

Study Skills Revision Booklet

Summer Assessment Week 2026

Year 7

Name:

Form:

Top Tips:

1. Remember the revision cycle: **Prepare - Retrieve - Apply**. All three parts are needed to make your revision effective!
2. When planning your revision, focus on the areas you find difficult.
3. Don't spend too long on one topic. Short and regular sessions are the most effective (aim for 20-30 minutes before having a break)



Curiosity



Empathy



Integrity



Positivity



Reflection



Resilience

Year 7 Assessment Week Revision Overview

- This booklet is designed to give an overview of all the topics you have covered this year in your subjects in order to help you start your revision.
- The booklet also gives you a list of recommend resources to use for each subject to help you revise.
- It also includes **some of the core knowledge needed for some subjects. Please note, this is only a starting point for you revision. You must use the overview to find further resources to help with your revision.**
- It also contains some blank pages to help you prepare for your revision.

Effective Revision Methods

Effective Revision is a cycle. This cycle needs to be repeated continuously for core knowledge to ensure it gets stuck in our long-term memory.

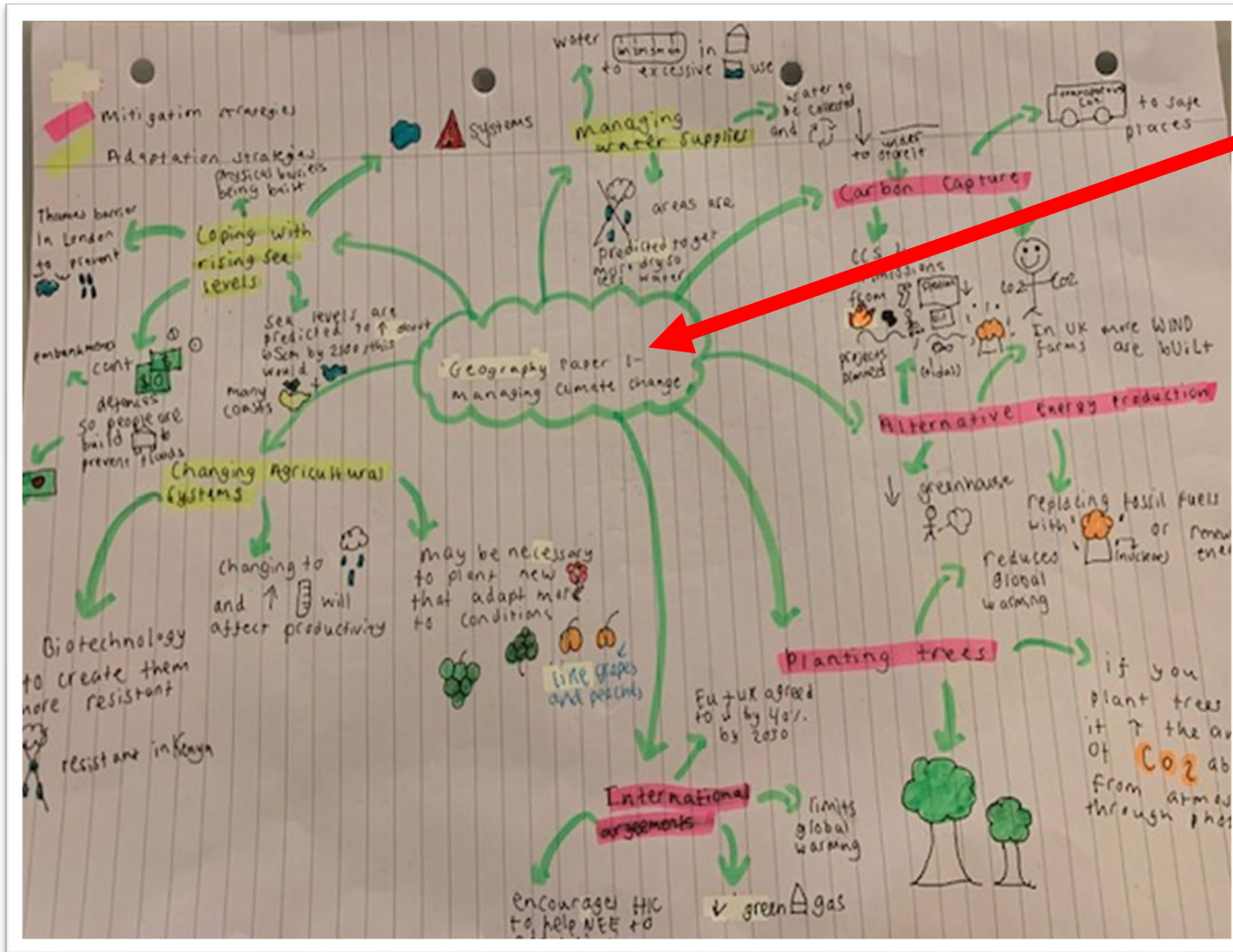
- 1) **Prepare:** Making flashcards and revision mind maps
- 2) **Retrieve:** Using look, cover, write, check, or getting someone else to test you at home
- 3) **Apply:** Applying the knowledge correctly to practice questions

Part 1) Prepare: First, you need to break down the important information into your own words. Making revision material is an important part of revising. When you make your own resource, you are aiming to reduce larger amounts of content from a revision guide or knowledge organiser so that you can remember it.

Part 2) Retrieve: This step is about checking your knowledge. Here you need to work out what is sticking in your brain and what you are struggling to remember so that you can go back over it

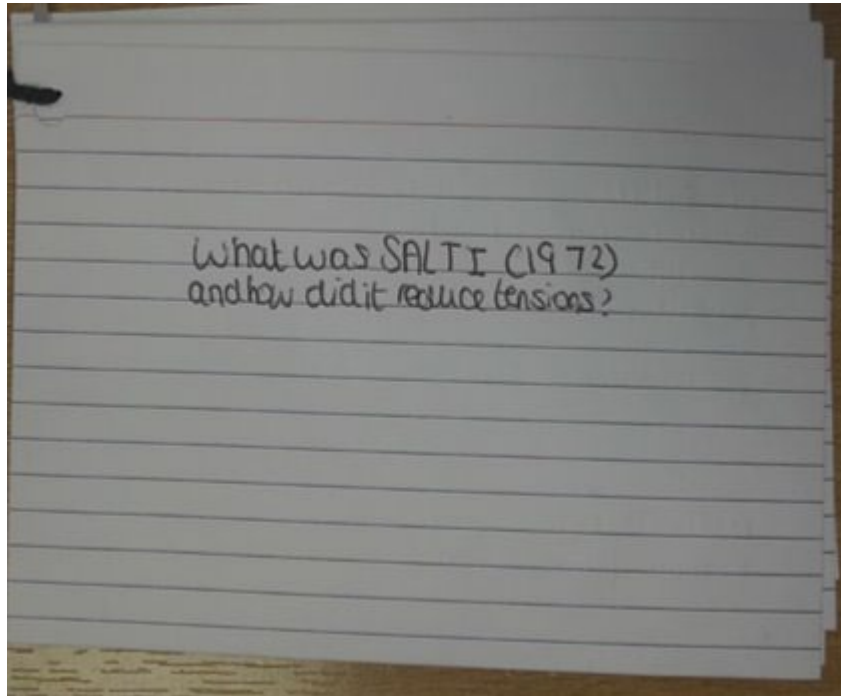
Part 3) Apply: Attempt your questions FROM MEMORY, do not copy from your notes - it is important for you to find out what you can remember

