

Year 9 PPE Revision Lists June 2019

What should I revise?

- Many of these are for prep for Exams in the Sports Hall. Some are for Class Based Exam preparation
- Start with anything specific staff have highlighted from previous tests or marking
- Then work through each of these check lists and anything specific from your teacher.
- Use electronic highlighting to RAG assess your progress.

Contents – *Click the subject to take you to that section*

Examination Boards 2019 (Provisional for other Year Groups)	2
Maths	3
9 Set 1	3
All Other Sets	3
English Language	4
English Literature	4
Science	5
Religious Education	6
Geography	7
History	10
Engineering	12
Business Studies	14
Computer Science	15
Creative iMedia	16
Food Technology	17
Design and Technology	18
Construction	19
Health and Social Care	20
French	21

Examination Boards 2019 (Provisional for other Year Groups)

Board	TITLE	QAN Special Examination Codes
AQA	Computer Science	601/8301/9
AQA	Design and Technology	603/0984/2
AQA	English Language	601/4292/3
AQA	French	601/8157/6
AQA	German	601/8159/X
AQA	Religious Studies A	601/8400/0
Edexcel	Biology	601/8610/0
Edexcel	BTEC Level 1/Level 2 Tech Award in Performing Arts	603/0406/6
Edexcel	Business Studies	603/0121/1
Edexcel	Chemistry	601/8611/2
Edexcel	Chinese (Cantonese)	603/1048/0
Edexcel	Combined Science	601/8612/4
Edexcel	Engineering (BTEC-T) - Level 1/2 Tech Award	603/0829/1
Edexcel	Level 1/2 Tech Award in Health & Social Care	603/0395/5
Edexcel	Maths	601/4700/3
Edexcel	Physical Education	601/8161/8
Edexcel	Physics	601/8609/4
EDUQAS	Geography B	601/8153/9
EDUQAS	Music	601/8131/X
OCR	Fine Art	60180869
OCR	Food Preparation and Nutrition	601/8379/2
OCR	Level 1/2 Cambridge National Certificate in Creative iMedia	600/7043/2
OCR	Photography	60180869
Pearson	History	601/8092/4
WJEC	Level 1/2 Vocational Award in Constructing the Built Environment	603/3068/5

Maths

9 Set 1

Adding Fractions
Angles in parallel lines
Area
Area of a circle
Best Buy
Bidmas
Box plots
Conversions
Co-ordinates
Directed Numbers
Distance speed time
Division
Estimate Mean
Estimation
Factors
Form and solve equations
Forming equations
Fractional indices
Negative Indices

Ordering Decimals
Ordering Fractions
Percentage problems
Probability
Product of primes
Proportion
Quadratic Graphs
Ratio
Reverse percentage
Sequences
Simultaneous Equations
Solving Equations
Solving equations unknown both sides
Standard form
Stem and Leaf Diagrams
Surface area
Two way table
Volume

All Other Sets

Foundation Paper 1
Adding Fractions
Angles in parallel lines
Area
Area of a circle
Best Buy
Bidmas
Co-ordinates
Conversions
Directed Numbers
Division
Estimate Mean
Estimation
Factors
Form and solve equations
Forming equations
Negative Indices

Ordering Fractions
Percentage problems
Probability
Product of primes
Proportion
Quadratic Graphs
Ratio
Reverse percentage
Sequences
Solving equations unknown both sides
Solving Equations
Standard form
Stem and Leaf Diagrams
Surface area
Two way table
Volume

English Language

Writing Skills			
I am able to communicate in a way that is consistently clear and effective			
I am able to match tone, style and register to purpose, form and audience			
I am able to use increasingly sophisticated vocabulary and phrasing chosen for effect with a range of linguistic devices			
I am able write in an engaging way with a range of detailed connected ideas			
I am able to use coherent paragraphs with integrated discourse markers			
I am able to make effective use of structural features			
I am able to mark sentences in a way that is mostly secure and accurate			
I am able to make use of a range of punctuation, mostly with success			
I am able to make use of a variety of sentence forms for effect			
I am able to use Standard English mostly accurately, including control of grammatical structures			
I am able to be generally accurate with my spelling, including complex and irregular words			
I am able to make use of increasingly sophisticated vocabulary			

