

Beckfoot School

Knowledgeable And Expert Learners

Year

2023/24
Easter-May

enjoylearn**succeed**

Name:

Tutor group:

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What should you be working on each week?

Homework:

- Your teacher will set specific tasks, with a deadline, on Class Charts
- Instructions for your homework and how to access it are in this booklet
- You must complete and hand in the work by the deadline

Independent Learning: Revise Like a Beckfooter

- You should complete 1 task per day, 5 days a week
- The tasks will be set on Class Charts to help you keep track
- You can choose the subject/topic you want to work on
- Your tutor will check your ILB at regular intervals
- You will be rewarded for going above and beyond expectations

Homework Instructions

- All of your Homework will be set by your teachers using the Class Charts system.
- You should check Class Charts every day to make sure you are up to date, and that you meet all your deadlines.
- In the next few pages, you will find instructions for how to access Class Charts and how to complete your homework assignments in each of your subjects.

Logging in to Class Charts

Follow the steps below to access your student account.

1. Enter your email address and password into the fields provided.

Access code*
Your access code

Please enter the access code supplied by your teacher.

☒ Remember me

LOG IN

2. Click on the Log in button.

Date of birth

Please enter your date of birth below.

Date of Birth
12/06/2009

OK CANCEL

Keeping track of homework

As you are assigned homework tasks, you may want track of how you are progressing for the current week.

The three banners above the homework status categories count the number of homework tasks that are due this week, how many of those tasks you have completed and how many tasks you still need to complete.

To only see homework tasks that require an attachment submission, tick the checkbox labelled Requires submission.

1 task due this week

0 tasks submitted/completed

1 task remaining this week

☐ Requires submission?

If you are viewing the Homework tab via a desktop or laptop, expanding a homework status category will display a table overview of each homework task for the selected date range.

To do									
Homework %	Teacher %	Lesson %	Issued %	Due %	Estimated time %	Type %	Feedback %		
<input checked="" type="checkbox"/>	Research GDP	Mr A. Blacker	8F/Gg	Monday 09/11/2020	Wednesday 11/11/2020	1 hours	Blended Learning		
<input checked="" type="checkbox"/>	Write a soliloquy	Mr J. Kato	8y/En2	Tuesday 10/11/2020	Tuesday 17/11/2020	30 minutes	Homework		
<input checked="" type="checkbox"/>	Create a poster on French food	Mrs A. Abell	7YEL/ff	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework	Feedback	

Homework

If your school has decided to share homework with pupils, you will see the Homework tab in your account.

Selecting this tab will display a list of the homework tasks which you have been given.

To change the date range for displayed homework tasks, click on the orange Date button.

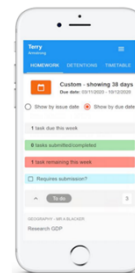
To display tasks in the order they were set, click on the Issue Date button.

To display tasks in the order they are expected to be handed in, click on the Due date button.

To mark a homework task as completed, view the homework task of your choice in more detail and tick the Completed? checkbox.

To view a homework task in more detail, click on the expand icon in the bottom right hand corner of the homework tile.

A popup will appear that contains the description of the homework task, the estimated completion time and any links or attachments that may have been included.



Research GDP
GEOGRAPHY - BRIGGS - MRS BLACKER
Type: Blended Learning
Issue date: Wednesday 09/11/2020
Due date: Wednesday 11/11/2020
Estimated completion time: 1 hours
Please write a short paragraph on what GDP is and how it is used.

Homework status categories

To do: These are homework tasks that you need to complete. Once you have completed them, tick the checkbox.

Completed: These are homework tasks that you have ticked as completed but have not been marked by your teacher.

Late: These are homework tasks that have been handed in past the deadline.

Not submitted: These are homework tasks that were not handed in on time.

Submitted: These are homework tasks that have been handed in on time.

To do

Completed

Submitted late

Not submitted

Submitted

Homework Instructions

Scan the QR codes below to find instructions for each subject's homework and access to independent learning resources.



SCAN ME

Maths



SCAN ME

English



SCAN ME

Science



SCAN ME

MFL



SCAN ME

Humanities



SCAN ME

D&T



SCAN ME

Perf. Arts



SCAN ME

Art



SCAN ME

Music



SCAN ME

Computing



SCAN ME

**Knowledgeable &
Expert Learners**



SCAN ME

**Confident
Communicators**

How to access My Learning Resources

My Learning Resources is an online space where you can find all your lesson PowerPoints, knowledge organisers, quizzes and more. This will help you to learn independently and catch up any missed work.



1. Select 'Student Zone' on the homepage of our website

2. Select 'My Learning Resources'

You may be asked to enter your school email address and password here

3. Select your year group

3. Select the subject you want to work on

3. Select the relevant half term.

All the resources you need will be here

How to access Seneca

Seneca learning is a free online platform that will help you revise for all your subjects.



1. Go to <https://senecalearning.com/en-GB/>

2. Click 'Log in' at the top right hand corner.

3. Select 'Continue with Microsoft'.

4. Enter your school email and password.

5. Select the course(s) you want to work on.

You can also scan this QR code for a video walkthrough of how to log in as a student

SCAN ME

Independent Learning at KS4: Revise Like a Beckfooter

Independent Learning at KS4 is all about getting you ready for your exams at the end of Y11.

To be successful at exams, it is helpful to understand how memory works. Scientific research into memory and learning tells us that:

- Memories weaken over time
- We forget the most soon after learning
- Stress makes it harder to remember things

You will learn lots of new information over your GCSE years, and you will have to remember that material in your exams at the end. So how can you ensure that you don't forget all that knowledge?

- Revise regularly and repeatedly
- Revise using strategies that are proven to be effective
- Don't leave revision until the last few weeks before exams

With all this in mind, we have designed a system of structured revision. This will help you develop really strong independent learning habits that will ensure you can:

- a) learn more effectively and
- b) reduce your stress at exam time

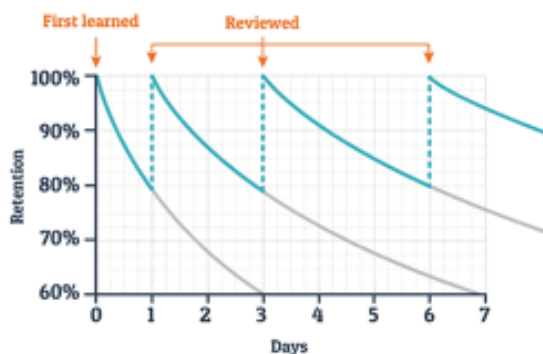
What we expect from you:

- 5 revision tasks per week using the specified revise like a Beckfooter strategy (on Class Charts)
- You choose the subjects – we set the tasks
- Bring your ILB to school every day

What you can expect from us:

- Support with your revision through tutor and lessons
- Revision tasks on Class Charts to help you stay on track
- Your ILB will be checked regularly by your tutor

Typical Forgetting Curve for Newly Learned Information



Our evidence-informed 'Revise Like a Beckfooter' strategies:

1. Self-quizzing
2. Flash Cards
3. Mind-Maps
4. Brain Dumps

Question Summary

Q.	Skill(s) assessed	Marks, timings and question stems
1	Retrieval and inference	4 marks (10 minutes inc. reading source) "List four things..."
2	Language	8 marks (15 minutes) "How does the writer use language here to..." (2-3 PEA)
3	Structure	8 marks (15 minutes) "How has the writer structured the text to interest you as a reader?" (3 PEA)
4	Evaluation	20 marks (20 minutes) "Statement on an aspect of the text." To what extent do you agree? (3 PEA)
5	Creative Writing	40 marks <i>24 marks for content and organisation</i> <i>16 marks for technical accuracy</i> (45 minutes) Choice between writing based on a visual prompt or a written one.

Useful Approaches to Creative Writing (Q5)

1	Use an unreliable narrator	Give your reader reason to doubt the accuracy of the story told e.g. write as someone old or young
2	Choose an unexpected perspective	Obvious isn't always best. Find interesting perspectives!
3	Give your characters inner conflict	A difficult decision or social situation is just as interesting as a fight!
4	Use a cyclical structure	Can really help contain a story and give a powerful ending
5	Make your characters vulnerable	Weaknesses make your characters interesting!
6	Avoid using dialogue	Summarise conversations rather than write every word
7	Start at the end (and then flash back)	Confuse your reader to start with, then clear up the confusion bit by bit
8	Use a short timeline	Covering a single hour is usually better than a lifetime
9	Show, don't tell	"Tears streamed down her cheeks" is better than "she was crying"

Key Language Terminology (Q2 and Q4)

1	Atmosphere	The feeling associated with a piece of writing e.g. dark or oppressive	6	Connotation	What a word or phrase implies or suggests
2	Figurative language	Any language not meant literally e.g. metaphor and simile	7	Hyperbole	Strong exaggeration, not meant to be taken literally
3	Imagery	Visually descriptive language	8	Juxtaposition	Placing two things together to highlight their contrast
4	Lexis	Word choices – words chosen with specific effects in mind	9	Narrative Perspective	The viewpoint from which a text is written
5	Semantic field	Words and phrases with related meanings	10	Short sentences	Used for dramatic impact, often in moments or action

Key Structural Terminology (Q3 and Q4)

1	Ambiguity	Intentional withholding of information to keep a reader guessing	6	Analepsis	Flashback – moving to an earlier point in a narrative's chronology
2	Climax	The peak of tension within a story – it's most thrilling point	7	Cyclical	A structure that returns to where it started
3	Focus shift	Changes of location, character or subject as a story progresses	8	Foreshadowing	Hints of later events used to build tension and guide readers
4	Fragment	An incomplete sentence, usually missing a key part	9	Listing	Numerous similar items are ideas one after the other
5	Motif	A repeated image, words, phrase or idea in a text	10	Repetition	A word or phrase used multiple times throughout a text

Question Summary

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1	Retrieval and inference	
2	Language	
3	Structure	
4	Evaluation	
5	Creative Writing	

Useful Approaches to Creative Writing (Q5)

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4	Lexis		9	Narrative Perspective	
5	Semantic field		10	Short sentences	

Key Structural Terminology (Q3 and Q4)

1	Ambiguity		6	Analepsis	
2	Climax		7	Cyclical	
3	Focus shift		8	Foreshadowing	
4	Fragment		9	Listing	
5	Motif		10	Repetition	

Plot

1	Act 1	The Birlings are celebrating Sheila and Gerald's engagement, Birling makes a speech to the men, the Inspector arrives, Birling confesses he fired Eva, Sheila confesses that she was responsible for Eva's dismissal from Milwards.
2	Act 2	Gerald admits to 'rescuing' Eva and then leaves to clear his head, Mrs Birling admits to refusing Eva aid, Mrs Birling argues that the father should be brought to justice (Eric is the father), Eric enters the room.
3	Act 3	Eric admits to drinking and forceful sex with Eva, Eric admits he stole £50 from Birling, the Inspector delivers a polemic speech to the Birlings and exits. Gerald returns, Sheila and Eric feel guilty, Mr and Mrs Birling refuse to take responsibility, the Birlings and Gerald convince themselves the inspection was a hoax. The telephone rings, the Birlings are informed that a young girl has committed suicide and an inspector is on his way.







