Name: ……

Form Group: ……

Trinity Academy Bradford

Year 9 Knowledge Organiser Term 4

English: *Othello*

Year 9 **Term 4**

(1) Dramatic Vocabulary

Drama is intended to be seen on a stage rather than read on a page.

Stage directions: Used to inform the actor how to say the words in a play script, how to move or where to move to.

Soliloquy: An actor speaks the character's thoughts aloud when alone on stage to share them with the audience.

Dramatic irony: The audience is more aware of situations that will impact on the characters than the characters themselves.
Example: The audience is aware that Romeo and Juliet will die but they are not.

Lighting: Used to create mood and atmosphere on the stage as well as to establish the time and location of events.

Setting: Scenery or backdrops on the stage are used to indicates a time or location.

Props: Objects used by the actors to make the events clear.

(2) Grammar

Was or were?
Was: Singular past tense verb.
Examples: The house was abandoned. The dog was lonely.
Were: Plural past tense verb. Also used when using 'you' in the past tense.
Examples: We were hungry. The dogs were barking. You were excited.

Is or are?
Is: Singular present tense verb.
Examples: He is happy. The house is wonderful.
Are: Plural present tense verb.
Examples: They are happy. The dogs are running around.

<u>Have</u> (not <u>of</u>)
The phrases 'should of', 'would of' and 'could of' are always wrong.
The correct contractions of the verbs should have, would have, could have are should've, would've, could've.

(3) Colour Vocabulary

Colour synonyms: Each colour has a range of shades with different names.

Connotations: Each colour also has different connotations to suggest things to a reader or audience.

<u>Red</u>
Synonyms: scarlet, crimson, burgundy, cherry.
Connotations: danger, passion, anger, love, warning.

<u>Blue</u>
Synonyms: sapphire, sky-blue, navy, azure, indigo, aquamarine.
Connotations: peaceful, calm, tranquil, sad.

<u>Green</u>
Synonyms: emerald, olive, mint, aqua, jade.
Connotations: jealousy, nature, environmentally friendly.

(4) Sentence Functions

There are four different functions of sentences depending on what job they do.

Declarative: Used to make a statement and proclaim something.
Example: Today we are going to learn about sentence functions.

Exclamative: Ends with an exclamation mark.
Example: The ending of Cirque Du Freak was spectacular!

Interrogative: Ends with a question mark.
Example: When are we going to read Blood Brothers?

Imperative: A sentence which starts with a verb and is considered a command.
Example: Revise for your knowledge organiser quiz.

Educake

Revise the content in each box every week.
Then, complete your homework on Educake.
www.educake.co.uk

(5) Symbols and Motifs

Symbols and motifs are used by writers to add greater depth or significance of meaning to ideas within a text.

Symbols: A character, location, object or place that represents something else.
Example: A character's possession of a sword might symbolise that they are violent.

Motifs: Reoccurring objects with symbolic significance.
Example: The repeated use of light throughout a text might act as a motif to suggest that a character is good, happy or wise.

A symbol might be used once or twice but a motif is recurring throughout a text.

(6) Cohesion

Whether you are writing a response to something you have read or are writing your own ideas, if you have more than one paragraph then you should aim to have text **cohesion** (the ideas flow and link together).

Discourse markers (linking words) are used to structure writing, show differences, join ideas together and control the fluency of writing.

Examples: in conclusion, firstly, secondly, alternatively, in addition, in most cases, likewise, as a result, consequently...

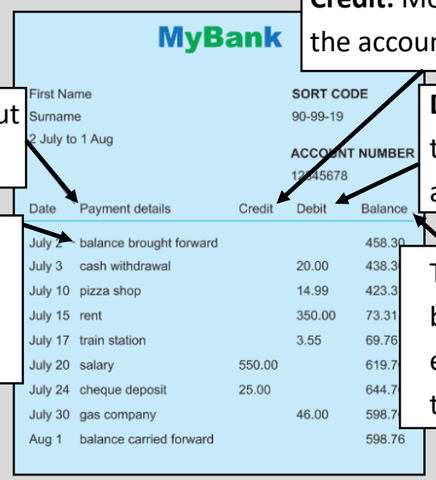
Maths and Money, Deduction, Rotation and Translation

Year 9 **Term 4**

(1) Key Terms

Bank Statement	In finance, the list of transactions in a bank account.
Exchange Rate	The value of a currency compared to another.
Deduction	Using a known fact to find a another connected fact.
Rotation	Turn a shape around a fixed point is called a centre of rotation.
Translation	Moves a shape up or down, side-to-side, but does not change its appearance in any other way.

