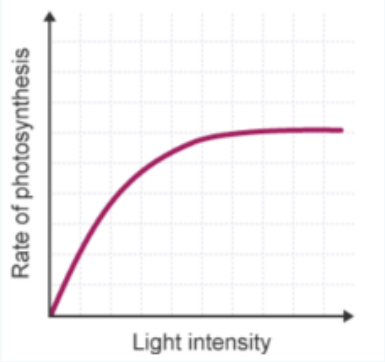
Year 9 Key Knowledge Questions

How to revise: ACT

A	**Activate:** test yourself on the topic using the key knowledge questions. Self-assess your answers. Which questions did you struggle with? Which topic do you need to revisit?
C	**Condense:** write concise notes on the topics you struggled with. Repackage the information into bullet points, diagrams, flow charts or mind maps. Do not just copy out the text.
T	**Test:** test yourself again using the key knowledge questions to check you have filled your gaps. You can then test yourself on the topic on Tassomai.

Cover the Answers column with a piece of paper, answer each question out loud or in writing, then slide the paper down to check. The Periodic Table is on the page after the Science section.

#	Biology: respiration and photosynthesis	Answers	1st	2nd
1	State the word equation for aerobic respiration	Glucose + Oxygen → Carbon Dioxide + Water	☐	☐
2	State the word equation for anaerobic respiration	Glucose → Lactic acid	☐	☐
3	State where the energy is released from in respiration	Glucose	☐	☐
4	State where aerobic respiration happens in a cell	Mitochondria	☐	☐
5	State when anaerobic respiration would take place in an organism	When they cannot get enough oxygen to their cells	☐	☐
6	State the piece of equipment we use to measure respiration rate in small organisms	Respirometer	☐	☐
7	State why soda lime is used when measuring respiration rate	To absorb carbon dioxide	☐	☐
8	State the hazard symbol found on soda lime	Corrosive	☐	☐
9	State 2 safety precautions you should use when handling soda lime	Safety glasses and safety gloves	☐	☐
10	State why we repeat investigations	To make results reliable	☐	☐
11	Round 10.52 to one decimal place	10.5	☐	☐
12	Round 10.52 to two significant figures	11	☐	☐
13	Describe the conditions needed for plants to grow	Optimum temperature, carbon dioxide concentration and light intensity	☐	☐
14	State the word equation for photosynthesis	Carbon Dioxide + Water → Glucose + Oxygen	☐	☐
15	State where photosynthesis happens in a cell	Chloroplast	☐	☐
16	State where plants get the energy needed for photosynthesis	Light	☐	☐
17	State why plants need to make glucose	To use as a store of energy for respiration	☐	☐
18	State how to control temperature in an investigation	Water bath	☐	☐

#	Biology: respiration and photosynthesis	Answers	1st	2nd
19	State the gas that is released in photosynthesis	Oxygen	☐	☐
20	State why humans rely on plants to survive	Humans need oxygen for respiration	☐	☐
21	A plant is placed underwater with a light shining on it. Explain why a student observes bubbles in the water coming from the plant.	The plant is releasing oxygen	☐	☐
22	Describe the trend in the graph 	As the light intensity increases, the rate of photosynthesis increases and then stays the same	☐	☐

#	Biology: cells and microscopes	Answers	1st	2nd
1	State the function of the nucleus	Stores DNA	☐	☐
2	State the function of the ribosome	Makes protein (protein synthesis)	☐	☐
3	State the function of the cell membrane	Controls what moves in and out of the cell	☐	☐
4	State the function of the chloroplast	The site of photosynthesis	☐	☐
5	State the function of the mitochondria	Releases energy in respiration	☐	☐
6	Describe a method for preparing a microscope slide	1. Take a thin piece of specimen. 2. Add a stain. 3. Add a cover slip.	☐	☐
7	Define the term specimen	What you are trying to observe	☐	☐
8	Describe a method for using a light microscope	1. Set microscope to the lowest objective lens. 2. Use the focus wheel. 3. Move the microscope to a higher objective lens.	☐	☐
9	Explain why the specimen needs to be thin	So the light can shine through it	☐	☐
10	Explain why the specimen needs to be stained	To make cells visible	☐	☐
11	Calculate the percentage change in mass of a sample of potato that was 12g but has decreased to 9.6g	Percentage change = (final mass − starting mass) ÷ starting mass × 100 = (9.6 − 12) ÷ 12 × 100 = −2.4 ÷ 12 × 100 = −20%	☐	☐

#	Chemistry: the Periodic Table and elements	Answers	1st	2nd
1	Define the term element.	A substance that is only made of one type of atom.	☐	☐

#	Chemistry: the Periodic Table and elements	Answers	1st	2nd
2	The modern periodic table contains all the known: (a) compounds, (b) molecules, (c) elements or (d) ions.	(c) elements	☐	☐
3	Describe how the elements on the modern periodic table are ordered.	Elements are ordered by increasing atomic number.	☐	☐
4	State the name given to the columns in the modern periodic table.	Groups.	☐	☐
5	State the name given to the rows in the modern periodic table.	Periods.	☐	☐
6	State where the metals are found on the modern periodic table.	Left-hand side.	☐	☐
7	State where the non-metals are found on the modern periodic table.	Right-hand side.	☐	☐
8	Define the term atomic number.	The number of protons in an atom.	☐	☐
9	Define the term mass number.	The total number of protons and neutrons in an atom.	☐	☐
10	Using the Periodic Table, state the atomic number of oxygen.	8	☐	☐
11	Using the Periodic Table, state the mass number of sulfur.	32	☐	☐
12	State the symbol of an element in period 1 of the modern periodic table.	Either H (hydrogen) or He (helium).	☐	☐
13	State the symbol of an element in group 3 of the modern periodic table.	Any from: B (boron), Al (aluminium), Ga (gallium), In (indium) or Tl (thallium).	☐	☐
14	Using the Periodic Table, state the symbol of the element in group 2, period 2.	Be (beryllium).	☐	☐
15	Using the Periodic Table, state the symbol of the element in group 7, period 3.	Cl (chlorine).	☐	☐
16	Based on its position in the periodic table, state whether calcium (Ca) is a metal or non-metal.	Metal, because it is on the left-hand side.	☐	☐
17	Based on its position in the periodic table, state whether silicon (Si) is a metal or non-metal.	Non-metal, because it is on the right-hand side.	☐	☐
18	State the name given to the elements in group 1 of the modern periodic table.	Alkali metals.	☐	☐
19	State the name given to the elements in group 7 of the modern periodic table.	Halogens.	☐	☐
20	State the name given to the elements in group 0 of the modern periodic table.	Noble gases.	☐	☐
21	State what the elements in a group all have in common.	They all have similar properties.	☐	☐
22	Calculate the number of protons, neutrons and electrons in an atom of fluorine (F).	Protons = 9 Neutrons = 19 − 9 = 10 Electrons = 9	☐	☐

