

A – Pop Art

What is Pop Art? Pop Art is an Art movement that emerged in the 1950s and 1960.

Bold colours, everyday imagery were used.

It often draws inspiration from advertising, comic books celebrities, making art more accessible and relatable.



B – Features of Pop Art

- ***Bright, bold colours** (often primary colours like red, yellow, and blue).
- ***Use of everyday objects** (e.g., soup cans, comic strips, celebrities).
- ***Influence from advertising, pop culture, and media.**
- ***Strong outlines and repetition.**



C - Andy Warhol

Who: Andy Warhol is the artist famous for creating artwork of Marilyn Monroe.

What: He painted pictures of Marilyn Monroe using bright colour's and repeated images.

Famous for: He is famous for Pop Art, especially his colourful prints of celebrities (like Marilyn Monroe) and everyday objects (like soup cans).

A Key Terms

Cell: Where data is entered (intersection of row and column).

Cell Reference: Identifies a cell (e.g., A1, B2).

Formula: Calculation starting with '=', e.g., =A1+B1.

Function: Predefined formulas like =SUM(), =AVERAGE(), =MIN(), =MAX().

Fill Handle: Tool to copy formulas or data across cells.

Merge Cells: Combines multiple cells into one.

Wrap Text: Makes long text visible within a cell.

B Important Terms

Bold / Font Size / Colour: Improves readability.

Borders: Adds structure to tables.

Cell Colour: Highlights important data.

Currency Format: Displays numbers as money (e.g., £10.00).

Text Alignment: Centre's or aligns text in cells.

Column Width: Adjusts to fit content.



C Formulas & Functions

Basic Arithmetic: =A1+B1, =C3-A3

SUM: =SUM(A1:A5) – Adds values.

AVERAGE: =AVERAGE(B2:B6) – Finds the mean.

MIN / MAX: Finds smallest/largest value.

COUNTIF: Counts cells that meet a condition.

Net Profit: =Revenue - Costs

D Charts & Data Visualisation

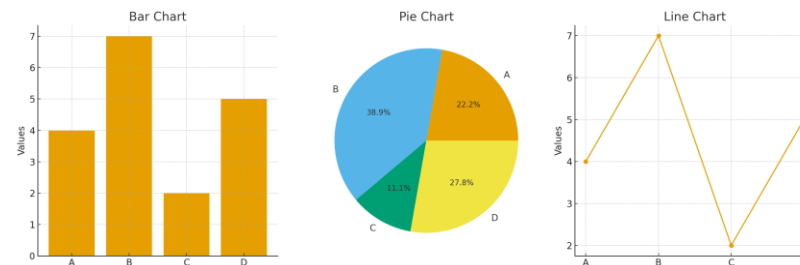
Insert Chart: Use Insert > Chart > Choose type.

Bar Chart: Compares quantities.

Pie Chart: Shows parts of a whole.

Line Chart: Shows trends over time.

Chart Elements: Titles, axis labels, data labels.



E Common Tasks & Skills

Delete Row: Right-click row number > Delete.

Delete Column: Right-click Column Letter > Delete.

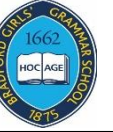
Change Font/Colour: Use toolbar icons.

Add Borders: Select cells > Borders > All Borders.

Use Fill Handle: Drag corner of cell to copy.

Merge & Centre: Combine cells and centre text.

Wrap Text: Format > Wrap Text.



Key words

- **Characterisation:** How the actor shows the character through facial expressions, body language and Vocal skills.
- **Melodramatic Movement:** Exaggerated movements to emphasise a situation or emotion.
- **Interactive theatre:** The audience are involved with the pantomime and have a key role in responding in a certain way.

Pantomime rules:

- The Dame is always played by a man
- If the male hero is rich, then the female love interest must be poor.
- Good always wins over evil
- The audience boo and hiss the evil character.
- Everyone in the story lives happily ever after.

Aladdin

- Aladdin is the son of Widow Twankey and is the male hero of the pantomime.
- Princess Jasmine runs away from the palace because her father wants her to marry someone she does not like.
- Abanaza is the evil baddy that tricks Aladdin into going into the cave.
- Genie – has been trapped in the lamp and grants Aladdin 3 wishes

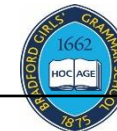
Pantomime catch phrases

- It's Behind you
- Oh yes you did/ oh no it isn't
- Boo/Hiss
- Hiya kids!