(2) Bank Statements



Gives details about transactions.

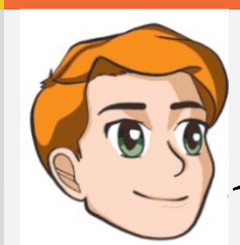
Credit: Money added to the account.

Debit: Money taken from the account.

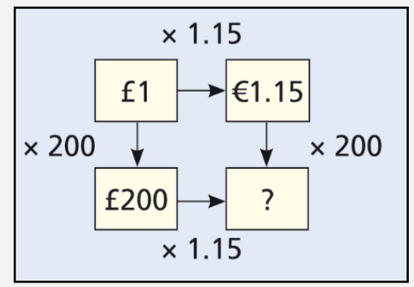
The **balance** at the start of the Statement.

The **total** balance after each transaction.

(3) Exchange Rates

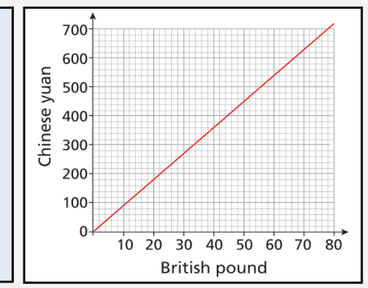


Exchange Rates are an example of two variables in **Direct Proportion**.



Proportion model

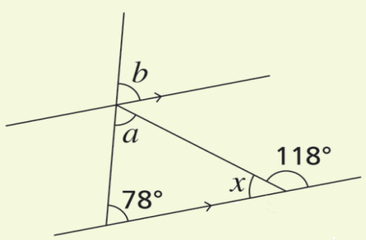
£1 = €1.15



Conversion graph

£1 = ¥90

(4) Deduction using Angle Facts



$x = 180 - 118 = 62°$

Reason: angles on a straight line add up to 180°

$a = 180 - (78 + 62) = 40°$

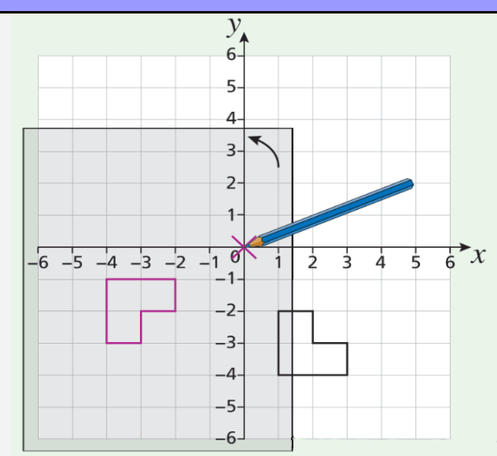
Reason: angles in a triangle add up to 180°

You must give a **reason** for your calculations.

(5) Rotation

Quarter turn	Half turn	Three-quarter Turn	Full turn
90°	180°	270°	360°

Rotate α shape, **270° anticlockwise** about the origin.



(6) Translation

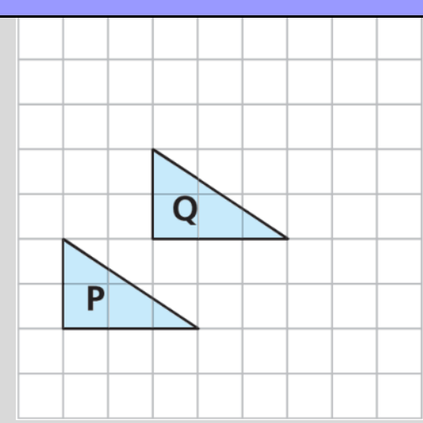
This notation means move

2-right

2-up

$$\begin{pmatrix} 2 \\ 2 \end{pmatrix}$$

Shape P has been translated to **shape Q** using the vector notation above.