English Literature

Aspects of the poetry anthology			
1. Meaning of each poem- the story of what happens			
2. Historical/social context of each poem			
3. Poet's message (linked to his the context)			
4. Links to Power (Power of Nature, Power of Memories, Power of People, Lack of Power)			
5. Links to Conflict (War, Inner Conflict, Effect of Conflict on Soldiers, Effect of Conflict on Civilians)			
6. Key Language Terms: Simile, Metaphor, Personification, Imagery			
7. Key Word Classes: Adjective, Adverb, Verb, Pronoun			
8. Key Structural Devices: Repetition, Enjambment, Caesura, Alliteration, Sibilance, Assonance			
9. Key Form Terms: Sonnet, Quatrains, Blank Verse, Free Verse, Stanza, Rhythm, Rhyme Scheme			
List of poems to revise:			
Exposure			
Bayonet			
Charge			
Remains			

Science

Biology:

CB1: Key Concepts in Biology

CB2: Cells and controls

CB3: Genetics

Chemistry:

C1-2: States of matter and separation techniques.

C3-4: Atomic structure and the periodic table

C5-7: Structure and bonding

C8: Acids, alkalis and neutralisation.

Physics:

CP1: Motion

CP2: Motion and Forces

CP3: Conservation of energy

Religious Education

3.1.2.1 Beliefs and teachings

Key beliefs

- The nature of God:
- God as omnipotent, loving and just, and the problem of evil and suffering
- the oneness of God and the Trinity: Father, Son and Holy Spirit.
- Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).
- Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.

Jesus Christ and salvation

- Beliefs and teachings about:
- the incarnation and Jesus as the Son of God
- the crucifixion, resurrection and ascension
- sin, including original sin
- the means of salvation, including law, grace and Spirit
- the role of Christ in salvation including the idea of atonement.

3.1.2.2 Practices

Worship and festivals

- Different forms of worship and their significance:
- liturgical, non-liturgical and informal, including the use of the Bible
- private worship.
- Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.
- The role and meaning of the sacraments:
- the meaning of sacrament
- the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism
- the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.
- The role and importance of pilgrimage and celebrations including:
- two contrasting examples of Christian pilgrimage: Lourdes and Iona
- the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.

The role of the church in the local and worldwide community

- The role of the Church in the local community, including food banks and street pastors.
- The place of mission, evangelism and Church growth.
- The importance of the worldwide Church including:
- working for reconciliation
- how Christian churches respond to persecution
- the work of **one** of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.

Geography

THEME 1 KEY IDEA: 1.1 Urbanisation in contrasting global cities	Green	Amber	Red
My knowledge domain I can...			
Describe the process of urbanisation and identify key global differences in levels of urbanisation.			
Give the meaning of Newly Industrialised Country.			
Give the meaning of global city and megacity, and the differences between them.			
Give two examples of ways that a city can be global.			
Describe the location of two global cities (Sydney HIC and Mumbai NIC)			
Give the meaning of formal and informal occupations			
My understanding domain I can...			
Explain why London is a global city.			
Explain why Sydney has grown due to migration – regional and international			
Explain why Mumbai has grown due to natural change and rural to urban migration.			
Give three reasons why some people move from the countryside to cities - push and pull factors – in India			
My analysis domain I can...			
Use my understanding of the processes of urbanisation to suggest why global cities have different social, economic and cultural patterns within the city. Sydney's suburbs Different housing and Dharavi in Mumbai			
Identify the issues that arise from urbanisation in at least one HIC global city and one NIC global city.			
My evaluation domain I can...			
Weigh up (evaluate) the advantages and disadvantages of whole scale clearance of slums.			
Weigh up the advantages and disadvantages of self-help schemes to improve quality of life.			
Explain why different groups of people have different points of view about how to make urban communities sustainable, including transport.			
Weigh up the advantages and disadvantages of the informal sector in NICs.			
My decision making domain I can...			
Use evidence to demonstrate why one strategy to create sustainable communities might be effective (Bhendi Bazaar).			
Justify which strategies are most appropriate in tackling the urban problems studied			
Rank the effectiveness of strategies to manage transport problems in global cities			

THEME 1 KEY IDEA: 1.2 Urban and rural processes and change in the UK	Green	Amber	Red
My knowledge domain I can...			
Describe the processes of urbanisation, suburbanisation and re-urbanisation and identify key differences between them.			
Give the meaning of counter-urbanisation.			