#	Chemistry: the Periodic Table and elements	Answers	1st	2nd
23	Calculate the number of protons, neutrons and electrons in an atom of phosphorus (P).	Protons = 15 Neutrons = 31 − 15 = 16 Electrons = 15	☐	☐
24	State three common properties of metals.	Any from: good conductors (of heat and electricity), malleable, ductile, high melting and boiling points, shiny.	☐	☐
25	Explain why copper metal is used in electrical wires.	Because copper is a metal so it is a good conductor of electricity.	☐	☐
26	Explain why cooking pans are made of metals like iron.	Because iron is a metal so it is a good conductor of heat and it has a high melting point.	☐	☐

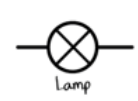
#	Chemistry: mixtures, the atmosphere and fuels	Answers	1st	2nd
1	Draw and label the equipment needed for filtration.	Filter paper, funnel and conical flask (or beaker) drawn and labelled correctly. Residue and filtrate do not need to be drawn or labelled.	☐	☐
2	Draw and label the equipment needed for crystallisation.	Bunsen burner, tripod, wire gauze, beaker of water and evaporating dish drawn and labelled correctly.	☐	☐
3	Define the term mixture.	Something that is made of two or more components that can be separated.	☐	☐
4	Define the term soluble.	When something can dissolve in a liquid.	☐	☐
5	Define the term insoluble.	When something can't dissolve in a liquid.	☐	☐
6	Define the term pure.	Something that is only made of one component. When a substance has a fixed composition.	☐	☐
7	Define the term solution.	A type of mixture that is made when a solute dissolves in a solvent.	☐	☐
8	Define the term solute.	The name given to the solid that dissolves in a liquid to make a solution.	☐	☐
9	Define the term solvent.	The name given to the liquid that a solid dissolves in to make a solution.	☐	☐
10	Name the separation technique I would use to separate sand from seawater.	Filtration.	☐	☐
11	Name the separation technique I would use to separate salt from seawater.	Crystallisation.	☐	☐
12	Name an alternative piece of equipment I could use to heat a mixture instead of a Bunsen burner.	Electric heater or heating mantle.	☐	☐

#	Chemistry: mixtures, the atmosphere and fuels	Answers	1st	2nd
13	State a safety precaution you would take in the lab when performing crystallisation.	Either wear safety goggles or use tongs to touch / move hot equipment.	☐	☐
14	State the percentage of oxygen in the Earth's atmosphere today.	21%	☐	☐
15	Calculate the volume of oxygen in 500cm³ of air.	500 ÷ 100 = 5 5 × 21 = 105 cm³ of oxygen in 500 cm³ of air.	☐	☐
16	Describe how the percentage of carbon dioxide has changed from the Earth's early atmosphere compared to today.	It has (significantly) decreased (from 95% to less than 1%).	☐	☐
17	State a reason why the amount of carbon dioxide in today's atmosphere is increasing.	Burning fossil fuels, deforestation or cars / factories using fuel.	☐	☐
18	Describe how to test for hydrogen gas.	A lit splint will make a squeaky pop.	☐	☐
19	Describe how to test for oxygen gas.	A glowing splint will relight.	☐	☐
20	Describe how to test for carbon dioxide gas.	Limewater will turn cloudy / milky.	☐	☐
21	Describe how to test for chlorine gas.	Damp blue litmus paper will turn red then bleach white.	☐	☐
22	State the unit for temperature.	Degrees Celsius	☐	☐
23	State the piece of equipment that is used to measure temperature.	Thermometer.	☐	☐
24	Describe how to measure the temperature change in a reaction.	Measure the temperature at the start. Measure the maximum or minimum temperature the reaction reaches. The difference between the two values is the change in temperature.	☐	☐
25	A 250g rock contains 75g of iron. Calculate the percentage by mass of iron in the rock.	75 ÷ 250 = 0.3 0.3 × 100 = 30%	☐	☐
26	State the word equation for the combustion of a fuel.	fuel + oxygen → carbon dioxide + water	☐	☐
27	Explain why combustion is a chemical reaction.	Because new substances are made and it is irreversible.	☐	☐
28	State one advantage and one disadvantage of using petrol as a fuel.	**Advantage:** cheap, widely available. **Disadvantage:** releases harmful pollutants (e.g. carbon dioxide) when burnt. Non-renewable resource (comes from fossil fuels).	☐	☐
29	State one advantage and one disadvantage of using hydrogen as a fuel.	**Advantage:** no harmful pollutants (e.g. carbon dioxide) are released when it is burnt, only water. It is a renewable resource. **Disadvantage:** highly flammable, difficult to store, expensive.	☐	☐

#	Physics: forces, speed and density	Answers	1st	2nd
1	State the unit for weight	Newtons (N)	☐	☐
2	State the unit for mass	Kilograms (kg)	☐	☐
3	Name the piece of equipment used to measure weight	Newton / force meter	☐	☐
4	Name the piece of equipment used to measure mass	Mass balance	☐	☐
5	Define the term weight	Force caused by gravity	☐	☐
6	Define the term mass	How much matter is in an object	☐	☐
7	State the equation that links mass, weight and gravity	Weight = Mass × Gravity	☐	☐
8	State the unit for gravity	N/kg	☐	☐
9	State what the gravity on Earth is	10 N/kg	☐	☐
10	Describe how to convert grams (g) to kilograms (kg)	Divide by 1000	☐	☐
11	State the equation that links speed, distance and time	Speed = Distance ÷ Time	☐	☐
12	Calculate Ashley's speed if he travels a distance of 2.5km in 250s.	**I:** Speed = distance ÷ time **C:** distance = 2.5km, time = 250s **H:** 2.5km × 1000 = 2500m **E:** speed = 2500 ÷ 250 **W:** Speed = 10 m/s	☐	☐
13	State the unit for speed	metres per second (m/s)	☐	☐
14	State the unit for time	seconds (s)	☐	☐
15	State the unit for distance	metres (m)	☐	☐
16	Name the piece of equipment used to measure distance	Measuring tape	☐	☐
17	Name the piece of equipment used to measure time	Stopwatch	☐	☐
18	Describe how to determine the speed of an object	1) **State the calculation:** Speed = Distance ÷ Time 2) **State measurements:** I will measure the distance travelled by the object and the time taken for the object to travel the distance. 3) **How to take measurements:** to measure the distance travelled use a measuring tape. To measure the time taken use a stopwatch.	☐	☐
19	Describe how to convert from kilometres (km) into metres (m)	× 1000	☐	☐
20	Describe how to convert from centimetres (cm) into metres (m)	÷ 100	☐	☐
21	Describe how to convert from minutes into seconds	× 60	☐	☐
22	Describe how to convert from hours into seconds	× 3600	☐	☐