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Trinity TV > Year > Subject

Science—Cells Transport Systems (Biology)

Year 9 Term 4

(1) Transport Processes

Diffusion- Net movement of particles from an area of high concentration to an area of low concentration (down a concentration gradient). This process is **passive,** requiring no energy. E.g. gas exchange in both plants and animals.

Factors affecting rate of diffusion:

- Decreasing the diffusion distance.
- Increasing the concentration gradient.
- Increasing the surface area.

Active Transport—Net movement of substances from an area of low concentration to high concentration (against the concentration gradient). It is an **active** process (energy (ATP) is required), which happens through a cell membrane. E.g. mineral movement into the roots of plants.

Osmosis—The movement of water molecules from an area of high water potential to a lower water potential (down a water potential gradient) across a selectively permeable membrane.

(2) Osmosis

Partially permeable membrane—A partially permeable membrane allows certain types of molecules to pass through the membrane but blocks others.

Water potential—The concentration of free water molecules is known as water potential.

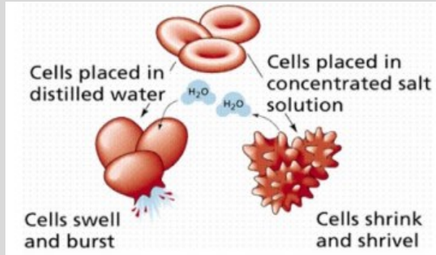
Flaccid— Plant cell containing a low volume of water.

Turgid—Plant cell containing a high volume of water.

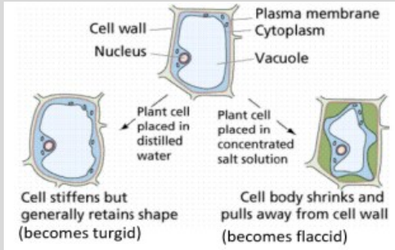
Plasmolysis– the bursting of an animal cell due to osmosis.

Crenation– the shrinking of an animal cell due to osmosis.

Osmosis in animal cells



Osmosis in plant cells



(3) Cell division

Stem Cell—An undifferentiated cell.

Embryonic Stem Cell	Found in embryos. Can differentiate into any type of cell (multipotent).
Adults Stem Cell	Found in various body tissue (bone marrow, skin, brain). Can only differentiate into one type of cell e.g. stems cells in the skin can only form new skin cells.
Plant Stem Cells	Found in the meristem, located in shoots and roots.

Mitosis—Each cell divides to produce 2 genetically identical cells (clones). Used to replace worn out cells, repair damaged tissue and enables organisms to grow.

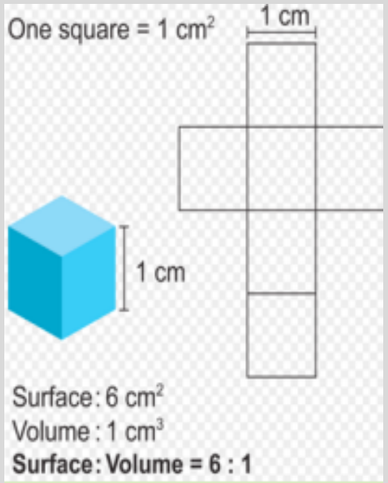
Cell differentiation—When cells become specialised to perform a job.

(4) Surface area: Volume

Volume of a cube = length x width x height

Surface area of a cube = Area of one side (width x height) multiplied by number of faces (e.g. 6 faces on a cube).

Surface area to volume ratio: a ratio of the surface area compared to the volume.



(5) Transport in Plants

Transpiration—The loss of water from a plant's leaves via evaporation through the stomata.
Translocation– The movement of dissolved sugars in plants from the leaves to other parts of the plant.
Potometer—A device used for measuring the rate of transpiration from a leafy plant shoot.

Plant Vessels:

Xylem	Phloem
Movement of water and dissolved minerals (transpiration)	Movement of sugars (translocation)
Movement only occurs upwards	Movement occurs both upwards and downwards
Made of dead cells	Made of living cells.
Supported by thick layer of lignin	Cells have sieve plates between them to allow substances to pass through

(6) The Circulatory System

Double Circulatory System—This means we have two loops in our body in which blood circulates. One loop to the lungs, one loop to the body.