Give the meaning of commuting.			
Give two examples of ways that rural areas in the UK are changing.			
Describe the distinctive features of at least three different zones within UK towns and cities.			
Give the meaning of greenfield and brownfield.			
Give the meaning of key retail terms – range, threshold population and catchment area.			
Describe the main features of high street and out-of-town retail locations.			
Describe how leisure use can damage the environment.			
My understanding domain I can...			
Explain why people commute.			
Give three reasons why some people move from cities to the countryside.			
Explain why one region in the UK needs more houses.			
Give two reasons why some people leave rural areas of the UK.			
Give two reasons why retailing in some high streets is in decline.			
My analysis domain I can...			
Use my understanding of the processes of urban change to suggest why towns/cities have different and distinctive zones (like areas that need regeneration).			
Identify the issues that arise from population change in at least one urban and one rural area of the UK.			
My evaluation domain I can...			
Weigh up (evaluate) the advantages and disadvantages of building on greenfield sites.			
Weigh up the advantages and disadvantages of building on brownfield sites.			
Explain why different groups of people have different points of view about how to make urban or rural communities sustainable.			
My decision making domain I can...			
Use evidence to demonstrate why one strategy to create sustainable communities might be effective.			
Identify recent changes in retailing and show that I can connect the causes and effects of change.			

THEME 2			
KEY IDEA: 2.2 Shaping the landscape – rivers and river management	Green	Amber	Red
My knowledge domain I can...			
Give the meaning of each of these terms: Interception, transpiration, infiltration, surface run-off and throughflow.			
Give the meaning of each erosion term: hydraulic action, abrasion, attrition, and solution.			
Give the meaning of each transport term: traction, saltation, suspension, and solution.			
Describe the main features of each of the following river landforms: V-shaped valley, waterfall, gorge, meander, ox-bow lake, floodplain, estuary.			
Describe the main processes that can change the shape of two river landforms.			
Recall three facts about one flash flood that I studied.			
Describe one type of hard engineering, and one type of soft engineering, used to manage rivers.			
My understanding domain I can...			

Explain why water moves through one drainage basin more quickly than another because of the geology			
Explain why cutting down and planting trees can alter the stores/flows in a drainage basin.			
Explain why building towns and roads can alter the stores/flows in a drainage basin.			
Give two different reasons why people alter rivers.			
Explain why flood risk can be reduced by: Building dams; changing river channels (eg dredging); and land-use zoning in towns.			
My analysis domain I can...			
Compare the shape of two contrasting hydrographs and use them to identify possible reasons for the differences in discharge that I have noted.			
Identify a range of impacts of flooding and sort these into positive and negative; social and economic consequences.			
Suggest why stakeholders (different groups of people) hold different views on river management and then explain why they have these views.			
My evaluation domain I can...			
Weigh up the relative social, economic and environmental costs and benefits of river management.			
Show that I can make connections between the impact of river management in one place and the effects of the management further downstream.			
My decision making domain I can...			
Rank the effectiveness of different strategies that attempt to reduce the flood risk.			
Use evidence to demonstrate why one river management strategy is more sustainable than another.			
Make suggestions to reduce tension between different groups of people (stakeholders) when management decisions are controversial.			

History

Crime and Punishment with Whitechapel Checklist

Content	R A G		Revision/ Date	R A G		Revision/ Date
Crime and Punishment in Medieval England c1000 - 1500						
I know examples of crimes against the person, property and authority in the Saxon times, including poaching as an example of 'social' crime						
I can identify that some laws changed after the Norman Conquest such as the William I's Forest Laws.						
I know what the role of the local authorities and local communities was in Anglo-Saxon, Norman and later medieval England including tithings, the hue and cry and parish constables.						
I understand the emphasis on deterrence and retribution for punishments such as fines, corporal punishment and capital punishment.						
I know what the Wergild is, what it was used for and how its use changed in the Norman period.						
I have a clear understand of the impact of the Church on crime and punishment in the early thirteenth century; such as the use of sanctuary, benefit of the clergy, trial by ordeal and reasons for its ending.						
Crime and Punishment in early modern England c1500 - 1700						
I can identify continuity and change in the early modern period in terms of crimes committed such as heresy and treason						
I know what vagabondage and witchcraft were and understand why people felt so threatened by these people						
I understand the role of the authorities in the early modern period in law enforcement such as constables and night watchmen.						
I can describe types of corporal and capital punishment used in the early modern period such as the start of transportation and the beginning of the Bloody Code.						
I can describe the crime committed by the Gunpowder Plotters and can explain reasons for their severe punishment.						
I know who Matthew Hopkins was and understand his role in the witch hunts of 1645-47. I can understand why witchcraft became so feared and what happened to witches as a punishment.						
Crime and Punishment in eighteenth and nineteenth century Britain c1700 - 1900						