	ZOOM out to show you have an idea what the writer's intention might have been The writer may have done this because... Zoom in on individual words or phrases The verb `....` is effective because... As a reader it makes me think Offer an alternative explanation, show what else the quotation might tell us. Use tentative words like could or might It could also mean....because... Explain how and why the quotation shows your opinion This shows because.... Giving your opinion using a quotation I thinkbecause it says, ``.....``	C Key Words Dialogue – The speech spoken by characters in a play. Stage Direction- An instruction in a play about an actor's movements, the sounds to be heard etc. Dramatic Irony- When the audience know something that the characters do not. Empathy – understanding the emotions or experience of someone else. Pullman's Frankenstein: A gothic play based on Mary Shelley's Frankenstein. Scientist Victor Frankenstein sets out to create a creature better than humankind but in doing so creates a monster. The play explores themes of science V.S religion as well as prejudice and revenge.
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Curriculum Area: French (MFL) - Clothes

Half Term: 2 Year: 8



A - The clothes (nouns) ...

un pantalon	trousers
un t-shirt	a t-shirt
un polo	a polo shirt
un pull	a jumper
un sweat	a sweatshirt
une jupe	a skirt
une chemise	a shirt
une cravate	a tie
une veste	a jacket
des chaussures	shoes
des chaussettes	socks
des baskets	trainers

... and the colours (adjectives)

masc. fem.

bleu	bleue	blue
noir	noire	black
rouge	rouge	red
vert	verte	green
blanc	blanche	white
rose	rose	pink
violet	violette	purple
jaune	jaune	yellow
orange	orange	orange
brun	brune	brown
gris	grise	grey
clair	claire	light
foncé	foncée	dark

Remember!
Colour
(adjective after
the clothing
(noun) and
must agree
with the noun

e.g. une jupe
bleue

B – Sentences building with the verb “porter” – to wear

Au collège, nous portons	At school, we wear ...
A la maison, je porte	At home, I wear ...
Au gymnase, on porte	At the gym, one wears ...
En ville, je porte	In town, I wear
+ clothing (+ colour)	

PORTER is a regular –er verb
Can you use it with other pronouns?

adding reasons
with adjectives

parce que c'est (because it's)	
pratique	practical
à la mode	fashionable
joli	jolie
confortable	comfortable
obligatoire	compulsory

C – Using the verb PORTER in other sentences

J'aime porter	I like wearing	+ clothing + colour (box A) + parce que c'est + adjectives (Box B)
je n'aime pas porter	I don't like wearing	
Je préfère porter	I prefer wearing	
Je ne porte pas	I don't wear	de pantalon, de jupe, de chemise etc.
Je ne porte jamais	I never wear	de pull, de baskets, de sweat etc

D – Adding extra information

Seasons:

au printemps – in spring
en été – in summer
en Automne – in autumn
en hiver – in winter

Weather

Quand il fait chaud/froid – when it's hot/cold
Quand il pleut/neige – when it rains/snows

Time phrases:

Normalement – normally
Parfois – sometimes
Souvent – often
Toujours – always

WAGOLL: Au collège nous portons une jupe bleue, une veste bleue et une chemise blanche parce que c'est obligatoire. A la maison j'aime porter un pantalon et un sweat parce que c'est confortable. En été je préfère porter un t-shirt et un short parce que c'est plus confortable. Parfois je porte des baskets mais quand il pleut je ne porte jamais de sandales

A

Asia is made up of **49 countries** including China, India and Saudi Arabia.

It has a population of **4.7 Billion** people!

It is the birthplace of many major religions including- Islam, Christianity, Judaism, Hinduism, Buddhism

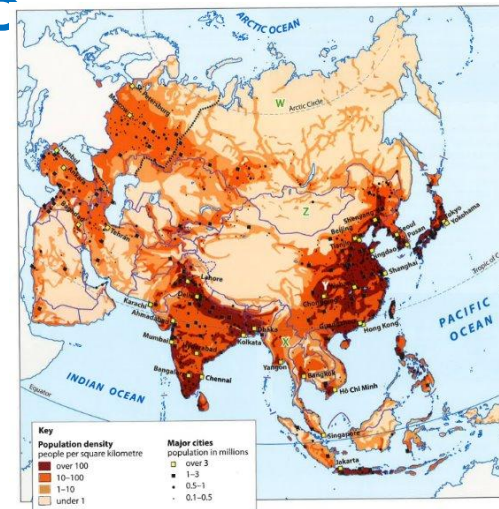


B

- Mountain Ranges:** Himalayas, Ural Mountains, Tien Shan Mountains.
- Rivers:** Ganges, Indus, Yangtze, Mekong, Ob.
- Plateaus:** Tibetan Plateau, Deccan Plateau
- Plains/deserts:** West Siberian plain, Gobi Desert, Arabian Desert.
- Salt water:** Caspian Sea, Bay of Bengal, Persian Gulf



