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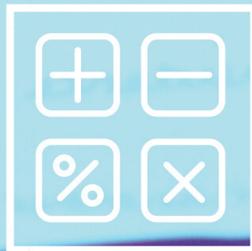
# Year 7 Mid-Year Assessment Booklet



Revision  
Topics



Revision  
Tips



Sparx  
Help

# A message from Miss Merchant

Dear Student

## Mid-Year Assessments

This booklet has been put together to help you prepare fully for your Y7 Mid-Year Assessments which are taking place from the **12<sup>th</sup> - 16th January**. These are important assessments which your teachers will use to see whether you are working towards your full potential and to identify areas where you may need support to do so. As a result, it is critical that you prepare yourself fully to show your best on these assessments.

Use the following pages to form a revision timetable which will ensure you have looked over all the relevant information before your assessment. If you are not sure about any of the topics or content listed then please speak to your teacher and ask for more guidance. They will be happy to help!

When revising try to use a variety of strategies and formats to ensure you have materials to help you. This could include making mind maps, writing out key term definitions (and testing yourself!), doing practice questions on Seneca or Sparx, making flashcards with key facts, watching YouTube videos, and much more. When used together they will ensure you are fully prepared for your assessments.

Don't forget to also use your knowledge organisers.

Have a look for more tips on BBC Bitesize by following this link: Top Revision Techniques for Exams - <https://tinyurl.com/4ptxdeuy>

Remember, the effort that you put in will be reflected in your achievements. We are all here to support you to achieve your full potential and if you need any additional guidance or have any concerns please speak to your subject teacher, form tutor, or Head of Year.

All the best,  
**Miss Merchant**  
**Assistant Head Teacher**

# Assessment Timetable

## Assessment Timetable

Date	Exam	Year Group	Length	Period
Monday 12th January	English Reading	Year 7	45 minutes	P4
Wednesday 14th January	Science	Year 7	1 hour	P5
Thursday 15th January	English Writing	Year 7	30 minutes	P5
Friday 16th January	Maths	Year 7	45 minutes	P4

\*\* History/Geography & Spanish assessments will be taken in lesson

**HABIT** - Get into the habit of working in a regular routine.

**PLAN** - Plan your weekly revision, homework and leisure time on the timetables provided. Make sure you can realistically keep to the schedule that you have planned.

**PLACE** - Make sure that you work in the best possible environment:

- The room should be well lit to reduce eye strain.
- Quiet with few distractions - no TV or phones.
- Sit on a chair at a table or desk rather than lounging on your bed or so close to a window that you might get distracted.
- Identify a set time and place for studying - most people study best in the mornings and evenings, but you need to work out the best time for yourself.

### **ORGANISATION**

- Be fully prepared. Books, paper, pens, drinks etc. should all be organised before you start.
- Break each subject down into manageable chunks so that you can read over a topic once or twice in about 20 to 30 minutes. If you come across topics that you really don't understand, make a note of them and ask the subject teacher for help.

### **VARIETY**

- Get some variety into your revision. Vary your use of revision materials: notes, revision cards, books, websites, podcasts and videos. Keep a record of what you have done in this booklet to make sure you cover all topics and don't avoid the more difficult ones.
- Begin your revision by re-reading your notes from the previous session. This will improve your recall. At the end of the week revise the whole week's work. Revision should involve checking your notes and writing down the main points may help you learn them more than you would by just reading them.
- As the exam draws nearer have 'key words' which trigger your memory.
- Saying things out loud can help you to learn and can improve your use of appropriate vocabulary. It is important to test yourself after each piece of work. Identify some questions you might think will be on the paper and write an outline answer for each one.

**RELAX** - Try to stop revising at least an hour before you go to bed. Relax to help you sleep. Working late will make you feel tired the next day. Only watch TV programmes that you enjoy rather than to fill in time. Get up early to make good use of your time.

**HONESTY** - Always be honest with yourself. Teachers can help you but they cannot do the work for you. Ask for help when you need it.

**PERSEVERE** - Don't give up: it really is not a long time and it will be worth it!

Goodluck!

# English

## Assessment Format:

Reading: 45 minutes (10-mins reading)

Writing: 30 minutes.

You will be tested on your reading skills, punctuation, grammar and vocabulary. The test is divided into sections.

You will read a text you have not seen before and answer some questions.

## Reading

Comprehension

Inferences

Methods

Technical Accuracy (Spelling, Punctuation and Grammar)



## Writing

Narrative Fiction (adventure journeys)

Technical accuracy

Writing methods

- Metaphor
- Simile
- Imagery

Complex Vocabulary

Drop, shift, zoom, link, structure



# Treasure Island

## Subject - Specific Vocabulary

1	<b>explicit characterisation</b>	something the author tells us directly about a character, e.g. their age, appearance, job, address, likes and dislikes
2	<b>implicit characterisation</b>	something we have to infer about a character through their actions, their dialogue and/or what others say about them
3	<b>exposition</b>	refers to the part of the story used to introduce background information to the reader about events, settings, characters, etc.
4	<b>hero</b>	a main character in a literary work who, in the face of danger, combats adversity through feats of resourcefulness, bravery or strength
5	<b>protagonist</b>	the central character or leading figure in a poem, narrative, novel or any type of story
6	<b>antagonist</b>	the character who opposes the protagonist
7	<b>setting</b>	the time and place of the story, including the physical location, weather and cultural surroundings
8	<b>quest narrative</b>	the main character goes on a journey in search of something; the quest usually involves several hurdles and challenges, which the character must overcome
9	<b>Bildungsroman</b>	a coming - of - age novel that concerns itself primarily with the educational, emotional and moral development of the main character, from youth into adulthood
10	<b>verb</b>	usually has a tense – it can be an action but can also name states or feelings
11	<b>adjective</b>	a word used to modify a noun
12	<b>expanded noun phrase</b>	a group of words made up of a noun and words to describe that noun (such as adjectives and prepositional phrases)