Content	R A G 	Revision/ Date	R A G 	Revision/ Date
New crimes against the person, property and authority; Highway robbery, poaching and smuggling				
The reasons for the end of witchcraft				
The Tolpuddle Martyrs – Who they were and how they were treated				
The role of the authorities and local communities in law enforcement including the Bow Street Runners, the development of the police and CID				
The use and ending of transportation, public execution and the Bloody Code				
Reasons for prison reform including the work of individuals such as Elizabeth Fry and John Howard				
Pentonville Prison – Its design, purpose and strengths and weaknesses of the separate system				
Robert Peel; His influence on penal reform and the development of the Metropolitan Police				
Crime and Punishment in modern Britain c1900 – Present				
Continuity and change in crimes against the person, property and authority including new forms of theft and smuggling				
Changing definitions of crime such as driving offences, race crimes and drug crimes				
The role of the authorities and local communities in law enforcement including Neighbourhood Watch				
Changes within the police force such as increasing specialisation, use of science and technology and the move towards crime prevention				
The abolition of the death penalty; changes to prisons including the development of open prisons and specialised treatment for young offenders				
The treatment of conscientious objectors in the First and Second World Wars				
The Derek Bentley case; its significance for the abolition of the death penalty				

Engineering

A Carry out a process to meet the needs of an engineering brief	
	<p>A1 Carry out a process</p> <ul style="list-style-type: none"> · Following planned procedures. · Using and testing a prototype/model. · Assembling, handling and using materials, equipment and machinery.
	<p>A2 Recording the process</p> <ul style="list-style-type: none"> · Measuring and recording data with accuracy and precision, using appropriate units. · Tabulating appropriate data in the correct format accurately and to a suitable degree of precision. · Displaying appropriate data graphically with accuracy: <ul style="list-style-type: none"> o chart/graph o line/curve of best fit o axis o scaling o labelling. · Observation skills, e.g. noting problems with practical activities.
	<p>A3 Interpretation of data</p> <ul style="list-style-type: none"> · Identifying anomalous results or sources of error. · Comparison of trends/patterns in data, to include tables, charts and graphs. · Evaluating the process, to include testing process used, recording/processing results. · Drawing valid conclusions. · Making recommendations related to engineering briefs.
B Provide a design solution for an engineered product against the needs of an engineering brief	
	<p>B1 Interpretation of a given brief for an engineered product</p> <ul style="list-style-type: none"> · Analysing the existing product with reference to the brief. · Dimensions and tolerances, to include linear, radial, surface finish. · Physical form, to include 2D, 3D, flat, curved. · Attributes, to include low resistance, sharp corners, moisture traps. · Materials, e.g. aluminium, steels, polymers. · Processes, e.g. fabrication, drilling.
	<p>B2 Redesign</p> <ul style="list-style-type: none"> · Identifying relevant issues with existing design. · Design sketching, to include 2D, 3D, exploded diagrams, annotation, circuit diagrams. · Design for manufacture, e.g. fabricate, forge, cast, machined. · Design ideas, e.g. variation in form, variation in approach, use of different methods, use of different componentry.
	<p>B3 Evaluation</p> <ul style="list-style-type: none"> · Reviewing the credibility of the design ideas given the needs of the brief. · Selecting the most appropriate design solution. · Justification of the design solution. · Justification of the processes to be used.

C Provide solutions to meet the needs of an engineering brief

C1 Analysing engineering information associated with the problem

- Types of engineering information, to include production data, engineering drawings, job cards.
- Interpreting patterns and trends related to the engineering information.
- Identifying issues and causes associated with the problem.