Context

1	Priestley	Fought in WWI. Socialist and member of the Labour Party. Concerned about social inequalities. Influential in developing the idea of the welfare state.
2	Historical	Set in 1912 at the end of the Edwardian era. Titanic sank in 1912. WWI: 1914-1918. WW2: 1939-45. First performed 1945 in Soviet Union. First performed 1946 in Britain.
3	Political	Liberal party in power in 1912. Labour party in power in 1945. Formation of the 'Welfare State' 1945-1951. In 1912 only men over 21 with property could vote. 1903-1914 saw the rise of the Suffragette movement. 1918 all men over 21 and women over 30 who met a property qualification could vote. 1928: All people over 21 could vote.
4	Social	1912: 10% of the population owned 90% of the wealth. No government assistance available. Charities were the only source of help for the poor.
5	Literary	Fits three possible genres: Morality play, Well-made-play, Crime thriller (see Bitesize)

Characters

1	Inspector	Authoritarian, omniscient, influential, socialist, moralist.
2	Mr Birling	Haughty, greedy, ignorant, obstinate, egotistical.
3	Mrs Birling	Conceited, prejudiced, callous, obstinate, arrogant.
4	Gerald	Charming, deceitful, manipulative, ingratiating, static.
5	Sheila	Envious, petulant, impressionable, repentant.
6	Eric	Reckless, dishonest, culpable, repentant.
7	Eva	Vulnerable, impoverished, exploited, symbolic, victim.

Themes

1		Social responsibility	"If I could help her now, I would." (Sheila) "We did her in all right" (Eric) "We are responsible for each other." Inspector Goole
2		Age	"The famous younger generation who know it all." (Birling) "Why, you hysterical young fool - get back - or I'll -" (Birling) "We often do on the young ones. They're more impressionable" (Inspector)
3		Class	"As if a girl of that sort would ever refuse money!" (Mrs B) "If you don't come down sharply on some of these people, they'd soon be asking for the earth." (Birling) "He's a notorious womaniser as well as being one of the worst sots and rogues in Brumley." (Gerald)
4		Gender	"I hate those hard-eyed dough-faced women." (Gerald) "...not only something to make 'em look prettier - but - well, a sort of sign or token of their self-respect." (Birling) "And you think young women ought to be protected against unpleasant and disturbing things? (Inspector)
5		Socialism	"The money's not the important thing." (Eric) "We are members of one body." (Inspector) "Why shouldn't they try for higher wages? We try for the highest possible prices." (Eric) Key images: Beehive, chain
6		Capitalism	"It's my duty to keep labour costs down." (Birling) "A man has to make his own way - has to look after himself" (Birling) "Probably a socialist or some sort of crank" (Birling) Key image: Titanic

Dramatic Devices

1	Dramatic Irony	The audience knows more than characters.
2	Sounds	Doorbell, telephone interrupt the Birlings comfort and complacency.
3	Lighting	"pink and intimate" to "brighter and harder" when the Inspector arrives. Interrogating morals, cutting through the lies and pretence.
4	Entrances/ Exits	Increase tension e.g. Eric walks in just as the audience realise that he is the father. Gerald's 'exit' in Act 2 prevents his remorse developing.
5	Props	Photograph: All Eva? Symbolic of the faceless poor that the wealthy pretend not to see. Sheila's ring as a symbolic of patriarchal control.
6	Stage directions	Indicate character attitudes, development, relationships setting and mood.

Key Vocabulary

1	Socialism (Political theory)	Collective ownership of resources.
2	Capitalism	Private ownership of resources.
3	Didactic	Direct moral instruction.
4	Polemic	Verbal or written attack.
5	Patriarchal	Society controlled by men.
6	Fourth wall	The space between the actors and the audience.
8	Morality	Principles of right and wrong.
9	Caricature	Exaggeration of characteristics usually to ridicule.

Plot

1	Act 1	
2	Act 2	
3	Act 3	







Context

1	Priestley	
2	Historical	
3	Political	
4	Social	
5	Literary)

Characters

1	Inspector	
2	Mr Birling	
3	Mrs Birling	
4	Gerald	.
5	Sheila	
6	Eric	
7	Eva	

Themes

1		Social responsibility	
2		Age	
3		Class	
4		Gender	
5		Socialism	
6		Capitalism	

Dramatic Devices

1	Dramatic Irony	
2	Sounds	
3	Lighting	
4	Entrances/ Exits	
5	Props	
6	Stage directions	

Key Vocabulary

1	Socialism (Political theory)	
2	Capitalist	
3	Didactic	
4	Polemic	
5	Patriarchal	
6	Fourth wall	
8	Morality	
9	Caricature	

Plot Summary

1	Stave 1	Scrooge is introduced; he refuses to warm the office up for Bob Cratchit; he refuses to make a charity donation; refuses to eat Christmas dinner with Fred; is irritated by Christmas as it is interrupting his business; sees Marley's ghost who warns him he will be visited by three spirits to make him change his miserly ways.
2	Stave 2	The Ghost of Christmas Past takes Scrooge back in time to show him: his village; him alone at school; his sister collecting him from school; a party at Fezziwig's; Belle breaking off their engagement and Belle with her husband. Unable to take any more, Scrooge begs the spirit to take him back home. When he is back home, he falls asleep almost instantly.
3	Stave 3	The Ghost of Christmas Present shows Scrooge how the Cratchit family celebrate Christmas; Scrooge becomes worried about Tiny Tim not surviving in the future. The spirit then takes Scrooge to see how others celebrate Christmas including Fred's Christmas party. The spirit begins to age and under its robe Scrooge sees two children: Ignorance and Want.
4	Stave 4	The Ghost of Christmas Yet to Come arrives and Scrooge is terrified of him. It shows Scrooge a group of businessmen discussing someone's death. He is taken to a pawn shop where the possessions of the dead man are being sold. He is next taken to the Cratchit household where the family are grieving for Tiny Tim. Scrooge is then taken to a graveyard and sees his name on a gravestone. He begs the spirit and says he will change his ways.
5	Stave 5	Scrooge wakes up in his own bed and is now transformed! He sends a prize Turkey to the Cratchit family and even promises to give a huge charity donation to the poor. Scrooge then goes to Fred's to attend the party and is welcomed in. He also gives Bob Cratchit a raise and becomes a second father to Tiny Tim who does not die.

Characters

1	Scrooge	The protagonist, a mean old loner who hates Christmas.	6	Bob Cratchit	Scrooge's hardworking and unpaid clerk.
2	Marley	Scrooge's deceased business partner who appears as a ghost to warn Scrooge to change his ways.	7	Tiny Tim	Bob Cratchit's ill and vulnerable son.
3	Ghost of Christmas Past	A shape changing spirit that represents memory and has light/a flame at the top of its head.	8	Fred	Scrooge's patient, jovial nephew. The son of his beloved sister, Fan.
4	Ghost of Christmas Present	A jolly spirit (resembles Father Christmas) that represents generosity and Christmas spirit.	9	Fezziwig	Scrooge's generous former employer.
5	Ghost of Christmas Yet to Come	A silent, sinister spirit in a black, hooded cloak who represents death.	10	Belle	Scrooge's former fiancée who breaks off their engagement because he valued money more than their relationship.

Themes

1	Greed and selfishness	Characters such as Scrooge represent the middle classes who sought to hoard rather than share their wealth.
2	Poverty	Scrooge despises the poor and thinks they are lazy at first. At the end, he realizes he can share his wealth with the poor.
3	Transformation	The spirits show Scrooge scenes that prompt his transformation. At the end of the novella, Scrooge's transformation into a kinder human being is complete.
4	Christmas	Scrooge learns the true meaning of Christmas is to spend time with your family and loved ones.
5	Social responsibility	Ignorance and Want remind Scrooge that turning a blind eye to the plight of the poor creates desperate people that turn to crime to support themselves.

Context

1	Charles Dickens	Born in 1812 to a middle class family. His dad was imprisoned for debt leading to poverty for the family. Dickens began working difficult jobs at a young age.
2	Poverty	In 1834, the Poor Amendment reduced the amount of help available to the poor, forcing them to seek help from workhouses. Conditions were incredibly harsh in the Victorian era.
3	Christmas	Christmas was fairly a low key celebration. During Queen Victoria's reign, workers were given two days holiday for Christmas. Turkey was only eaten by the rich, goose was a cheaper option.

Key Vocabulary

1	Simile	Comparing two things using 'like' or 'as', e.g. "hard and sharp as a flint"
2	Motif	Repeated image or symbol, e.g. light being used several times in the novella
4	Allegory	Characters/events represent ideas about religion, morals or politics.
5	Novella	A short novel or long short story.
6	Resolution	The Point where conflict is solved, e.g. Scrooge's redemption.
7	Redemption	Being saved from sin, error or evil, e.g. Scrooge realising he needs to change his miserly ways and then does in stave 5.

Plot Summary

1	Stave 1	
2	Stave 2	
3	Stave 3	
4	Stave 4	
5	Stave 5	

Characters

1	Scrooge		6	Bob Cratchit	
2	Marley		7	Tiny Tim	
3	Ghost of Christmas Past		8	Fred	
4	Ghost of Christmas Present		9	Fezziwig	
5	Ghost of Christmas Yet to Come		10	Belle	

Themes

1	Greed and selfishness	
2	Poverty	
3	Transformation	
4	Christmas	
5	Social responsibility	

Key Vocabulary

1	Simile	
2	Motif	
4	Allegory	
5	Novella	
6	Resolution	
7	Redemption	

Context

1	Charles Dickens	
2	Poverty	
3	Christmas	

Question Summary

	Skill(s) assessed	Marks, timings and question stems	Paragraph structure
1	Retrieval and inference	<ul style="list-style-type: none"> 4 marks (10 minutes including reading source A) "Choose four statements..." 	Shade the circles in the four boxes of the ones that you think are true.
2	Summarise and Compare	<ul style="list-style-type: none"> 8 marks (10 minutes including reading source B) "Use details from both sources to write a summary of..." 2 paragraphs 	Point Evidence Inference Compare Point Evidence Inference
3	Analysis	<ul style="list-style-type: none"> 12 marks (15 minutes) "How does the writer use language to describe..." 3 paragraphs 	Point Evidence Analysis
4	Compare Writers' Perspectives	<ul style="list-style-type: none"> 16 marks (25 minutes) "Compare how the writers convey their different perspectives on..." 3-4 paragraphs 	Perspective Opinion Method Compare Perspective Opinion Method
5	Transactional writing	<ul style="list-style-type: none"> 40 marks 24 marks for content and organisation 16 marks for technical accuracy (45 minutes) You will be asked to write either an article, leaflet, speech, essay or letter 	Purpose laid out in an interesting way- Picture this; imagery, alliteration, repetition Like it- your reason for your view Evidence- Don't just take my word for it... Alternative view- Some people believe... Shut it down- But you are wrong!.. Emotive plea- Now, picture this, imagery, emotive language