13	<b>first - person narrative</b>	a narrative or mode of storytelling in which the narrator appears as 'I', recollecting his or her own part in the events that occur, either as a witness to the action or as an important participant in it
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## Thematic Vocabulary

14	<b>colonialism</b>	a practice by which one country controls people or areas in another country, often by establishing colonies
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## Academic Vocabulary

15	<b>archetype</b>	something that is a perfect or typical example of a particular kind of person or thing; because it has all its most important characteristics
16	<b>trait</b>	a particular characteristic, quality or tendency that someone or something has

## Character / Tone Vocabulary

17	<b>dismaying</b>	when someone does something to make you feel less hostile towards them or suspicious of them
18	<b>affable</b>	friendly, good natured or easy to talk to
19	<b>irascible</b>	having or showing a tendency to be easily angered
20	<b>pragmatic</b>	describes someone who makes sensible decisions and deals effectively with problems



# Maths

## Mid-Year Calculator Assessment

Unit	Topic	Sparx topics – highlight as you complete these clips using the independent learning function
7.01	Numerical Skills	M763, M704, M522, M527, M135, M111, M431, M878
7.02	Order of operations	M521
7.03	Introduction to algebra	M106, M830, M813, M795, M531, M417, M327, M208, M979
7.04	Primes, Factors and Multiples	M227, M823, M698, M322, M829
7.05	Expanding and factorising	M288, M237, M792, M100
7.06	Addition and Subtraction	M928, M429, M347, M152, M899
7.07	Perimeter	M920, M635, M690

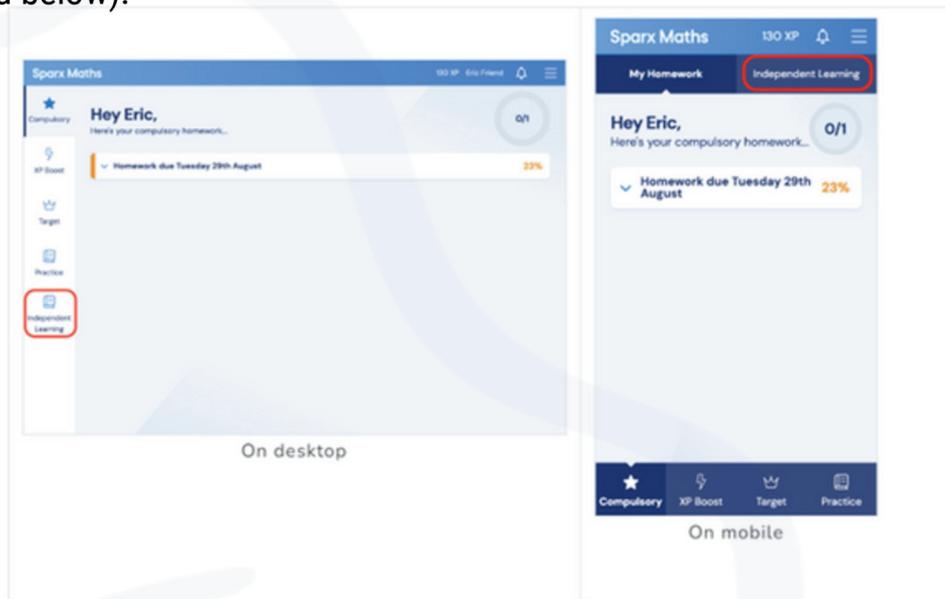
See the next page for how to use Sparx independently if you're not sure...

# Sparx

## Revising Independently with SPARX

### STEP ONE: Finding independent learning

When you log in you will see the independent learning feature in the top right hand corner (circled in red below).



You can choose to work on any topic by:

- Typing one of the following in the Search for topics field:
  - The name of a topic
  - A keyword
  - A code given to you in the list on page 5.
- Browse the content by clicking on one of the main Strands.

### STEP TWO: Choosing the right work

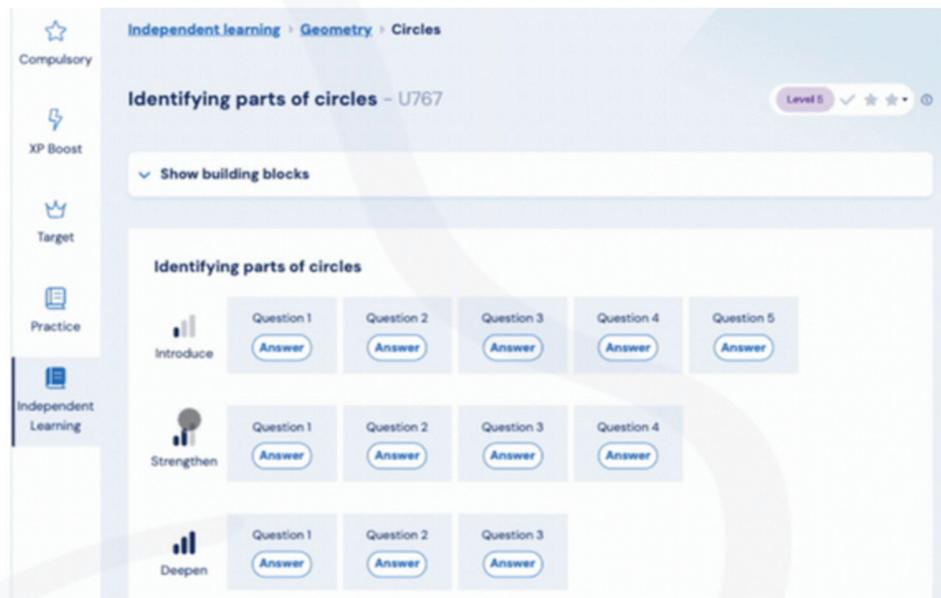
The difficulty level will be in line with that of your normal homework.

You can choose to complete questions that introduce the topic if you don't remember much about it, strengthen the topic if you need a recap or deepen the topic if you are looking to increase your knowledge.