#	Physics: forces, speed and density	Answers	1st	2nd
23	State the typical speed of sound in air	330 m/s	☐	☐
24	State what a horizontal line shows on a distance-time graph	The object is stationary	☐	☐
25	State what a diagonal straight line shows on a distance-time graph	The object is moving at a constant speed	☐	☐
26	State the equation that links density, mass and volume	Density = Mass ÷ Volume	☐	☐
27	State the quantities needed to be measured to find the density of an object	The mass of the object and the volume of the object	☐	☐
28	A sheet of insulating foam measures 3 m × 1 m × 0.08 m. It has a mass of 9.6 kg. Calculate the density of the insulating foam.	Volume = 3 × 1 × 0.08 = 0.24 m^3 **I:** Density = mass ÷ volume **C:** mass = 9.6kg, volume = 0.24m^3 **H:** all units correct **E:** Density = 9.6 ÷ 0.24 **W:** Density = 40 kg/m^3	☐	☐
29	Describe how to measure the volume of an irregular object, e.g. a rock	Use a measuring cylinder. Measure the start volume of water in the measuring cylinder, place the object (rock) inside, measure the end volume of water. Change in volume = end volume − start volume.	☐	☐
30	A student wants to measure the density of metal toy soldiers. State the two quantities the student must measure.	The mass of the toy soldier and the volume of the toy soldier	☐	☐
31	Devise a plan to measure the density of a small piece of rock. Include the equipment and how to improve the accuracy of the measurements.	1) **State the calculation:** Density = mass ÷ volume 2) **State measurements:** I will measure the mass of the rock and the volume of the rock. 3) **How to take measurements:** to measure the mass use a mass balance. To measure the volume use a measuring cylinder: measure the start volume of water, place the rock inside, measure the end volume. Change in volume = end volume − start volume. **Improvements:** zero the balance before taking measurements. Read the measuring cylinder at eye level. Use a measuring cylinder with small increments. Take the mass measurement first so the rock isn't wet. Place the rock carefully in the water so no water is lost from splashes.	☐	☐

#	Physics: acceleration and circuits	Answers	1st	2nd
1	State the equation that links change in speed, acceleration and time	Acceleration = Change in speed ÷ time taken	☐	☐

#	Physics: acceleration and circuits	Answers	1st	2nd
2	A van accelerates from a speed of 2 m/s to a speed of 20 m/s in 12 s. Calculate the acceleration of the van.	**I:** Acceleration = (end speed − start speed) ÷ time taken **C:** start speed = 2m/s, end speed = 20m/s, time taken = 12s **H:** all units correct **E:** Acceleration = (20 − 2) ÷ 12 **W:** Acceleration = 1.5 m/s²	☐	☐
3	State the unit for acceleration	m/s²	☐	☐
4	State what acceleration due to gravity is	10 m/s²	☐	☐
5	Describe how to determine the change in speed	Measure the starting value, measure the final value, then calculate the difference	☐	☐
6	Name the piece of equipment used to measure the change in speed	2 light gates	☐	☐
7	Describe how to determine the acceleration of an object	1) **State the calculation:** Acceleration = Change in speed ÷ time taken 2) **State measurements:** I will measure the change in speed and the time taken for the object to travel the length of the ramp. 3) **How to take measurements:** to measure the time taken for the object to travel down a ramp use a stopwatch. To measure the change in speed use 2 light gates. Measure the start speed with 1 light gate and the end speed with the other. Change in speed = end speed − start speed.	☐	☐
8	Draw the symbol for a lamp in a circuit		☐	☐
9	Draw the symbol for a cell in a circuit		☐	☐
10	Draw the symbol for a voltmeter in a circuit		☐	☐
11	Draw the symbol for an ammeter in a circuit		☐	☐
12	Define the term current	Flow of charged particles	☐	☐
13	State the unit for current	Amps (A)	☐	☐
14	Name the piece of equipment used to measure current in a circuit	Ammeter	☐	☐
15	State the unit for potential difference	Volts (V)	☐	☐
16	Name the piece of equipment used to measure potential difference in a circuit	Voltmeter	☐	☐
17	State the unit for resistance	Ohms (Ω)	☐	☐

#	Physics: acceleration and circuits	Answers	1st	2nd
18	State the equation that links resistance, potential difference and current	Resistance = potential difference ÷ current	☐	☐
19	State where an ammeter is placed in a circuit	An ammeter is placed in series	☐	☐
20	State where a voltmeter is placed in a circuit	A voltmeter is placed in parallel to the component it is measuring	☐	☐