Example Mind Map



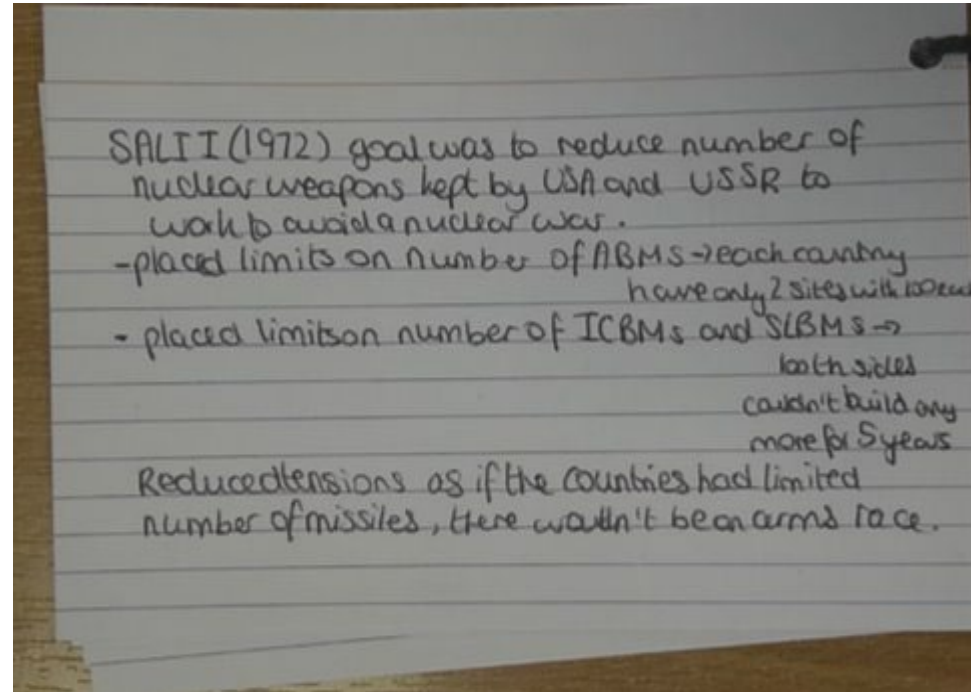
- Main topic is in the centre
- Key information is broken up into different sections
- Use of images as visual cues to help remember certain points
- Colour coding for different sections

Example Flash Card



Front of the flashcard

- Has a key question



Back of the flashcard

- Has a number of short responses, with the key detail, which answer the question

Date	Subject	Topic revised	Time spent	What you did

Year 7		
Subject	Topics	Revision Resources
Art	<ul style="list-style-type: none"> • Formal Elements • Constructing basic shapes • Accurate shape • Colour pencil application and blending. • Anime characteristics 	<p>https://www.youtube.com/watch?v=nvAlUzbhg7c&list=PLktSUNu3rLlpwRZ8CFEGH6iX7EGJ6rOyo</p> <p>https://www.youtube.com/watch?v=bKdPgdcWmfY</p> <p>https://www.youtube.com/watch?v=DMWPgyrtgrY</p>
Computing	<ul style="list-style-type: none"> • Software Skills • Impact of Technology • Networks • Scratch programming • Data Modelling 	<ul style="list-style-type: none"> • Folders • Knowledge organiser • https://www.bbc.co.uk/bitesize/subjects/zvc9q6f • https://www.bbc.co.uk/bitesize/subjects/z8mtsbk
Design and Technology	<ul style="list-style-type: none"> • Design • Market • Sustainability • ACCESSFM • Shape • Drawing 	<ul style="list-style-type: none"> • Exercise book • DT - Mindful Chef - The Future of Recipe Boxes - Revision Guide v2.pdf • Drawing videos: <ul style="list-style-type: none"> ○ Cube and Cuboid - Sketching and Isometric Drawing ○ How to draw a trapezoid • CAD: <ul style="list-style-type: none"> ○ Cube > Cuboid - Isometric and Net (Cube and Cuboid) ○ Trapezoid - Isometric and Net

English	<ul style="list-style-type: none"> • Identity Poetry Anthology <ul style="list-style-type: none"> → Sonnet 18, William Shakespeare → close text analysis (PEEL) → Poetic devices • Descriptive writing <ul style="list-style-type: none"> → sentence variation → noun phrases → asyndetic/syndetic listing → active and passive voice 	<ul style="list-style-type: none"> • Red exercise book • What is a sonnet?: https://www.bbc.co.uk/bitesize/articles/zwn66g8#zgynn9q • Sonnet 18: https://www.bbc.co.uk/programmes/p0bnmgm2 • Poetic Devices: https://www.bbc.co.uk/bitesize/articles/zck22v4 • Yellow exercise book • KS3 Grammar: https://www.bbc.co.uk/bitesize/topics/z4hrt39
Food	<ul style="list-style-type: none"> • Health and safety in the kitchen • Bacteria and high-risk foods • Food storage • The eat well guide 	<ul style="list-style-type: none"> • Knowledge organiser • https://www.youtube.com/watch?v=7MIE4G8ntss • https://www.youtube.com/watch?v=pLJ703rOTq4&t=44s • https://www.youtube.com/watch?v=_8s2FsT9VYY
French	<ul style="list-style-type: none"> • Introductions - greetings, saying your name, asking how you are and 	<ul style="list-style-type: none"> • Exercise book • Purple Grammar book

	<p>saying how you're feeling, saying hello/goodbye, alphabet</p> <ul style="list-style-type: none"> • School equipment - saying what you have in your bag and pencil case (stationery), using verbs (I have/don't have) • Age and birthday • Family members • Appearance and personality • Pets • School - school subjects, opinions, justifications, teachers 	<ul style="list-style-type: none"> • K.Os in exercise books • DIP tasks and improvement tasks • www.linguascope.com Username: yardleys Password: redbat11 • www.languagenut.com (login details glued into back of exercise books)
Geography	<ul style="list-style-type: none"> • UK Geography - key locations and urban areas. • River systems - processes, landforms and OS map skills. • Tourism and South Africa - how we measure development • Introducing Ecosystems - Life in Tropical Rainforests • Industrial change and globalisation - how and why factories moved to LICs • Megacities - the growth of Mumbai 	<ul style="list-style-type: none"> • Exercise book • Knowledge Organizers on VLE - https://www.yardleys-vle.com/course/view.php?id=1095#section-9 • BBC bitesize - https://www.bbc.co.uk/bitesize/subjects/zrw76sg

History	<ul style="list-style-type: none"> • Norman England including the reasons for and consequences of the Norman Conquest • Medieval Life - life of ordinary people • Magna Carta • Black Death • Peasants' Revolt • Wars of the Roses 	<ul style="list-style-type: none"> • Exercise book • Booklets • https://www.bbc.co.uk/bitesize/topics/zshtyrd - Norman Conquest • https://www.bbc.co.uk/bitesize/topics/zbn7jsg - Medieval Life • https://www.bbc.co.uk/bitesize/topics/zcyx2v4/articles/zcg66g8 - Magna Carta • https://www.bbc.co.uk/bitesize/articles/zdkssk7#zhpmm39 - Black Death • https://www.bbc.co.uk/bitesize/articles/zyfr8p3 - Wars of the Roses
Maths	<ul style="list-style-type: none"> • Factors, multiples and primes • Operations with fractions • Perimeter • Percentages (non-calc) • Rounding • Multi-step worded questions (inc. multiplying and dividing with decimals) • Coordinates, lines and reflections • Mean, mode, median and range • Bar charts • Multiplying and dividing by powers of 10 • Units of measure inc. Time 	<ul style="list-style-type: none"> • Corbett Maths https://corbettmaths.com/contents/ (scroll to find the topic videos and practice questions) • Knowledge organisers and questions (VLE) • Exercise book • Assessment Book (includes previous weekly and half-termly assessments) • MathsWatch

	<ul style="list-style-type: none"> • Negative numbers • Indices, powers, roots and the Order of Operations • Algebra Conventions, Substitution and Collecting Like Terms • Introducing ratio • Forming and solving equations • Angles • Area of 2D shapes • Sequences 	
Music	<p>Celebration In Music</p> <ul style="list-style-type: none"> • Be able to play as part of a whole class ensemble - Samba. • Learn my rhythm and instrumental techniques on Surdo, Agogo, Shaker, Tambourim. • Be able to play accurately and in time. • Be able to recognise apito signals and play the appropriate break. 	<ul style="list-style-type: none"> • VLE Lesson PowerPoints
RE	<ul style="list-style-type: none"> • Chronology of religion • Beliefs about the Brahman and the Tri-murti and their roles • Hindu Creation stories - linked to caste 	<ul style="list-style-type: none"> • Knowledge Organiser with practice questions (quotes to learn too) • Exercise book

	<ul style="list-style-type: none"> • Reincarnation, dharma, karma and moksha • The story of Sati in Hinduism and its themes • Guru Nanak's rejection of Hinduism and his Mool Mantra • Martyrdom in Sikhism and the Khalsa. • Types of sewa and Five Ks • The Israelites as 'chosen people' through Abraham • The conflict over the holy land • 613 mitzvot • A second covenant through Moses • Seder meal • Judaism as a race vs a religion 	
Science	<ul style="list-style-type: none"> • Safety in Science • Particles • Chemical Reactions • Inside Cells • Cells to Systems 	<ul style="list-style-type: none"> • KS3 revision guides given out in lessons • BBC Bitesize • Exercise books
Spanish	<ul style="list-style-type: none"> • Introductions - greetings, saying your name, asking how you are and saying how you're feeling, saying hello/goodbye, alphabet 	<ul style="list-style-type: none"> • Exercise book • Purple Grammar book • K.Os in exercise books • DIP tasks and improvement tasks

