

Name:

Form Group:



**Year 7 Knowledge
Organiser
Term 5**

(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 indicate a time or location.

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

(2) 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.

Red

Synonyms: scarlet, crimson, burgundy, cherry.

Connotations: danger, passion, anger, love, warning.

Blue

Synonyms: sapphire, sky-blue, navy, azure, indigo, aquamarine.

Connotations: peaceful, calm, tranquil, sad.

Green

Synonyms: emerald, olive, mint, aqua, jade.

Connotations: jealousy, nature, environmentally friendly.

(3) Word Patterns

Writers think carefully about the word choices in their writing in order to create a specific effect or mood for the reader or audience.

Sometimes writers choose to create a pattern by linking words across a paragraph or whole text. The words that create a pattern can be grouped together in a 'field'.

Lexical field: Words that are associated with a specific topic or subject.

Example: The lexical field of football would be: pitch, ball, players, goal, score, and team.

Semantic field: Words that are associated by meaning.

Example: A semantic field of violence would be: shred, ripped, beat, pulsed, throbbed, smashed, and shrieked.

(4) Common Methods 2

Hypophora: When you ask a question and then immediately answer it yourself.

Example: Do you want to succeed? Of course you do!

Personification: A type of metaphor which gives human actions to non-human things.

Example: The tree waved its arms in the wind.

Anaphora: Repeating the same word or phrase at the start of consecutive sentences.

Example: Imagine a world where... Imagine if you... Imagine...

Pathetic fallacy: The use of the weather or nature to indicate a mood or to foreshadow a future event.

Example: A thunder storm might reflect a character's anger.

Sibilance: The repetition of the "S" sound in consecutive words. A type of alliteration.

Example: The snake silently slithered towards its prey.

(5) Apostrophes

Apostrophes are used for omission and possession.

Omission: In place of a missing letter, to demonstrate when two words are contracted (shortened) into one.

Examples: do not = don't, would not = wouldn't, could not = couldn't, they are = they're, it is = it's

Possession: Used to show that one thing belongs to something or someone.

Examples: The cat's bowl. The boy's homework.

If the noun ends in 's' or is a plural you just add an apostrophe.

Examples: James' bag. The brothers' feet were muddy.

(6) Genre

The **genre** of a novel, play or film is its style, form or content.

Examples: comedy, tragedy, history, horror, crime or gothic.

Comedy: features funny situations which create humour for the audience. *Examples: The Twits, Gangsta Granny*

Tragedy: features the downfall or death of the main character(s).

Examples: Romeo and Juliet, Macbeth

History: features events from a specific period of time.

Examples: War Horse, The Boy in the Striped Pyjamas

Horror: features characters and events which are frightening and are intended to shock the reader.

Examples: Goosebumps, The Woman in Black

Crime: features detectives investigating the actions of criminals.

Examples: Sherlock Holmes, Poirot

Gothic: features supernatural beings such as ghosts and vampires and has a dark and mysterious atmosphere.

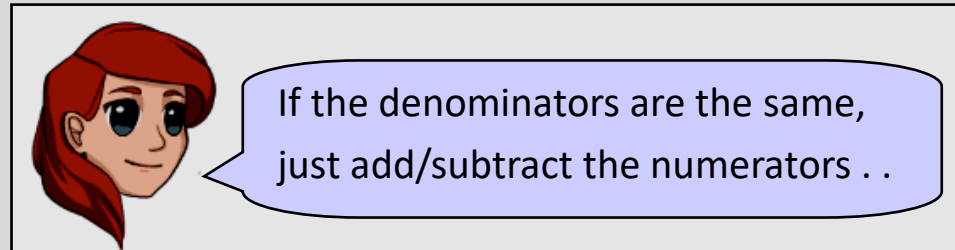
Examples: Dracula, Frankenstein



(1) Key Terms

Numerator	The top number of a fraction that shows the number of parts.
Denominator	The bottom number of a fraction that shows how many equal parts a whole has been divided into.
Perpendicular	When two lines meet at right-angles.
Polygon	A 2-D shape with three or more straight sides; Hexagons, Squares and Triangles are examples of polygons.
Regular Polygon	A polygon whose sides are all equal in length and whose angles are all equal in size.