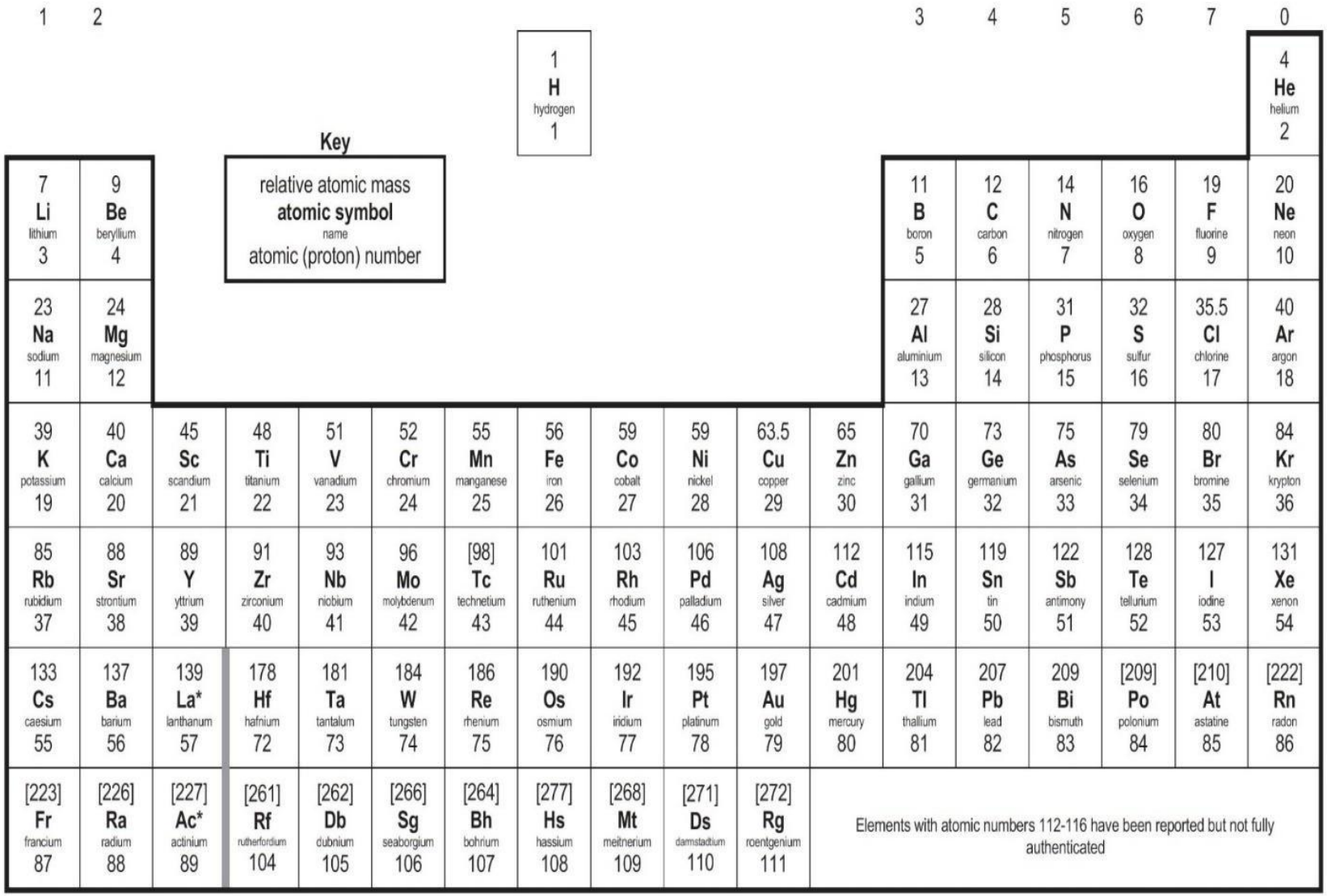
Subject checkpoint

I feel confident about: _____

I still need to practise: _____

My next step is: _____

The Periodic Table of the Elements



GEOGRAPHY

Use the boxes to learn the key facts about the economy, Mumbai and Manchester, then test yourself on the key words and questions. Cover, write, check, repeat.

Economic activity and the iPhone

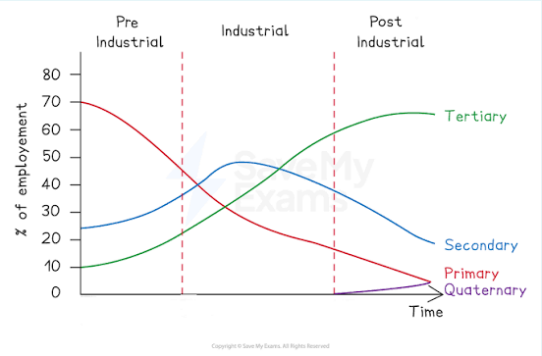
Key word	Meaning	1st	2nd
Economy	The way a country makes, spends and earns money.	☐	☐
Informal economy	Jobs where people earn money without officially registering their work or paying tax.	☐	☐
Tax	Money that people and businesses pay to the government.	☐	☐
Development	The improvement in people's quality of life, including their health, education and wealth.	☐	☐
Supply chain	The different stages involved in making and delivering a product.	☐	☐
Globalisation	The increasing connection between countries through trade, travel, technology and communication.	☐	☐

What are the sectors of the economy?

Sector	Meaning	1st	2nd
Primary	Jobs that involve collecting or taking raw materials from the Earth, such as farming, fishing and mining.	☐	☐
Secondary	Jobs that involve making products from raw materials.	☐	☐
Tertiary	Jobs that involve providing services to people, such as teaching, healthcare and retail.	☐	☐
Quaternary	Jobs that involve research, information and developing new technology.	☐	☐

The Clark-Fisher Model

The Clark-Fisher Model shows how a country's economy changes as it develops. At first, most people work in the **primary sector** (farming and mining). As the country develops, jobs move into the **secondary sector** (manufacturing) and eventually the **tertiary and quaternary sectors** (services and research).



The primary sector: mining cobalt for the iPhone

Cobalt mining in the DRC (Democratic Republic of the Congo) provides jobs and income for thousands of people. Cobalt is extracted from underground mines and open pits and is used to make batteries for mobile phones, laptops and electric cars.

Benefits: mining benefits the local economy by providing employment and bringing money into the country through exports.

Problems: working conditions can be very dangerous, with risks of tunnel collapses, injuries and health problems caused by dust. Many workers receive low wages, have little protective equipment and, in some mines, children are forced to work instead of attending school.

The secondary sector: making the iPhone

Factory work in China plays an important role in the production of iPhones for Apple, a Transnational Corporation (TNC). Factories, such as those run by Foxconn, assemble iPhones using parts from different countries.

For Apple: access to a large, skilled workforce, lower production costs and the ability to produce millions of phones quickly.

For China: factory work creates thousands of jobs, provides workers with an income and boosts the economy through exports.

Disadvantages: Apple can face criticism over poor working conditions, long hours and low wages in some factories, damaging its reputation. For China, workers may experience long shifts, stressful conditions and low pay, while factory pollution can damage the environment.

The tertiary and quaternary sector: selling the iPhone

Apple locates its headquarters and many of its shops in HICs (High-Income Countries) because people generally have more money to buy expensive products such as iPhones.

HICs also have large markets to sell products, reliable infrastructure (roads, transport, buildings), skilled workers and good transport links.

Having its headquarters in the USA allows Apple to access highly skilled workers in areas such as technology, design, marketing and finance, while being close to major business partners and investors.

Development, Mumbai and Manchester

Key word	Meaning	1st	2nd
HIC	High Income Country (rich), e.g. UK.	☐	☐
LIC	Low Income Country (poor), e.g. Nepal.	☐	☐
NEE	Newly Emerging Economy (getting richer and industrialised), e.g. India, China.	☐	☐
Income	Money earned.	☐	☐
Industrialised	Started building factories.	☐	☐
Inequality	People treated differently.	☐	☐
Economic	Money and jobs.	☐	☐
Social	People and homes.	☐	☐
Environmental	The natural world.	☐	☐
Sanitation	Access to clean water.	☐	☐
Slum	An area of housing which is usually unplanned and without electricity and water.	☐	☐
Migration	Moving from one place to another.	☐	☐
Infrastructure	Roads, rail, broadband, water.	☐	☐
Regeneration	Improving an area that has gone into decline.	☐	☐

What is it like in Mumbai?