Useful paragraph ideas for (Q5)

1	Plan	Consider Purpose, audience and form. Consider which language and structural choices will be appropriate.
2	Introduction	An interesting introduction that grabs the examiners attention not "I'm writing to you because"
3	Comparison	Make a comparison to a different place, time, group of people, idea, situation
4	Counter Argument	Recognise and appreciate how your intended reader may counter argue your points and explain why they're wrong.
5	Descriptions	Spend at least three sentences describing the quality, condition feeling etc. Lots of marks for imagery available here!
6	Examples	Give an example from your own knowledge or historical understanding. Don't make up statistics.
7	Metaphors	Think of a metaphor that could be used to represent this situation
8	Use a short paragraph	Don't forget one sentence paragraphs for impact
Types of Transactional Writing (Q5)		
1	Article	Attention grabbing headline, strapline, subheadings An overview paragraph Effectively sequenced paragraphs
2	Leaflet	Title, subheadings Effective paragraphs/sections
3	Speech	Clear address to audience and clear sign off Rhetorical indicators that the audience is being addressed throughout Effective paragraphing
4	Essay	Effective introduction and conclusion Effectively sequenced ideas and paragraphs
5	Letter	Formal mode of address and an appropriate mode of signing off Effective paragraphing

Key Language Terminology (Q3, 4 and 5)

1	Hyperbole	Exaggeration
2	Alliteration	Using the same sound at the starts of words and placing them close together.
3	Facts and opinions	We need to be able to differentiate between facts and opinions. Both are used to support arguments.
4	Repetition	Repeating something for impact.
5	Rhetorical questions	A question that the writer already knows the answer to.
6	Emotive language	Causing an emotional response from the reader
7	Statistics	Facts which use numbers. Recognise how these are persuasive but it's best to avoid making statistics up.
8	Rule of three	Listing three adjectives or ideas.
9	Inclusive pronouns	Makes the reader feel as though they are a community working towards something together E.g. We, us, our
10	Direct address	Makes the reader feel as though it is their responsibility E.g. you
11	Metaphor	Suggesting something is something it isn't as a means of comparison
12	Imperative	Command

Question Summary

	Skill(s) assessed	Marks, timings and question stems	Paragraph structure
1	Retrieval and inference		
2	Summarise and Compare		
3	Analysis		
4	Compare Writers' Perspectives		
5	Transactional writing		

Useful paragraph ideas for (Q5)

1	Plan	
2	Introduction	
3	Comparison	
4	Counter Argument	
5	Descriptions	
6	Examples	
7	Metaphors	
8	Use a short paragraph	
Types of Transactional Writing (Q5)		
1	Article	
2	Leaflet	
3	Speech	
4	Essay	
5	Letter	

Key Language Terminology (Q3, 4 and 5)

1	Hyperbole	
2	Alliteration	
3	Facts and opinions	
4	Repetition	
5	Rhetorical questions	
6	Emotive language	
7	Statistics	
8	Rule of three	
9	Inclusive pronouns	
10	Direct address	
11	Metaphor	
12	Imperative	

Plot Summary

1	Letters 1-4 Walton's POV	The novel begins with a series of letters from Walton to his sister, Margaret. He is captain of the ship in a voyage to the north Pole. Walton and his men rescue Victor and help him recuperate on the ship. He eventually tells Walton his story.
2	Ch. 1-2 Victor's POV	Victor begins his narration and tells of his childhood growing up in Geneva with his doting parents. He also shares that Elizabeth was adopted. As a teenager, Victor was fascinated by the mysteries of Science.
3	Ch. 3-5 Victor's POV	Victor's mother dies from Scarlet fever after catching it whilst nursing Elizabeth. Victor leaves to attend university in Ingolstadt and becomes obsessed with anatomy. He decides to animate a creature and is horrified when it is brought to life. He abandons the creature and falls ill.
4	Ch. 6-8 Victor's POV	Victor is nursed back to health by his friend, Henry Clerval. He receives a letter from his father informing him that William has been murdered. Returning to Geneva, Victor sees the monster and knows who is to blame, however Justine is executed for William's murder.
5	Ch. 9-10 Victor's POV	Victor contemplates suicide but a trip to Belrive, planned by his father, cheers him up slightly. When he feels negative again, he decides to climb Montanvert to clear his head and sees the monster who shares his story.
6	Ch. 11-12 Creature's POV	The monster describes the confusion in its first moments of life. He then describes people fleeing whenever he tried to approach them, so he decided to stay away from them. He developed skills and began observing the De Lacey family to educate himself.
7	Ch. 13-14 Creature's POV	Winter turns into Spring and the creature has now learnt language. He notices that the family seem unhappy, until Safie arrives. He learns that the people are called Felix, Agatha and De Lacey and they used to be affluent.
8	Ch. 15-17 Creature's POV	The creature finds books and learns to read and also learns how he was created. He hopes to befriend the cottagers, starting with the old, blind De Lacey, however Felix drives him away. When the family have left, the creature burns down their cottage and leaves for Geneva. He confesses that he killed William and framed Justine. He then implores Victor to make him a mate and Victor agrees.
9	Ch. 18-20 Victor's POV	Victor visits England with Clerval, but he leaves Clerval in Scotland so that he can work on the female creature alone in the Orkney Islands. Mid-way, he destroys it in front of the monster. The monster promises revenge on Victor's wedding night. Victor then gets rid of the remains in the sea. When he lands in a town, he is suspected of a murder.
10	Ch. 21-23 Victor's POV	Victor is taken to the body, which is Clerval's. He collapses and falls ill. When he awakens, he is found innocent. Elizabeth and Victor marry, however, he remembers the creature's threat and plans to battle him. On the wedding night, Elizabeth is killed by the creature and Alphonse dies from shock. Victor vows revenge on the creature.
11	Ch. 24 Victor's POV - Walton in Continuation Walton's POV	Victor relentlessly tracks down the creature through ice and snow. He is found by Walton, to whom he warns not to make the same mistakes as him and Walton decides to call the voyage off. Victor asks Walton to continue his mission and then dies. Walton then sees the creature weeping over Victor's body. He is tormented and states he has no purpose left, now that his creator is dead. He leaves into the darkness.

Characters

1	Robert Walton	A young, ambitious English man leading an expedition to the North Pole.	6	Justine Moritz	Frankenstein family servant, who is more like family. She was framed by the creature and executed for William's murder.
2	Victor Frankenstein	Protagonist. Driven by ambition and Science. His quest for power leads him to his own downfall.	7	De Laceys	Parisian's turned rural farmers. They are poor, but kind, loving and good.
3	Alphonse Frankenstein	Victor's father. An example of kindness and selflessness.	8	The Creature	A product of Victor's scientific experiment that went wrong. He is rejected by everyone and longs for acceptance.
4	Caroline Frankenstein	Victor's loving mother. A paradigm of motherly concern and generosity. Her death provides the catalyst for Victor to transcend death.	9	Henry Clerval	Victor's best friend. He is an idealised character. Henry takes care of Victor and is also another one of the creature's victims.
5	William Frankenstein	Victor's youngest brother who was murdered by the creature.	10	Elizabeth Lavenza	Victor's adopted sister and bride. She is a passive and idealised character and is presented as angelic. She is killed by the creature.

Themes

1	Ambition/obsession	Both Victor and Walton aim for major discoveries/achievements. Victor's tale is a warning to not be overly ambitious.
2	Family/Love	Family is important to Victor and the Creature. The Creature longs for family/love but is always rejected.
3	Death	Several people die in the novel and Victor's mother's death is what spurred Victor on to transgress the boundaries of life and death.
4	Revenge	Both Victor and the creature feel wronged and seek revenge even at the cost of their own safety, health and happiness.
5	Man vs God	Both Victor and Walton talk of conquering nature with science which emphasizes their risk-taking and ambitious natures.

Context

1	Mary Shelley	Born in 1797, most famous for <i>Frankenstein</i> . Shelley experienced a great deal of death in her own life: her mother, her 3 children and her husband (Percy Bysshe Shelley).
2	Science	Many advancements in science had been made, biologists were finding out a great deal about the human body and its capabilities. Science was breaking boundaries.
3	Religion	Parts of Europe were heavily religious. Therefore, occurrences that could not be explained were viewed as an act of God or from another supernatural force.

Key Vocabulary

1	Epistolary Novel	Novel written in the form of letters which allows the writer to establish the narrative POV clearly.
2	Frame Narrative	A narrative within a narrative. This allows us to see events from different perspectives.
4	Allegory	Characters/events represent ideas about religion, morals or politics.
5	Foreshadowing	When something gives the reader a hint about what will take place in the future.
6	Transgression	An act that goes against a law, rule or code of conduct; an offence.
7	Age of Enlightenment	An intellectual and philosophical movement that dominated the world of ideas in Europe during the 17 th -19 th Century.

Plot Summary

1	Letters 1-4 Walton's POV	
2	Ch. 1-2 Victor's POV	
3	Ch. 3-5 Victor's POV	
4	Ch. 6-8 Victor's POV	
5	Ch. 9-10 Victor's POV	
6	Ch. 11-12 Creature's POV	
7	Ch. 13-14 Creature's POV	
8	Ch. 15-17 Creature's POV	
9	Ch. 18-20 Victor's POV	
10	Ch. 21-23 Victor's POV	
11	Ch. 24 Victor's POV - Walton in Continuation Walton's POV	

Characters

1	Robert Walton		6	Justine Moritz	
2	Victor Frankenstein		7	De Lacey's	
3	Alphonse Frankenstein		8	The Creature	
4	Caroline Frankenstein		9	Henry Clerval	
5	William Frankenstein		10	Elizabeth Lavenza	

Themes

1	Ambition/obsession	
2	Family/Love	
3	Death	
4	Revenge	
5	Man vs God	

Context

1	Mary Shelley	
2	Science	
3	Religion	

Key Vocabulary

1	Epistolary Novel	
2	Frame Narrative	
4	Allegory	
5	Foreshadowing	
6	Transgression	
7	Age of Enlightenment	

The Poems:

1	'Ozymandias' Percy Shelley	Narrator meets a traveller who tells him about a statue of Pharaoh Rameses II that has been destroyed by nature over time. Highlights the temporary nature of power.
2	'London' William Blake	Narrator walks round London and describes the misery he sees brought about by the corrupt power of institutions (church, monarchy) over their subjects.
3	'The Prelude' William Wordsworth	Narrator takes a boat out on the lake. Sees a mountain appear and is overwhelmed by the power of nature compared to humans.
4	'My Last Duchess' Robert Browning	Duke shows portrait of his former wife who is now dead. The Duchess was flirtatious and displeased the Duke. We realise he probably had the Duchess killed. The Duke is planning his next marriage.
5	'The Charge of the Light Brigade' Alfred Lord Tennyson	Tribute to British cavalry who died during Crimean War. An incorrect order meant the cavalry charged into battle with swords, to be met by the Russians who were armed with guns.
6	'Exposure' Wilfred Owen	Winter on the front line in WWI. Nature personified as the main enemy and the men can only wait to die. Poem stresses insignificance of humans compared to nature.
7	'Storm on the Island' Seamus Heaney	A community are waiting to be hit by a storm. The power of the storm creates feelings of fear and trepidation.
8	'Bayonet Charge' Ted Hughes	Single soldier's experience of a charge towards enemy lines. The soldier fears for his life & the patriotic ideals that encouraged him to fight have gone.