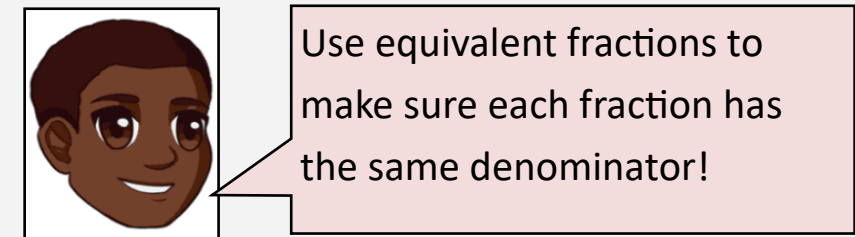
(2) Add/Subtract Fractions — same denominators



$$\frac{8}{11} + \frac{10}{11} + \frac{6}{11} = \frac{24}{11}$$

$$\frac{21}{5} - \frac{2}{5} = \frac{19}{5} = 3\frac{4}{5}$$

(3) Add/Subtract any fraction



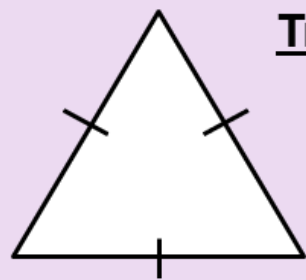
Work out $\frac{1}{8} + \frac{2}{3}$

$\times 3$ $\times 8$
 $\times 3$ $\times 8$

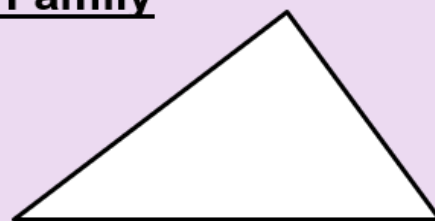
$$\frac{3}{24} + \frac{16}{24} = \frac{19}{24}$$

(4) Types of Triangles

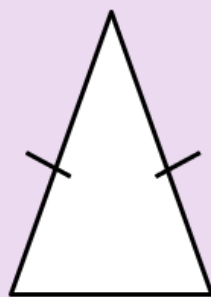
Triangle Family



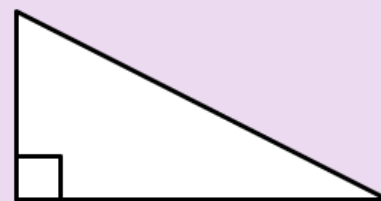
Equilateral



Scalene



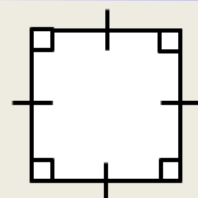
Isosceles



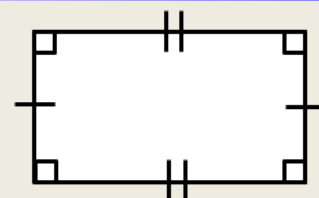
Right-angled

(5) Types of Quadrilaterals

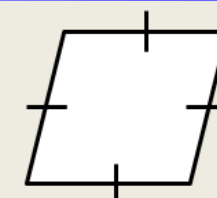
Quadrilateral Family



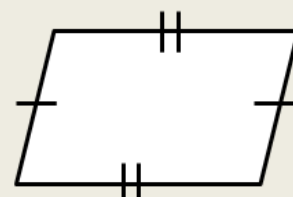
Square



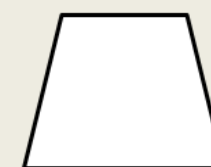
Rectangle



Rhombus



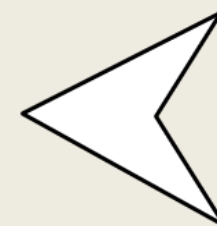
Parallelogram



Trapezium



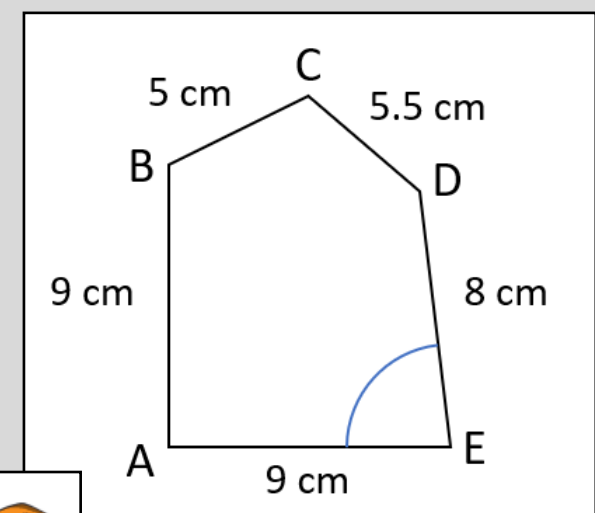
Kite



Arrowhead

(6) Shape Notation

Line notations use **two capital** letters. CD = 5.5 cm



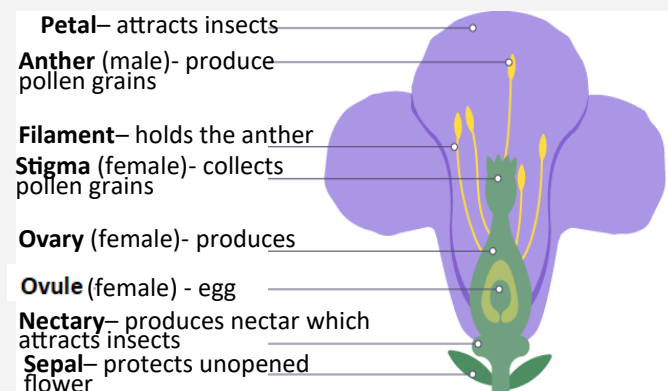
Angle notations use **three capital** letters. Angle AED is acute.