C



A megacity is a very large city with a population of over ten million people

8 Biggest cities in Asia

1. Tokyo, Japan - 37.2 million
2. Delhi, India - 33 million
3. Shanghai, China - 29 million
4. Dhaka, Bangladesh - 23.2 million
5. Beijing, China - 21.8 million
6. Mumbai, India - 21.3 million
7. Osaka, Japan - 19 million
8. Chongqing, China - 17.3 million

A

Key events

1603- 1625- King James I takes the throne after Elizabeth I.

1625- King Charles, I takes the throne.

1629-40 Charles did not call Parliament and decided to rule without them. These 11 years are known as Personal Rule.

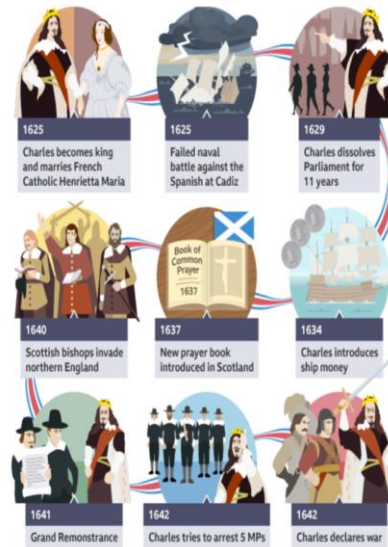
1641- Triennial Act Feb- Where Parliament passed an act that said Parliament had to be called once every 3 years by law.

1641- Grand Remonstrance- It demanded that Parliament should have more say around how the country should be run. Charles refused to agree and attempted to arrest 5 MPs.

1642- Charles grew tired of Parliament's demands and raised his standard (flag/ banner) at Nottingham, to declare war on Parliament.

1649-King Charles I was put on trial for treason and executed.

B

Causes of the English Civil War

Political-Divine right- That God had appointed the monarch as king or queen. King/ Queens used it as a way to do what they wanted and have absolute power.

Economic- Charles collected a 'forced loan' which meant everyone eligible in the country had to pay an amount of money to him.

Religion- When Charles married the Catholic Henrietta Maria. Parliament was worried Charles might return the country to Catholicism after years of religious change.

C

Key words

English Civil War: A war between two civilians (people/ groups) in the same country. It started from 1642 and ended by 1651.

Royalists-Someone who supported the King in the Civil War.

Parliamentarians- Someone who supported Parliament in the Civil War.

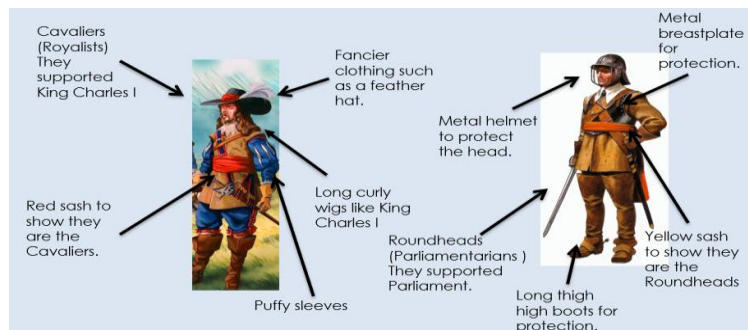
Divine right- The belief that a monarch (queen/king) was chosen by God and therefore they had overall control, and no one could challenge them.

Treason- Committing a crime against the monarch.

Execution- A legal punishment to kill someone.



D

Royalists (Cavaliers) vs the Parliamentarians (Roundheads)E Major Battles of the English Civil War

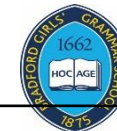
Naseby was a decisive victory for Parliament. **The Royalists lost over 5,000 men- either injured, killed or taken prisoner.** Much of their equipment and weapons were also captured. The extent of the defeat meant Charles did not have the resources to put up effective resistance. **Charles fled to seek support from the Scots but was handed over to Parliament in exchange for £100,000 in January 1647.**

F Outcome of the English Civil War

In August 1648, Oliver Cromwell's army defeated the King Charles' army at Preston. King Charles I was put on trial and a jury of 135 top lawyers and judges and found guilty of treason.