The Poems:

9	'Remains' Simon Armitage	A group of soldiers shoot a man who's running away from a bank raid. The narrator doesn't know if the man was armed or not and can't get the man's death off his mind. When back at home, the soldier suffers PTSD.
10	'Poppies' Jane Weir	A mother describes her son leaving home to join the army. She fears for his safety and visits a familiar place that reminds her of him.
11	'War Photographer' Carol Ann Duffy	In his dark room, a war photographer develops pictures taken in different warzones. He contrasts his experiences to rural England and people who seem oblivious to war torn places.
12	'Tissue' Imtiaz Dharker	Tissue is an extended metaphor for the fragility of life. Literal uses of paper are also discussed, such as recording names in the Koran, as well as the fact we are made from tissue, emphasising we are fragile.
13	'The Emigree' Carol Rumens	Speaker recalls a city she left as a child. The city has changed and perhaps was a scene of conflict but she protects the memory of her city. It might not be a real place but represents a time/emotion/speaker's childhood.
14	'Checking Out Me History' John Agard	In school the narrator was taught British history & not about his Caribbean roots. He contrasts nonsense topics he was taught with admirable figures excluded from history.
15	'Kamikaze' Beatrice Garland	A Japanese kamikaze pilot aborts his mission and when he returns home is shunned. His daughter imagines her father was reminded of his childhood and beauty of nature & life whilst on the mission.

Key Vocabulary:

1	Monologue	A monologue poem features a single speaker who is a fictional character
2	Caesura	Punctuation marks indicate a break in the line of poetry. Usually occurs in the middle of a line.
3	Enjambment	The continuation of a sentence without a pause beyond the end of a line/stanza
4	Free Verse	A poem without consistent metre patterns or rhyme scheme.
5	Rhyme	Correspondence of sound between words or ending of words.
6	Volta	In a sonnet, the volta is the turn of thought or argument.
7	Couplet	Pair of successive lines, typically rhyming and of the same length.
8	Sonnet	One stanza, 14-line poem written in iambic pentameter.
9	Refrain	A line or set of lines that repeatedly occurs in a poem.
10	Stanza	A group of lines in a poem.

Comparisons:

1	Power of Nature	Ozymandias, The Prelude, Exposure, Storm on the Island, Tissue & Kamikaze.	6	Identity	My Last Duchess, The Charge of the Light Brigade, Poppies, Tissue, The Emigree, Kamikaze, Checking Out Me History.
2	Power of Humans	Ozymandias, London, My Last Duchess, Tissue, Checking Out Me History.	7	Place	London, The Prelude, The Emigree, Kamikaze.
3	Effects of Conflict	The Charge of the Light Brigade, Exposure, Bayonet Charge, Remains, Poppies, War Photographer, Kamikaze.	8	Powerful Individuals	Ozymandias, My Last Duchess
4	Reality of Conflict	The Charge of the Light Brigade, Exposure, Bayonet Charge, Remains, War Photographer.	9	Political Power	Storm on the Island, London, The Charge of the Light Brigade
5	Individual Experiences	London, The Prelude, Bayonet Charge, Remains, Poppies, War Photographer, The Emigree, Kamikaze.	10	Memory	The Prelude, My Last Duchess, Remains, Poppies, War Photographer, The Emigree, Kamikaze.

The Poems:

1	'Ozymandias' Percy Shelley	
2	'London' William Blake	
3	'The Prelude' William Wordsworth	
4	'My Last Duchess' Robert Browning	
5	'The Charge of the Light Brigade' Alfred Lord Tennyson	
6	'Exposure' Wilfred Owen	
7	'Storm on the Island' Seamus Heaney	
8	'Bayonet Charge' Ted Hughes	

The Poems:

9	'Remains' Simon Armitage	
10	'Poppies' Jane Weir	
11	'War Photographer' Carol Ann Duffy	
12	'Tissue' Imtiaz Dharker	
13	'The Emigree' Carol Rumens	
14	'Checking Out Me History' John Agard	
15	'Kamikaze' Beatrice Garland	

Key Vocabulary:

1	Monologue	
2	Caesura	
3	Enjambment	
4	Free Verse	
5	Rhyme	
6	Volta	
7	Couplet	
8	Sonnet	
9	Refrain	
10	Stanza	

Comparisons:

1	Power of Nature		6	Identity	
2	Power of Humans		7	Place	
3	Effects of Conflict		8	Powerful Individuals	
4	Reality of Conflict		9	Political Power	
5	Individual Experiences		10	Memory	

Plot Summary

1	Prologue	Sets up main themes of the play. Provides an overview of the action.
2	Act 1	Montagues and Capulets brawl. Romeo depressed about Rosaline. Paris wants to marry Capulet's young daughter Juliet. Juliet's mother and Nurse encourage Juliet to marry Paris. Romeo attends Capulet party, sees Juliet and falls in love.
3	Act 2	Balcony Scene – R&J decide to get married. Romeo asks Friar Lawrence to conduct ceremony. Friar Lawrence hopes marriage will end feud. Nurse visits Romeo to check his commitment. Friar Lawrence marries R&J.
4	Act 3	Romeo refuses to fight Tybalt. Mercutio killed by Tybalt and Tybalt by Romeo. Romeo is banished. Juliet told she is to be married to Paris. Capulet flies into a rage after Juliet refuses.
5	Act 4	Juliet asks Friar Lawrence for help. Friar Lawrence supplies a potion and a plan. Juliet agrees to marry Paris. Wedding plans are underway but Juliet found 'dead' by the Nurse.
6	Act 5	Romeo thinks Juliet is dead. He returns to Verona with a poison. Friar Lawrence discovers Romeo did not get his letter. Romeo kills Paris at Juliet's tomb, takes poison and dies. Juliet wakes and finds Romeo, stabs herself. The feud is over.

Characters

1	Romeo Montague	Initially a typical Petrarchan lover, his love for Juliet is incredibly romantic, impulsive and passionate.	6	Lady Capulet	Juliet's mother. Cold and distant for most of the play, she expects Juliet to follow in her own footsteps.
2	Juliet Capulet	Young and innocent, not yet 14. Her love for Romeo matures her and makes her bolder in her defiance.	7	Nurse	Juliet's nursemaid, they have a close relationship. She acts as confidante and messenger for Romeo and Juliet.
3	Lord Capulet	Juliet's father. Shows concern for Juliet's welfare, but can be aggressive and tyrannical when disobeyed.	8	Tybalt	Juliet's ruthless, hot-tempered and vengeful cousin. Has a deep, violent hatred of the Montagues.
4	Mercutio	A relative of the Prince and a high-ranking man. Mixes well with both families and is Romeo's loyal best friend.	9	Benvolio	Cares about his cousin Romeo and tries to keep peace between the families.
5	Paris	A rich and highly-regarded young man, kinsman to the Prince, who is determined to marry Juliet.	10	Friar Lawrence	A caring, trusted, kind man of the Church who is optimistic about the possibility of peace.

Themes

1	Love	Romantic, sexual, superficial and platonic forms of love are present in the play.
2	Death	The certainty, fear, acceptance and welcoming of death is portrayed in the play.
3	Fate versus Free Will	This is the idea of an inevitable destiny that cannot be escaped.
4	Honour and loyalty	The importance of family & friendship.
5	Masculinity and femininity	The play explores traditional views of masculinity and the role of women: Juliet chooses to control her own destiny.

Context

1	Queen Elizabeth	Reigned from 1558-1603. Her reign saw England prosper and become a major player in Europe. She chose not to marry, defying the expectations of a patriarchal society.
2	Astrology	In both 14th-century Italy and Elizabethan England stars linked to fate and fortune, were believed to predict and influence the course of human events.
3	The role of women	Society was ' patriarchal ' (led by men). Women were said to be lower than men in The Great Chain of Being. Women were expected to marry, to bear children and be subservient to men.

Key Vocabulary

1	Foreshadowing	R&J's deaths are hinted at throughout the play, creating suspense for the audience.
2	Hamartia	Both protagonists can be considered to be tragic heroes: high status, sympathetic characters whose fatal flaws (their impulsiveness) contribute to their inevitable deaths
4	Sonnet	A poem of 14 lines with a strict rhyme scheme, usually associated with love and romance. R&J speak in a shared sonnet when they first meet.
5	Dramatic Irony	Some things are revealed to the audience before the characters, increasing tension.
6	Juxtaposition	Opposites that are placed next to each other. Each idea is being emphasised.
7	Motif	Image, sound, action or other figure that has symbolic significance. Some motifs in R&J include light + dark and poison.

Plot Summary

1	Prologue	
2	Act 1	
3	Act 2	
4	Act 3	
5	Act 4	
6	Act 5	

Characters

1	Romeo Montague		6	Lady Capulet	
2	Juliet Capulet		7	Nurse	
3	Lord Capulet		8	Tybalt	
4	Mercutio		9	Benvolio	
5	Paris		10	Friar Lawrence	

Themes

1	Love	
2	Death	
3	Fate versus Free Will	
4	Honour and loyalty	
5	Masculinity and femininity	

Context

1	Queen Elizabeth	
2	Astrology	
3	The role of women	

Key Vocabulary

1	Foreshadowing	
2	Hamartia	
4	Sonnet	
5	Dramatic Irony	
6	Juxtaposition	
7	Motif	

Assessment Criteria

1	AO1	Assessed on unseen poem analysis only. Read, understand and respond to texts. Use textual references, including quotations, to support and illustrate interpretations.
2	AO2	Assessed on unseen poem analysis and unseen poem comparison question. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

Poetic Language

1	Simile	A comparison made using the words "like" or "as."
2	Metaphor	A comparison – made directly or indirectly – without using "like" or "as."
3	Personification	Giving human characteristics to something which is not human.
4	Onomatopoeia	Words which attempt to imitate sounds.
5	Alliteration	A repetition of consonant sounds.
6	Assonance	A repetition of vowel sounds
7	Juxtaposition	Two things being placed close together for contrasting effect.
8	Semantic field	A set of words relating to the same topic. "Foul" and "Shot" would appear in the semantic field of sports.
9	Personal/narrative voice	The voice/speaker of the poem who is different from the writer.
10	Oxymoron	A figure of speech in which two contradictory things are placed together in a way which makes peculiar sense. For example, "friendly fire."