# Sparx

## Revising Independently with SPARX

An example of this is shown on the right with the topic of circles.



You will see the difficulty level is set to 5 (in the top right corner) but you can change this if you are finding questions too hard or too difficult.

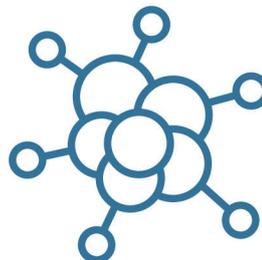
# Science

## Assessment Format:

1 x 1 hour assessment covering all topics below.  
Calculators will be necessary.

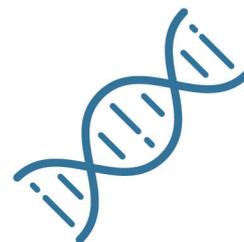
## Particles

- Particle model
- Diffusion
- Changes of State
- Gas Pressure
- Mixtures
- Separating Mixtures
- Separation Techniques: Infiltration, crystallisation, chromatography and distillation.



## Cells

- The Microscope
- Animal Cells
- Plant Cells
- Diffusion



## Energy

- Forces
- Friction
- Energy Stores and Pathways
- Energy Transfers



# Geography

## Exam Format:

1 x 45 minute assessment covering Geographical Skills and Development.

## Geographical Skills

- World continents
- Countries of the UK
- Longitude and latitude
- Map symbols
- 4 figure grid references
- 6 figure grid references



## Development

- Uneven development worldwide
- Development indicators
- Reasons for the development gap



## Intro to Climate Change

- Global Warming
- The causes of climate change
- Climate Zones
- Biomes

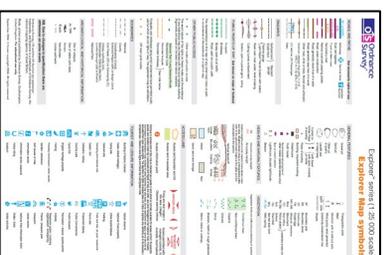
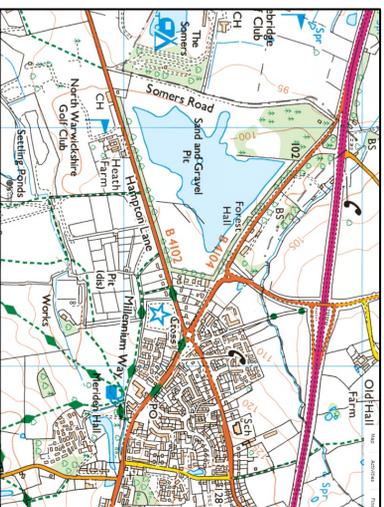
## Revision

- Use your knowledge organisers for key terms and processes.
- Use BBC Bitesize: KS3 Geography - Geography Skills - Measuring distance and grid references.
- Use BBC Bitesize - KS3 Geography - Development
- Make revision mind maps and notes to supplement your learning.

# Introduction to geographical skills

## Maps and symbols

OS maps use symbols to show human and physical features. Maps have a **title**, **labels**, a **compass rose**, a **scale** and a **key**.



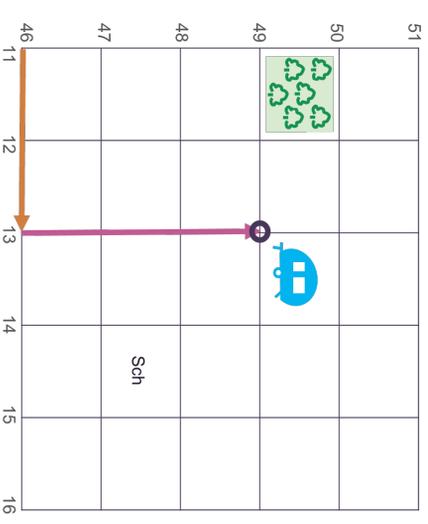
## Key vocabulary

- **Continent** – One of the seven large land masses on Earth
- **Longitude** – The lines down the earth showing east or west
- **Latitude** – The lines across the earth showing north and south
- **Eastings** – The grid reference along the bottom
- **Northings** – The grid reference up the side
- **Contour lines** – Brown lines on a map that show height
- **Relief** – The height of the land
- **Topography** - The shape and physical features of an area
- **Altitude** - Height above sea level (measured in metres).
- **OS map** – Ordnance Survey is a map of areas of the UK

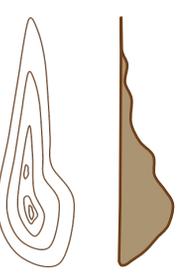
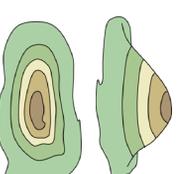
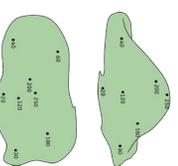
## Four - figure grid references

Four - figure grid references are used to describe locations on an OS map.

1. Look at the bottom - left corner of the square.
2. Find the **eastings**.
3. Find the **northings**.
4. Write down the four - figure grid reference.



Height on a 2D map can be shown using three methods:



**Spot heights** – a dot giving the exact height of a specific point.

**Colour layering** - different heights are shown by bands of different colours.

**Contour lines** – brown lines connecting areas of the same height.

## Relief



# Development

## Background

Across the world, the standard of living and quality of life can be very different.

**A** Countries therefore have different classifications based on the quality of life within them.

**B** How developed a country is can be measured in different ways.

**C** Development levels can vary within and between countries. There are many reasons why some countries are more developed than others.

**D, E** Countries can become more developed in many ways, including through economic growth from tourism, top - down development projects and bottom - up development projects.

## A) Country classification

<b>1 developed</b>	(n) countries with high standards of living, advanced infrastructure and strong economies.
<b>2 emerging</b>	(n) countries transitioning between developing and developed, showing rapid improvements in infrastructure.
<b>3 developing</b>	(n) countries with lower standards of living, less advanced infrastructure and economies that are growing but not yet strong.