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(1) Biology—Plant Reproduction



Pollination

Pollination is when **pollen grains** move from the **anther** of a flower to the **stigma** of another flower. This can happen by **wind or insects**. We depend on insects like honey bees to pollinate most of our crops and therefore food production.

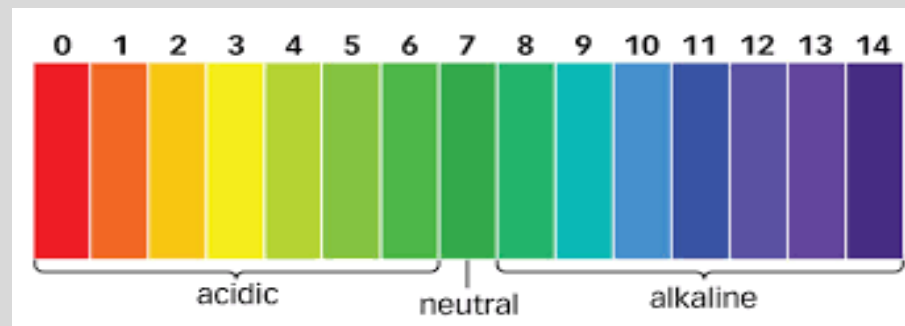
Seeds and Fruit

When a pollen grain lands on the stigma of a flower, a pollen tube grows until it meets an ovule in the ovary. Fertilisation happens. The female parts of the flower develops into a fruit. The ovules become seeds.

(2) Chemistry— Acids and Alkalis

The **pH** of a substance can be found using an **indicator**.

Universal Indicator



Litmus Paper

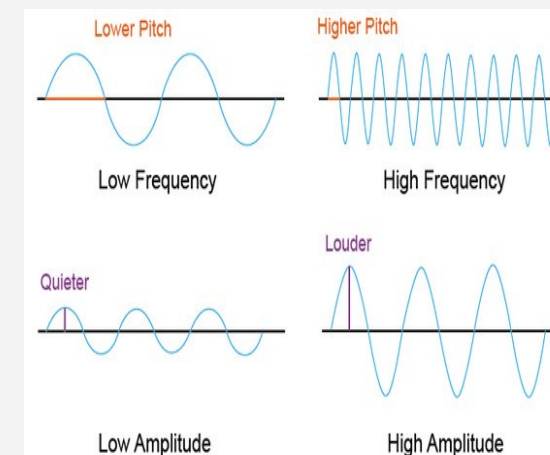
	Red litmus	Blue litmus
ACIDIC SOLUTION	Stays red	Turns red
NEUTRAL SOLUTION	Stays red	Stays blue
ALKALINE SOLUTION	Turns blue	Stays blue

(3) Physics—Sound

Wavelength	The distance between two peaks of a wave, measured in metres
Frequency	The number of waves that pass a point in a second, measured in Hertz
Peak	The highest point of a wave
Trough	The lowest point of a wave
Amplitude	The maximum distance moved from the rest position.

Sound

Sound is a **longitudinal wave** that is detected by our ears. The property of the wave changes the sound we hear. The **auditory range** is the range of **frequencies** that an organism can hear.



(4) Biology— Seed Dispersal

Dispersal

Seeds must be dispersed (spread away from each other) to reduce competition between new plants.

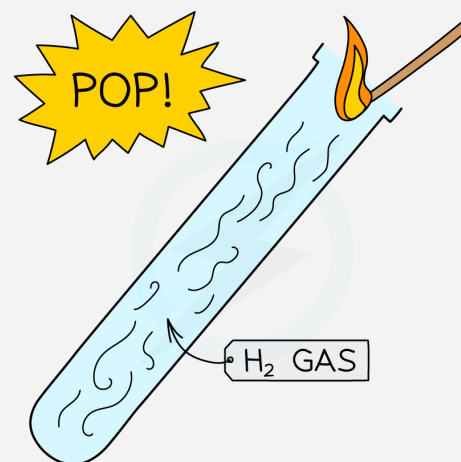
Method	Detail
Wind	Seeds have lightweight parts, wings or parachutes
Animals (inside)	Brightly coloured and tasty fruits contain seeds with indigestible coats, so that the seeds pass through the animal's digestive system undamaged
Animals (outside)	Fruits have hooks that attach them to the fur of passing
Self-propelled	Have a pod that bursts open when ripe, throwing the seeds away from the plant