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Year 7 Maths – Assessment Week 2 Preparation

Example Questions:

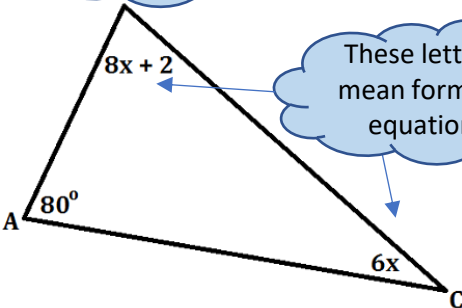
Question	Suggested method												
<p>1000g = 1kg</p> <p>A parcel weighs 4600 grams</p> <p>Convert g to kg</p> <p>It costs £2.85 per kilogram to post it.</p> <p>How much will it cost to post the parcel?</p> <p>1kg = £2.85 Kg = _____</p> <p>Answer is money £ is always 2dp</p>	<p>÷ 1000</p> <p>1000g = 1 kg 4600g = _____ kg</p> <p>÷ 1000</p> <p>4600g ÷ 1000 = 4.6kg</p> <p>1kg = 2.85 x4.6 x4.6 4.6kg = _____</p> <p>2.85 x 4.6</p> <pre> 285 46 x ---- 1710 11400 ---- 13110 </pre> <p>13.110 = £13.11 (2dp for money)</p>												
<p>Use a ratio table</p> <p>Andy and Bryn are sharing money in the ratio 4:7.</p> <p>Andy gets £20.</p> <p>Write 20 under Andy</p> <p>a) How much were they sharing in total?</p> <p>Add up Andy and Bryn</p> <p>b) Bryn then gives $\frac{1}{5}$ of his money to Andy.</p> <p>$\frac{1}{5}$ x Bryn Add amount to Andy Take it away from Bryn</p> <p>How much does each person end up with?</p> <p>Andy = Bryn =</p>	<table border="1" data-bbox="915 1098 1358 1332"> <thead> <tr> <th>Andy</th> <th>Bryn</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7</td> <td>11</td> </tr> <tr> <td>x5</td> <td>x5</td> <td>x5</td> </tr> <tr> <td>20</td> <td>35</td> <td>55</td> </tr> </tbody> </table> <p>20 ÷ 4 = 5</p> <p>a) Total is 11 x 5 = 55 or 20 + (7x5) = 55</p> <p>b) $\frac{1}{5}$ x 35 = 35 ÷ 5 x 1 = 7</p> <p>Andy ends up with = 20 + 7 = 27</p> <p>Bryn ends up with = 35 – 7 = 28</p>	Andy	Bryn	Total	4	7	11	x5	x5	x5	20	35	55
Andy	Bryn	Total											
4	7	11											
x5	x5	x5											
20	35	55											

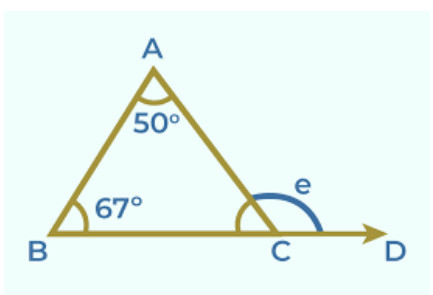
Try these

Question 1	Question 2
<p>Apples cost £2.60 per kg.</p> <p>Ahmed buys 12,500g of apples to sell in his shop.</p> <p>How much will the apples cost?</p>	<p>James and Toni are sharing money in the ratio 5:3.</p> <p>Toni got £60.</p> <p>James then gives $\frac{1}{4}$ of his money to Toni.</p> <p>a) How much were they sharing in total?</p> <p>b) How much does each person end up with.</p>

Example Questions:

Question	Suggested method						
<p>A shop sells cheese, tuna and chicken sandwiches.</p> <p>$\frac{2}{5}$ of the sandwiches are cheese</p> <p>$\frac{1}{4}$ are tuna.</p> <p>The rest are chicken</p> <p>What fraction of the sandwiches sold are chicken?</p>	<table border="1"> <thead> <tr> <th>Cheese</th> <th>Tuna</th> <th>Chicken</th> </tr> </thead> <tbody> <tr> <td>$\frac{2}{5}$</td> <td>$\frac{1}{4}$</td> <td>?</td> </tr> </tbody> </table> $\frac{2}{5} + \frac{1}{4} + \text{---} = 1$ $\frac{8}{20} + \frac{5}{20} = \frac{13}{20}$ $\frac{20}{20} - \frac{13}{20} = \frac{7}{20}$	Cheese	Tuna	Chicken	$\frac{2}{5}$	$\frac{1}{4}$?
Cheese	Tuna	Chicken					
$\frac{2}{5}$	$\frac{1}{4}$?					

<p>Work out the size of the smallest angle in this triangle</p> 	<p>_____ + _____ + _____ = 180°</p> <p>Write in the angles</p> $8x + 2 + 6x + 80 = 180^\circ$ <p>Simplify and solve</p> $14x + 82 = 180^\circ$ $-82 \quad -82$ $14x = 98$ $\div 14 \quad \div 14$ $x = 7^\circ$ $6(7) = 42^\circ$ $8(7) + 2 = 58^\circ$ <p>42° is the smallest angle</p>
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Question	Question
<p>Work out the size of the exterior angle of triangle ABC</p> 	<p>Gurvinder, Hamza and Insha are running a race as a team.</p> <p>Gurvinder runs $\frac{2}{9}$ of the distance.</p> <p>Hamza runs $\frac{1}{6}$ of the distance.</p> <p>Insha the rest of the race.</p> <p>What fraction of the race does Insha run?</p>

Mindful Chef – Future of Recipe Boxes – Revision Guide

Key Vocabulary	
Design and Technology	The study of how products are designed and made for people to use that make life better.
Project Outline	An initial starting point for the project.
Empathise	The ability to understand and share the thoughts and feelings of another ('to put yourself in their shoes').
Consumer/user	Someone who buys/uses the product or service.
Research	To find something out.
Market	Where, when and to whom (the user or consumer) the product or service is sold. It also includes other similar products or services (that you are competing against).
Market Research	Finding out information about the market, i.e. the user or consumer and competition.
Design Brief	Statement of intent that addresses how the product will solve the problem and/or satisfy a user's want or need.
Design Specification	Provides more detail from the brief with a list of points of what a product should do once made.
ACCESSFM	Aesthetics, Cost, Consumer, Environment, Size, Safety, Function, Material.
Sustainability	The use of natural resources without impacting the availability of them in the future.
6Rs (of sustainability)	Reduce, recycle, reuse, repair, re-think. refuse
2D	Two dimensions: height and width/length
3D	Three dimensions: height, width/length and depth
Drawing: sketching	Freehand drawing.
Drawing: isometric	3D shape using vertical lines and lines drawn at 30° to the horizontal.
Net	Flat pattern that can be folded into a 3D shape.
CAD	Computer Aided Design.
Orthographic Projection	Presents a 3D shape as a set of 2D drawings (i.e. front and back).

Design

Project outline: an initial starting point for the project.



Research is to try to find out something.



Design Brief: statement of intent that addresses how the product will solve the problem and/or satisfy a user's want or need.



Design Specification: provides more detail from the brief with a list of points of what a product should do once made.

ACCESSFM

A esthetics	Appearance: the way the product should look, shape, colour, etc.
C ost	How much the product/service should cost
C onsumer	Who the product/service is aimed at
E nvironment	The impact on the environment
S ize	Measurements: how big or small
S afety	How the product will be made safe
F unction	How the product should work
M aterial	What the product should be made from

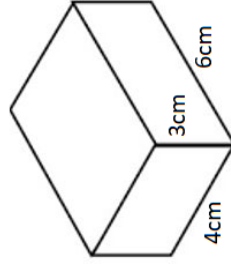
Market



Not necessarily a physical space, i.e. online or market in the abstract form.

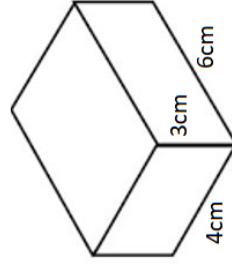
Maths

Total Surface Area = area of all of the sides (including those you cannot see).