## B) Measuring development

<b>1 GNI per capita</b>	(n) the average income of a country's citizens.
<b>2 infant mortality rate</b>	(n) the number of babies that do not survive to one year old per 1,000 births.
<b>3 life expectancy</b>	(n) the average number of years a person is expected to live.
<b>4 literacy rate</b>	(n) the percentage of people in a specific age group, typically aged 15 and above, who can read and write.
<b>5 average years of schooling</b>	(n) the average number of years of education that individuals aged 25 and older have completed.
<b>6 Human Development Index (HDI)</b>	(n) a composite measure of development that is used to categorise the development of countries using GNI per capita, life expectancy and average years of schooling.

## C) Factors that hinder development

Human	Physical
uneven distribution of income	challenging relief
corruption	extreme climate
conflict	lack of natural resources
low - value goods and services for trade	landlocked
high levels of debt	tectonic hazards
poor education systems	extreme weather
poor healthcare systems	lack of water resources



## D and E) Development Projects

### D) Top - down project: The Grand Inga Dam DRC

Advantages	Disadvantages
It provides a reliable source of renewable energy for the DRC.	It would flood 22,000 hectares of land in the Burdi Valley.
It provides electricity for Kinshasa at a lost cost.	Natural habitats will be destroyed by the reservoir.
It produces electricity that the DRC can sell the other countries.	35,000 people would be displaced from their homes by the dam reservoir.
It produces electricity to power more coltan and copper mines.	Electricity will be sold to other countries, and many people in rural DRC will still be without electricity.

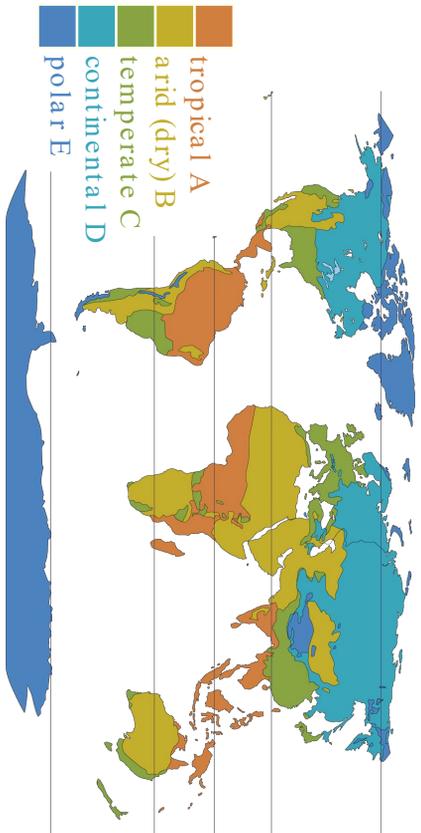
### E) Bottom - up project: WECAN DRC

Advantages	Disadvantages
It protects the habitats of 100,000 species of animals and plants.	It is small scale, so it has limited reach.
It empowers indigenous women.	It does not stop illegal logging.
Women earn money from selling fruit and herbs from the trees planted.	The project currently supports only 700 women.
It reduces the impact of climate change through reforestation.	It takes a long time for the full benefits to be achieved.

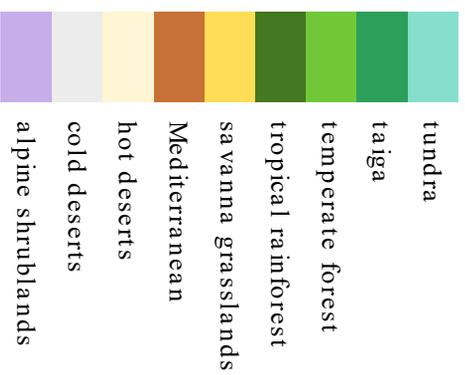
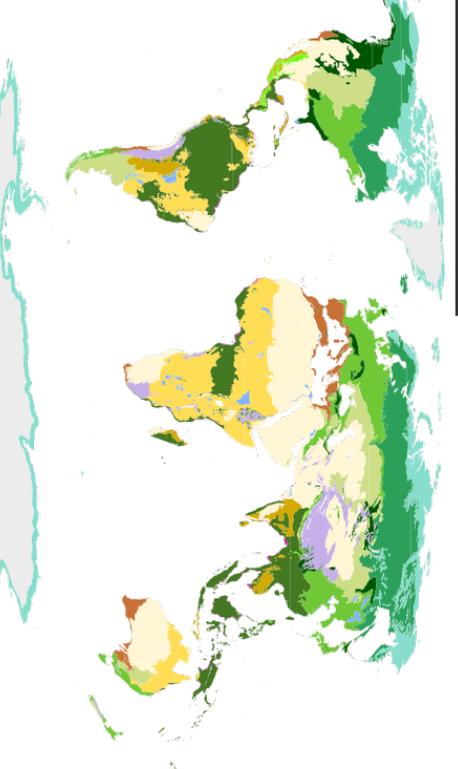


# Introduction to global climate

## Climate zones



## Biomes



Climate zones are areas in the world that have a similar climate. There are several major climate zones in the world, and the main six are shown on this map. The climate zones generally group together horizontally, following lines of latitude.

Biomes are areas of the world that, because of similar climates, have similar landscapes and wildlife. Biomes are shown on the map.