A city of imbalance

With an estimated wealth of **$950 billion**, Mumbai is the 12th richest city in the world. Much of this prosperity is due to the combination of a large billionaire population and the presence of India's oldest businesses.

At the same time, **more than half** of the city's population lives in slums, or areas of extreme poverty that often lack access to clean water, electricity and public transportation. With an estimated **6.5 million people** residing in these conditions, Mumbai has the largest slum population of any city in the world.



What is it like for the poor in Mumbai? Dharavi

1 million people live in Dharavi slum.

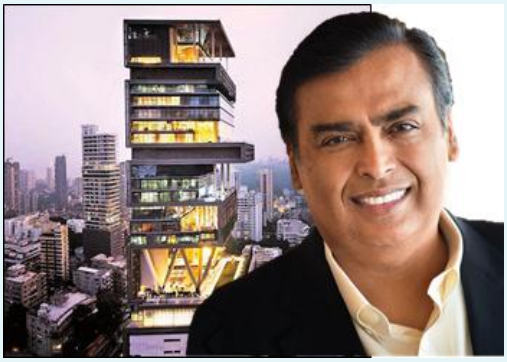
Challenges: lack of sanitation (clean water), with only 500 toilets for 1 million people and many of these broken; epidemics (diseases spread); pollution (from cars and businesses); population density (many people in one house); infrastructure (not every house has water and electricity).

Opportunities: there are over 15,000 micro-industries (small businesses) which operate from one room or from a home, such as pottery, leatherwork and recycling. Even though people only earn about £1 per day, it makes a difference. There is a good sense of community in Dharavi and as a result crime is low.

What is it like for the rich in Mumbai?

We studied the ultra-wealthy **Mukesh Ambani** (the richest man in India), who lives in the huge Antilia building, costing £2 billion, where he lives with only his 5 family members.

Many of the ultra-wealthy people in Mumbai have made money from industries (e.g. Mukesh developed his father's business and now works with phones, clothes, oil and gas). Some of the ultra-wealthy have made money from acting in Bollywood.



Is there hope for the poor?

Some people think that the poor could get richer from micro-industry and from joining Bollywood, but some people think it isn't possible.

Other people are worried that the growth in Mumbai will involve destroying the slums and forcing the poor people to move away to new tower blocks.

What change is happening in Manchester? Is regeneration a good thing?

Manchester is one of the fastest growing cities in the UK, with the population set to double in the next 5 years. The skyline is growing every year, with many skyscrapers full of expensive houses and offices being built. Manchester used to be a city full of factories and industry, but that has changed in the last 50 years. Many of the buildings went into decline (abandoned and not used). Many people agree that we should re-develop these areas to provide more homes and jobs to help Manchester grow. Regeneration is happening across Manchester (Ancoats, New Islington, Miles Platting, Piccadilly). This has created advantages and disadvantages.

Advantages	Disadvantages
• Businesses and TNCs have moved to Manchester, e.g. the BBC and Google, which have created thousands of highly paid jobs. • Unemployment has decreased. • New green spaces have been built. • Increasingly more entertainment options.	• The cost of homes has increased, pushing local low-income people out of the area. • Homeless charities are being pushed out of the city centre. • **Gentrification:** regeneration is aimed at wealthy people.



What can I do with this information?

- Read the key words, cover them up and try to write them out. Test yourself or get someone to test you.
- Make a table about the challenges and opportunities in Dharavi (India) and a separate table on the advantages and disadvantages of regeneration in Manchester.
- Read this information and then try to tell someone at home or a friend about the challenges and opportunities in Dharavi and regeneration.
- Have a go at the questions below.

1. What percentage of Mumbai's population lives in slums?

2. Name two problems faced by people living in Dharavi.

3. Explain what a micro-industry is and give two examples from Dharavi.

4. Why is Mumbai described as a city of imbalance? Use evidence from the information sheet.

5. Compare the lives of poor slum residents in Dharavi with the ultra-wealthy people in Mumbai, such as Mukesh Ambani. Consider income, housing and lifestyle.

6. Explain the advantages and disadvantages of regeneration in Manchester. Include how it affects different groups of people (e.g. businesses, wealthy newcomers, low-income residents, charities).

Subject checkpoint

I feel confident about: _____

I still need to practise: _____

My next step is: _____

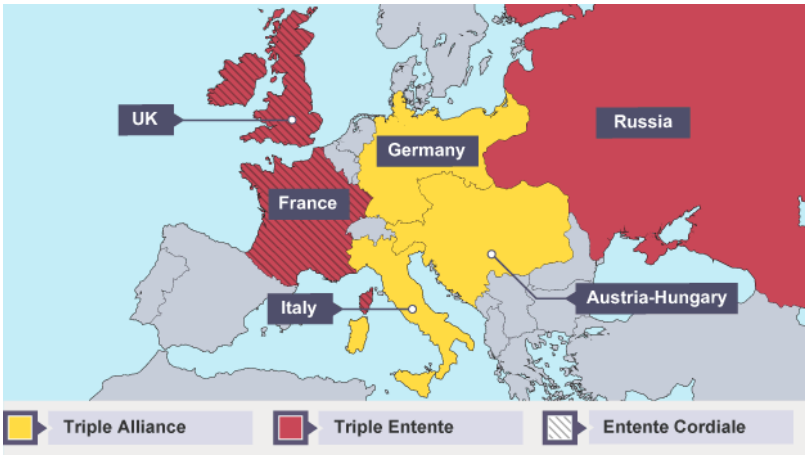
HISTORY

Was the First World War inevitable?

Long term: slowly building tension. **Short term:** triggers that led to fighting.