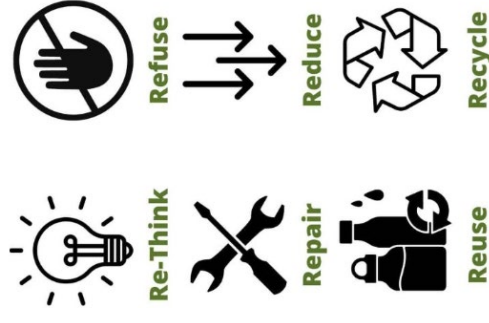
$$\begin{aligned}
 &\triangleright (4 \times 3) \times 2 = 24 \\
 &\triangleright (3 \times 6) \times 2 = 36 \\
 &\triangleright (4 \times 6) \times 2 = 48 \\
 &= 108\text{cm}^2
 \end{aligned}$$

Volume = the total amount of space that an object occupies > for a cuboid, area of one side (height x length/width) multiply by the depth).

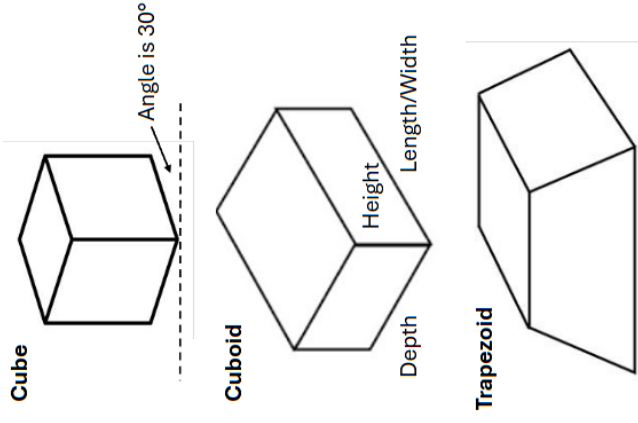


$$\triangleright (6 \times 3) \times 4 = 72\text{cm}^3$$

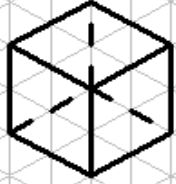
Sustainability – 6Rs



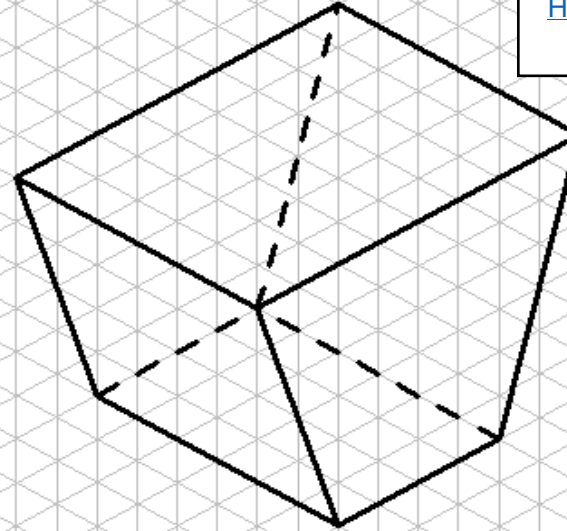
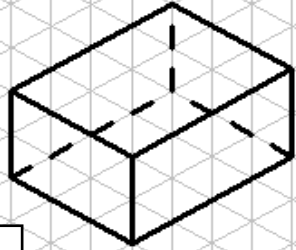
Shape



Practice drawing cubes, cuboid and trapezoids

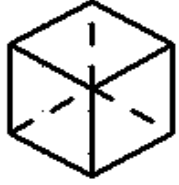


[How to draw an isometric cube and cuboid video](#)



[How to draw an isometric trapezoid video](#)

Practice drawing nets for the different isometric shapes

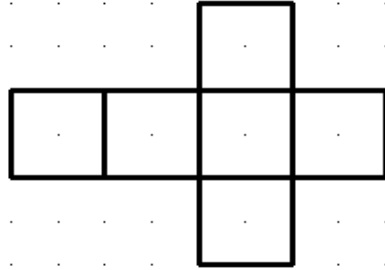


Videos:

[Cube](#)

[Cuboid](#)

[Trapezoid](#)



RE Year 7 Revision Guide - Judaism

The First covenant (between God and Abraham)

-Yahweh made the first covenant (contract / deal) with Abraham.

"No longer will you be called Abram; your name will be Abraham, for I am making you the father of nations." (Hebrew Bible)

-As Abraham entered a covenant with Yahweh, the Jews are 'God's chosen people' and Abraham is the first monotheistic believer.

-As part of this covenant, God promised i) to give Abraham and his descendants the land now known as Israel, and ii) that Abraham would have many descendants. On behalf of the Jewish people, Abraham promised to i) move to the promised land, and ii) follow Yahweh's rules.

-Yahweh also tested Abraham's loyalty to him by commanding Abraham to sacrifice his son, Isaac. Just as Abraham was about to do this, an angel stopped him instead he sacrifices a ram.



The Second Covenant (between Yahweh and Moses)

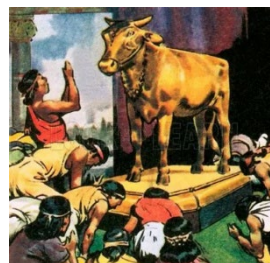
-Years later, the Israelites left the holy land due to famine and were enslaved in Egypt.

-Moses kills a slave owner and leads the Jews out of Egypt. Yahweh sends ten plagues and the Red Sea is parted to help them escape.



"Then Moses stretched out his hand over the sea, and all that night the LORD drove the sea back with a strong east wind and turned it into dry land. The waters were divided." (Hebrew Bible)

-But in the desert, the Israelites began to disobey the terms of the first covenant, e.g. they worshipped a golden calf (idolatry) instead of worshipping Yahweh. Moses is furious.

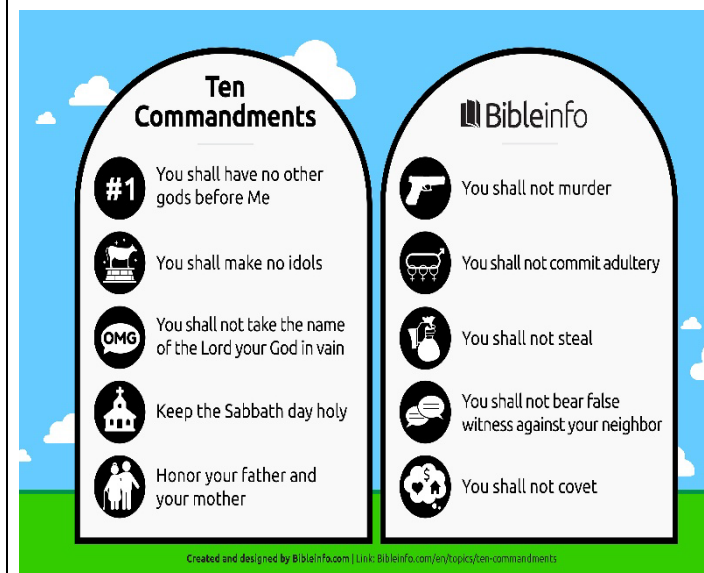


- The Israelites enter a second covenant with Yahweh. This time, he gives 613 mitzvot (rules) that they need to follow, these include the most famous Ten Commandments.

The 613 Mitzvot

-Jews have 613 rules given to them by Yahweh, via Moses to help them live more moral lives.

-The most famous of these rules are the Ten Commandments; these are the word of Yahweh.



**'Covet' means to be jealous of what other people have.

-The Commandments are written on stone tablets so that the Jews would not easily forget them.

"When God had finished speaking to Moses on Mount Sinai, he gave him the two stone tablets on which God himself had written the commandments." (Hebrew Bible)

The Ten Plagues

-In order to allow Moses to lead the Jews out of slavery in Egypt, Yahweh sends ten plagues. These plagues were devastating for the Egyptian people and G_d was using them to convince the Pharaoh to let the Jews (his chosen people) leave Egypt.

-After the tenth plague (death of the firstborn Egyptian son), the Pharaoh released the Jews from slavery.