Oliver Cromwell then ruled England until 1658. He made changes such as:





What is County Lines?

- County lines is an exploitation of vulnerable young people.
- It is a method of drug supply from a city into rural towns or county locations
- They operate in gangs with a level of organisation and structure similar to a business.

Key Words

Criminal Exploitation: When gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties to supply drugs.

Trapping: It can refer to the act of moving drugs from one town to another or the act of selling drugs.

Cuckooing: When drug gangs take over the home of a vulnerable person through violence and intimidation, using it as their base for selling/manufacturing drugs.

Substance Misuse

What is substance use?

Use of alcohol or drugs occasionally **without being addicted**. However, this comes with the risk that it could possibly lead to addiction.

What is substance misuse?

Regular use of alcohol or drugs which may be **causing issues** in life that may affect a person's job, personal life, or even their safety. This may lead to substance dependency (addiction)

Online Grooming

Banter - Teasing or joking talk. While much of it is good-natured, there is a risk that bullying behaviour can be excused as this.

Coercion - The process by which one person convinces another to engage in behaviour and actions to the benefit of the perpetrator.

Harassment - Intentional and repetitive behaviour against an individual, which is felt to be threatening, humiliating or degrading.

A Coordinates and graphs

Quadrant: The 4 areas made up when we draw the x and y axis

Coordinate: A single point to mark on a graph how far along and how far up it is from the origin

Origin: The point (0,0) on a coordinate grid

Parallel: Parallel lines never meet because they are always an equal distance apart

Equation: An equation says that two things are equal. It will have an equal sign

Axis: A reference line drawn on a graph (you can measure from it to find values)

Linear graph: Forms a straight line

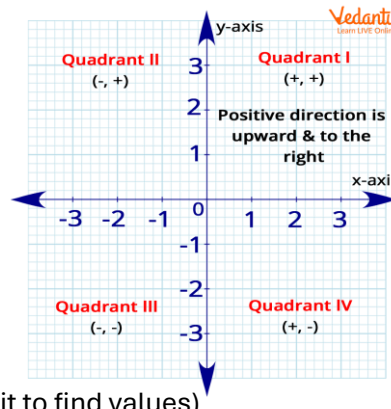
Gradient: A measure of the slope of a line. Represents the rate of change

Substitute: replace a variable with a numerical value

Plot: Mark the point of the coordinate using an X

Midpoint: Halfway along

Equidistant: Of equal distance (same distance apart)



B Multiply and divide fractions

Fraction: How many parts of a whole we have

Equivalent: of equal value

Whole: a number with no fractional or decimal part

Convert: change into an equivalent representation, often fraction to decimal to a percentage cycle

Numerator: The number above the line on a fraction. The top number represents how many parts are taken.

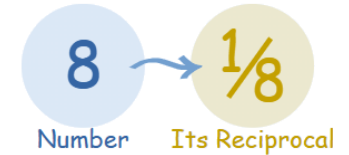
Denominator: The number below the line on a fraction. The number represents the total number of parts.

Equivalent: of equal value.

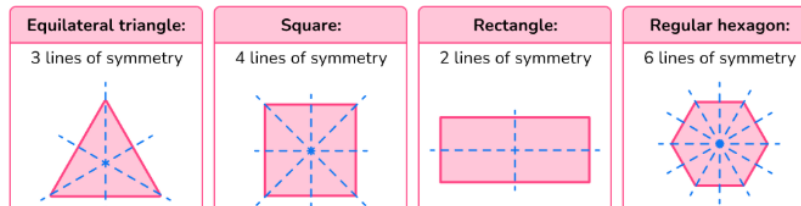
Mixed number: a number with an integer and a proper fraction

Improper fraction: a fraction with a larger numerator than denominator

Reciprocal: To get the reciprocal of a number, we divide 1 by the number.



C Symmetry and reflection



Line of symmetry: The line that divides the object into its identical halves is called the line of symmetry.

Reflect: Reflection Symmetry (sometimes called Line Symmetry or Mirror Symmetry) is easy to see, because one half is the reflection of the other half

Object: What we call the original shape

Image: What we call the transformed shape

Congruent: Exactly the same shape, all sides and angles are the same

D – 7 Times Tables

TABLE 7			
7	X	1 =	7
7	X	2 =	14
7	X	3 =	21
7	X	4 =	28
7	X	5 =	35
7	X	6 =	42
7	X	7 =	49
7	X	8 =	56
7	X	9 =	63
7	X	10 =	70

Blues scale in C



We are learning to improvise (play around with) the blues scale in C

12 bar blues

Bars 1-4	C	C	C	C
Bars 5-8	F	F	C	C
Bars 9-12	G	F	C	C

Jazz and swing

Jazz developed from the Blues and spread around America and England. The danceable swing style was the dominant form of popular music in 1930s America.