Poetic Structures and Forms

1	Stanza	A group of lines separated from others in a poem.
2	Rhyme	The repetition of syllable sounds – usually at the ends of lines, but sometimes in the middle of a line (called internal rhyme).
3	Couplet	A pair of rhyming lines which follow on from one another.
4	Enjambment	The running over of a sentence from one line to the next without a piece of punctuation at the end of the line.
5	Caesura	A stop or a pause in a line of poetry – usually caused by punctuation.
6	Blank verse	Poetry written in non-rhyming, ten syllable lines.
7	Dramatic monologue	A poem in which an imagined speaker address the reader.
8	Lyric	An emotional, rhyming poem, most often describing the emotions caused by a specific event.
9	Sonnet	A fourteen line poem, with variable rhyme scheme, usually on the topic of love for a person, object or situation.
10	Free verse	Non-rhyming, non-rhythmical poetry which follows the rhythms of natural speech.

How to approach an unseen poem

1	What	What is the poem about? What happens? What is the topic/theme?
2	How	How is this communicated? What language/structural techniques does the poet use to present this?
3	Effect	What is the effect on the reader? What response do they have to the poem? What do they learn/understand?

Key Vocabulary

1	Poet	The author of the poem.
2	Speaker	The voice of the poem – this may or may not be the poet themselves.
3	Reader	Who the poem is written for. Some poems are written with a specific reader in mind.
4	Form	The type of poem, i.e. lyric or sonnet.
5	Structure	How the poem has been put together – couplet, rhyme scheme, stanzas etc.
6	Language	Techniques such as metaphor, personification etc. used by the poet to present the subject matter
7	Interpretation	A reader's understanding of and response to a poem.
8	Comparison	Comparing the methods two poets use to present their ideas in their poems.

Assessment Criteria

1	AO1	
2	AO2	

Poetic Language

1	Simile	
2	Metaphor	
3	Personification	
4	Onomatopoeia	
5	Alliteration	
6	Assonance	
7	Juxtaposition	
8	Semantic field	
9	Persona/ narrative voice	
10	Oxymoron	

Poetic Structures and Forms

1	Stanza	
2	Rhyme	
3	Couplet	
4	Enjambment	
5	Caesura	
6	Blank verse	
7	Dramatic monologue	
8	Lyric	
9	Sonnet	
10	Free verse	

How to approach an unseen poem

1	What	
2	How	
3	Effect	

Key Vocabulary

1	Poet	
2	Speaker	
3	Reader	
4	Form	
5	Structure	
6	Language	
7	Interpretation	
8	Comparison	

Present Tense		
1	Je suis	I am
2	J'ai	I have
3	Je fais	I do/make
4	Je vais	I go
5	J'aime	I like
6	Je déteste	I hate
7	Je joue	I play
8	Je mange	I eat
9	Je bois	I drink
10	Je lis	I read
11	J'achète	I buy
12	Je trouve	I find
13	Je travaille	I work
14	Je pense	I think
15	c'est	it's

Perfect Tense		
1	Je suis allé(e)	I went
2	Je suis parti(e)	I left
3	J'ai fait	I did/made
4	J'ai aimé	I liked
5	J'ai détesté	I hated
6	J'ai joué	I played
7	J'ai mangé	I ate
8	J'ai acheté	I bought
9	J'ai trouvé	I found
10	J'ai travaillé	I worked
11	J'ai regardé	I watched
12	J'ai vu	I saw
13	J'ai bu	I drank
14	J'ai lu	I read

Near Future Tense – I am going to...		
1	Je vais être	be
2	Je vais avoir	have
3	Je vais aller	go
4	Je vais faire	do
5	Je vais jouer	play
6	Je vais regarder	watch
7	Je vais manger	eat
8	Je vais acheter	buy
9	Je vais travailler	work
10	Je vais voir	see
11	Je vais boire	drink
12	Je vais devenir	become
13	Je vais voyager	travel
14	ce sera	it will be

Conditional Tense – I would like to...		
1	Je voudrais être	be
2	Je voudrais avoir	have
3	Je voudrais aller	go
4	Je voudrais faire	do
5	Je voudrais jouer	play
6	Je voudrais regarder	watch
7	Je voudrais manger	eat
8	Je voudrais acheter	buy
9	Je voudrais travailler	work
10	Je voudrais voir	see
11	Je voudrais boire	drink
12	Je voudrais devenir	become
13	Je voudrais voyager	travel
14	ce serait	it would be

Il y a		
1	Il y a	There is/are
2	Il y avait	There was/were
3	Il y aura	There will be
4	Il y aurait	There would be

Structures with infinitives		
1	J'aime aller/faire	I like going/doing
2	Je n'aime pas aller/faire	I don't like going/doing
3	il faut aller/jouer	you have to go/play
4	on peut/doit aller	you can/must go

Imperfect Tense		
1	J'étais	I was/I used to be
2	J'avais	I had/I used to have
3	C'était	It was
4	il y avait	there was/were

Present Tense		
1	Je suis	
2	J'ai	
3	Je fais	
4	Je vais	
5	J'aime	
6	Je déteste	
7	Je joue	
8	Je mange	
9	Je bois	
10	Je lis	
11	J'achète	
12	Je trouve	
13	Je travaille	
14	Je pense	
15	c'est	

Perfect Tense		
1	Je suis allé(e)	
2	Je suis parti(e)	
3	J'ai fait	
4	J'ai aimé	
5	J'ai détesté	
6	J'ai joué	
7	J'ai mangé	
8	J'ai acheté	
9	J'ai trouvé	
10	J'ai travaillé	
11	J'ai regardé	
12	J'ai vu	
13	J'ai bu	
14	J'ai lu	

Near Future Tense – I am going to...		
1	Je vais être	
2	Je vais avoir	
3	Je vais aller	
4	Je vais faire	
5	Je vais jouer	
6	Je vais regarder	
7	Je vais manger	
8	Je vais acheter	
9	Je vais travailler	
10	Je vais voir	
11	Je vais boire	
12	Je vais devenir	
13	Je vais voyager	
14	ce sera	

Conditional Tense – I would like to...		
1	Je voudrais être	
2	Je voudrais avoir	
3	Je voudrais aller	
4	Je voudrais faire	
5	Je voudrais jouer	
6	Je voudrais regarder	
7	Je voudrais manger	
8	Je voudrais acheter	
9	Je voudrais travailler	
10	Je voudrais voir	
11	Je voudrais boire	
12	Je voudrais devenir	
13	Je voudrais voyager	
14	ce serait	

Il y a		
1	Il y a	
2	Il y avait	
3	Il y aura	
4	Il y aurait	

Structures with infinitives		
1	J'aime aller/faire	
2	Je n'aime pas aller/faire	
3	il faut aller/jouer	
4	on peut/doit aller	

Imperfect Tense		
1	J'étais	
2	J'avais	
3	C'était	
4	il y avait	

Sentence Starters

1	je pense que	I think that
2	je crois que	I believe that
3	à mon avis	in my opinion
4	selon moi	in my opinion
5	je dirais que	I would say that

Connectives

1	et	and
2	ou	or
3	où	why
4	parce que	because
5	car	as
6	mais	but
7	pourtant	however
8	aussi	also

Intensifiers

1	un peu	a bit
2	assez	quite
3	très	very
4	vraiment	really
5	beaucoup	much/ a lot
6	trop	too

Adjectives

1	amusant	fun
2	intéressant	interesting
3	passionnant	exciting
4	utile	useful
5	beau	beautiful
6	fantastique	fantastic
7	incroyable	incredible
8	ennuyeux/ barbant	boring
9	fatigant	tiring
10	difficile	difficult
11	cher	expensive

Signposting Time Frames

1	l'année dernière	last year
2	la semaine dernière	last week
3	hier	yesterday
4	normalement	normally
5	d'habitude	usually
6	ce soir	this evening
7	la semaine prochaine	next week
8	l'année prochaine	next year
9	dans l'avenir	in the future

Frequency

1	tous les jours	every day
2	de temps en temps	from time to time
3	une fois par semaine	once a week
4	deux fois par mois	twice a month
5	ne...jamais	never
6	toujours	always
7	souvent	often
8	quelquefois	sometimes

Exclamations!!!

1	Quel dommage!	What a shame!
2	Quel plaisir!	What a pleasure!

Perfect Phrases For Any Essay

1	Hier je suis allé au cinema/au stade/au restaurant/au parc/au café/à la piscine et c'était...	Yesterday I went to the cinema/stadium/restaurant/park/café/swimming pool and it was...
2	J'ai mangé une pizza/des frites/un hamburger/du jambon/du poisson/une glace et c'était...	I ate a pizza/fries/a hamburger/some ham/fish/an ice-cream and it was...
3	J'ai joué au foot/au tennis/au rugby/au golf et c'était...	I played football/tennis/rugby/golf and it was...
4	J'ai bu un coca/un jus d'orange et c'était...	I drank a coke/an orange juice and it was...

Fancy Phrases

1	je l'ai trouvé génial	I found it great
2	je me suis bien amusé(e)	I really enjoyed myself
3	j'ai tellement hâte	I'm really looking forward to it

Sentence Starters

1	je pense que	
2	je crois que	
3	à mon avis	
4	selon moi	
5	je dirais que	

Connectives

1	et	
2	ou	
3	où	
4	parce que	
5	car	
6	mais	
7	pourtant	
8	aussi	

Intensifiers

1	un peu	
2	assez	
3	très	
4	vraiment	
5	beaucoup	
6	trop	

Adjectives

1	amusant	
2	intéressant	
3	passionnant	
4	utile	
5	beau	
6	fantastique	
7	incroyable	
8	ennuyeux/ barbant	
9	fatigant	
10	difficile	
11	cher	

Signposting Time Frames

1	l'année dernière	
2	la semaine dernière	
3	hier	
4	normalement	
5	d'habitude	
6	ce soir	
7	la semaine prochaine	
8	l'année prochaine	
9	dans l'avenir	

Frequency

1	tous les jours	
2	de temps en temps	
3	une fois par semaine	
4	deux fois par mois	
5	ne...jamais	
6	toujours	
7	souvent	
8	quelquefois	

Exclamations!!!

1	Quel dommage!	
2	Quel plaisir!	

Perfect Phrases For Any Essay

1	Hier je suis allé au cinema/au stade/au restaurant/au parc/au café/à la piscine et c'était...	
2	J'ai mangé une pizza/des frites/un hamburger/du jambon/du poisson/une glace et c'était...	
3	J'ai joué au foot/au tennis/au rugby/au golf et c'était...	
4	J'ai bu un coca/un jus d'orange et c'était...	