Red Blood Cell— Transports oxygen. Biconcave shape, no nucleus, flexible and contains haemoglobin.

White Blood Cell- Defence against pathogens. Large cell, multi-lobed nucleus.

Platelet—responsible for blood clotting.

Plasma—liquid that carries dissolved substances.

Artery—Carries blood away from heart at high pressure. Has a thick muscular wall and narrow lumen.

Vein—Carries blood towards the heart at low pressure. Large lumen, thin walls, has valves.

Capillary—Connects arteries and veins. Allows transport of substances out of the blood. One cell thick.

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How is climate change changing our future?

Year 9 Term 4

(1) Keywords

Adaptation	Actions taken to adjust to natural events such as climate change, to reduce potential damage, limit the impacts, take advantage of opportunities, or cope with the consequences.
Climate Change	A long-term change in the Earth's climate, especially a change due to an increase in the average atmospheric temperature.
Extreme Weather	Extreme weather is when a weather event is significantly different from the average or usual weather pattern. This may take place over one day or a period of time.
International Agreements	A formal understanding or commitment between two or more countries.
Mitigation	Action taken to reduce or eliminate the long-term risk to human life and property from natural hazards.
Quaternary Period	The period of geological time from about 2.6 million years ago to the present.

(2) What evidence do we have for climate change?

Long-term evidence shows a clear warming trend of the Earth's atmosphere over the Quaternary period.

Evidence for this is found in:

- Oxygen trapped in layers of ocean sediment.
- Water molecules in layers of Antarctic snow.

Short-term evidence also shows a clear warming trend, particularly since the 1970s.

Evidence for this is found in:

- Temperature records from thermometers.

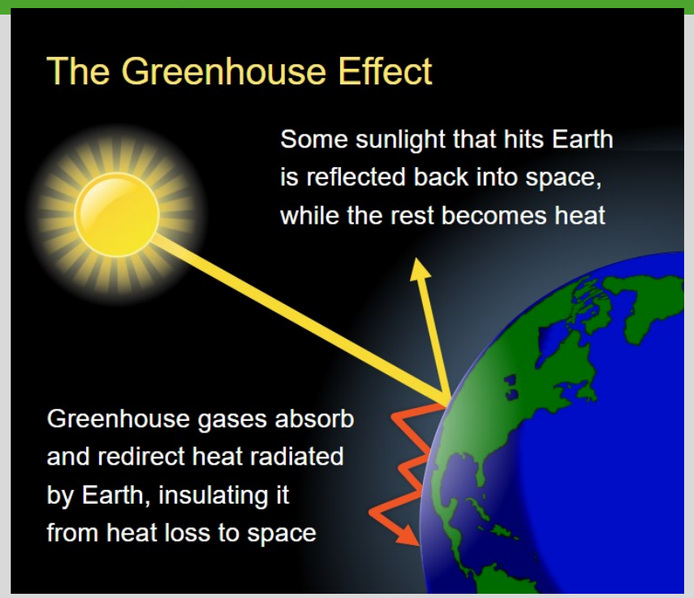
Other recent effects are:

- Shrinking glaciers and melting polar ice.
- Rising sea levels.
- Seasonal changes to bird migration and plant flowering patterns.

(3) What causes climate change?

Natural Causes	Human Causes
Orbital changes—the Milankovitch cycles.	Burning fossil fuels for energy.
Solar activity.	Deforestation.
Volcanic activity.	Agricultural practices e.g. raising cattle.

(4) What is the greenhouse effect?



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Trinity TV > Year 9 > Geography

(5) How can humans mitigate against climate change?

We can reduce or slow down climate change by:

1. Using alternative energy sources e.g.

- Hydro-electric power.
- Nuclear power.
- Solar power.
- Wind power.

2. Carbon capture and storage.

3. Planting trees.

4. International agreements e.g. Paris Agreement (2016).

(6) How can humans adapt to climate change?

We can change agricultural systems by:

- Growing drought-resistant crops.
- Plant trees to shade seedlings.
- Use water efficient irrigation systems.