Causes of WW1

Cause	Meaning	1st	2nd
Militarism (long term)	Belief that a strong army was necessary for a country to be powerful.	☐	☐
Alliances (long term)	A formal agreement between two or more nations to support one another economically, militarily or politically.	☐	☐
Imperialism (long term)	Building up the strength of an empire by taking (colonising) other countries.	☐	☐
Nationalism (long term)	An intense and unquestioning pride in a person's country's superiority.	☐	☐
Assassination of Franz Ferdinand (short term)	Heir to the Austrian throne, assassinated by Serbians in Bosnia.	☐	☐
Invasion of Belgium (short term)	Germany invaded neutral Belgium in an attempt to invade France. This led to Britain joining the war.	☐	☐



The Schlieffen Plan

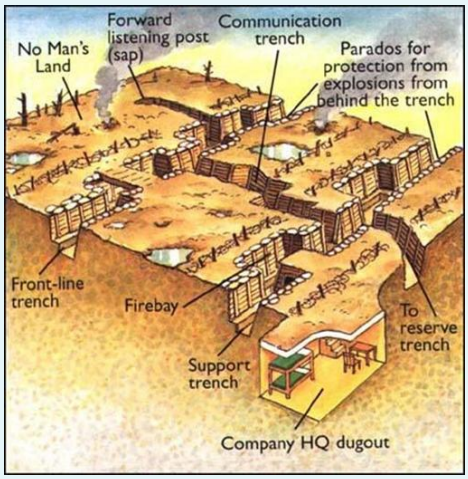
The Schlieffen Plan

Aim: to stop Germany being attacked at the same time by Russia and France.

The Plan: attack France first through Belgium, take Paris then march against Russia.

The Outcome:

- Belgium fought back and Britain joined the war.
- Germany did not fully take over Paris.
- Russia mobilised in 10 days.
- The plan ultimately failed.



Map of the plan



Why did America join WW1?

1) The **Lusitania** was sunk in May 1915. 128 Americans were killed. Many Americans turned against Germany.

2) The **Zimmerman Telegram** revealed Germany was trying to ally with Mexico to attack America.

3) Germany restarted **unrestricted submarine warfare**. This meant many American ships were at risk of being bombed as they traded with Britain.

How did the Ludendorff Offensive lead to surrender?

Who? Germany

What? A major attack on where the British and French front lines were.

Why? An attempt to win the war before Germany ran out of supplies and America joined the war.

When? March 1918

How? Stormtroopers and heavy artillery bombardment with the latest firepower.

Result? Failure, as there was not enough manpower or supplies to sustain the attack.

Using evidence: source analysis

Use these headings to analyse any source.

Heading	Meaning	1st	2nd
Content	Picture source: what you can see. Written source: what the text is telling you.	☐	☐
Nature	What the source physically is: a coin, helmet, diary extract, etc.	☐	☐
Origin	When, where and who produced the source.	☐	☐
Purpose / audience	Why might the source have been made? Who was meant to see it? Why? Can we fully trust it to be accurate and truthful?	☐	☐
Inference	What can you learn from the source? What does it suggest? An educated guess based on the evidence.	☐	☐

Practise: analyse a source from your lessons

Choose a source you have studied (for example one about the causes of the war), then use the headings to analyse it.

Content	
Nature	
Origin	
Purpose / audience	
Inference	

Active revision

Use this space and the back of the page to **actively** revise. Some active revision techniques you could use are: make spider diagrams, write yourself some quiz questions, ask a member of your family to quiz you, and make some simple, short notes on key facts.

Keywords

Create a spider diagram

Suggested ideas: What were the causes of WW1? Why did America join the war?

Your notes

Subject checkpoint

I feel confident about: _____

I still need to practise: _____

My next step is: _____

SPANISH

Year 9 Spanish Term 1: My Lifestyle

This revision section tests vocabulary, structures and concepts from all four sentence builders: **SB1** What do you like? **SB2** What type of films do you prefer? **SB3** What do you like to eat? **SB4** What sport do you like to do? Use the vocabulary pages at the back of this booklet to help you.

Part A: Vocabulary

Task 1: Categorise the terms

Categorise the following Spanish terms into the correct sentence builder (SB1, SB2, SB3 or SB4).

Term	Category (SB1, SB2, SB3 or SB4)
1. La pasta	
2. La violencia	
3. Una película de fantasía	
4. Atletismo	
5. El dibujo	
6. El pollo	
7. Al ping-pong	
8. Escalofriantes	

Task 2: Match the expression of opinion

Match the expression of opinion to its English meaning.

Spanish expression	Match (letter)	English meaning
1. Me chifla(n)		a. I don't like… at all
2. Me gusta bastante		b. I think that it is…
3. Pienso que		c. I'm crazy about…
4. No me gusta nada		d. I quite like

Part B: Structure and translation

Task 3: Sentence structure

Combine the elements to create **five logical and grammatically correct sentences** in Spanish. Make sure you use the correct verb (**hacer** or **jugar**) for sports, and the correct frequency / time phrase.

Subject / verb / preference (SB1, SB3, SB4)	Food / activity / sport (SB1, SB3, SB4)	Time / location (SB2, SB3, SB4)
1. No me gustan nada 2. Prefiero hacer 3. Me flipan 4. No me gusta 5. Juego	a. el pescado b. natación c. las verduras d. el teatro e. al baloncesto	1. y las como muy a menudo 2. en la piscina dos veces a la semana 3. y lo como todos los días 4. en el polideportivo 5. y a veces

Task 4: Linking clauses

Translate the following sentences into Spanish, paying attention to the linking words (**porque, ya que, dado que**).

1. **I love action films because they are exciting.**

2. **I don't really like doing sport, given that I am not fit.**

3. **My favourite film is called [Titanic]. In my opinion, it is wonderful.**

4. **I like cinema, and I am going to see a comedy.**

Part C: Extended production

Task 5: Paragraph

Write a detailed paragraph (**60–80 words**) describing your lifestyle, including information from all four sentence builders. Your paragraph must include:

- **SB1 / SB4:** a general like or dislike (Me gusta el baile, No me gustan los lunes).
- **SB2:** a type of film you like and why, using an adjective (emocionantes, aburridas, etc.).
- **SB3:** a food you eat and how often you eat it (tres veces al día, una vez al mes, etc.).
- **SB4:** a sport you prefer doing or playing, and where you do it (en el parque, en el gimnasio, etc.).
- **Linker:** at least two instances of porque, ya que or dado que (because).

For example, the first part might look like: "Me encantan las artes marciales porque me gusta mucho hacer deporte. Prefiero hacer judo en el polideportivo…"

Subject checkpoint

I feel confident about: _____

I still need to practise: _____

My next step is: _____

FRENCH

Year 9 French Term 1

This revision section tests vocabulary, structures and concepts from all four sentence builders, covering four main topics: **hobbies and preferences, musical opinions, food and eating habits,** and **descriptions of past personality and activities.** Use the vocabulary pages at the back of this booklet to help you.