Fancy Phrases

1	je l'ai trouvé génial	
2	je me suis bien amusé(e)	
3	j'ai tellement hâte	

Present Tense		
1	Je suis	I am
2	J'ai	I have
3	Je fais	I do/make
4	Je vais	I go
5	J'aime	I like
6	Je déteste	I hate
7	Je joue	I play
8	Je mange	I eat
9	Je bois	I drink
10	Je lis	I read
11	Je vois	I see
12	J'achète	I buy
13	Je trouve	I find
14	Je travaille	I work
15	Je pense	I think
16	Je crois	I believe
17	Je dois	I have to
18	Je peux	I can
19	Je veux	I want to
20	c'est	it's

Perfect Tense		
1	Je suis allé(e)	I went
2	Je suis parti(e)	I left
3	J'ai fait	I did/made
4	J'ai aimé	I liked
5	J'ai détesté	I hated
6	J'ai joué	I played
7	J'ai mangé	I ate
8	J'ai acheté	I bought
9	J'ai trouvé	I found
10	J'ai travaillé	I worked
11	J'ai regardé	I watched
12	J'ai vu	I saw
13	J'ai bu	I drank
14	J'ai lu	I read

Il y a		
1	Il y a	There is/are
2	Il y avait	There was/were
3	Il y aura	There will be
4	Il y aurait	There would be

Imperfect Tense - I used to		
1	J'étais	... be
2	J'allais	... go
3	J'avais	... have
4	Je faisais	... do
5	Je jouais	... play
6	Je regardais	... watch
7	J'écoutais	... listen
8	Je mangeais	... eat
9	Je buvais	... drink
10	J'achetais	... buy
11	J'aimais	... like
12	C'était	It was

Future Tense		
1	Je serai	I will be
2	J'aurai	I will have
3	J'irai	I will go
4	Je ferai	I will do
5	Je jouerai	I will play
6	Je regarderai	I will watch
7	Je mangerai	I will eat
8	J'achèterai	I will buy
9	Je travaillerai	I will work
10	Je verrai	I will see
11	Je boirai	I will drink
12	Il sera	It will be

Structures with infinitives		
1	J'aime aller/faire	I like going/doing
2	Je n'aime pas aller/faire	I don't like going/doing
3	Je vais aller/jouer	I am going to go/to play
4	Je voudrais aller/jouer	I would like to go/play
5	il faut aller/jouer	you have to go/play
6	on peut/doit aller	you can/must go

Present Tense		
1	Je suis	
2	J'ai	
3	Je fais	
4	Je vais	
5	J'aime	
6	Je déteste	
7	Je joue	
8	Je mange	
9	Je bois	
10	Je lis	
11	Je vois	
12	J'achète	
13	Je trouve	
14	Je travaille	
15	Je pense	
16	Je crois	
17	Je dois	
18	Je peux	
19	Je veux	
20	c'est	

Perfect Tense		
1	Je suis allé(e)	
2	Je suis parti(e)	
3	J'ai fait	
4	J'ai aimé	
5	J'ai détesté	
6	J'ai joué	
7	J'ai mangé	
8	J'ai acheté	
9	J'ai trouvé	
10	J'ai travaillé	
11	J'ai regardé	
12	J'ai vu	
13	J'ai bu	
14	J'ai lu	

Il y a		
1	Il y a	
2	Il y avait	
3	Il y aura	
4	Il y aurait	

Imperfect Tense - I used to		
1	J'étais	
2	J'allais	
3	J'avais	
4	Je faisais	
5	Je jouais	
6	Je regardais	
7	J'écoutais	
8	Je mangeais	
9	Je buvais	
10	J'achetais	
11	J'aimais	
12	C'était	

Future Tense		
1	Je serai	
2	J'aurai	
3	J'irai	
4	Je ferai	
5	Je jouerai	
6	Je regarderai	
7	Je mangerai	
8	J'achèterai	
9	Je travaillerai	
10	Je verrai	
11	Je boirai	
12	Il sera	

Structures with infinitives		
1	J'aime aller/faire	
2	Je n'aime pas aller/faire	
3	Je vais aller/jouer	
4	Je voudrais aller/jouer	
5	il faut aller/jouer	
6	on peut/doit aller	

Sentence Starters

1	je pense que	I think that
2	je crois que	I believe that
3	à mon avis	in my opinion
4	selon moi	in my opinion
5	je dirais que	I would say that
6	il me semble que	it seems to me that
7	d'un point de vue personnel	from a personal point of view
8	bien que je sache que	although I know that
9	à cause du fait que	due to the fact that
10	Je considèrerais que	I would consider that
11	il faut que je dise que	I have to say that

Connectives

1	parce que	because
2	car	as
3	mais	but
4	pourtant	however
5	en revanche	however
6	néanmoins	nevertheless
7	certes	admittedly
8	aussi	also
9	donc	therefore
10	d'ailleurs	besides
11	bien que (+subj)	although
12	à moins que (+subj)	unless

Intensifiers

1	un peu	a bit
2	assez	quite
3	très	very
4	vraiment	really
5	beaucoup	much/ a lot
6	trop	too
7	tellement	so
8	extrêmement	extremely

Adjectives

1	amusant	fun
2	intéressant	interesting
3	passionnant	exciting
4	utile	useful
5	beau	beautiful
6	fantastique	fantastic
7	incroyable	incredible
8	ennuyeux/ barbant	boring
9	fatigant	tiring
10	difficile	difficult
11	cher	expensive

Exclamations!!!

1	Quel dommage!	What a shame!
2	Quel plaisir!	What a pleasure!

Signposting Time Frames

1	l'année dernière	last year
2	la semaine dernière	last week
3	hier	yesterday
4	normalement	normally
5	d'habitude	usually
6	ce soir	this evening
7	la semaine prochaine	next week
8	l'année prochaine	next year
9	dans l'avenir	in the future

Frequency

1	tous les jours	every day
2	de temps en temps	from time to time
3	une fois par semaine	once a week
4	deux fois par mois	twice a month
5	ne...jamais	never
6	toujours	always
7	souvent	often
8	quelquefois/ parfois	sometimes

Fancy Phrases

1	après avoir mangé	after having eaten
2	je l'ai trouvé génial	I found it great
3	je me suis bien amusé(e)	I really enjoyed myself
4	ça m'a vraiment plu	I really enjoyed it
5	ça en valait la peine	It was worth it
6	je n'aurais jamais pensé	I would never have thought
7	j'ai tellement hâte	I'm really looking forward to it
8	le jeu en vaudra la chandelle	it will be worth it

Sentence Starters

1	je pense que	
2	je crois que	
3	à mon avis	
4	selon moi	
5	je dirais que	
6	il me semble que	
7	d'un point de vue personnel	
8	bien que je sache que	
9	à cause du fait que	
10	Je considèrerais que	
11	il faut que je dise que	

Connectives

1	parce que	
2	car	
3	mais	
4	pourtant	
5	en revanche	
6	néanmoins	
7	certes	
8	aussi	
9	donc	
10	d'ailleurs	
11	bien que (+subj)	
12	à moins que (+subj)	

Intensifiers

1	un peu	
2	assez	
3	très	
4	vraiment	
5	beaucoup	
6	trop	
7	tellement	
8	extrêmement	

Exclamations!!!

1	Quel dommage!	
2	Quel plaisir!	

Adjectives

1	amusant	
2	intéressant	
3	passionnant	
4	utile	
5	beau	
6	fantastique	
7	incroyable	
8	ennuyeux/ barbant	
9	fatigant	
10	difficile	
11	cher	

Signposting Time Frames

1	l'année dernière	
2	la semaine dernière	
3	hier	
4	normalement	
5	d'habitude	
6	ce soir	
7	la semaine prochaine	
8	l'année prochaine	
9	dans l'avenir	

Frequency

1	tous les jours	
2	de temps en temps	
3	une fois par semaine	
4	deux fois par mois	
5	ne...jamais	
6	toujours	
7	souvent	
8	quelquefois/ parfois	

Fancy Phrases

1	après avoir mangé	
2	je l'ai trouvé génial	
3	je me suis bien amusé(e)	
4	ça m'a vraiment plu	
5	ça en valait la peine	
6	je n'aurais jamais pensé	
7	j'ai tellement hâte	
8	le jeu en vaudra la chandelle	

Sentence Starters

1	meiner Meinung nach	in my opinion
2	meines erachtens	in my opinion
3	im Großen und Ganzen	all in all
4	ich denke, dass...	I think that
5	ich würde sagen, dass	I would say that
6	ich muss sagen, dass	I have to say that

Connectives

1	und	and
2	aber	but
3	denn	because
4	oder	or
5	jedoch	however
6	außerdem	furthermore
7	weil/da	because
8	dass	that

Intensifiers

1	ein bisschen	a bit
2	ziemlich	quite
3	sehr	very
4	wirklich	really
5	echt	genuinely
6	zu	too
7	so	so
8	ganz	totally

Adjectives

1	lustig	funny
2	interessant	interesting
3	spannend	exciting
4	nützlich	useful
5	schön	beautiful
6	toll	great
7	unglaublich	incredible
8	langweilig	boring
9	anstrengend	tiring
10	schwierig	difficult
11	teuer	expensive
12	billig	cheap

Signposting Time Frames

1	letztes Jahr	last year
2	letzte Woche	last week
3	gestern	yesterday
4	normalerweise	normally
5	gewöhnlich	usually
6	dieses Abend	this evening
7	nächste Woche	next week
8	nächstes Jahr	next year
9	in der Zukunft	in the future
10	am Wochenende	at the weekend

Frequency

1	jeden Tag	every day
2	ab und zu	from time to time
3	einmal pro Woche	once a week
4	zweimal pro Woche	twice a month
5	nie	never
6	immer	always
7	oft	often
8	manchmal	sometimes

Exclamations!!!

1	Wie Schade!	What a shame!
2	Wahnsinn!	Wow!

Fancy Phrases

1	es hat eine Menge Spaß gemacht	it was loads of fun
2	es hat sich wirklich gelohnt	it was really worth it
3	das hat mir gefallen	I liked it
4	ich freue mich schon darauf	I am already looking forward to it
5	ich werde mich amüsieren	I will enjoy myself

Perfect Past Examples

1	Letztes Wochenende bin ich ins Kino/Café/Restaurant/Stadion/Museum gegangen und es hat eine Menge Spaß gemacht.	Last weekend I went to the cinema/café/restaurant/stadium/museum and it was loads of fun.
2	Ich habe Hähnchen, Pommes und Salat gegessen und ich habe Cola getrunken. Das Essen war sehr lecker und es hat sich wirklich gelohnt. Wahnsinn!	I ate chicken, chips and salad and I drank cola. The food was very tasty and it was really worth it. Wow!