Band leaders included Duke Ellington, Benny Goodman and Glenn Miller.

Instruments included saxophones, trumpets, trombones, clarinets, bass, piano and drums.

Rhythm and Blues

Rhythm and Blues was faster and louder than early blues. Instruments were amplified; guitars became electric, and drums were added.

It developed from folk, blues and gospel. Notable singers were Prince, James Brown, Mariah Carey, Stevie Wonder, Beyonce and Whitney Houston.



How much is the National living wage in England?

Age 21 and over	£12.21
Age 18 - 20	£10.00
Age 16-17	£7.55
Apprentices	£7.55

Employability Skills



Careers

Physiotherapist:

- Physiotherapists work with patients with physical difficulties resulting from illness, injury, disability or ageing.
- They help patients to restore and maximise their movement and reduce the risk of problems arising in the future

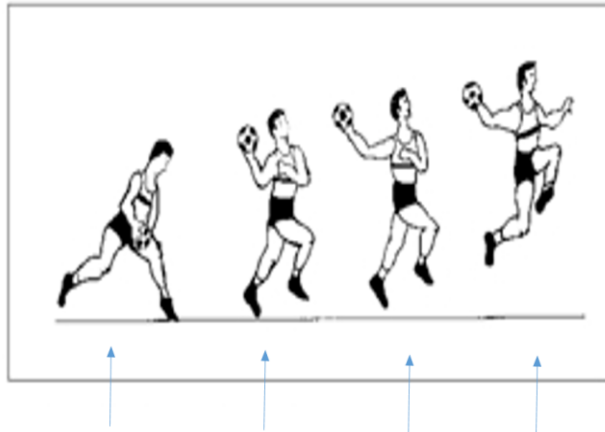
Actuarial analyst

Actuarial analysts use specialist computational software and spreadsheets to analyse data to assess risk.

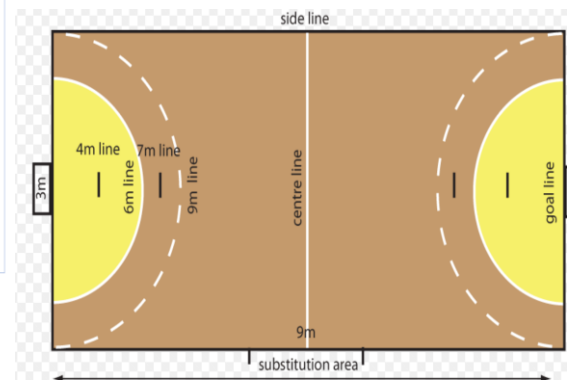
BGGS Aspire Values

- **Accountability**: Taking responsibility for your own actions, behaviour and learning, belongings and surroundings and support others in doing the same.
- **Self-Confidence**: demonstrate the self confidence in your own ability to make the right choices.
- **Perseverance**: Apply yourself to every aspect of school life with positivity and determination to do your very best.
- **Integrity**: Always be truthful and act with kindness, honesty and integrity.
- **Respect**: Treat people with the same levels of respect, courtesy and fairness you would expect from others.
- **Empathy**: Understand and share another person's experiences and emotions.

Handball- The jump shot



Stage 1:	Stage 2:	Stage 3:	Stage 4:
2 hands on ball - Leaning forward - One foot on the floor	- Twist body to the side - Ball into one hand - Ball just behind head - Driving knee bent and coming through	- Hand with ball extending out behind the head - Non-throwing arm tucked into chest - Knee driving up and forward towards the chest.	- Non-throwing arm being used to aim - Opening body up - Knee driving off the floor - Follow through with arm after the throw



Passing: Throwing the ball to another player in a variety of ways.



- **Baseball Pass:** A one armed overhand pass.
- **Overhead Pass:** A pass that begins over the head, usually done with force.
- **Roller Pass:** The ball is simply rolled along the floor/ground to a teammate when all other passing lanes are blocked.
- **Bounce Pass:** A pass that bounces once before reaching the intended player.
- **Handoff Pass:** Similar to quarterback handing ball off to a running back in football. Receiver forms a pocket for the ball.
- **Chest Pass:** A pass that begins from the chest.
- **Jump Pass:** Player jumps over or around defender to throw ball baseball style to another player.