C2 Selecting a solution

- Possible solutions for current and/or potential issues, e.g. design, tooling, process
- Extent to which these solutions have fulfilled their primary purpose.
- Any wider factors that need to be considered in order to meet the brief, e.g. resources, need for batch production, safety restrictions, and environmental impact.
- Ways in which the solution might be improved on against its primary purpose and/or other factors.
- Using the best fit approach to select the best solution.
- Identifying advantages and disadvantages/limitations/constraints.
- Justifying the best solution.
- Reflecting on processes and making recommendations for improvements to the best solution.

C3 Problem solution

- Resources required and their use, to include materials, tools, components, equipment, apparatus, e.g. instruments, sensors.
 - Designs of solution, to include diagrams, sketches, including measurements, labels/annotation.
 - Make processes to include the steps needed to follow to create a prototype solution, e.g. rapid prototyping.
 - Processes to follow, e.g. in relation to using tools and equipment, and health and safety.
 - Manufacturing processes to use, e.g. casting, forging, welding, use of jigs and tools.
 - Data collection requirements, to include what quantitative and qualitative data must be recorded, resource material, data sources.
 - Data analysis and quality, to include trends, meeting specifications, possible solutions.
 - Safety considerations, to include hazards and requirements of Control of Substances Hazardous to Health (COSHH) Regulations 2002 where appropriate.
- COMPONENT 3: RESPONDING TO AN ENGINEERING BRIEF
- Pearson BTEC Level 1/Level 2 Tech Award in Engineering – Specification –
Final PRE PUBLICATION version 1.1 – December 2016 © Pearson Education Limited 2016 33
- Considering timescales.

Business Studies

THEME 1: INVESTIGATING SMALL BUSINESSES	What you need to know	Notes: Confident comments or areas of concern
Enterprise and Entrepreneurs	Business ideas; Risk and Reward; Why business exist;	
Spotting Opportunity	Using Customer needs; market research; Qualitative and Quantitative data; Market Segments; Gaps in the Market; Identify strengths and Weaknesses of competitors	
Aims and Objectives, Costs, Revenue and Profit	Financial and Non-financial aims; Calculating – revenue, costs, profit/loss, interest, break even, margin of safety; Cash flow; Sources of finance – short and long	
Making the start up effective	Liability; sole trader, partnership, private, public, franchises; Location; 4ps; Business Plans	
External Influences	Stakeholders; Shareholders; Technology in Business; Legislation – consumer law, employment law; The economic climate; How the above influence a Business	

Computer Science

Topic	What you need to know	Revision completed	Questions you would like to ask
CPU	Components of a CPU		
Data Representation	Binary Shifts; Sound Representation – Sample Rate and Sample Resolution; Ascii, Huffman Encoding		
Computer Systems	Embedded systems and operating systems; penetration testing; logic gates; memory and storage unit;		
Source Code	Copyright		
Networks	Bus and Star; general advantages and disadvantages of networks; protocols; security; verification		
Malware and cyber-security	Malware types		

Creative iMedia

Topic	Revised? Yes/No	Issues/Support you need Areas you are unsure about
Visualisation Theory		
Theory - when to use certain pre-production documents		
Legislation in relation to images		
Primary and secondary research		
Choosing the right target audience		
Using a target audience to create a mood board		
Creating mind maps		
Hardware and software in website design		
Work Plan theory		
What makes a good visualisation diagram?		

Food Technology

Topics			
Dietary guidelines			
Eatwell guide			
Ways of reducing sugar in the diet			
Sources Functions and Deficiencies of Vitamin C			
Sources and functions of fibre(NSP)			
Sources and functions of calcium, Iron and Iodine			
Sources and functions of protein			
Ingredients in sauces and their function			
How starch thickens a sauce			
Why people choose to be vegetarian			
What is meant by vegan			
What makes a balanced diet?			
Causes of food poisoning			
Reasons why we cook food			
Temperatures for fridge, freezer, danger zone, bacteria killed			
Safe and hygienic methods for preparing and cooking meat and poultry			
Sources and functions of carbohydrates			
Examples of food crops grown across the world			
Methods of preserving food Dehydration Freezing Canning			
What influences a consumers choice of food other than advertising			
Ingredients and function of each in scones			
Terms to know and describe – Dextrinization Gelatinisation Coagulation Caramelisation LBV protein HBV protein			