(4) Chemistry— Acid Reaction

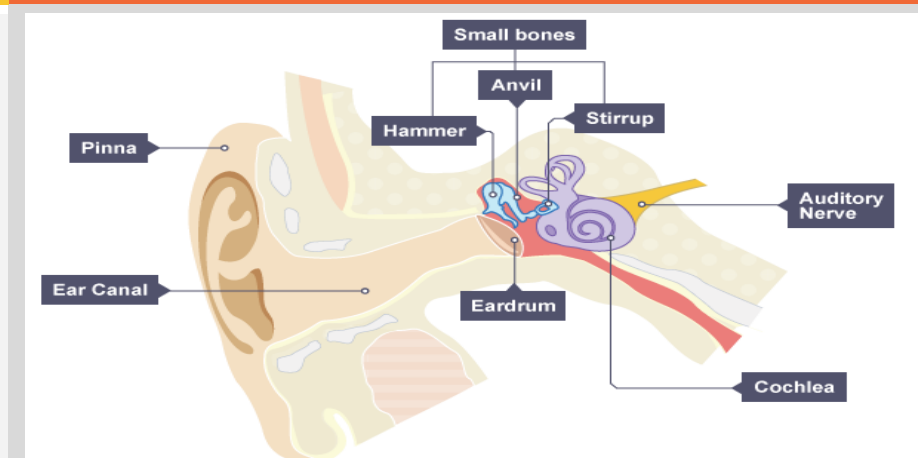
Acid reactions

Acid + alkali → salt + water
 Acid + metal → salt + hydrogen
 Acid + carbonate → salt + water + carbon dioxide

To test the gas produced we can insert a **lit splint**, if a **squeaky pop** is heard the gas is **hydrogen**. We could also bubble the gas through **limewater**, if the limewater turns **cloudy** the gas is **carbon dioxide**.



(6) Physics—The Ear



In the ear:

- Eardrum vibrates
- Vibration passed through **small bones** and **cochlea**
- Signals sent from cochlea to **auditory nerve**.
- Signals sent from auditory nerve to **brain**

In a microphone

- **Diaphragm** vibrates
- Vibrations converted to **electrical signals**
- Signals passed down a **wire** to a **speaker**

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Trinity TV > Year 7 > Science

How strong is the UK economy?

Year 7

Term 5



(1) Keywords

Economy	The system of how money is made and used within a particular country or region.
Gross Domestic Product (GDP)	The measure of a country's economy. One way to calculate this is to add up everyone's income in a country.
Inflation	The term to describe the increase in prices over time.
Employment	Where someone is paid for their work.
Unemployment	Where people do not have a job and so don't get paid for their work.
Economic Sectors	Areas of the economy which are similar. The four main categories are primary, secondary, tertiary and quaternary.

(2) What is GDP?

GDP is a measure of a country's economy, usually by adding up the total value of all the goods and services made in that country.

There are two other ways of calculating GDP:

1. Adding up everyone's income
2. Adding up what everyone has spent

The UK's GDP was **3.07 trillion USD** in 2022.

The UK's highest ever GDP was **3.12 trillion USD** in 2021

A stronger economy will have more jobs in the tertiary and quaternary sector, whereas a weaker economy will have more jobs in the primary and secondary sector.

The UK's GDP is one of the largest in the world. In 2022 it was the **6th largest** in the world.

(3) What challenges does inflation bring?

UK inflation is **now 4%** but was 10.5% in December 2022.

The UK rate of inflation has gone up and down over the years, but for the **last 20 years it has been about 2%**.

Inflation is calculated by recording the cost of 700 things that people regularly buy, and **comparing the price today with last years prices**.

The shopping basket is the name given to the list of **700 things** used to calculate inflation. Examples of things include everyday things like a loaf of bread, to larger ones like a car and holiday.

The Office for National Statistics calculates the UK inflation rate.

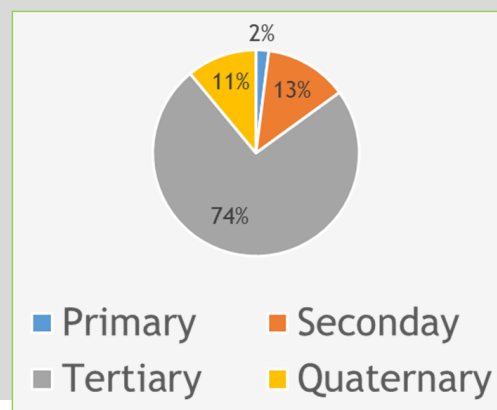
(4) How does employment impact the economy?