We can manage water supply by:

- Constructing reservoirs.
- Transferring water.
- Using grey water.
- Improving water conservation.

We can reduce risk from sea-level change by:

- Building sea walls.
- Building homes on stilts.
- Relocating populations.
- Restoring coastal mangrove forests.

Term 4: How important were the government in changing lives during the 19th Century?

Year 9 **Term 4**

(1) Living Conditions

- As the Industrial Revolution spread across the country, factory owners built back– to-back housing in the cities to accommodate as many workers as possible.
- This led to overcrowding and filthy conditions. Street toilets were known as privies and were shared by lots of families.

(2) Cholera

- The working classes often got their water from a pump which pumped from the ground.
- This water was contaminated because there were no sewage systems.

1839	60,0000 people die of Cholera, making it an epidemic.
1854	In 1854 **John Snow** makes the link between contaminated water and the spread of Cholera, following his report on the Broad Street Pump in London.
1858	London sewars begin to be built.

(3) Protest for reform

- Ordinary people in the 19th century began to question the government, demanding political change.
- **The Peterloo Massacre:** In **1832** a group of radical speakers gathered together large groups of people to demand political change.
- **60,000 people** gathered at St Peter's field in Manchester.
- Around 18 people were killed and over **500 people injured .**
- The protest ultimately failed with leader Henry Hunt being imprisoned for **2 years.**

(4) Pasteur and Germ Theory

- Louis Pasteur discovered Germ Theory, which is the theory that bacteria causes disease and infection.
- Louis Pasteur completes his **swan neck flask** experiment to identify that bacteria was causing illness in humans.
- Pasteur's theory was not immediately accepted, as people still believed in old theories such as Spontaneous Generation.
- In the long term Pasteur's work was developed by others like **Robert Koch**. Leading to treatments like vaccines to prevent illnesses.

1861	Louis Pasteur publishes Germ Theory.

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For more help, visit Trinity TV and watch the following videos:

Trinity TV > Year 9> History> Term 4

(5) Government intervention

<u>Government reforms:</u>

1832	The Great Reform Act allowed the middle class to vote.

- The Second Reform Act did allow over 1 million working class men to get the vote.
- However, by the end of the 19th Century, only 2.3 million men had the vote and women still did not have the vote.

<u>Public Health:</u>

- The government had built the sewage system and introduced the Public Health Acts. However, public health in general was still poor. This shows a change from the Laissez-Faire approach.

1848	First Public Health Act.
1875	Second Public Health Act.

Laissez– Faire	The attitude of the Government to leave people to their lives and not intervene, or help the people.

(6) Literacy

Public Health	Health of the population as a whole.
Laissez Faire	French word meaning 'leave alone'. The government did not get involved in peoples' everyday lives. This meant the government focused on law and order and not public health.
Representation	An individual, group or community are given the right to have their point of view heard as part of running the country.
Reform	Make changes to something , usually laws.
Germ Theory	The theory that bacteria causes disease and infection.
Specificity	The theory that specific bacteria causes specific diseases.

Paper 1: Christian Beliefs - Incarnation, Jesus' Life, Salvation, Atonement & Afterlife

AQA RS GCSE

Trinity Academy Halifax

(1) Keywords

Immaculate conception	Mary **conceived** Jesus as a **virgin** — a **miraculous** birth.
Hypostatic Union	Jesus is **100% God** and **100% human.**
Eucharist (Holy Communion)	**Sacrament of bread and wine in Church,** to commemorate the **Last Supper**.
Blasphemy	A **religious offence** which involved **claiming to be God.**
Original Sin	**The first sin involving Adam and Eve** giving in to **temptation** - forbidden fruit.
Sin	Any **action or thought** which separates **humans from God** / is **against God's laws**. Physical & mental in form.
Atonement	**Restoring the relationship** between people and God.
Grace	**God's** quality of **giving love** even when it is **unearned.**
Repentance	**Agreeing** that **God exists** & asking Him to **forgive sins.**
Forgiveness	A **pardon** from God for **sinning**—God expects us to sin.
Afterlife	What Christians believe **follows life** on earth.