The Ten Plagues of Egypt



The Nile turns to blood	Boils
Frogs	Hail
Gnats	Locusts (ate the crops)
Flies	Darkness
Livestock disease and death	Death of the firstborn son

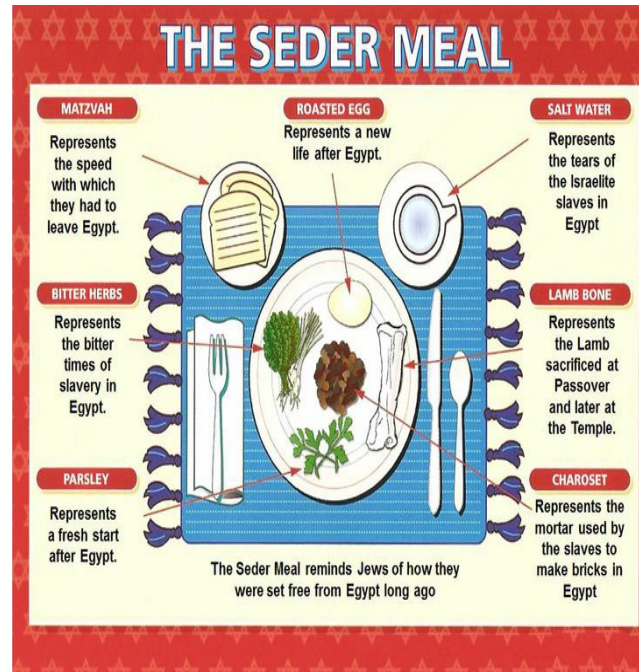
Shabbat and the Seder Meal

-One of the Ten Commandments is to keep the Sabbath day holy - this means Jews rest between Friday evening and Saturday evening. Instead of working they pray and spend time with their families.

"Keep the Sabbath day holy." (Hebrew Bible)

-On the Saturday evening, Jews eat the Seder meal - this contains items (see image) that remind Jews of the time in slavery and their escape.

"That same night they are to eat the meat roasted over the fire, along with bitter herbs, and bread made without yeast. (Hebrew Bible)



Inside a synagogue

-A synagogue is the Jewish place of worship.

-The key features of a synagogue are:

- Ark - A cabinet containing the Torah scrolls
- Bimah - A raised platform from where the Torah is read.
- Seating - men and women sit separately, particularly in orthodox synagogues. Seating generally faces the ark.
- Eternal light (Ner Tamid) - a lamp that burns continually in front of the ark representing G_d's eternal presence.
- Menorah - a seven branched candle symbolising the Temple in Jerusalem (all that is left of the temple now is the Wailing Wall).



1. Explain the importance of **two** of the Jewish mitzvot (commandments). (6 marks)

P:	E:
P:	E:

Q: Origin of quote _____

2. Explain **two** ways that Abraham proved his loyalty to Yahweh. (6 marks)

P:	E:
P:	E:

Q: Origin of quote _____

3. Explain the importance of **two** items that would be found on a Seder plate. (4 marks)

P:	E:
P:	E:

4. Explain the significance of **two** features of a synagogue. (4 marks)

P:	E:
P:	E:

Examples of extended essays (agree paragraph; disagree paragraph; opinion paragraph)

- The most important mitzvot is 'You shall have no other gods before me.'
- Abraham is a more important figure in Jewish history than Moses.
- Eating the seder meal is the most important practice in Judaism.

Guru Nanak's Rejection of Hinduism

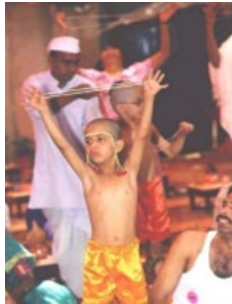
-Guru Nanak was born into a Hindu family, but rejected Hinduism, because:

1. Guru Nanak rejected the caste system and the inequality within it, especially the treatment of the Dalits who sit below the caste system.



"God's spark is in all living things"

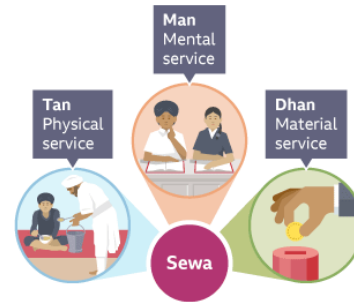
2. Guru Nanak rejected the sacred thread ceremony as it was not available to women or members of the lower castes. Guru Nanak also believed that a relationship with God was personal and did not require rituals.
3. Guru Nanak was a monotheist (Sikhism is a monotheistic religion), so he rejected henotheism.
4. Guru Nanak rejected the practice of Sati as it is misogynistic.



Guru Nanak's Key Teachings

Equality between religions: "There is no Hindu, nor Muslim and the path I follow is God's" - all religions are equal and are a different path to God.

Sewa - Selfless Service. There are three types of Sewa (Tan, Dhan and Man).



Equality - all people are treated fairly and respectfully: "He who regards all men as equals is religious", e.g. helping in the langar.

Langar - a kitchen in a Gurdwara which serves free, vegetarian food to anyone who attends (you do not need to be Sikh).



Gurmukh - Being God centred, e.g. becoming closer to God through prayer and good actions.

The Mool Mantra

- The Mool Mantra was written by Guru Nanak in the 16th Century. It is written in the Punjabi language, using a script (written characters) called Gurmukhi.

-It contains Sikh key beliefs about Waheguru. Waheguru - the term Sikhs use to refer to God.



- There is one God (Ik Onkar) ੴ
- God is the truth (Sat Naam)
- God is the creator (Karta Purakh)
- God is without hatred (Nirvair)
- God is beyond time and space (Akaal Moorat)
- God created himself (Saibhang)

Ik Onkar
There is one God

Satnam
Truth is his name

Karta Purkh
He is the creator

Nirbhau
He is without fear

Nirvair
He is without hate

Akaal Moorat
He is time less and without form

Ajouni Saibhang
He is beyond birth and death. The enlightened one

Gur Parsaad
He can be known as the Guru's Grace

Martyrdom of Guru Arjan

- Guru Arjan was the fifth human Guru. He was important because:

-
- i) He laid the foundation of the Golden Temple in Amritsar.
- ii) He declared that all Sikhs should give 10% of their income to the langar.
- iii) He compiled the writings of the past Gurus into one book, the Guru Granth Sahib. This is the holy book of Sikhism

-Guru Arjan was also the first Sikh martyr.

-When compiling the Guru Granth Sahib, Guru Arjan included teachings from Hindu and Muslim saints.

-This upset the Muslim emperor, Jahangir as he believed the use of Muslim scripture was offensive to Muslims.

-Jahangir tortured Guru Arjan (had boiling sand poured over him) and was killed by being forced to enter a river - he was never seen again.



-Following Guru Arjan's martyrdom, his son, Guru Hargobind, made sure Sikhs could defend themselves, with weapons of necessary.

The Birth of the Khalsa

-In 1699, the Sikh community gathered at Anandpur to celebrate the harvest festival.

-This was after the martyrdom of Guru Arjan, and the Sikh community were becoming more aware that they needed to defend themselves.

-Guru Gobind Singh (the tenth and final human Guru) announced that he wanted people to die for the Sikh faith.



-Five men volunteered to be killed by the Guru's sword.

-These five men then went into a tent but later emerged dressed in identical uniforms and were baptised by Guru Gobind Singh with Amrit water (sugar water). They were the first Khalsa Sikhs. They were known as the 'Five Beloved' or the 'Panj Piare'.



The 5 K's

-Khalsa Sikhs wear the 5 Ks as a symbol of their commitment to God and the Sikh faith.



Kirpan	Used to protect the weak
Kachera	A sign of controlling sexual desire
Kara	Representing the eternity of God
Kesh	Uncut hair to show respect to God's creation
Kangha	Reminds Sikhs to keep their mind and body clean

-Sikhs are also expected to avoid the five vices, these are characteristics that drive a person away from God. These are:

-The 5 Ks also remind Sikhs to avoid these vices:



"Keep your hair (kesh) uncut - this is the seal of the Guru..."

"Conquer your mind and conquer the world"

"One who performs selfless service (Sewa) with love, shall find a place of honour in the Court of the Lord"

Lust, anger, and greed are the three thieves of the mind. They rob us of our peace and happiness"

"If you are strong, torture not the weak."