In April 2023 the **average weekly income** was £663.

UK **employment rate was 75.8%** in 2023 and **unemployment was 4.2%** of the population aged between 16 and 64.

The biggest employment industry in the UK in 2022 are supermarkets where approximately 1.3 million people work.

Hospitals are the second biggest employment industry with 850,000.



(5) How does migration boost the economy?

Migration is the **movement of people from one place to another** with the intention of settling permanently.

An immigrant (migrant) is someone that has **moved into** a country.

An economic migrant is someone who **emigrates from one region to another** to look for a better paid job.

In the past five years, UK population has been boosted by an extra 1,000,000 people.

They boost the economy by:

- Immigrant workers are mostly aged in their mid-20s and 30s and they increase the overall number of people working .
- Pay tax which is spent on the NHS and in schools.
- Creates cultural diversity.
- Migrants fill jobs where there is a shortage of skilled workers in the UK.

(6) How unequal is the UK?

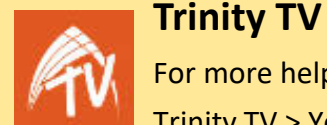
Inequality is **differences in income and quality of life** between people (rich and poor).

Although the UK is a High Income Country not everyone has an equal share of money. The gap between the richest people in society and the rest of the population has **widened** over the last 10 years.

The **richest 10% shared 43% of income** in 2023.

This has created a North-South divide.

- There is a divide between the poorer north and the richer south.
- In 2018 the average salary in the North West of England was £28,429, whereas in London in the South East it was £38,592
- The North-South divide exists because since the 1970s many industries have declined because it is cheaper to make the goods abroad.



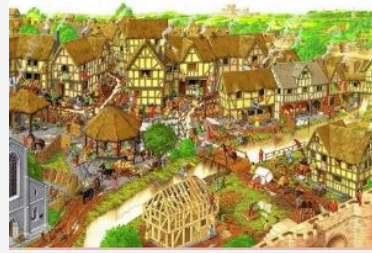
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For more help, visit Trinity TV and watch the following videos:
Trinity TV > Year 7 > Topic 5 > How strong is the UK economy?

(1) How did the Industrial Revolution change Britain?

In 1750;

- 11 million people in Britain
- 20% of the population lived in towns
- Many goods were made by hand



In 1900;

- 38 million people in Britain
- 75% of the population lived in towns
- Most goods were made by machines



Industrial	The practice of turning raw materials into manufactured goods on a large scale.
Revolution	A significant change in society.

(2) How did Agricultural revolution change Britain?

- **Strip Farming:** An open field system where people had strips of land, made up of fertile, poor and fallow land. This was how peasants farmed in the 1500s.
- **Enclosure:** In the 1700s landowners began to enclose land to farm, this would make them more profit.
- In **1700 Jethro Tull** invented his seed drill, this meant that seeds could now be planted in land by machine rather than by hand.



Agriculture	The practice of farming, including the growing of crops and the rearing of animals to provide food, wool, and other products.
Jethro Tull	Introduced his seed drill in 1700.

(3) How did inventions help growth?

The Water Frame;

- Invented in **1771** by **Richard Arkwright** . This was a machine that could produce a lot of cloth. It used water to power the machine, which is why many factories were built near rivers.

The Spinning Jenny;

- Invented in **1770** by James Hargreaves. The Spinning Jenny allowed more wool to be spun, instead of 1 thread of wool it could spin 8.
- By **1778**, it is estimated that there was over **20,000** Spinning Jenny's in Britain.



Did you know you can see these machines at the Science and Industry museum in Manchester?

(4) How dangerous were working conditions?

- Workers faced poor working conditions including cramped work areas, injury from machinery, toxic fumes and long working hours.
- To make more money, factory and mine owners spent very little on health and safety measures.
- It was normal for children as young as 5 to be working in mines or factories because they were cheap to employ.
- Common jobs were weavers and cart pushers. (Someone who moved carts of coal through mine tunnels.)



(5) Why was Halifax such an important part of the Industrial Revolution?

Halifax was a town that saw success and growth during the industrial revolution.

The Piece Hall was built in **1779** as a trading place for cloth. Cloth sold here would come from all around the local area.

- Dean Clough wove carpets.
- Manningham Mills in Bradford made silk and velvet.



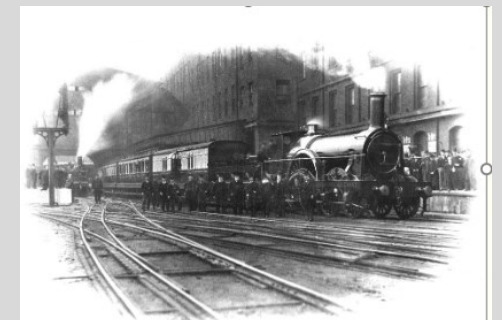
As machinery was introduced into the factories, clothiers could not keep up the low prices that factory owners could sell for.