(2) Sacred Writings

Incarnation	'The Word became flesh and made His dwelling among us.'
Last Supper	'Do this in remembrance of me.'
Crucifixion	'God so loved the world he gave His one and only Son.'
Resurrection	'He is risen!'
Ascension	'He ascended to heaven and is seated at the right hand of His Father.'
Salvation	'The wage of sin is death.'
Heaven and Hell	'Hell is a lake of fire.'

(3) Incarnation– God in human flesh

Beliefs

- Christians believe that God came to earth in human form as Jesus Christ. Jesus' birth is referred to as the incarnation (God in flesh).
- Jesus is the referred to as the Son of God. This helps Christians to understand that he is 100% God and 100% human, also understood the hypostatic union. Jesus felt human feelings and emotions but was able to perform miracles and display omnipotence.
- Jesus' birth was a miracle because Mary was a virgin. She was chosen by God because she was pure and special.
- Jesus was conceived by the power of the Holy Spirit (God's presence on earth). This is called the immaculate conception.

How does this influence Christians?

- The incarnation influences Christians to celebrate Christmas, as this celebrates the birth of Jesus.
- Christians are influenced to follow the teachings of Jesus because they know he is God incarnate.

(4) Last Days of Jesus' Life

The Last Supper: The meal Jesus had with his disciples the night before he died. They gave bread and wine to symbolise his body and blood. This influences taking of Holy Communion. During the meal, he correctly predicted *'One of you will betray me'*, demonstrating omniscience of Judas' betrayal.

The Crucifixion: Execution and death of Jesus on Good Friday; on a cross. Sentenced by Romans for blasphemy and fulfilled prophecy. Death was an act of atonement and sacrifice—*'He was crucified, died, and was buried'*, The Apostles' Creed. Christians are influenced to accept suffering more easily as the hypostatic union means Jesus suffered when he died.

The Resurrection: Three days after he died, Jesus rose from the dead. He appeared to his disciples, ate with them, and taught them. This shows Christians that Jesus really is the Son of God which influences them to follow his teachings. Christians celebrate this event at Easter.

Ascension: 40 days after the resurrection, Jesus returned to heaven alive. This shows Christians the victory of good over evil and influences them to not fear death as they can be resurrected in some way.

(5) Salvation and Atonement—Jesus' Sacrificial Death

Original sin: Christians believe that everyone is born with the urge to do bad things and give into temptation / disobey God. It comes from Adam and Eve eating the forbidden fruit in the Garden of Eden. This caused the relationship between humans and God to break.

In order to fix this broken relationship, Christians believe that Jesus died on the cross to restore the relationship between God and humanity and atone for human sin.

Because of Jesus' sacrifice humans' souls can be saved and admitted to heaven. This is a direct result of Jesus' death on the cross. *'He died for us and for our salvation.'*

There are three ways of being saved:

Grace: God's unconditional love means that some people will be saved even though they don't deserve it. This influences Christians to feel grateful.

Law: People who do good works & follow God's law (e.g. 10 Commandments) will be rewarded in heaven. Christians are influenced to follow God's law.

Spirit: Holy Spirit guides people to know how to live a good Christian life. This influences Christians like Pentecostals to connect with the Holy Spirit in church.

(6) Heaven, Hell and The Afterlife

Day of Judgement: Time when world will end and every soul will be judged by God and rewarded or punished. Jesus told the Parable of the Sheep and Goats explaining how God would put the sheep on His right side and the goats on His left; separating them based on whether they had cared for others, like sheep, or not, like goats. *'For I was thirsty and you gave me something to drink.'* Our helping other people helps God.

Heaven: State of eternal happiness in presence of God; place of eternal peace ruled by God. Physical place for some-*'My fathers house has many rooms.'* Spiritual only for others-*'A house not made with hands.'*

Hell: Place of eternal suffering; state of being without God. Some Christians believe that hell is a punishment for people who have committed unforgivable sins. *'Cast into a lake of fire.'*

Purgatory: (Catholic only) intermediate state where souls are cleansed.

Divergent views: Entry to heaven for everyone / everyone Christian / only people who have been baptised and repented? Likewise, some say hell is not real (all go to heaven) as God is omnibenevolent.