Fantastic Future Examples

1	Nächstes Jahr werde ich mit meinen Freunden nach Berlin fahren und ich freue mich schon darauf.	Next year I will travel with my friends to Berlin. I am already looking forward to it.
2	Ich möchte ins Café gehen und ich möchte Pizza essen. Ich werde mich amüsieren, weil ich Pizza liebe.	I would like to go to café and I would like to eat pizza. I will enjoy myself I love pizza.

Sentence Starters

1	meiner Meinung nach	
2	meines erachtens	
3	im Großen und Ganzen	
4	ich denke, dass...	
5	ich würde sagen, dass	
6	ich muss sagen, dass	

Connectives

1	und	
2	aber	
3	denn	
4	oder	
5	jedoch	
6	außerdem	
7	weil/da	
8	dass	

Intensifiers

1	ein bisschen	
2	ziemlich	
3	sehr	
4	wirklich	
5	echt	
6	zu	
7	so	
8	ganz	

Adjectives

1	lustig	
2	interessant	
3	spannend	
4	nützlich	
5	schön	
6	toll	
7	unglaublich	
8	langweilig	
9	anstrengend	
10	schwierig	
11	teuer	
12	billig	

Signposting Time Frames

1	letztes Jahr	
2	letzte Woche	
3	gestern	
4	normalerweise	
5	gewöhnlich	
6	dieses Abend	
7	nächste Woche	
8	nächstes Jahr	
9	in der Zukunft	
10	am Wochenende	

Frequency

1	jeden Tag	
2	ab und zu	
3	einmal pro Woche	
4	zweimal pro Woche	
5	nie	
6	immer	
7	oft	
8	manchmal	

Exclamations!!!

1	Wie Schade!	
2	Wahnsinn!	

Fancy Phrases

1	es hat eine Menge Spaß gemacht	
2	es hat sich wirklich gelohnt	
3	das hat mir gefallen	
4	ich freue mich schon darauf	
5	ich werde mich amüsieren	

Perfect Past Examples

1	Letztes Wochenende bin ich ins Kino/Café/Restaurant/Stadion/Museum gegangen und es hat eine Menge Spaß gemacht.	
2	Ich habe Hähnchen, Pommes und Salat gegessen und ich habe Cola getrunken. Das Essen war sehr lecker und es hat sich wirklich gelohnt. Wahnsinn!	

Future Tense Examples

1	Nächstes Jahr werde ich mit meinen Freunden nach Berlin fahren und ich freue mich schon darauf.	
2	Ich möchte ins Café gehen und ich möchte Pizza essen. Ich werde mich amüsieren, weil ich Pizza liebe.	

Present Tense		
1	Ich bin	I am
2	Ich habe	I have
3	Ich mache	I do/make
4	Ich gehe	I go
5	Ich fahre	I travel
6	Ich mag	I like
7	Ich hasse	I hate
8	Ich spiele	I play
9	Ich esse	I eat
10	Ich trinke	I drink
11	Ich lese	I read
12	Ich sehe	I see
13	Ich kaufe	I buy
14	Ich finde	I find
15	Ich arbeite	I work
16	Ich denke	I think
17	Ich muss	I have to
18	Ich kann	I can
19	Ich will	I want to
20	es ist	it's

Perfect Tense		
1	Ich bin gegangen	I went
2	Ich bin gefahren	I travelled
3	Ich bin geflogen	I flew
4	Ich bin geblieben	I stayed
5	Ich habe gemacht	I did/made
6	Ich habe gespielt	I played
7	Ich habe gegessen	I ate
8	Ich habe getrunken	I drank
9	Ich habe gekauft	I bought
10	Ich habe gearbeitet	I worked
11	Ich habe gesehen	I watched
12	Ich habe gelesen	I read
13	Ich habe gefunden	I found
14	ich habe besucht	I visited

Using Geben		
1	es gibt	There is/are
2	es gab	There was/were
3	es wird...geben	There will be
4	es würde...geben	There would be

Simple Past		
1	ich war	I was
2	es war	it was
3	sie waren	they were
4	ich hatte	I had
5	es gab	there was/were

Conditional Fancy		
1	ich wäre	I would be
2	es wäre	it would be
3	sie wären	they would be
4	ich hätte	I would have
5	es gäbe	there would be

Future/Conditional Tense		
ich werde/möchte....(I will/would like to)		
1	...sein	be
2	...werden	become
3	...gehen	go
4	...fahren	travel
5	...spielen	play
6	...essen	eat
7	...trinken	drink
8	...sehen	see
9	...arbeiten	work
10	...lesen	read
11	...machen	make/do
12	...besuchen	visit

Structures With Infinitives		
1	ich muss...machen	I have to do
2	ich darf...machen	I am allowed to do
3	ich kann...machen	I can do
4	ich soll...machen	I should do
5	ich will...machen	I want to do
6	man muss/kann/soll...machen	you must/can/should do

Present Tense		
1	Ich bin	
2	Ich habe	
3	Ich mache	
4	Ich gehe	
5	Ich fahre	
6	Ich mag	
7	Ich hasse	
8	Ich spiele	
9	Ich esse	
10	Ich trinke	
11	Ich lese	
12	Ich sehe	
13	Ich kaufe	
14	Ich finde	
15	Ich arbeite	
16	Ich denke	
17	Ich muss	
18	Ich kann	
19	Ich will	
20	es ist	

Perfect Tense		
1	Ich bin gegangen	
2	Ich bin gefahren	
3	Ich bin geflogen	
4	Ich bin geblieben	
5	Ich habe gemacht	
6	Ich habe gespielt	
7	Ich habe gegessen	
8	Ich habe getrunken	
9	Ich habe gekauft	
10	Ich habe gearbeitet	
11	Ich habe gesehen	
12	Ich habe gelesen	
13	Ich habe gefunden	
14	ich habe besucht	

Using Geben		
1	es gibt	
2	es gab	
3	es wird...geben	
4	es würde...geben	

Simple Past		
1	ich war	
2	es war	
3	sie waren	
4	ich hatte	
5	es gab	

Conditional Fancy		
1	ich wäre	
2	es wäre	
3	sie wären	
4	ich hätte	
5	es gäbe	

Structures With Infinitives		
1	ich muss...machen	
2	ich darf...machen	
3	ich kann...machen	
4	ich soll...machen	
5	ich will...machen	
6	man muss/kann/soll...machen	

Future/Conditional Tense		
ich werde/möchte....(I will/would like to)		
1	...sein	
2	...werden	
3	...gehen	
4	...fahren	
5	...spielen	
6	...essen	
7	...trinken	
8	...sehen	
9	...arbeiten	
10	...lesen	
11	...machen	
12	...besuchen	

Present Tense		
1	Ich bin	I am
2	Ich habe	I have
3	Ich mache	I do/make
4	Ich gehe	I go
5	Ich fahre	I travel
6	Ich mag	I like
7	Ich hasse	I hate
8	Ich spiele	I play
9	Ich esse	I eat
10	Ich trinke	I drink
11	Ich lese	I read
12	Ich sehe	I see
13	Ich kaufe	I buy
14	Ich finde	I find
15	Ich arbeite	I work
16	Ich denke	I think
17	Ich muss	I have to
18	Ich kann	I can
19	Ich will	I want to
20	es ist	it's

Perfect Tense		
1	Ich bin gegangen	I went
2	Ich bin gefahren	I travelled
3	Ich bin geflogen	I flew
4	Ich bin geblieben	I stayed
5	Ich habe gemacht	I did/made
6	Ich habe gespielt	I played
7	Ich habe gegessen	I ate
8	Ich habe getrunken	I drank
9	Ich habe gekauft	I bought
10	Ich habe gearbeitet	I worked
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2	es war	it was
3	sie waren	they were
4	ich hatte	I had
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Conditional Fancy		
1	ich wäre	I would be
2	es wäre	it would be
3	sie wären	they would be
4	ich hätte	I would have
5	es gäbe	there would be

Future/Conditional Tense		
ich werde/möchte....(I will/would like to)		
1	...sein	be
2	...werden	become
3	...gehen	go
4	...fahren	travel
5	...spielen	play
6	...essen	eat
7	...trinken	drink
8	...sehen	see
9	...arbeiten	work
10	...lesen	read
11	...machen	make/do
12	...besuchen	visit

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1	ich muss...machen	I have to do
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3	ich kann...machen	I can do
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5	ich will...machen	I want to do
6	man muss/kann/soll...machen	you must/can/should do

Present Tense		
1	Ich bin	
2	Ich habe	
3	Ich mache	
4	Ich gehe	
5	Ich fahre	
6	Ich mag	
7	Ich hasse	
8	Ich spiele	
9	Ich esse	
10	Ich trinke	
11	Ich lese	
12	Ich sehe	
13	Ich kaufe	
14	Ich finde	
15	Ich arbeite	
16	Ich denke	
17	Ich muss	
18	Ich kann	
19	Ich will	
20	es ist	

Perfect Tense		
1	Ich bin gegangen	
2	Ich bin gefahren	
3	Ich bin geflogen	
4	Ich bin geblieben	
5	Ich habe gemacht	
6	Ich habe gespielt	
7	Ich habe gegessen	
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1	es gibt	
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Simple Past		
1	ich war	
2	es war	
3	sie waren	
4	ich hatte	
5	es gab	

Conditional Fancy		
1	ich wäre	
2	es wäre	
3	sie wären	
4	ich hätte	
5	es gäbe	

Structures With Infinitives		
1	ich muss...machen	
2	ich darf...machen	
3	ich kann...machen	
4	ich soll...machen	
5	ich will...machen	
6	man muss/kann/soll...machen	

Future/Conditional Tense		
ich werde/möchte....(I will/would like to)		
1	...sein	
2	...werden	
3	...gehen	
4	...fahren	
5	...spielen	
6	...essen	
7	...trinken	
8	...sehen	
9	...arbeiten	
10	...lesen	
11	...machen	
12	...besuchen	

Sentence Starters

1	meiner Meinung nach	in my opinion
2	meines erachtens	in my opinion
3	im Großen und Ganzen	all in all
4	auf der einen Seite	on the one hand
5	aber auf der anderen Seite	but on the other hand
6	es scheint mir, dass	it seems to me that
7	ich denke, dass...	I think that
8	ich würde sagen, dass	I would say that
9	obwohl ich weiß, dass	although I know that
10	ich glaube, dass...	I believe that
11	ich muss sagen, dass	I have to say that

Connectives

1	und	and
2	aber	but
3	denn	because
4	sondern (neg)	but
5	jedoch	however
6	deshalb	therefore
7	trotzdem	nevertheless
8	außerdem	furthermore
9	weil/da	because
10	dass	that
11	obwohl	although
12	wenn	if/when

Intensifiers

1	ein bisschen	a bit
2	ziemlich	quite
3	sehr	very
4	wirklich	really
5	echt	genuinely
6	zu	too
7	so	so
8	ganz	totally

Adjectives

1	lustig	funny
2	interessant	interesting
3	spannend	exciting
4	nützlich	useful
5	schön	beautiful
6	toll	great
7	unglaublich	incredible
8	langweilig	boring
9	anstrengend	tiring
10	schwierig	difficult
11	teuer	expensive
12	billig	cheap

Exclamations!!!