The Piece Hall began to be used for trade in other things, such as fruit and vegetables.

(6) How did transport change?

Like other industry, transportation changed significantly during this period. Roads improved and both canals and railways were built.

- In **1825 George Stephenson** had built the first public steam railway in the world.
- By **1850, 3000 miles** of railway line had been laid down throughout the country.
- Ordinary people benefitted as they could now travel the country much quicker and holidays out of the city were a possibility.
- Canals were built to allow businesses an easier way to transport large amounts of goods. Canals provided an easier journey for fragile goods which meant that more could be sold.



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Trinity TV > Year > History > Term

(1) Keywords

Allah	Allah is Arabic for God.
Tawhid	The oneness of God. Islam is a monotheistic religion.
Subha beads	A set of 33 beads that help Muslims to remember the 99 names during prayer.
Prophet	A messenger of God.
Qur'an	The holy book for Muslims.
The Night of Power	The night when the first part of the Qur'an was revealed to prophet Muhammad.
Day of Judgement	A day in the future judges them based on their actions.
Jannah	Paradise, a reward for those who do good deeds.
Jahannam	Hell, a punishment for those who do bad deeds.

(2) The Origins of Islam

1. Islam is the world's second largest religion.
2. There are roughly 1.5 billion Muslims worldwide.
3. 6.5% of the UK population is **Muslim**.
4. **Muslims** follow the religion **Islam**, which is a religion started by **Prophet Muhammad** in **610ad** in **Saudi Arabia, Mecca**.
5. Muslims will use the term **Allah** for God, as this is Arabic and many Muslims speak **Arabic**, as the **Qur'an** is written in Arabic.
6. Islam was founded in **Mecca**. Prophet Muhammad was born in Mecca and it is where the Kaaba is located.

(3) The 99 names of Allah

The **99 names of Allah** help Muslims to understand the nature of Allah. For example, **The Merciful**, **The Almighty** and **The All-knowing**. Muslims believe that Allah is one and has no equals, this teaching is known as **Tawhid**.

The Natures of Allah:

1. **Immanent**- Allah is close to every human and within all things on Earth.
2. **Transcendent**- Allah is beyond human understanding.
3. **Omnipotent**- Allah is Almighty and has unlimited power.
4. **Beneficent**- Allah is benevolent. Allah is All-loving, and All-good.
5. **Merciful**- Allah shows compassion or forgiveness to humans.
6. **Fair** - God treats people fairly without favour or discrimination. He treats everyone equally.
7. **Judge** - God is Just and fair, and judges human actions. Rewarding the good and punishing the bad.

(4) Who is the Prophet Muhammad?

Prophet Muhammad was the founder of Islam. He is described as the "**seal of the prophets**" which means he was the final prophet..

1. Muhammad was born in Mecca, Saudi Arabia in around 570CE
2. Most people were polytheists in Mecca but Muhammad worshipped one God. In 610CE he received the first revelation of the Qur'an. This is known as The Night of Power.
3. Between 624CE and 628CE, Muhammad and his followers were involved in a series of battles.
4. 630CE Muhammad's army marched into Mecca taking the city with minimum casualties. Most of the Meccan population converted to Islam.
5. In March 632CE, Prophet Muhammad delivered his last sermon at Mount Arafat.
6. Prophet Muhammad died on June 8th 632CE, at the age of 62.

(5) What is the importance of the Qur'an?

1. The Qur'an is the Muslim holy book and contains the final revelations from Allah.
2. Prophet Muhammad received the first revelation during The Night of Power, when angel Jibril (Gabriel) appeared to him and commanded him to "read"
3. The Qur'an teaches Muslims to worship only one God, and never worship idols. It also teaches Muslims to pray 5 times a day and treat everyone fairly.
4. Muslims must clean themselves before touching the Qur'an or praying to Allah. This is to cleanse their mind and body before worship.
5. Muslims also place the Qur'an on the highest shelf to show that it is the most important text.

Why is the Qur'an important?

- It helps Muslims to understand the nature of Allah.
- It is the unchanged word of Allah.
- It teaches Muslims how to live a good life.

(6) What do Muslims believe about the afterlife?

Muslims believe that at the end of time they will be judged on their earthly deeds and Allah will decide whether you go to Jannah (paradise) or Jahannam (hell).