Influence: All decisions made with afterlife, and so judgement, in mind.

Computing - Media Animation

Year 9 Term 4 & 5

Week 1 - Scratch Animation

Core Knowledge

- Animations enables us to **tell stories and communicate emotions** in an easy-to-perceive way that both small children and adults can understand.
- **Animations** can be found in websites, films, social media and computer games.
- Animations can be created in a **range of softwares** including Scratch, Wick Editor and Blender.
- **Types of animation** - Claymation, 2D Animation, Motion Capture.
- A **loop** can be used within scratch to repeat an action.

Key Literacy Animation

Definition - The art of making objects/picture move using animation techniques.

Associated terms - Objects, Pictures, Movement, Animate, Frames, Images, Text.

- Joel created an animated frog within Scratch.
- Ella created an animation of a moving car.

Week 2 - Wick Editor Introduction

Core Knowledge

- Wick Editor is a free and **open-source tool** for creating games and animations.
- Wick Editor uses **individual key frames.** We can set our **frame rate** to decide how quickly our animation cycles.
- The **brush tool** can be used to paint objects onto our animation.
- The **onion skinning tool is** used to show previous frames.
- Sounds effects and music can be added to animations.

Key Literacy Sequence

Definition - an arrangement of two or more things in a successive order.

Associated terms - Arrangements, Elements, Objects, Order, Frames, Storyboard, Flow.

- Adam created a sequence of frames to animate the butterfly's wings.
- Molly added letters into a sequence to spell her name.

Week 3 - Wick Editor Tweening

Core Knowledge

- **Tweening** is the process of creating the inbetweens, which are the images that go between keyframes.
- Tweening helps to create a **smooth transitions** between two key frames.
- **Layers** can be used to add different objects onto our animations.
- Layers can be **edited, renamed and deleted.**
- Animations can be **exported in different format** such as .GIF.

Key Literacy Movement

Definition - The act of moving.

Associated terms - Move, Select, Resize, Rotate, Position, Location, Connection.

- Ben animated his character, so it appeared as they were walking.
- Charlotte animated her eye picture, so it appeared as they were walking.

Week 4 - Wick Editor Interactivity

Core Knowledge

- **Interactivity** enables the user to have some control over the animation instead of being automated.
- Scripts can be added to **control the animations.**
- The **stop script** can be used to automatically stop the animation from playing.
- The **play script** can be used to automatically play the animation or play after an event—e.g. mouse click.

Key Literacy Animated GIF

Definition - A moving picture in GIF format, which comprises a series of frames.

Associated terms - Picture, Animation, Format, Export, Object, Frames, Movement.

- Ben exported his final animation as an animated GIF.
- The animated GIF format doesn't support sounds.

Trinity TV

For more help, visit Trinity TV and watch the following videos:

Trinity TV > Year 9 > Computing

Week 5 - Wick Editor Storyboards

Core Knowledge

- A **storyboard** a **sequence** of drawings, typically with some directions and dialogue.
- **Storyboards** can be used for a **range of media products** including comic books, videos and animations.
- **Storyboards** are created in a sequence using **frames/panels**.
- **Storyboards** can be created on paper or by using computer based softwares.
- Storyboard include key information such as scene number, scene timings, sketches, annotations, camera shots and sound effects.

Key Literacy Storyboard

Definition - a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a film or television production.

Associated terms - Sequence, Panels, Frames, Images, Annotations, Dialogue, Video Transitions.

- •Dahlia created a paper-based storyboard.
- •Eadie created a storyboard for her new film.

Week 6 - Wick Editor Creation

Core Knowledge

- Wick Editor is a free and **open-source tool** for creating games and animations.
- Wick Editor uses **individual key frames.** We can set our **frame rate** to decide how quickly our animation cycles.
- The sandwich feedback technique includes giving critical feedback to a peer by providing one positive, one improvement and then another positive.

Key Literacy Animation

Definition - The art of making objects/picture move using animation techniques.

Associated terms - Objects, Pictures, Movement, Animate, Frames, Images, Text.

- Joel created an animated frog within Scratch.
- Ella created an animation of a moving car.