1. Explain **two** ways in which *Guru Nanak* promoted equality. (6 marks)

P:	E:
P:	E:

Q:
Origin of quote _____

2. Explain **two** ways the 5 K's help Sikhs avoid the five vices. (6 marks)

P:	E:
P:	E:

Q:
Origin of quote _____

3. Explain **two** reasons that Guru Nanak rejected Hinduism. (4 marks)

P:	E:
P:	E:

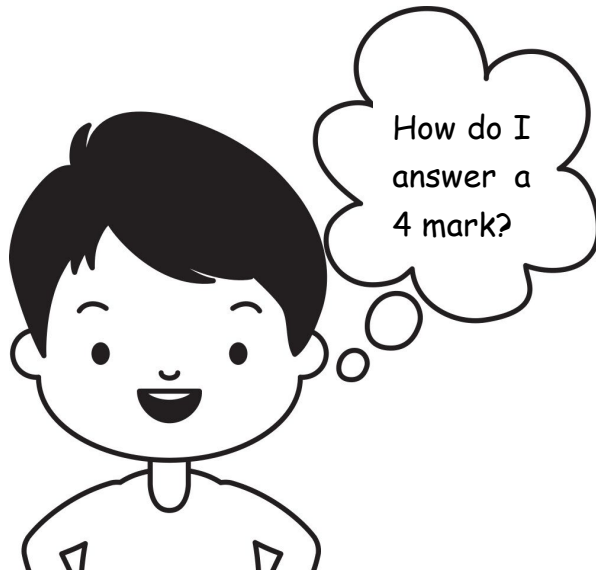
4. Explain the importance of **two** of the events at Vaisakhi. (4 marks)

P:	E:
P:	E:

Examples of 9-mark essays (Agree paragraph; disagree paragraph; opinion paragraph)

- *Guru Gobind Singh was more important than Guru Arjan*
- *Promoting equality is the most important Sikh teaching*
- *The Kara is the most important of the 5 K's*

Year 7 Model Answers for Revision



4-mark question is always answered as:

Point	Explain	Point	Explain
-------	---------	-------	---------

1. Explain **two** beliefs Hindus have about Brahman. (4 marks)

P: Hindus believe in a powerful being called Brahman.	E: They believe Brahman is the creator. This means everything in the universe comes from Brahman and depends on him.
P: Hindus also believe that Brahman cannot be seen or heard. Because of this, Brahman can be hard to understand.	E: To help understand Brahman, Hindus use the Trimurti . The Trimurti shows three different aspects of Brahman: Brahma the creator, Vishnu the sustainer and Shiva the destroyer.

2. Explain **two** beliefs Hindus have God in the Mool Mantra (4 marks)

P: One belief is Ik Onkar.	E: This means that Sikhs believe in only one God (Waheguru) and he has ultimate power.
P: Another belief is Karta Purkh.	E: This means that Sikhs believe Waheguru is the creator of the universe. As he caused everything to exist and he keeps it going.

3. Explain the importance of **two** items that would be found on a Seder plate. (4 marks)

P: One item on the Seder plate is the Matzah.	E: It is unrisen bread that reminds Jews that during Passover the Israelites left Ancient Egypt so quickly that their bread did not have time to rise.
P: Another item on the Seder plate is bitter herbs.	E: It symbolises the bitterness and suffering the Israelites experienced when they were slaves in Ancient Egypt.

6-mark question is always answered as:

Point	Explain	Point	Explain	Quote	Origin
-------	---------	-------	---------	-------	--------



4. Explain **two** different roles of Hindu Gods in the Tri-murti. (6 marks)

P: One role is the creator.	E: Hindus believe that Brahma created the world including animals, humans and trees. Brahma uses the 'aum' sound when he creates.
P: Another role is the destroyer.	E: Hindus believe that Shiva destroys things that become old or worn out. He holds a trident (fork) to show his destructive element.

Q: "The World is created by Brahma, maintained by Vishnu, and destroyed by Shiva."
Origin of quote: (Mahabharata)

5. Explain **two** ways Guru Nanak rejected the religion of his birth (Hinduism) (6 marks)

P: One reason Guru Nanak rejected Hinduism was because of the sacred thread.	E: The sacred thread is only given to males in the top three castes. Nanak thought this was discriminatory against both girls and the Shudras.
P: Another reason is because of the belief in the tri- murti.	E: Nanak believed in one God only and that Waheguru is the creator and the one who sustains the world.

Q: "Gods spark is in all living beings."

Origin of quote: Guru Nanak

6. Explain **two** promises Yahweh made to Abraham in the first covenant (6 marks)

P: Yahweh promised him the land of Canaan	E: This meant that even though Abraham was only living there temporarily, Yahweh promised that the land would one day belong to his family and future descendants.
P: Yahweh promised Abraham he would have many descendants.	E: Even though he was old and had no children at the time. God said his descendants would be as numerous as the stars in the sky, meaning Abraham would become the father of a great nation.

Q: "I will make you a great nation, and I will bless you."

Origin of quote: (Hebrew Bible)

On se rencontre	Meeting people
Bonjour!	<i>Hello!</i>
Salut!	<i>Hi!</i>
Bon après-midi	<i>Good afternoon</i>
Bonsoir	<i>Good evening</i>
Comment t'appelles-tu?	<i>What's your name?</i>
Je m'appelle ...	<i>My name is ...</i>
Ça va?	<i>How are you?</i>
Oui, ça va bien, merci.	<i>Yes, I'm OK, thanks.</i>
Je vais bien.	<i>I'm well.</i>
Bof! Pas mal.	<i>So-so.</i>
Non, ça ne va pas.	<i>No, I'm not OK.</i>
À bientôt	<i>See you soon</i>
À plus tard	<i>See you later</i>
Au revoir	<i>Goodbye</i>

Les nombres 1–31			
un	1	seize	16
deux	2	dix-sept	17
trois	3	dix-huit	18
quatre	4	dix-neuf	19
cinq	5	vingt	20
six	6	vingt et un	21
sept	7	vingt-deux	22
huit	8	trente	30
neuf	9	trente et un	31
dix	10		
onze	11		
douze	12		
treize	13		
quatorze	14		
quinze	15		

A AH	H ASH	O OH	V VEH
B BEH	I EE	P PEH	W DOOBL-VEH
C SEH	J JEE	Q CUE	X EEX
D DEH	K KAH	R ERR	Y EE-GREK
E EUH	L ELL	S ESS	Z ZED
F EFF	M EM	T TEH	
G JAY	N EN	U UE	

Les mois	The months
janvier	<i>January</i>
février	<i>February</i>
mars	<i>March</i>
avril	<i>April</i>
mai	<i>May</i>
juin	<i>June</i>
juillet	<i>July</i>
août	<i>August</i>
septembre	<i>September</i>
octobre	<i>October</i>
novembre	<i>November</i>
décembre	<i>December</i>

Les affaires pour le collège	School objects
Qu'est-ce que c'est?	<i>What's this?</i>
C'est ...	<i>It's ...</i>
Dans ma trousse	<i>In my pencil case</i>
Dans mon sac	<i>In my bag</i>
J'ai...	<i>I have...</i>
un cahier	<i>an exercise book</i>
une calculatrice	<i>a calculator</i>
un carnet de textes	<i>a homework diary</i>
un crayon	<i>a pencil</i>
une gomme	<i>a rubber</i>
un livre	<i>a book</i>
un portable	<i>a mobile phone</i>
un porte-monnaie	<i>a purse</i>
une règle	<i>a ruler</i>
un sac	<i>a bag</i>
un stylo	<i>a pen</i>
une trousse	<i>a pencil case</i>
J'ai besoin d'un/une	<i>I need a</i>
Je n'ai pas de	<i>I don't have any</i>
et	<i>and</i>
aussi	<i>also</i>
mais	<i>but</i>
cependant	<i>however</i>
de plus	<i>furthermore</i>

En classe	In the classroom
Il y a ...	There is/are ...
la chaise	the chair
les crayons	the pencils
la fenêtre	the window
les livres	the books
le magnétophone	the tape-recorder
la porte	the door
le professeur	the teacher
les règles	the rulers
le rétroprojecteur	the overhead projector
la table	the table
le tableau blanc	the whiteboard
des cahiers	some exercise books
des crayons	some pencils
huit crayons	eight pencils
quatre fenêtres	four windows
C'est le crayon de Luc.	It's Luc's pencil.

Les jours de la semaine	The days of the week
<u>l</u> undi	<u>M</u> onday
<u>m</u> ardi	<u>T</u> uesday
<u>m</u> ercredi	<u>W</u> ednesday
<u>j</u> edi	<u>T</u> hursday
<u>v</u> endredi	<u>F</u> riday
<u>s</u> amedi	<u>S</u> aturday
<u>d</u> imanche	<u>S</u> unday

Les âges	Age
Quel âge as-tu?	How old are you?
J'ai ... ans.	I am ... years old.
J'ai douze ans.	I'm twelve years old.

In French, you say how many years of age you have.



Les animaux	Pets
Tu as un animal?	Do you have a pet?
J'ai ...	I have ...
un animal	an animal
(des animaux)	(animals)
une araignée	a spider
un chat	a cat
un cheval	a horse
(des chevaux)	(horses)
un chien	a dog
un cochon d'Inde	a guinea pig
un hamster	a hamster
un lapin	a rabbit
un oiseau	a bird
(des oiseaux)	(birds)
un poisson	a fish
un serpent	a snake
une souris	a mouse
une tortue	a tortoise
Je n'ai pas d'animal.	I don't have any pets.