1. On the Day of Judgement the world will be destroyed. When the world ends, the angel Israfil will sound a trumpet and there will be a resurrection. All the dead bodies will be raised and judged.
2. They will also be given their own 'book of deeds', which is a record of all a person's good and bad actions.
3. The idea of a Day of Judgement encourages Muslims to live their lives in a good way. They try to pass the test of life and take responsibility for their actions, whether good or bad.

Jannah: Muslims believe if they have lived a good life they will be rewarded in paradise. In the Qur'an it states: "The description of Paradise which the righteous have been promised is that in it are rivers of water the taste and smell of which are not changed"

Jahannam: Muslims believe that if their bad deeds outweigh their good deeds they will go to hell. Jahannam is a place of torture and punishment. In the Qur'an it states, "Fear the Fire, which has been prepared for the disbelievers."



Week 1 - Computer Networks & Protocols

Core Knowledge

- **Computer Network** A computer network is when two or more computers are connected together to allow them to communicate.
- **Email protocols:** an @ symbol must be used. The email address must be unique.
- **Web address protocols** All website addresses start with 'http://' followed by 'www'. All website addresses are unique. They use dots to separate each part of the address.

Key Literacy Protocols

Definition - All methods of communication need rules in place in order to pass on the message successfully. These sets of rules are called protocols.

Associated terms - Communication Protocols, TCP/IP, HHTTP/HTTPS, Transmission, Router

- Communicating over the internet requires us to use a set of rules, this is known as protocols
- Protocols are similar to traffic rules for computer.

Week 2 - Networking Hardware

Core Knowledge

- **Networking Hardware:** a number of pieces of hardware that are needed in order to create a computer network.
- **Network Cable:** to connect together different devices, you need cables. They have plastic plugs that connect into sockets on devices. The cable is made up of a number of copper wires. Data can be sent in both directions across a cable.
- **Hubs:** connects a number of computers together. Ports allow cables to be plugged in from each connected computer.
- **Servers:** a server is a powerful computer which provides services.
- **Router:** when a network needs to be connected to another network over a large area, a router is needed.

Key Literacy Hardware

Definition: the machines, wiring, and other physical components of a computer or other electronic system.

Associated terms: Hub, Network Cable, Server, Router, Components

- Computing components refers to the physical components of the computer such as a CPU

Week 3 - Wired & Wireless

Core Knowledge

- **Wired Network** send data **along cables**
- **Wireless Networks** send data through the air **using radio waves.**

Key Literacy Network Connectivity

Definition - Network connectivity refers to the extensive process of connecting various parts of a network to one another may be through the use of routers, switches and gateways, and the method of the process.

Associated terms - Ethernet Cable, LAN, Router, Bandwidth, WIFI, Hotspot, 4G/5G

- Without network connectivity, our digital devices wouldn't be able to browse websites, send messages, or play online games.
- Network connectivity is essential for devices like computers and smartphones to link up and exchange data, just like friends talking on the phone to share information.

Week 4 - The Internet

Core Knowledge

- The **internet** is a worldwide network of computers. It is the physical hardware, i.e. the cables, the routers, and other pieces of hardware used to connect devices together.
- An **IP address** is made up of 4 groups of numbers between 0 and 255, each separated by a full stop.. These are unique for every device on the internet.
- **Transmission Control Protocol:** Splits the messages sent across the internet into smaller pieces called 'packets' Assembles the packets in the correct order at the receiver end
- **IP:** A protocol to route the packets Each device on the internet has an IP address that uniquely identifies it from all other devices

Key Literacy IP Address

Definition - A unique numerical address to each device that is part of a computer network that uses IP Protocol for communication

Associated terms - TCP/IP, Data Packets, Data Transmission, Internet

- A unique numerical label assigned to each device connected to a network, serving as its digital identification for data transmission and routing is known as IP Address.

Week 5 - Internet Services

Core Knowledge

- The **World Wide Web** is a service provided on the internet. It is the websites, web pages, and links found on the internet.
- **Email** is an internet service that allows people who have an email address to **send and receive electronic messages.**
- The **Internet of Things** means taking everyday '**things**' and connecting them to the **internet**. Your **privacy** maybe compromised as companies may eventually be able to learn everything about you. IoT devices could be hacked for example access to home cameras and remote access of your vehicle.
- **VoIP** is short for 'Voice over Internet Protocol'. This allows voice data to be sent in packets over the internet.

Key Literacy Internet

Definition - The **internet** is a vast network of computers all connected together.

Associated terms - Internet, Website, Web Browser, Social Media, URL

- A massive web of connected computers that allows us to search for information is known as the internet
- We can use the internet to watch videos and share information

Week 6 - World Wide Web

Core Knowledge

- A **web browser** is a piece of software (code) used to view information on the World Wide Web.
- A **Web Server** is a server located on the internet that holds a websites web pages
- The **Web Browser** communicates with the web server to retrieve information, which uses two protocols—HTTP & HTTPS
- A **Web Page** is a document that is accessible through the internet on a **Web Browser**
- A **Search Engine** is a website that allows you to look up information on the **WWW**
- URL stands for 'Uniform Resource Locator'. It is the address of a World Wide Web page and is sometimes called the 'web address'.