Spanish - Mi vida en el instituto

Year 9 Term 4

Week 1

La asignatura	School subject
El alemán	German
El comercio	Business
La biología	Biology
Las ciencias	Science
El dibujo	Art
La educación física	PE
El español	Spanish
El francés	French
La física	Physics
La geografía	Geography
La gimnasia	Gymnastics
La informática	ICT
El inglés	English
Las matemáticas	Maths
La religión	RE
La química	Chemistry

Week 2

Escuchar	To listen
Llevar joyas	To wear Jewellery
Maquillaje	Make up
Comer	To eat
Hacer	To do
Llegar a	To arrive
Usar	To use
Aprender	To learn
Comportarse	To behave
Estudiar	To study
Repasar	To revise
Sacar buenas notas	To get good grades

Week 3

Hay	There is/are
El aula	Classroom
El campo de fútbol	Football pitch
El campo de deportes	Sports field
La cancha de tenis	Tennis court
El laboratorio	Laboratory
El pasillo	Corridor
El patio de recreo	School yard
El salón de actos	Hall
La sala	Room
Los vestuarios	Changing rooms
La escuela	School
La hora de comer	Lunch time

Week 4

El alumno	Student
Los apuntes	Notes
El bachillerato	A-Level
El examen	Exam
La excursión	Trip
El éxito	Success
El intercambio	Exchange
Aprobar	To pass
Dibujar	To draw
enseñar	To teach
Olvidar	To forget
Repasar	To revise
Terminar	To finish
Viajar	To travel
Suspender	To fail

Week 5

Key Phonics

Looks like:	Sounds like:
qu	k
ñ	ny
j	h
ga / go / gu	ga / go / goo
ge / gi	heh / hee

Remember: the letter 'h' at the beginning of a word is always **SILENT**.

Week 6

Interesante	Interesting
Creativo/a	Creative
Fácil	Easy
Agradable	Enjoyable
Entretenido/a	Entertaining
Práctico/a	Practical
Educativo/a	Educational
Emocionante	Exciting
Gratificante	Rewarding
Complejo/a	Challenging
Severo/a	Strict
Antinguo/a	Old fashioned
El sistema educativo	The eduaction system

Week 1 and 2 —Grammar

Desde hace + Present tense

To say **how long** you've been doing something for, such as 'I have been studying **Spanish for four years**', you use the present tense in Spanish.

The word **'for'** in this context is translated by the phrase **desde hace.**

	-ar e.g. estudiar
I	Estudio
you (s.)	Estudias
he/she	Estudia
we	Estudiamos
you (pl.)	Estudiáis
they	Estudian

Follow this pattern:

Present tense + desde hace + period of time

Estudio español desde hace cuatro años.

Estudio ciencias desde hace cinco años.

Estudio dibujo desde hace ocho años.

Trinity TV

For more help, visit Trinity TV and watch the following videos:

Trinity TV > Year > Subject

Week 3 and 4 —Grammar

Verbs followed by the infinitive (Modal verbs)

These phrases are very useful for talking about what you have to / must / can do.

They are always followed by the **infinitive:**

Modal verbs	
Se debe	You must
No se debe	You must not
Debemos	We must
Hay que	You must
Tener que	To have to
Tengo que	I have to
Se puede	You can
Puedo	I can
Suelo	I often

Hay que **hacer** los deberes—you must do your homework.

Se debe **quedar** en el instituto hasta las dos y veinte—you must stay in school until 2:20.

No se debe **comer** chicle—You must not chew gum.

Week 5 and 6 —Grammar

Comparatives and superlatives

You have already learnt to make **comparisons** in Spanish using the following structures:

más … que	more … than	La historia es **más** fácil **que** la geografía
menos … que	less … than	La historia es **menos** fácil **que** geografía
tan … como	as … as	La historia es **tan** fácil **como** geografía

To say something is <u>the most/least</u>, you need to use a **superlative**. Take care because the **word order** is different in Spanish.

The most = Noun + es el/la + noun + **más** + adjective.

La informática es la asignatura **más** práctica. (ICT is the subject most practical).

The least = Noun + es el/la + noun + **menos** + adjective.

La Nochevieja es la fiesta **menos** divertida. (New Year's Eve is the festival least fun).