Task 1: Vocabulary and context retrieval (SB1 and SB3)

A. Vocabulary match-up: match the French phrase with its correct English meaning.

French phrase	Match (letter)	English translation
1. faire de la cuisine		a) Going for walks
2. faire du vélo		b) Cooking
3. faire des promenades		c) Going cycling
4. du jus d'orange		d) Vegetables
5. des légumes		e) Orange juice
6. la viande		f) Meat

B. Time and connectives: give the French for the following linking words and time markers.

1. When I'm with my friends – _____
2. However – _____
3. Also – _____
4. (At) the weekend – _____

Task 2: Present tense application and negation (SB1 and SB3)

Translate these sentences into French, using the correct verbs for liking and disliking and applying negative structures where necessary.

1. **I love listening to music with my brother.**

2. **As for sports, I really don't like swimming.**

3. **The pupils no longer eat meat, but they drink milk.**

4. **The pupils never eat fruit, and they never drink water.**

5. **I often listen to hip-hop because it makes me want to dance.**

Task 3: Opinions and adjective agreement (SB2)

This task focuses on using **Comment tu trouves… ?** to critique music and making sure adjectives agree with the gender and number of the noun.

A. Agreement practice: complete the sentences using the correct form of the adjective “boring” (**ennuyeux / ennuyeuse / ennuyeuses**).

1. Je trouve le chanteur _____.
2. Je trouve la mélodie _____.
3. Je trouve les paroles _____.

B. Structured opinion: translate the following into French.

1. I find the song in general old fashioned because it is not varied.

2. I find the lyrics original and they make me happy (use the feminine form of happy).

Task 4: Mastery of the imperfect tense (SB4)

Show that you can discuss past states, habits and descriptions using the imperfect tense introduced by **Quand j'étais petit(e)…**

A. Translation of past actions and states: translate the following descriptions into French.

1. When I was younger, I used to have long hair and I was shy.

2. I used to go to primary school, but I didn't use to be very well behaved.

3. I used to hate vegetables and I used to read comics.

4. I used to play the drums and I used to love sweets.

B. Past personality: give the French translation for these past descriptions.

1. I used to be naughty (masculine) – _____
2. I used to be cute (feminine) – _____
3. I was well-behaved (masculine) – _____

Task 5: Extended integration and synthesis

Write a short paragraph in French (approximately **60–80 words**) combining themes from your lifestyle, making sure you use content from all four sentence builders. Your paragraph must include:

- A reference to what you were like in the past (SB4: Tu étais comment ?).
- An opinion on music, using adjective agreement (SB2: Comment tu trouves… ?).
- A description of something you currently like or hate doing (SB1: Qu'est-ce que tu aimes faire ?).
- A reference to something you or "the pupils" eat or drink, including a description (équilibré, sain, etc.) (SB3: Qu'est-ce qu'on mange ?).

Subject checkpoint

I feel confident about: _____

I still need to practise: _____

My next step is: _____

SPANISH VOCABULARY PAGES (SB1 to SB4)

SB1 ¿Qué te gusta? *What do you like?*

Me gusta(n)… *I like…* **Me encanta(n)** **Me mola(n)…** *I love…* **Me chifla(n)** **Me flipa(n)** *I'm crazy about…* **No me gusta(n) (nada)…** *I don't like… (at all)…*	**el baile / el cine** *dance / cinema* **el deporte / el dibujo** *sport / drawing* **el racismo / el teatro** *racism / theatre* **la moda / la música** *fashion / music* **la naturaleza / la pesca** *nature / fishing* **la violencia** *Violence* **los insectos** *Insects* **los lunes** *Mondays* **las artes marciales** *martial arts* **las tareas domésticas** *household chores*	**y durante mi tiempo libre** *and during my free time* **y a veces** *and sometimes* **y dos veces a la semana** *and 2 times a week* **y casi todos los días** *and nearly every day* **y siempre** *and always…*	**hago judo** *I do judo* **hago natación** *I go swimming* **voy al parque** *I go to the park* **voy al polideportivo** *I go to the sports centre* **voy de pesca** *I go fishing* **soy miembro de un club** *I'm a member of a club* **soy miembro de un equipo** *I am a member of a team*

SB2 ¿Qué tipo de películas te gustan? *What type of films do you prefer?*

Voy a ver… *I am going to see…* **¿Vamos a ver… ?** *Are we going to see…? / Shall we see…?*	**una comedia** *a comedy* **una película de acción** *an action film* **una película de animación** *an animated film* **una película de aventuras** *an adventure film* **una película de ciencia ficción** *a science-fiction film* **una película de fantasía** *a fantasy film* **una película de superhéroes** *a superhero film* **una película de terror** *a horror film*
¿Vas a venir? *Are you going to come?*	**Claro que sí** *Of course* **De acuerdo** *All right* **(No) voy a ir** *I am (not) going to go* **No, gracias** *No thanks* **¿Estás loco/a?** *Are you crazy?* **¡Ni en sueños!** *Not a chance!*

Me encantan *I love* **No me gustan** *I don't like*	**las comedias** *comedies* **las películas de acción** *action films* **las películas de animación** *animated films* **las películas de aventuras** *adventure films* **las películas de ciencia ficción** *science-fiction films* **las películas de fantasía** *fantasy films* **las películas de superhéroes** *superhero films* **las películas de terror** *horror films*	**porque** **ya que** **dado que** *because*	**son** *they are*	**aburridas** *boring* **entretenidas** *entertaining* **escalofriantes / terroríficas** *scary* **emocionantes** *exciting* **maravillosas** *wonderful*

Mi película favorita se llama… *My favourite film is called…*	[name of film]
En mi opinión es… *In my opinion it is…* **Creo que…** *I think that it is…* **Pienso que…** *I think that it is…*	**una comedia** *a comedy* **una película de acción** *an action film* **una película de animación** *an animated film* **una película de aventuras** *an adventure film* **una película de ciencia ficción** *a science-fiction film* **una película de fantasía** *a fantasy film* **una película de superhéroes** *a superhero film* **una película de terror** *a horror film*

SB3 ¿Qué te gusta comer? *What do you like to eat?*

Me gusta *I like* **Me gusta bastante** *I quite like* **Me gusta mucho** *I really like* **No me gusta** *I don't like* **No me gusta nada…** *I don't like…at all*	**el arroz / el pan** *rice / bread* **el pollo / el pescado** *chicken / fish*	→	**y lo como** *and I eat it*	**tres veces al día** *three times a day* **cada día / todos los días** *every day* **dos veces a la semana** *twice a week* **los fines de semana** *at weekends* **una vez al mes** *once a month* **muy a menudo** *very often* **a veces** *sometimes* **de vez en cuando** *from time to time*
	la carne / la ensalada *meat / salad* **la pasta / la pizza** *pasta / pizza*	→	**y la como** *and I eat it*	
Me gustan *I like* **No me gustan** *I don't like* **No me gustan nada** *I don't like at all*	**los caramelos** *sweets* **los huevos** *eggs* **los pasteles** *cakes*	→	**y los como** *and I eat them*	
	las galletas *biscuits* **las verduras** *vegetables*	→	**y las como** *and I eat ithem*	