Key Literacy World Wide Web

Definition - The **World Wide Web** is a service provided on the internet. It is the websites, web pages, and links found on the internet.

Associated terms - Web Browser, Web Server, HHTTP/HTTPS/ Search Engine, Web Address, Domain, IP Address

- A global network of interconnected web pages, making it easy for us to explore and learn about a wide range of topics at our fingertips.



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(1) Vocabulary

Week 1:		Week 2:	
a la una	at one o'clock	me acuesto	I go to bed
a las ____	at ____ o'clock	me baño	I have a bath
y media	half past	cenar	to eat dinner
y cuarto	quarter past	escuchar música	to listen to music
menos cuarto	quarter to	jugar a los	to play
por la mañana	in the morning	videojuegos	videogames
me aliso el pelo	I straighten my hair	montar en bici	to ride a bike
me alisto	I get ready	navegar por internet	to go online
me despierto	I wake up	después	afterwards
me ducho	I shower	finalmente	finally
me levanto	I get up	luego	then
me lavo	I wash (myself)	por la tarde	in the evening
me maquillo	I put on makeup	primero	first
me peino	I brush my hair	la cena	dinner
me pongo	I put on		
me visto	I get dressed		
los dientes	teeth		
el pelo	hair		

(2) Vocabulary

Week 3:		Week 4:	
voy...	I'm going / go	charlar	to chat
a casa	to my house	comer	to eat
al centro comercial	to the shopping centre	escuchar	to listen
al cine	to the cinema	hablar	to speak
al estadio	to the stadium	jugar	to play
al mercado	to the market	leer	to read
al museo	to the museum	nadar	to swim
al parque	to the park	salir	to go out
al polideportivo	to the sports centre	ver	to watch
a la cantina	to the canteen	visitar	to visit
a la estación de tren	to the train station	en línea	online
a la iglesia	to church	los amigos	friends (male)
a la mezquita	to the mosque	un libro	a book
a la piscina	to the pool	videojuegos	video games
a la pista de hielo	to the ice rink	por teléfono	on the telephone
		las amigas	friends (female)
		música	music
		la télé	television
		los parientes	relatives
		la familia	family

(3) Vocabulary

Week 5 & 6:		Key Phonics
en el futuro	in the future	Remember: the letter 'h' at the beginning of a word is
mañana	tomorrow	
el año que viene	next year	
el fin de		
semana próximo	next weekend	
el lunes	on Monday	
el martes	on Tuesday	
el miércoles	on Wednesday	
el jueves	on Thursday	
el viernes	on Friday	
el sábado	on Saturday	
el domingo	on Sunday	
la semana que viene	next week	

Looks like:	Sounds like:
Co, cu	Coh, coo
Ce	Thay
Ci	Thii
Z	Th
J	Kh

(4) Grammar

The Present Tense

There are 3 types of **infinitive** verb in Spanish: verbs that end in -ar, -er or -ir.

To conjugate verbs, there are 2 simple steps:

1. Chop the -ar / -er / -ir off the infinitive: hablar
2. Add on the correct ending depending on who is doing the action e.g. hablo = I talk.

	-ar	-er	-ir
I	Estudi o	Com o	Viv o
you (s.)	Estudias	Com es	Viv es
he/she	Estudia	Com e	Viv e
we	Estudiam os	Com emos	Vivim os
you (pl.)	Estudiáis	Com éis	Vivís
they	Estudian	Com en	Viven

(5) Grammar

The verb 'ir' = 'to go'

The verb 'to go' (ir) is an **IRREGULAR** verb.

This means, like 'tener' (to have) and 'ser' (to be), you just have to learn its pattern by heart.

ir—to go	
voy	I go/I'm going
vas	you go/you're going
va	He/she goes/is going
vamos	we go/we're going
vais	you go/you're going
van	they go/they're going

'ir' is always followed by 'al' (masculine), 'a la' (feminine).

e.g. voy **al** cine - I go to the cinema

(6) Grammar

The future tense

To form the future tense, we need three ingredients:

- 1) the verb 'ir' in the present tense (see (5))
- 2) a
- 3) an **INFINITIVE** verb (ending in -ar/-er/-ir)

For example:

Voy a visitar
→ I'm going to visit

Voy a jugar
→ I'm going to play

Voy a estudiar
→ I'm going to study

llevar	to wear
jugar a	to play
charlar	to chat
comer	to eat
leer	to read
ir	to go
salir	to go out



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