- Each team consists of 7 players; a goalkeeper and 6 outfield players.
- Outfield players can touch the ball with any part of their body that is above the knee.
- Once a player receives possession, they can pass, hold possession or shoot.
- If a player holds possession, they can dribble or take three steps for up to three seconds without dribbling.
- Only the goalkeeper is allowed to come into contact with the floor of the goal area.
- Goalkeepers are allowed out of the goal area but must not retain possession if they are outside the goal area.

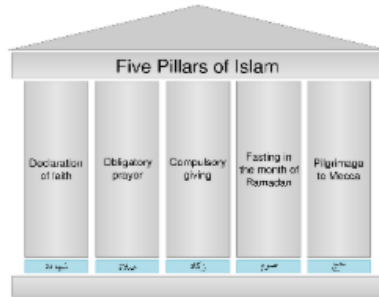
A: The Five Pillars of Islam

Shahadah

The declaration of faith – belief that there is ‘no God but Allah and Muhammad is his messenger’.

Salah

Ritual prayer 5 times a day. Muslims wash before prayer (wudu) and always pray facing the Ka’ba in Makkah.



Zakat

Almsgiving (charity). Muslims give 2.5 % of surplus wealth to the poor. Muslims who cannot afford it do not pay Zakat.

Saum

Fasting during daylight hours in Ramadan. Muslims who are too young, old, ill, travelling, pregnant do not have to fast.

Hajj

Pilgrimage to Makkah – once in a lifetime for people who are physically and financially able.

B: Key features of a mosque

Dome		Roof of the mosque. Symbolises the vastness of Allah’s universe, helps air to circulate to keep the mosque cool, and amplifies the voice of the imam.
Minaret		Tower used by the Muezzin to call the Adhan (call to prayer)
Mihrab		Indent/alcove in the Qibla wall showing the direction of Makkah
Minbar		Platform used by the imam to give the sermon (Khutbah) at Jumma prayer on Friday.
Prayer Hall		The main area of the mosque where Muslims pray on prayer mats.
Ablution room		Wash area to perform wudu before prayer.

C: The life of the Buddha (Siddhartha Gautama)



- **Prince Siddhartha Gautama** – parents King Suddhodana and Queen Maya
- Astrologer Asita predicted he would be a great ruler if he saw no suffering, or a holy man if he did see suffering, so he was kept inside the Palace,
- He had a life of luxury in the palace for 28/29 years but felt something was missing.
- He snuck out with chariot driver Chandra and saw **four sights: Old age, sickness, death and a holy man.**
- The holy man had nothing but looked happy.
- Siddhartha left the palace and exchanged his clothes for rags and starved himself.
- He realised this did not make him happy so followed the **middle path.**
- He **meditated** until he reached **Enlightenment** and became ‘**The Buddha**’.

D: The Three Universal Truths

Anicca	Impermanence. Everything changes. Nothing stays the same	
Anatta	No permanent self. Your body grows older, your mind develops and your personality changes.	
Dukkha	Suffering (unsatisfactoriness) linked to not accepting change.	

Curriculum Area: Science

Half Term: 2

Year: 8



A Respiration

Respiration is the process in which energy is released from the molecules of food which you eat and it takes place in the **mitochondria** of the cell.

Aerobic respiration involves **oxygen**, it is more efficient as all of the food is broken down to release energy:

glucose + oxygen → carbon dioxide + water (+ energy)

Anaerobic respiration does not use oxygen. It is used when the body cannot supply the cells with enough oxygen for aerobic respiration. It releases **less** energy than aerobic respiration:

glucose → lactic acid (+ energy)

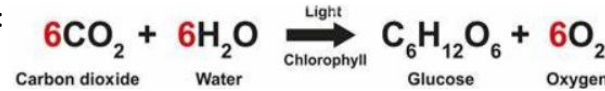
Lactic acid can build up and cause **oxygen debt**.