Design and Technology

- New and emerging technologies
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Material categories
- Material properties
- Specialist technical principles
- Selection of materials or components
- Ecological and social footprint
- Using and working with materials
- Scales of production
- Specialist techniques and processes
- Surface treatments and finishes
- Designing and making principles
- Investigation, primary and secondary data
- The work of other designers
- Communication of design ideas
- Prototype development
- Tolerances
- Material management
- Specialist tools and equipment
- Specialist techniques and processes

Construction	Revised Ok	Know well
<ul style="list-style-type: none"> Summarise responsibilities of health and safety legislation 		
<ul style="list-style-type: none"> Identify safety signs used by construction industry 		
<ul style="list-style-type: none"> Identify fire extinguishers used in different situations 		
<ul style="list-style-type: none"> Describe role of the Health and Safety Executive 		
<ul style="list-style-type: none"> Identify hazards to health and safety in different situations 		
<ul style="list-style-type: none"> Describe potential effects of hazards in different situations 		
<ul style="list-style-type: none"> Explain the risk of harm in different situations 		
<ul style="list-style-type: none"> Explain existing health and safety control measures in different situations 		
<ul style="list-style-type: none"> Recommend health and safety control measures in different situations 		
<ul style="list-style-type: none"> Identify risks to security in construction in different situations 		
<ul style="list-style-type: none"> Describe measures used in construction to minimise risk to security 		

Health and Social Care

Topic			
Component 1: Learning Aim A			
Main Life stages			
Areas of growth and development			
PIES			
Physical: infancy and early childhood			
Physical: adolescence and early adulthood			
Physical: middle and later adulthood			
Intellectual development			
Language development			
Emotional: infancy and early childhood			
Social: infancy and early childhood			
Social adolescence and adulthood			
Physical factors			
Lifestyle choices			
Social and cultural factors			
Relationships and isolation			
Economic factors			
Component 1: Learning Aim B			
Life events			
Physical events			
Relationships changes			
Life circumstances			
Dealing with life events			
Adapting to change			
Types of support			
Informal support			
Professional sources of support			
Voluntary sources of support			

French

Everything below plus three tenses (present past and future), opinions and agreements with adjectives.

Module 1 *Qui suis-je?* Theme 1: Identity and culture

Point de départ 1 Revising family and describing people	6	Unité 4 Une sortie	16
Point de départ 2 Revising places in town, activities and times ...	8	• Describing a day out	
Unité 1 A comme amitié	10	• Using the perfect tense	
• Talking about friends and what makes a good friend		Unité 5 La personne que j'admire	18
• Using irregular -er verbs in the present tense		• Discussing role models	
Unité 2 C'est de famille!	12	• Using the present and perfect tenses together	
• Talking about family relationships		Contrôle de lecture et d'écoute	20
• Using reflexive verbs in the present tense		Contrôle oral	22
Unité 3 On va voir un spectacle?	14	Contrôle écrit	24
• Making arrangements to go out		Vocabulaire	26
• Using the near future tense			

Module 2 *Le temps des loisirs* Theme 1: Identity and culture

Point de départ 1 Revising leisure activities <small>Rectangular Snip</small>	28	Unité 4 Mes émissions préférées	38
Point de départ 2 Revising films and going to the cinema	30	• Talking about television programmes	
Unité 1 Tu es plutôt foot, tennis ou basket?	32	• Using the comparative	
• Talking about sport		Unité 5 Une soirée entre amis	40
• Using <i>depuis</i> + the present tense		• Talking about a night out with friends	
Unité 2 Ma vie d'internaute	34	• More on the perfect tense	
• Talking about using technology		Contrôle de lecture et d'écoute	42
• Using irregular verbs in the present tense		Contrôle oral	44
Unité 3 Lecture et musique!	36	Contrôle écrit	46
• Discussing reading habits and music		Vocabulaire	48
• Using negatives			