Les couleurs	Colours
blanc(he)	white
bleu(e)	blue
gris(e)	grey
jaune	yellow
marron	brown
noir(e)	black
orange	orange
rose	pink
rouge	red
vert(e)	green
foncé	light
clair	dark

Mon chat est **blanc**. = My cat is **white**.
 J'ai un chien **noir**. = I have a **black** dog.
 un **petit** lapin = a **small** rabbit
 un **gros** serpent = a **big** snake

Year 7 French Revision Sheet 3

Les adjectifs	Adjectives
je suis ...	<i>I am ...</i>
petit(e)	<i>small</i>
grand(e)	<i>tall</i>
de taille moyenne	<i>of medium height</i>
bavard(e)	<i>chatty</i>
gourmand(e)	<i>greedy</i>
marrant(e)	<i>funny</i>
amusant(e)	
paresseux / paresseuse	<i>lazy</i>
ennuyeux / ennuyeuse	<i>boring</i>
sportif / sportive	<i>sporty</i>
actif / active	<i>active</i>
créatif / creative	<i>creative</i>
intelligent	<i>intelligent</i>
courageux	<i>brave</i>
sympa	<i>nice</i>
timide	<i>shy</i>
travailleur	<i>hard-working</i>
sociable	<i>sociable</i>
adorable	<i>adorable</i>
un peu	<i>a bit</i>
assez	<i>quite</i>
très	<i>very</i>
vraiment	<i>really</i>
parfois	<i>sometimes</i>
rarement	<i>rarely</i>
toujours	<i>always</i>

Les nombres 32-100	Numbers 32-100
trente-deux	32
quarante	40
quarante et un	41
cinquante	50
soixante	60
soixante-deux	62
soixante-dix	70
soixante et onze	71
soixante-douze	72
quatre-vingts	80
quatre-vingt-un	81
quatre-vingt-dix	90
quatre-vingt-onze	91
quatre-vingt-douze	92
cent	100
mille	1000

Les yeux et les cheveux	Eyes and hair
j'ai	<i>I have</i>
il a / elle a	<i>He has / she has</i>
les yeux bleus/gris/ marron/verts	<i>blue/grey/brown/ green eyes</i>
les cheveux blonds	<i>blond hair</i>
les cheveux bruns / châains	<i>brown hair</i>
les cheveux noirs	<i>black hair</i>
les cheveux roux	<i>red hair</i>
les cheveux courts	<i>short hair</i>
les cheveux longs	<i>long hair</i>
les cheveux ondulés	<i>wavy hair</i>
les cheveux mi-longs	<i>medium-length hair</i>
les cheveux frisés	<i>curly hair</i>
les cheveux raides/lisses	<i>straight hair</i>
Je n'ai pas de cheveux.	<i>I don't have any hair.</i>
chauve	<i>bald</i>
Je porte des lunettes.	<i>I wear glasses.</i>
une barbe	<i>a beard</i>
une moustache	<i>a moustache</i>

Ma famille et mes copains	My family and friends
J'ai ...	<i>I have...</i>
un frère	<i>a brother</i>
une sœur	<i>a sister</i>
Je suis ...	<i>I am ...</i>
fils unique (m)	<i>an only child (male)</i>
fille unique (f)	<i>an only child (female)</i>
Je n'ai pas ...	<i>I don't have ...</i>
de frères	<i>a brother</i>
de sœurs	<i>a sister</i>
mon ami	<i>my friend (male)</i>
mon copain	<i>my friend (male)</i>
mon amie	<i>my friend (female)</i>
ma copine	<i>my friend (female)</i>
mon frère	<i>my brother</i>
mon demi-frère	<i>my half-brother/stepbrother</i>
mon père	<i>my father</i>
mon grand-père	<i>my grandfather</i>
mon oncle	<i>my uncle</i>
ma sœur	<i>my sister</i>
ma demi-sœur	<i>my half-sister/stepsister</i>
ma mère	<i>my mother</i>
ma grand-mère	<i>my grandmother</i>
ma tante	<i>my aunt</i>
ma famille	<i>my family</i>
mes parents	<i>my parents</i>
mes grands-parents	<i>my grandparents</i>

Year 7 French Revision Sheet 4

Les matières scolaires

School subjects

j'étudie
je n'étudie pas
l'anglais
le dessin
le français
le sport /
l'éducation physique
le théâtre
l'espagnol
l'allemand
l'histoire
l'informatique
la géographie
la musique
la technologie
la religion
les sciences
les maths
les arts plastiques

I study
I don't study
English
art
French
PE
drama
Spanish
German
history
ICT
geography
music
technology
re
science
maths
fine arts

Les opinions

Opinions

Tu aimes ...?
J'adore ...
J'aime ...
Je n'aime pas ...
Je déteste ...
pourquoi?
parce que
C'est ...
amusant
difficile
ennuyeux
facile
intéressant
ma matière préférée est
assez
très
trop
un peu
Le/la prof est
Le/la prof de....est...
sévère
sympa
Nous avons
beaucoup de devoirs.

Do you like ...?
I love ...
I like ...
I don't like ...
I hate ...
why?
because
It is ...
fun
hard
boring
easy
interesting
my favourite subject is
quite
very
too
a little bit
The teacher is
The teacher of...is...
strict
nice
We have a lot
of homework.

Les jours de la semaine

Days of the week

le lundi
le mardi
le mercredi
le jeudi
le vendredi
le samedi
le dimanche

on Mondays
on Tuesdays
on Wednesdays
on Thursdays
on Fridays
on Saturdays
on Sundays

Ce que je fais au collège

What I do at school

j'arrive au collège (à)
je parle avec mes copains
j'écoute le prof
je travaille à
l'ordinateur

je lis un livre
j'écris dans mon
cahier

je mange à la cantine
je joue avec mes copains

I arrive to school (at)...
I talk to my friends
I listen
I work on the
computer

I read a book
I write in my exercise
book

I eat at the canteen
I play with my friends

Year 7 Spanish Revision Sheet 1

<u>Saludos</u>	<u>Greetings</u>
¡Hola!	Hello!
¡Buenos días!	Good morning!
¡Buenas tardes!	Good afternoon!
¡Buenas noches!	Good evening!
¡Adiós!	Goodbye!
¡Hasta luego!	See you later!
¡Hasta la vista!	See you later!

<u>En mi mochila</u>	<u>In my schoolbag</u>
un bolígrafo/boli	a pen
un cuaderno	an exercise book
un libro	a textbook
un monedero	a purse
un diccionario	a dictionary
un lápiz	a pencil
un estuche	a pencil case
un móvil	a mobile phone
un sacapuntas	a pencil sharpener
una agenda	a diary
una calculadora	a calculator
una goma	a rubber
una mochila	a schoolbag
una regla	a ruler
unas tijeras	scissors
un pegamento en barra	a glue stick
una hoja de papel	a sheet of paper

<u>Tú y yo</u>	<u>You and I</u>
¿Cómo te llamas?	What are you called?
Me llamo Juan	I am called Juan
Mi nombre es Juan	My name is Juan
Soy Juan	I am Juan
¿Cómo se escribe?	How do you spell it?
escribir	to write
el alfabeto	the alphabet
¿Qué tal?	How are you?
¿Cómo estás?	How are you?
Estoy...	I am...
bien, gracias	Fine, thanks
fenomenal	great
fantástico	fantastic
regular	not bad/OK
mal	bad
fatal	awful
¿Dónde vives?	Where do you live?
Vivo en Birmingham	I live in Birmingham
¿Y tú?	And you?
el lugar de nacimiento	place of birth
el apellido	surname
la edad	age
el nombre	name

a	<i>ah</i>	f	<i>efeh</i>	l	<i>eleh</i>	q	<i>koo</i>	w	<i>uveh-</i>
b	<i>beh</i>	g	<i>*heh</i>	ll	<i>elyeh</i>	r	<i>erreh</i>		<i>dobleh</i>
c	<i>theh</i>	h	<i>acheh</i>	m	<i>emeh</i>	s	<i>esseh</i>	x	<i>ekis</i>
ch	<i>ch eh</i>	i	<i>ee</i>	n	<i>eneh</i>	t	<i>teh</i>	y	<i>ee-gri-</i>
d	<i>deh</i>	j	<i>*hota</i>	o	<i>oh</i>	u	<i>oo</i>		<i>egah</i>
e	<i>eh</i>	k	<i>kah</i>	p	<i>peh</i>	v	<i>uveh</i>	z	<i>theta</i>