Fermentation is a type of anaerobic respiration which occurs in yeast:

glucose → ethanol + carbon dioxide (+ energy)

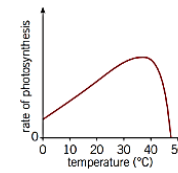
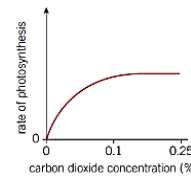
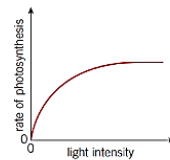
B Photosynthesis

Photosynthesis is the process plants and algae use to make their own food, glucose. It occurs in the chloroplasts, which contain chlorophyll, and requires energy (sunlight). The equation is:



The rate of photosynthesis can be affected by:

- Light intensity – the higher the light intensity the higher the rate of photosynthesis up to a point
- Carbon dioxide concentration – the higher the carbon dioxide concentration the higher the rate of photosynthesis up to a point
- Temperature – the optimum temperature is the temperature at which photosynthesis occurs at the highest rate, before and after this the rate will be less



C Plant minerals and leaves

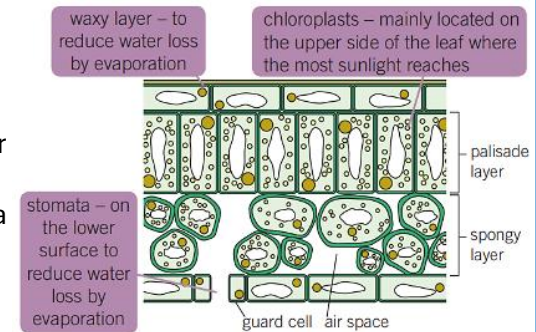
Plants need minerals for healthy growth.

A lack of minerals is known as **mineral deficiency**.

Important plant minerals include: **nitrates** (for healthy growth), **phosphates** (for healthy roots), **potassium** (for healthy leaves and flowers) and **magnesium** (for making chlorophyll).

Fertilisers are chemicals containing minerals that can be used to stop plants from suffering with mineral deficiencies.

Leaves are **adapted** for photosynthesis EG: being thin, containing a lot of chlorophyll and having a large surface area.



D Work

Work done is the energy transferred when a force is used to move an object a certain distance and is measured in **Joules (J)**. We calculate work with the equation:

work done (J) = force (N) × distance moved (m)

A **simple machine** makes it easier to lift things, they reduce the force needed.

A **force multiplier** uses a smaller input force (what you apply) to generate a larger output force (what is created). EG: a **lever**. A longer lever will require less input force than a shorter lever to produce the same output force.

E Energy and temperature

The **temperature** of a substance is a measure of how hot or cold it is and is measured with a thermometer. It has the units of degrees Celsius (°C).

The **thermal energy** of a substance depends on the individual energy of all the particles and it is measured in Joules (J).

The energy needed to increase the temperature of a substance depends on:

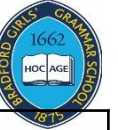
- the mass of the substance
- what the substance is made of
- the desired temperature increase

F Energy transfers

Conduction: transfer of thermal energy by the vibration of **particles**. When particles collide they transfer thermal energy, so conduction is effective in **solids** as their particles are close together, colliding often as they vibrate around a fixed point. Metals are good thermal conductors as they contain delocalised electrons. In conduction, energy is transferred from an area of high energy to low. Gases and liquids are poor conductors as their particles are spread out.

Convection: transfer of thermal energy in a liquid or a gas (**fluid**). Particles near the heat source are heated, they spread out and become less dense and rise. More dense particles will take their place at the bottom, nearest the heat source creating a constant flow of particles, known as a **convection current**.

Radiation: transferring energy without the need for particles (transfer via **waves**). The hotter an object is the more infrared radiation it will **emit** (give out).



1 Clothes

Feminine article una
Masculine article un

(Feminine)

una bufanda (a scarf)
una camisa (a shirt)
una camiseta (a t-shirt)
una chaqueta (a jacket)
una corbata (a tie)
una falda (a skirt)
una gorra (a cap)

(Masculine)

un abrigo (a coat)
un bañador (a swimsuit)
un chándal (a tracksuit)
un impermeable (a raincoat)
un jersey (a jumper)
un reloj (a watch)
un sombrero (a hat)
un traje (a suit)
un uniforme (a uniform)
un vestido (a dress)

2 Clothes

¿Qué llevas normalmente?
Llevo un uniforme muy elegante.

llevo (I wear)
llevas (you wear)
lleva (he wears)
lleva (she wears)

Negative verb = no+verb
no llevo (I do not wear)
no llevas – (you do not wear)
no lleva – (he does not wear)
no lleva – (she does not wear)

calcetines (socks)
guantes (gloves)
pantalones (trousers)
pantalones cortos (shorts)
vaqueros (jeans)
zapatos (shoes)
botas (boots)
chanclas (flip flops)
pantuflas (slippers)
sandalias (sandals)
zapatos (shoes)
zapatillas de deporte (trainers)
gafas de sol (sunglasses)

3 Comparisons

Corto/a = Short
Largo/a = Long
Nuevo/a = New
Viejo/a = Old
Bonito/a = Pretty
Cómodo/a = Comfortable
Elegante = Elegant
De moda = Fashionable
Barato/a = Cheap
Caro/a = Expensive
De lunares = Polka dot
Con estampado = Patterned

Más...que... (more... tan...)
El abrigo es más largo que la camisa.
(The coat is longer than the shirt.)