SB4 ¿Qué deporte te gusta hacer? *What sport do you like to do?*

(No) Me gusta mucho hacer deporte *I (don't) really like doing sport*				
Hago *I do* **Prefiero hacer** *I prefer doing*	**artes marciales** *martial arts* **atletismo** *athletics* **footing** *jogging* **gimnasia** *gymnastics* **natación** *swimming*	**en el parque** *in the park* **en el gimnasio** *in the gym* **en el polideportivo** *in the sports centre* **en el mar** *in the sea* **en la piscina** *in the swimming pool*	**porque** **ya que** **dado que** *because*	**(no) soy miembro de un club** *I belong to a club* **(no) es mi deporte preferido** *it is my favourite sport* **(no) me gustan los deportes de equipo** *I like team sports* **(no) soy el mejor / la mejor** *I'm the best* **(no) soy adicto/a al deporte** *I'm addicted to sport* **(no) estoy en forma** *I'm fit*
Juego *I play* **Prefiero jugar** *I prefer playing*	**al baloncesto** *basketball* **al ping-pong** *table tennis* **al tenis** *tennis* **al voleibol** *volleyball* **a la pelota vasca** *pelota (Basque ball game)*			**Adding 'no', makes the verb negative*

FRENCH VOCABULARY PAGES (SB1 to SB4)

SB1 Qu'est-ce que tu aimes faire? *What do you like to do?*

Quand je suis seul(e) … *When I'm alone …* **Quand je suis avec mes copains …** *When I'm with my friends …* **Le week-end …** *(At) the weekend …* **Comme sports …** *As for sports …* **Sur mon portable …** *On my phone …*	**j'aime (beaucoup)…** *I like (a lot)…* **j'adore …** *I love …* **je n'aime pas (tellement) …** *I don't (particularly) like …* **je n'aime pas du tout …** *I really don't like …* **je déteste …** *I hate …*	**le sport / le collège** *sport / school* **les animaux / les mangas** *animals / mangas* **lire des BD** *reading comics* **faire des promenades** *going for walks* **nager** *swimming* **prendre des selfies** *taking selfies* **faire du vélo** *going cycling* **aller en ville / au cinéma** *going in to town / to the cinema* **écouter de la musique** *listening to music* **faire de la cuisine** *cooking* **manger du popcorn / des glaces** *eating popcorn / ice cream* **regarder des clips vidéo** *watching video clips* **bloguer / surfer / tchatter / poster** *blogging / surfing / chatting / posting*	**avec mon frère** *with my brother* **avec ma soeur** *with my sister* **avec ma famille** *with my family* **avec mes amis** *with my friends*	**aussi** *also* **et** *and* **ou** *or* **mais** *but* **cependent** *however*

SB2 Comment tu trouves…? *How do you find…?*

Comment tu trouves … *What do you think of …*	**le chanteur?** *the singer?* **le rythme?** *the rhythm?*	**Je le trouve …** *I find it…*	démodé. *old fashioned* original. *original* ennuyeux. *boring* bon. *good* bête. *stupid*
	la chanteuse? *the singer?* **la mélodie?** *the melody?* **la chanson en général?** *the song in general?*	**Je la trouve …** *I find it…*	démodée. *old fashioned* originale. *original* ennuyeuse. *boring* bonne. *good* bête. *stupid*
	les musiciens? *the musicians?*	**Je les trouve …** *I find them…*	démodés. *old fashioned* originaux. *original* ennuyeux. *boring* bons. *good* bêtes. *stupid*
	les paroles? *the lyrics?*		démodées. *old fashioned* originales. *original* ennuyeuses. *boring* bonnes. *good* bêtes. *stupid*

Qu'est-ce que tu aimes comme musique? *What sort of music do you like?*	**J'aime toutes sortes de musique** *I like all sorts of music* **J'écoute souvent du hip-hop** *I often listen to hip-hop*
Pourquoi? *Why?*	**Ça me donne envie de danser** *It makes me want to dance* **Ça me rend heureux / heureuse** *It makes me happy*
	Sa musique est inspirante *His / Her music is inspiring*

SB3 Qu'est-ce qu'on mange? *What do you eat?*

Les élèves mangent … *The pupils eat …*	**de / du pain** *bread* **de / du poulet** *chicken* **de / du riz** *rice* **de / du yaourt** *yoghurt* **de / de la salade** *salad* **de / de la viande** *meat* **d' / des haricots** *beans* **de / des légumes** *vegetables* **de / des pommes de terre** *potatoes* **un fruit** *a piece of fruit* **un petit gâteau** *a biscuit*	**et ils/elles boivent …** *and they drink*	**du lait** *milk* **du jus d'orange** *orange juice* **de l'eau** *water*	**parce que c'est** *because it is* **parce que ce n'est pas** *because it is not*	**équilibré** *balanced* **sain** *healthy* **savoureux** *tasty* **simple** *simple* **varié** *varied*
Les élèves ne mangent pas … *The pupils don't eat …*		**et ils/elles ne boivent pas …** *and they don't drink*			
Les élèves ne mangent jamais … *The pupils never eat …*		**et ils/elles ne boivent jamais …** *and they never drink*			
Les élèves ne mangent plus … *The pupils no longer eat …*		**et ils/elles ne boivent plus …** *and they no longer drink*			

SB4 Tu étais comment? *What were you like?*

Quand j'étais petit(e) … *When I was younger …*	**j'avais** *I used to have*	**les cheveux frisés** *very curly hair* **les cheveux longs** *long hair* **les cheveux blonds** *blond hair* **les cheveux courts** *short hair*	**et** *and*	**je jouais …** *I used to play…*	**avec des LEGO** *with LEGO* **de la batterie** *the drums* **de la flute** *the flute*
	j'étais *I used to be*	**sage** *good / well-behaved* **timide** *shy* **méchant(e)** *naughty* **mignon(ne)** *cute*		**je détestais …** *I used to hate…*	**les légumes** *vegetables* **les fruits** *fruit*
	je n'étais pas très sage *I didn't use to be very well behaved*			**j'allais …** *I used to go…*	**à l'école primaire** *to primary school*
				je lisais … *I used to read…*	**des BDs** *comics*
				j'adorais… *I used to love…*	**les bonbons** *sweets* **le chocolat** *chocolate*