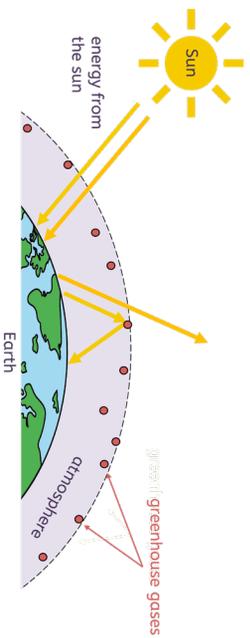
## Key Vocabulary

- **greenhouse gases** – gases such as carbon dioxide that trap heat within the atmosphere
- **the greenhouse effect** – the natural warming of the planet to its habitable temperature, caused by trapping heat in the Earth's atmosphere
- **the enhanced greenhouse effect** – the unnatural warming of the Earth due to increased greenhouse gases in the atmosphere
- **global warming** – the increase of average temperatures on Earth; this happens naturally but happens faster due to the enhanced greenhouse effect
- **climate change** – the change in the Earth's long - term weather patterns, including precipitation, wind and temperature
- **fossil fuel** – a (chemical) store of energy formed over millions of years from dead plants and animals



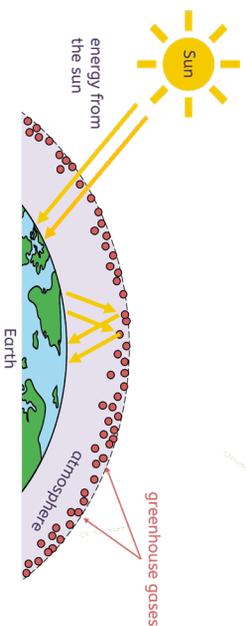
# Introduction to global climate

## Global warming

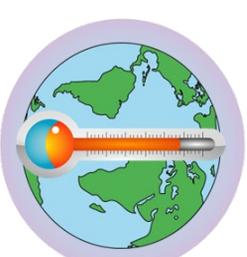


The **greenhouse effect** is the **natural process**, which has always taken place, that keeps the Earth warm. Without it, the Earth would be too cold to live on.

The light and heat energy are trapped in the atmosphere by greenhouse gases, such as carbon dioxide. This warms the Earth.



The **enhanced greenhouse effect** causes an **unnatural increase in temperature**. Human activities (such as burning fossil fuels, transport, waste, agriculture, deforestation) increase the amount of greenhouse gases in the atmosphere. The Earth warms more quickly, and global warming increases.



Accelerated global warming can also lead to other changes in the Earth's long - term weather patterns, such as precipitation, wind and storms. The changes to the Earth's wider climate – not just temperature – are called **climate change**.

## The causes of climate change

Climate change is caused by:

- burning fossil fuels for transport and electricity generation, which releases greenhouse gases
- deforestation, which reduces the absorption of greenhouse gases
- agriculture and waste disposal, which release greenhouse gases



deforestation



electricity generation



transport



agriculture

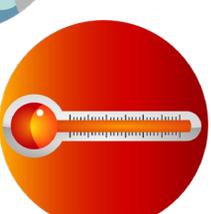
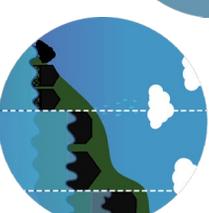


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## The effects of climate change

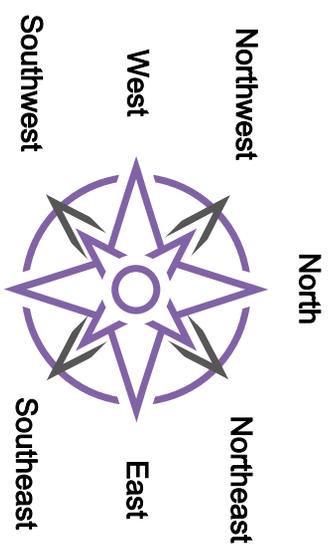
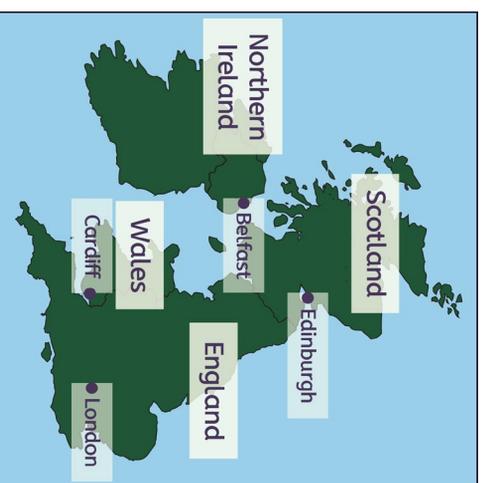
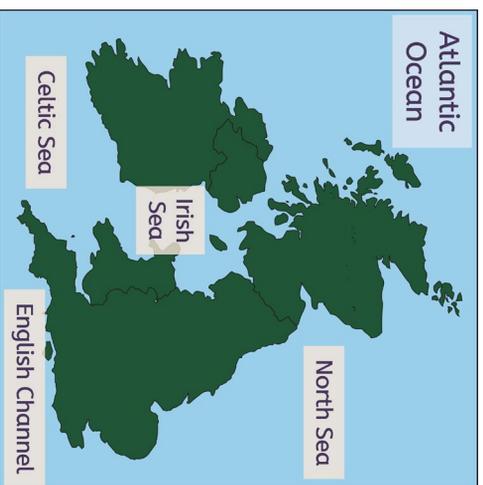
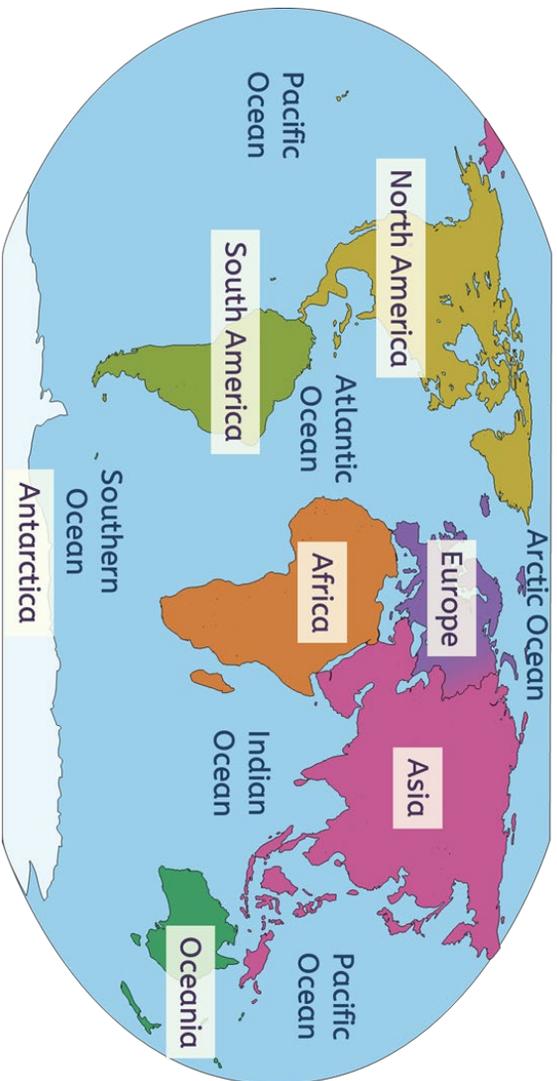
Climate change can cause:

- more extreme weather events, such as heatwaves
- melting sea ice and ice caps
- rising sea levels and flooding of coastal areas

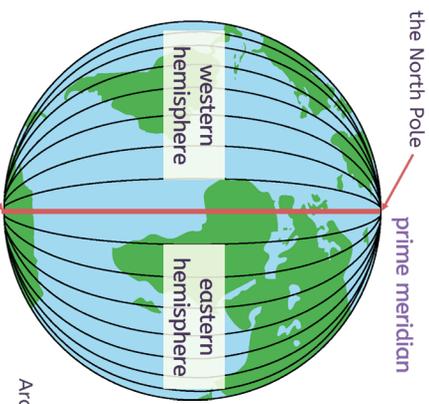


# Introduction to geographical skills

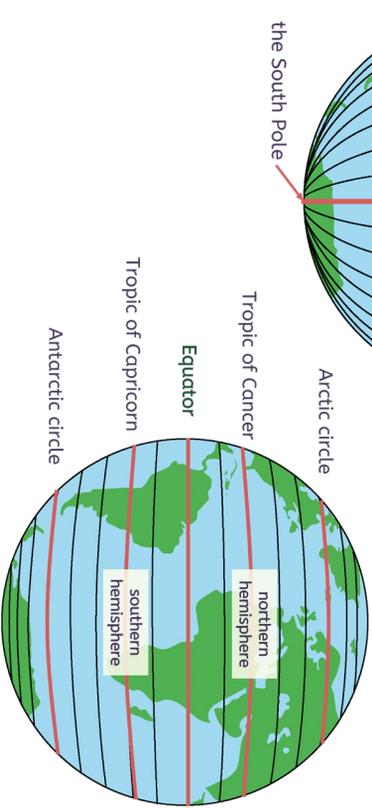
## Continents, oceans and countries in the UK



## Longitude and latitude



Longitude



Latitude



# History

## Assessment Format:

1 hour assessment covering Units 1, 2 and 3 of Year 7 Curriculum.

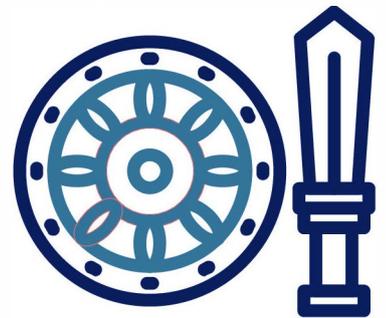
Topics covered in the Assessment:

## Unit 1: Empires East and West (7.01)

- Chronology, sources and interpretations
- Chinese Dynasties
- Byzantine Empire
- Islamic Empire and development in science and technology
- Holy Roman Empire

## Unit 2: The Norman Conquest (7.02)

- Anglo-Saxon England.
- The contenders to the throne in 1066/succession crisis.
- The Battle of Hastings.
- Norman control of England, including castles, the Domesday Book, the feudal system and the harrying of the north.
- Norman change - social , political and economic.



## Unit 3: Medieval Religion (7.03)

- Hierarchy and power of the Church.
- Why the Church was significant.
- Influence of the Church, community and healthcare, afterlife.
- Crusades
- Jewish people in medieval England.



## Skills

- Sources
- Interpretations
- Historical writing
- Historical knowledge

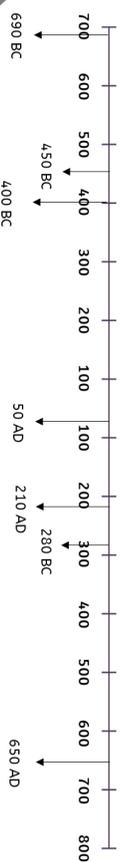
# 7.01 Empires East and West c.1000

## Key Vocabulary

1 <b>dynasty</b>	(n) a sequence of rulers from the same family.
2 <b>innovation</b>	(n) the process of improving something or creating something that is a new technology.
3 <b>empire</b>	(n) a group of countries ruled by a single ruler.
4 <b>caliph</b>	(n) the ruler of the Islamic Empire.
5 <b>astronomy</b>	(n) the study of space, including stars and planets.
6 <b>madrasa</b>	(n) Muslim school or college.
7 <b>pilgrim</b>	(n) a person who makes a journey, often a long and difficult one, to a special place for religious reasons.
8 <b>apothecary</b>	(n) a person who in the past made and sold medicines.
9 <b>monarch</b>	(n) king or queen.
10 <b>inference</b>	(n) a conclusion drawn from evidence based on what is seen and what is already known.

## Chronology

A <b>chronology</b>	(n) the arrangement of events, or dates, in the order of occurrence.
B <b>millennium</b>	(n) a period of 1,000 years.
C <b>century</b>	(n) a period of 100 years.
D <b>decade</b>	(n) a period of 10 years.



## Place

The **Silk Road** was an important trading route for spices, silk and knowledge. The Silk Road connected China with European countries.