2. Tan... como (as... as...)
La falda es tan bonita como el vestido.
(The skirt is as pretty as the dress.)

4 Near future tense

Comprar- to buy

Formula: Near future tense

Voy + a + comprar
I am going + to + buy

Example sentence

¿Qué vas a comprar?

Voy a comprar un vestido muy elegante.

yo	voy a comprar	I am going to buy
tú	vas a comprar	you are going to buy
él/ella	va a comprar	he/she is going to buy
nosotros	vamos a comprar	we are going to buy
vosotros	vais a comprar	you all are going to buy
ellos/ellas	van a comprar	they are going to buy

5 Verbs – clothes and shopping

comprar – to buy
pagar – to pay
costar – to cost
planchar – to iron
lavar – to wash
secar – to dry
doblar – to fold
llevar – to wear / to carry
probarse – to try on
usar – to use / to wear
vestirse – to get dressed
desvestirse – to undress
ponerse – to put on (clothes)
quitarse – to take off (clothes)

gastar – to spend (money)
ahorrar – to save (money)
vender – to sell
regatear – to bargain / haggle
devolver – to return (an item)
cambiar – to exchange

6 Preterite – past tense

¿Qué compraste en la tienda de ropa?
Compré un vestido muy elegante.

Comprar = compr- + ar

Compr + **é** = I bought
Compr + **aste** = You bought
Compr + **ó** = He/She bought

Compr + **amos** = We bought
Compr + **asteis** = You all bought
Compr + **aron** = They bought

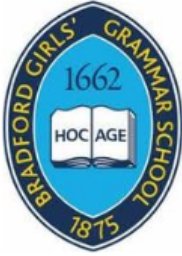
Llevar (to wear)

Llev + **é** = I wore
Llev + **aste** = You wore
Llev + **ó** = He/She wore

Llev + **amos** = We wore
Llev + **asteis** = You all wore
Llev + **aron** = They wore

BRADFORD GIRLS'
GRAMMAR SCHOOL
**WORD OF
THE WEEK**

HALF TERM 2
WEEK 1

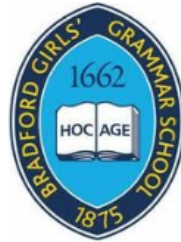


Frenetic adj.

frantic, frenzied

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THE WEEK**

HALF TERM 2
WEEK 2

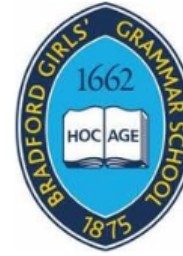


benevolent adj.

*characterised by or expressing
goodwill or kindly feelings*

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THE WEEK**

HALF TERM 2
WEEK 3

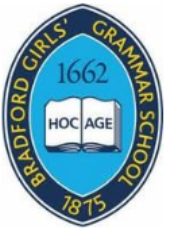


rapacious adj.

inordinately greedy.

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THE WEEK**

HALF TERM 2
WEEK 4

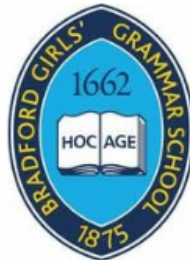


hyperbole n.

*obvious and intentional
exaggeration*

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THE WEEK**

HALF TERM 2
WEEK 5

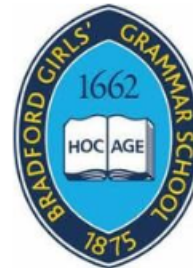


abstemious adj.

*restraining behaviour or
appetite,*

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**WORD OF
THE WEEK**

HALF TERM 2
WEEK 6

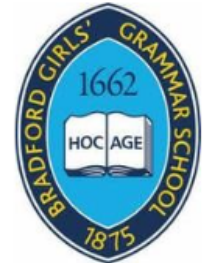


precocious adj.

*usually advanced or mature in
development*

BRADFORD GIRLS'
GRAMMAR SCHOOL
**WORD OF
THE WEEK**

HALF TERM 2
WEEK 7



ethereal adj.

*light, airy or
tenuous*