Year 7 Spanish Revision Sheet 2

<u>¿Que hay en la clase?</u>	<u>What is there in the classroom</u>
hay ...	there is/are
No hay	there isn't/aren't
tiene	it has
tengo	I have
no tengo	I don't have
necesito	I need
¿Tienes...?	Do you have...?
sí	yes
no	no

<u>En la clase</u>	<u>In the classroom</u>
el alumno	the pupil
el profesor	the teacher
el equipo de música	the stereo
el ordenador	the computer
el proyector	the projector
la pizarra	the board
la puerta	the door
la ventana	the window
los libros	the books
los rotuladores	the felt-tip pens
las mesas	the tables
las sillas	the chairs

<u>Los meses</u>	<u>months</u>
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

<u>Los números</u>	<u>Numbers</u>
uno	1
dos	2
tres	3
cuatro	4
cinco	5
seis	6
siete	7
ocho	8
nueve	9
diez	10
once	11
doce	12
trece	13
catorce	14
quince	15
dieciséis	16
diecisiete	17
dieciocho	18
diecinueve	19
veinte	20
veintiuno	21
veintidós	22
veintitrés	23
veinticuatro	24
veinticinco	25
veintiséis	26
veintisiete	27
veintiocho	28
veintinueve	29
treinta	30
treinta y uno	31

- **¿Cuándo es tu cumpleaños?**

When is your birthday?

- **Mi cumpleaños es el doce de febrero**

My birthday is on the twelfth of February

Year 7 Spanish Revision Sheet 3

¿Cómo eres?

What are you like?

ser	<i>to be</i>
Soy ...	<i>I'm ...</i>
Eres ...	<i>You're ...</i>
Es ...	<i>He's/She's ...</i>
un chico	<i>a boy</i>
una chica	<i>a girl</i>
alto/alta	<i>tall</i>
bajo/baja	<i>short</i>
gordo/gorda	<i>fat</i>
delgado/delgada	<i>thin</i>
guapo/guapa	<i>good-looking</i>
feo/fea	<i>ugly</i>
aburrido/aburrida	<i>boring</i>
antipático/antipática	<i>unpleasant</i>
divertido/divertida	<i>amusing</i>
severo/severa	<i>strict</i>
simpático/simpática	<i>nice, kind</i>
perezoso/perezosa	<i>lazy</i>
tímido/tímida	<i>shy</i>
inteligente	<i>intelligent</i>

Tengo barba.	<i>I have a beard.</i>
Tengo bigote.	<i>I have a moustache.</i>
Tengo gafas.	<i>I wear (have) glasses.</i>

Los animales

Pets

¿Tienes animales?	Do you have any pets?
Tengo ...	I have ...
un caballo	a horse
una cobaya	a guinea pig
un conejo	a rabbit
un gato	a cat
un hámster	a hamster
un pájaro	a bird
un perro	a dog
un pez	a fish
un ratón	a mouse
una serpiente	a snake
una tortuga	a tortoise
dos conejos	two rabbits
tres peces	three fish
No tengo animales.	I don't have any pets.

Los colores

Colours

amarillo/amarilla	<i>yellow</i>
blanco/blanca	<i>white</i>
negro/negra	<i>black</i>
rojo/roja	<i>red</i>
azul	<i>blue</i>
gris	<i>grey</i>
marrón	<i>brown</i>
naranja	<i>orange</i>
rosa	<i>pink</i>
verde	<i>green</i>

En mi familia

In my family

mi madre	my mother
mi padre	my father
mi abuelo	my grandfather
mi abuela	my grandmother
mi tío	my uncle
mi tía	my aunt
mi primo	my cousin (male)
mi prima	my cousin (female)
mi hermano/a	my brother/sister

El pelo

Hair

¿Cómo es tu pelo?	What is your hair like?
Mi pelo es ...	My hair is ...
Tengo el pelo...	I have ... hair
largo	long
corto	short
negro	black
castaño	brown
moreno	dark
rubio	blonde
pelirrojo	ginger
rizado	curly
liso	straight
ondulado	wavy

Los ojos

Eyes

¿Cómo son tus ojos?	What are your eyes like?
Mis ojos son ...	My eyes are ...
Tengo los ojos ...	I have ... eyes
azules	blue
marrones	brown
verdes	green
grises	grey
avellanos/castaños	hazel/ light brown

Year 7 Spanish Revision Sheet 4

<u>las asignaturas</u>	<u>School Subjects</u>
la clase	<i>class</i>
¿Qué estudias?	<i>What do you study?</i>
Estudio...	<i>I study...</i>
la biología	<i>biology</i>
las ciencias	<i>sciences</i>
el dibujo	<i>art</i>
la educación física	<i>P.E.</i>
el español	<i>Spanish</i>
la física	<i>physics</i>
el francés	<i>French</i>
la geografía	<i>geography</i>
la gimnasia	<i>gymnastics</i>
la historia	<i>history</i>
los idiomas	<i>languages</i>
la informática	<i>ICT</i>
el inglés	<i>English</i>
las matemáticas	<i>maths</i>
la música	<i>music</i>
la química	<i>chemistry</i>
el teatro	<i>drama</i>
la tecnología	<i>technology</i>
la religión	<i>R.E</i>
el comercio	<i>business studies</i>
el diseño	<i>DT</i>

<u>las opiniones</u>	<u>Opinions</u>
me aburre	<i>it bores me</i>
me anima	<i>it cheers me up</i>
me apasiona	<i>it's a passion of mine</i>
me da igual	<i>it's all the same to me</i>
me entretiene	<i>it entertains me</i>
me chifla	<i>I love</i>
me encanta	<i>I love</i>
me gusta (mucho)	<i>I like (a lot)</i>
no me gusta (nada)	<i>I don't like (at all)</i>
Prefiero	<i>I prefer</i>
odio	<i>I hate</i>
detesto	<i>I hate</i>
aburrido/a	<i>boring</i>
difícil	<i>difficult</i>
divertido/a	<i>fun</i>
duro/a	<i>hard</i>
fácil	<i>easy</i>
interesante	<i>interesting</i>
práctico/a	<i>practical</i>
útil	<i>useful</i>
importante	<i>important</i>
creativo/a	<i>creative</i>
guay	<i>cool</i>
bueno	<i>good</i>

<u>Los profesores</u>	<u>Teachers</u>
¿Cómo es el profesor de ...?	<i>What is your ... teacher like?</i>
El profesor/La profesora de... es...	<i>The ... teacher (male/female) is...</i>
es	<i>he/she is</i>
son	<i>they are</i>
despistado/a	<i>forgetful</i>
estricto/a	<i>strict</i>
gracioso/a	<i>funny</i>
guay	<i>cool</i>
inteligente	<i>intelligent</i>
tolerante	<i>tolerant</i>
trabajador(a)	<i>hard-working</i>
justo/a	<i>fair</i>
severo/a	<i>strict</i>
simpático/a	<i>kind</i>
antipático/a	<i>mean</i>
tímido/a	<i>shy</i>
paciente	<i>patient</i>
hablador(a)	<i>talkative</i>
bueno/a	<i>good</i>
perezoso/a	<i>lazy</i>
divertido/a	<i>fun/funny</i>
aburrido/a	<i>boring</i>
inteligente	<i>intelligent</i>

<u>¿Qué comes en el recreo?</u>	<u>What do you eat at break?</u>
un bocadillo	<i>a sandwich</i>
un plátano	<i>a banana</i>
una hamburguesa	<i>a burger</i>
una pizza	<i>a pizza</i>
una manzana	<i>an apple</i>
unas patatas fritas	<i>crisps</i>
agua mineral	<i>water</i>
un zumo de naranja	<i>orange juice</i>
una limonada	<i>a lemonade</i>
una Coca-Cola	<i>a coke</i>

<u>¿Qué haces en clase?</u>	<u>What do you do in class?</u>
hablar	<i>to speak</i>
comer	<i>to eat</i>
escribir	<i>to write</i>
escuchar	<i>to listen</i>
beber	<i>to drink</i>
leer	<i>to read</i>
hablo con mis amigos	<i>I talk to my friends</i>
como chicle	<i>I chew gum</i>
escucho música	<i>I listen to music</i>
escribo	<i>I write</i>
no escribo	<i>I don't write</i>
leo	<i>I read</i>