## Themes and Threads

### Power

The control a person or group has in a country. For example, powerful empires which existed c.1000 held power through emperors, empresses and caliphs.

*This includes threads such as warfare and empire.*

### Identity

The qualities and characteristics that make a person who they are and what they value as important.

For example, religious beliefs such as Buddhism, Islam and Christianity influenced empires and individuals c.1000.

*This includes threads such as women and beliefs.*

### Connectivity

The act of joining or being linked to somewhere, someone or something else.

For example, people, knowledge and beliefs travelled across continents using trade routes, such as the Silk Roads.

*This includes threads such as migration, trade, innovation, medicine and knowledge.*

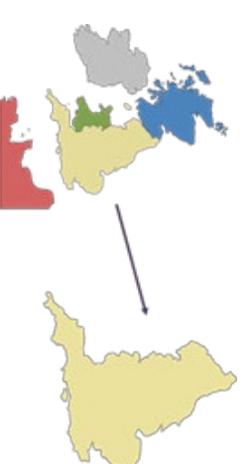
# 7.02 Norman Conquest

## Key Vocabulary

1 migration	(n) the movement of people from one place to another.
2 invade	(v) to enter an area by force to take control.
3 succession	(n) the order of taking over an official title or position.
4 inherit	(n) to receive something from a person who has died.
5 claimant	(n) a person who believes they have a right to something.
6 oath	(n) a promise witnessed by God.
7 illegitimate	(n) a child born to parents who are not married.
8 conquer	(v) to take control of a place or people by force.
9 cavalry	(n) a group of soldiers who fight on horses.
10 archer	(n) a person who shoots with a bow and arrow
11 infantry	(n) Soldiers who fight on foot.
12 coronation	(n) a ceremony where the new monarch is crowned.
13 Motte and Bailey Castle	(n) a simple castle with a man - made hill surrounded by a clear defensive area.
14 Harrying	(v) to repeatedly attack somewhere or something.
15 feudal system	(n) system where someone who held land gave land to others on the condition that they serve them.
16 primogeniture	(n) being the first - born child.
17 source	(n) Things that people made or wrote during the time in history you are studying.
18 interpretation	(n) This is an opinion about what the past was like.

## Place

This unit will focus on **England**. The UK was formed in 1801 under the Act of Union



## Themes and Threads

### Power

The control a person or group has in a country. For example, the monarch held complete control and needed a clear line of succession to avoid foreign claims to the throne.

*This includes threads such as succession, warfare. Protest and class systems.*

### Identity

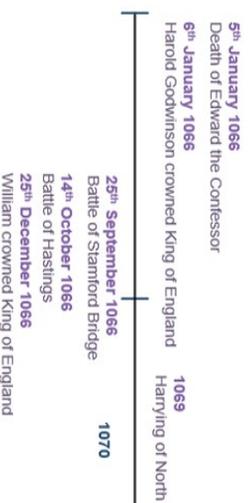
The qualities and characteristics that make a person who they are and what they value as important. For example, the Normans promoted Christianity in England.

*This includes threads such as women and beliefs.*

### Connectivity

The act of joining or being linked to somewhere, someone or something else. For example, England was made up of many diverse groups who migrated before 1066.

*This includes threads such as migration and medicine.*



# 7.03 Medieval Religion

## Key Vocabulary

1	<b>Church</b>	(n) The institution of the Christian Church, including all the people who ran it and all the individual churches.
2	<b>church</b>	(n) A Christian place of worship.
3	<b>clergy</b>	(n) Officials of the Church led by the pope.
4	<b>excommunication</b>	(n) Power of the pope to expel someone from the Church.
5	<b>lality</b>	(n) Ordinary people who attend church but do not hold official religious positions.
6	<b>martyr</b>	(n) A person who suffers or is killed because of their religious or political beliefs.
7	<b>mass</b>	(n) Religious service on a Sunday that worshippers were expected to attend.
8	<b>monastery</b>	(n) A building in which monks live and worship.
9	<b>persecution</b>	(n) Unfair or cruel treatment over a long period of time because of race, religion or beliefs.
10	<b>pilgrimage</b>	(n) A journey typically taken to a site of religious importance.
11	<b>purgatory</b>	(n) A place where an individual's soul stayed until all their sins had been forgiven.
12	<b>relic</b>	(n) Part of a saint's body or something they owned which was believed to have the power to perform miracles.

## Themes and Threads



### Power

The control a person or group has in a country.

For example, the Church had their very own hierarchy comprised of the pope, archbishop, bishops, priests, monks and nuns.

This includes threads such as warfare and protest.

### Identity

The qualities and characteristics that make a person who they are and what they value as important.

For example, while Christianity (Catholicism) was the most common religion in medieval England, people following other faiths lived in England at this time too.

This includes threads such as the role of women.

### Connectivity

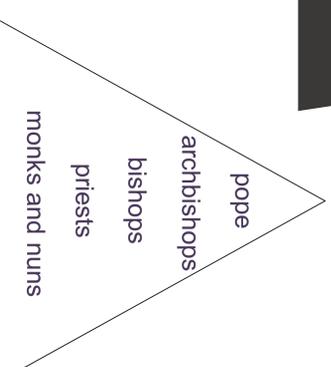


The act of joining or being linked to somewhere, someone or something else.

For example, Jews migrated to England in 1070, invited by William I.

This includes threads such as trade and medicine.

## Church hierarchy



# Spanish

## Assessment Format:

You will sit this assessment in class.

Topics covered in the Assessment:

## Unit 1: My Life

- Classroom vocabulary
- Greetings
- Saying how you are feeling
- How old are you?
- When is your birthday?
- Where are you from/where do you live?
- What type of person are you

## Unit 2: My free time

- What do you like to do in your free time?
- Why do you like to do it?
- What do you do in different weathers?
- What sports do you do?
- How often do you do them?