Module 3 *Jours ordinaires, jours de fête* Theme 1: Identity and culture

Point de départ 1 Talking about food and meals <small>Rectangular Snip</small>	50	Unité 4 Qu'est-ce qu'on va manger?	60
Point de départ 2 Discussing clothes and what to wear	52	• Talking about shopping for a special meal	
Unité 1 C'est bientôt dimanche?	54	• Using the present and near future tenses	
• Describing your daily life		Unité 5 Félicitations!	62
• Using <i>devoir</i> and <i>pouvoir</i>		• Describing family celebrations	
Unité 2 Vous faites quelle taille?	56	• Using past, present and future tenses	
• Shopping for clothes		Contrôle de lecture et d'écoute	64
• Using <i>quel(s)/quelle(s)</i> and <i>ce/cet/cette/ces</i>		Contrôle oral	66
Unité 3 C'est la fête!	58	Contrôle écrit	68
• Describing festivals and traditions		Vocabulaire	70
• Asking questions using <i>est-ce que ...?</i> and <i>qu'est-ce que ...?</i>			

Spanish

Everything below plus three tenses (present past and future), opinions and agreements with adjectives.

Módulo 1 ¡Desconéctate! Theme 2: Local, national, international and global areas of interest	
Punto de partida 6	Unidad 4 Quisiera reservar 14
<ul style="list-style-type: none"> ● Discussing holidays activities and weather ● Revising the present tense of regular verbs 	<ul style="list-style-type: none"> ● Booking accommodation and dealing with problems ● Using verbs with <i>usted</i> ● Understanding higher numbers
Unidad 1 ¿Cómo prefieres pasar las vacaciones? 8	Unidad 5 Mis vacaciones desastrosas 16
<ul style="list-style-type: none"> ● Talking about holiday preferences ● Revising the present tense of irregular verbs ● Using verbs of opinion to refer to different people 	<ul style="list-style-type: none"> ● Giving an account of a holiday in the past ● Using three tenses together ● Identifying positive and negative opinions
Unidad 2 ¿Adónde fuiste? 10	Leer y escuchar 18
<ul style="list-style-type: none"> ● Talking about a past holiday ● Using the preterite tense ● Writing a longer text 	Prueba oral 20
Unidad 3 ¡Destino Barcelona! 12	Prueba escrita 22
<ul style="list-style-type: none"> ● Describing a trip to Barcelona ● Using two past tenses ● Giving opinions in the past 	Palabras 24

Módulo 2 Mi vida en el insti Theme 3: Current and future study and employment	
Punto de partida 1 26	Unidad 3 ¡Destino Zaragoza! 34
<ul style="list-style-type: none"> ● Giving opinions about school subjects ● Describing subjects and teachers 	<ul style="list-style-type: none"> ● Talking about plans for a school exchange ● Using the near future tense ● Asking and answering questions
Punto de partida 2 28	Unidad 4 Mis clubs y mis éxitos 36
<ul style="list-style-type: none"> ● Describing school uniform and the school day ● Using adjectives 	<ul style="list-style-type: none"> ● Talking about activities and achievements ● Understanding object pronouns ● Using three tenses together
Unidad 1 ¡Mi nuevo insti! 30	Leer y escuchar 38
<ul style="list-style-type: none"> ● Describing your school ● Using negatives ● Distinguishing between the present and the imperfect 	Prueba oral 40
Unidad 2 ¡Está prohibido! 32	Prueba escrita 42
<ul style="list-style-type: none"> ● Talking about school rules and problems ● Using phrases followed by the infinitive ● Tackling harder listening exercises 	Palabras 44

Módulo 3 Mi gente Theme 1: Identity and culture	
Punto de partida 1 46	Unidad 3 Leer es un placer 54
<ul style="list-style-type: none"> ● Talking about socialising and family ● Using verbs in the present tense 	<ul style="list-style-type: none"> ● Talking about reading preferences ● Using a range of connectives ● Recognising similar ideas expressed differently
Punto de partida 2 48	Unidad 4 Retratos y relaciones 56
<ul style="list-style-type: none"> ● Describing people ● Using adjectival agreement 	<ul style="list-style-type: none"> ● Describing relationships ● Using <i>ser</i> and <i>estar</i> ● Understanding more detailed descriptions
Unidad 1 Mis aplicaciones favoritas 50	Leer y escuchar 58
<ul style="list-style-type: none"> ● Talking about social networks ● Using <i>para</i> with infinitives ● Extending responses by referring to others 	Prueba oral 60
Unidad 2 ¿Qué estás haciendo? 52	Prueba escrita 62
<ul style="list-style-type: none"> ● Making arrangements ● Using the present continuous ● Improvising dialogues 	Palabras 64