## 1.1.1 Hola, ¿Qué tal?

Hola	Hello
Buenos días/buenas tardes	Good morning/afternoon
Gracias	Thank you
¿Cómo te llamas?	What's your name?
Me llamo	My name is...
¿Cómo se llama?	What is s/he is called?
Se llama...	S/he is called...
Adiós/hasta luego	Good-bye

## 1.1.3 ¿Cuántos años tienes? -

How old are you? How old is he/she?

¿Cuántos años tienes?	How old are you?
Tengo ... años.	I am ... years old.
¿Cuántos años tiene?	How old is s/he?
Tiene ... años.	S/he is ... years old.

## 1.2 ¿Cuándo es tu cumpleaños? -

When is your birthday?

Mi cumpleaños es el...	My birthday is on...
Primero/uno de Dos/tres/cuatro de...	Second/third/fourth of...
Mi cumpleaños es el cinco de marzo	My birthday is the 5 <sup>th</sup> March

## 1.1.4 ¿De dónde eres? ¿Dónde vives? -

Where are you from? Where do you live?

¿Dónde vives?	Where do you live?
¿De dónde eres? ¿Cúdi es tu nacionalidad?	Where are you from? What is your nationality?
Vivo en... Inglieira/Escozia/ Irlanda del Norte/Gales/Francia/ España/Alemania/Portugal/Italia/los Estados Unidos (EEUU)	I live in... England/Scotland/Northern Ireland/Wales/France/Spain /Germany/Portugal/Italy/Unfited States (USA)
¿oy...	I am...
Inglés /inglesa	English
escocés/escocesa	Scottish
galés/galesa	Welsh
Irlandés/irlandesa	Irish
Hablo...	I speak....
español	Spanish
árabe	Arabic
francés	French
alemán	German
Me gustaría hablar...	I would like to speak...

## 1.3 ¿Qué (no) te gusta hacer? - What do you (not) like doing?

Me gusta (+ infinitive/noun with article)	I like
Me gusta bailar/el regeton	I like dancing// like regeton
No me gusta (+ infinitive/noun with article)	I don't like
No me gusta cantar	I don't like singing
Me encanta (+ infinitive/noun with article)	I love
Detesto (+ infinitive/noun with article)	I hate
Prefiero (+ infinitive/noun with article)	I prefer
Jugar (al + sport)	To play
Jugar con la consola/a los videojuegos	To play my Xbox
Hacer deporte	To play - to do sport
Comer	To eat

## 2.1 Háblame de tu familia - Tell me about your family

En mi familia	In my family
Hay...:personas	There are ...: people
/Mi madre/mi madrastra	My mum/step mum
Mi hermana	My sister
Mi abuela	My grandma
Mi padre/mi padrastro	My dad/stepdad
Mi hermano	My brother
Mi abuelo	My granddad
Mis hermanos	My brothers and sisters
Tiene ... años.	S/he is ... years old

## 2.2.2 Describe a tu madre/padre - Describe your mother/father

Tu/tus	Your
Mi padre tiene...	My dad has...
Mi padre es/mi padre no es...	My dad is.../my dad isn't...
Tiene	S/he has
Es	S/he is
A ... le gusta...	S/he likes
Prefiere	S/he prefers
Lleva	S/he wears
Barba	A beard
Bigote	A moustache
Gafas	Glasses
Pecas	Freckles
Aparato	Braces

## 2.2.1 ¿Cómo eres? - What are you like?

Tengo los ojos (azules/verdes/marrones)	I have ...: (blue/green/brown) eyes.
Tengo el pelo (rubio/pelirrojo/gris/negro/castaño)	I have ...: (blonde/red/grey/black/brown) hair.
Largo	Long
Corto	Short
Liso	Straight
Ondulado	Wavy
Rizado	Curly
Soy.../no soy...	I am.../I am not...
Muy	Very
Bastante	Quite
Un poco	A bit

**2.3 ¿Qué te gusta hacer? ¿Qué le gusta hacer? -**  
What do you like doing? What does s/he like doing?

Me gusta (+ infinitive/noun with article)	I like...
A... le gusta (+ infinitive/noun with article)	S/he likes...
Me encantaría (+ infinitive/noun with article)	I love...
Le encanta (+ infinitive/noun with article)	S/he loves...
Detesto (+ infinitive/noun with article)	I hate...
Detesta (+ infinitive/noun with article)	S/he hates...
No me gusta (+ infinitive/noun with article)	I don't like...
No le gusta (+ infinitive/noun with article)	S/he doesn't like...
Prefero (+ infinitive/noun with article)	I prefer...
Preferire (+ infinitive/noun with article)	S/he prefers...

**2.4.1 ¿Tienes mascotas? ¿Cómo es tu perro/gato? -**  
Have you got pets? What is your dog/cat like?

Tengo ...	I have...
Un gato/dos gatos	A cat/two cats
Un perro/dos perros	A dog/two dogs
Un conejo/dos conejos	A rabbit/two rabbits
Una cobbya/dos cobbayas	A guinea pig/two guinea pigs
Un pez/dos peces	A goldfish/two goldfish
Un pájaro/dos pájaros	A bird/two birds
Una serpiente/dos serpientes	A snake/two snakes
Un caballo/dos caballos	A horse/two horses
Una tortuga/dos tortugas	A turtle/two turtles
Una araña/dos arañas	A spider/two spiders
Que se llama...	Who is called...
Que se llaman...	Who are called...
Es...	S/he, it's...

**2.4.2 ¿Qué animales prefieres/te gustaría tener o proteger? -**  
What animals do you prefer? What animals would you like to have or protect?

Prefero los (perros/gatos/ caballos/ conejos/ tortugas/ serpientes/ cobbayas/ pájaros/ arañas)	I prefer (dogs/cats/horses/rabbits/turtles/snakes/ guinea pigs/birds/spiders)
Porque son ...	Because they are...
MI animal preferido es el...	My favourite animal is the...
En el futuro	In the future
Me gustaría tener/proteger	I would like to have/protect...
Animales/especies en peligro de extinción	Endangered animals/species