1	Wie Schade!	What a shame!
2	Wahnsinn!	Wow!

Signposting Time Frames

1	letztes Jahr	last year
2	letzte Woche	last week
3	gestern	yesterday
4	normalerweise	normally
5	gewöhnlich	usually
6	dieses Abend	this evening
7	nächste Woche	next week
8	nächstes Jahr	next year
9	in der Zukunft	in the future

Frequency

1	jeden Tag	every day
2	ab und zu	from time to time
3	einmal pro Woche	once a week
4	zweimal pro Woche	twice a month
5	nie	never
6	immer	always
7	oft	often
8	manchmal	sometimes

Fancy Phrases

1	es hat eine Menge Spaß gemacht	it was loads of fun
2	ich habe mich wirklich amüsiert	I really enjoyed myself
3	es hat sich wirklich gelohnt	it was really worth it
4	das hat mir gefallen	I liked it
5	ich hätte nie gedacht	I would have never thought
6	je (heißer), desto besser	the (hotter) the better
7	ich freue mich schon darauf	I am already looking forward to it
8	es wird bestimmt viel Spaß machen	it will definitely be lots of fun

Sentence Starters

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3	im Großen und Ganzen	
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Frequency

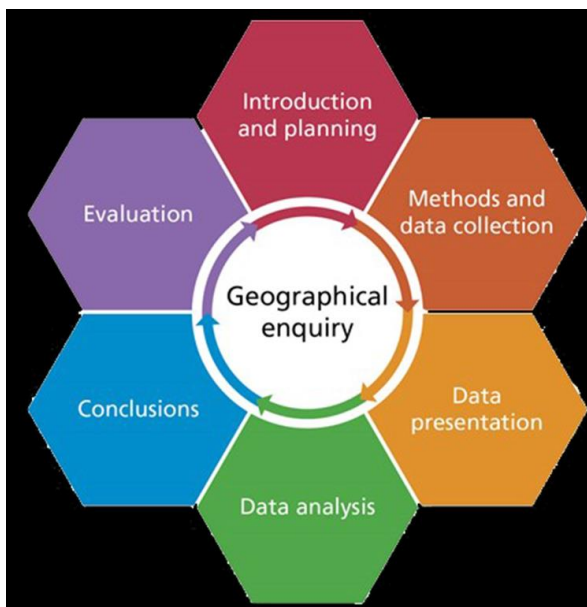
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Geography Fieldwork— Enquiry question and risk assessment

	Tier 3	Meaning
1	Enquiry question	An enquiry is a question that you set out to prove or disprove .
2	Hypothesis	Is a statement that you set out to prove or disprove.
3	Risk Assessment	All fieldwork has risks. Risk assessments help to understand the risk and avoid potentially dangerous situations.



Fieldwork can be conducted in a range human and physical environments



Examples of enquiry questions / hypothesis

Coastal management techniques are effective at area x

What conflict exists between land users in area x ?

How successful is tourism managed in area x ?

Inequalities in housing exist?

The regeneration of x has had a positive impact on the local area.

The transport strategy in x is effective.

Why has the population of x declined?

People in x create a large carbon footprint.

The flood management scheme at x has been effective.

In what direction does longshore drift move beach material at x ?

What impact did weather hazard x have on the local area?

What changes in the river features can be found over distance on the river x ?

Bedload becomes smaller and rounder along a long profile of a river.

How have changes in the urban area in x increased opportunities for the local people?

What impact has the science park/ business had on area x ?

Traffic congestion decreases as you move along road x out of area x

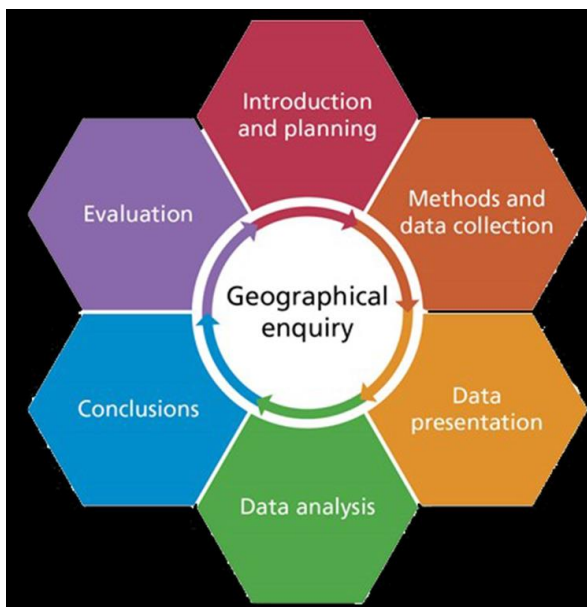
Word Power

Fieldwork

Gathering statistics or doing research out-of-doors or on-site

Geography Fieldwork— Enquiry question and risk assessment

	Tier 3	Meaning
1	Enquiry question	
2	Hypothesis	
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Fieldwork

Gathering statistics or doing research out-of-doors or on-site

Geography Fieldwork— Data analysis, conclusions & evaluation

	Tier 3	Meaning
1	Conclusion	Do you accept or reject your initial hypothesis based on the evidence you have collected. Or what is the outcome of the question you were answering?
2	Evaluation	Critically look at the usefulness and accuracy of your methods and the certainty of your findings in your investigation.
3	Limitations	Are about how time/ location/ resource use could be improved on next time
4	Accuracy	How close a measurement is to the true value. Is about knowing how to use the equipment and surveys correctly so your data is correct .
5	Reliability	Is about making sure that you follow a plan, so somebody could repeat the investigation. To what extent are the measurements consistent (the same).
6	Validity	The suitability of the method to answer the question/ hypothesis it was intended to answer.
7	Bias	Is about how the data might be affected by someone's opinion.
8	Errors	<p>The difference between the results you found and the true value.</p> <p>Measurement error – mistakes when collecting the data e.g. misreading a thermometer.</p> <p>Operator error – differences in results collected by different people, such as different people giving different score.</p> <p>Sampling error – local differences meaning that one sample gives slightly different results to another.</p>
9	Anomalies	Values in a set of results which are judged not be part of the variation caused by random uncertainty. Something that stands out/ doesn't fit the pattern.

Describing, analysing and explaining the data.

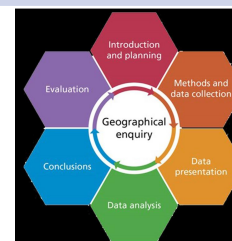
1. Interpretation of results – description, analysis and explanation of the results.
2. Use of statistics – establish links between data sets.
3. **Anomalies** in data – identification of anomalies in fieldwork data.

Conclusion

Draw evidenced conclusions in relation to original aims of the enquiry.

Evaluation

1. Issues with enquiry – identification of problems of data collection methods.
2. **Limitations** of enquiry
3. Additional data collection – suggestions for other data that might be useful.
4. Reliability of conclusions – extent of which conclusions were **reliable**.



Geography Fieldwork— Data analysis, conclusions & evaluation

	Tier 3	Meaning
1	Conclusion	
2	Evaluation	
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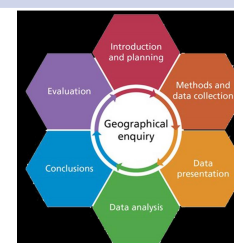
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Geography Fieldwork— Selecting, measuring and recording data

	Tier 3	Meaning
1	Methodology	The steps you take in order to successfully carry out the collection of primary data.
2	Primary data	Data or information that you collect yourself.
3	Secondary data	Data that is collected by someone else. It could be published e.g. maps , historical data .
4	Quantitative data	Data the records quantities (e.g. numbers / sizes / frequencies)
5	Qualitative data	Data that is descriptive/ subjective which records opinions, attitudes and beliefs.
6	Sampling	The process of collection data from sites or people. Involves gathering data from a small part of the whole area or population.
7	Random Sampling	Choosing sites or people without bias (judgement), where every person or site has an equal chance of being selected.
8	Systematic sampling	Involves choosing samples in a regular (or systematic) way. E.g. speak to every 8 th person or measure every second groyne on a beach.
9	Stratified sampling	Involves dividing samples into groups e.g. 5 people from each age group or 3 sites from each stage of a river.
10	Point sampling	Choose particular points and sample only at these points .e.g places on a river or specific houses on a street.
11	Discrete data	Data that can be counted e.g. how often something occurs/ data that falls into categories
12	Continuous data	Data that can be measured on a scale or continuum e.g. rainfall levels over time.
13	Pilot Study	A small scale study to check the key steps, before carrying out the main fieldwork
14	Transect	A line along which you take regular measurements.

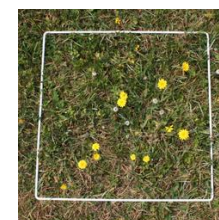
Methodology
<ol style="list-style-type: none"> 1. Choose suitable data. This can range from primary and secondary and both qualitative and quantitative data. 2. Sampling methods –measure and recording data using different sampling methods 3. Justification – why are the data methods suitable for your enquiry.

Examples of equipment

Clinometer



Quadrat



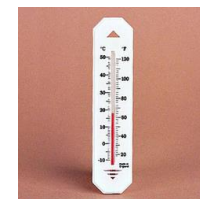
Ranging Pole



Surveyor's tape



Thermometer



Compass



Geography Fieldwork— Selecting, measuring and recording data

	Tier 3	Meaning
1	Methodology	
2	Primary data	
3	Secondary data	
4	Quantitative data	
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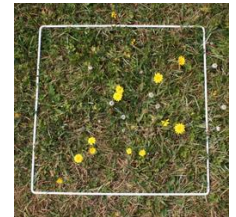
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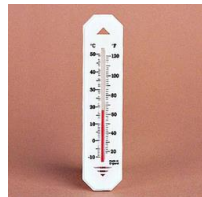
Ranging Pole



Surveyor's tape



Thermometer



Compass



Geography Fieldwork— Selecting, measuring and recording data

Below are a range of fieldwork techniques for both human and physical fieldwork locations.

Fieldwork Technique	Description	Benefit
Questionnaire	You could ask closed and open questions. You could also provide a bi-polar scale to collect views.	Allows you to gain a wide range of views.
Counts (traffic/pedestrian)	Count people or transport over a period of time e.g. 5 mins. This can then be repeated at different times.	Allows you to compare how busy an area is at different times.
Beach or river profile/transect	Use a clinometer and two ranging poles to record the slope angle.	Allows you to see the impact of processes on the shape of land.
Measuring longshore drift	Measure the distance between two points. Record the time it takes for a floating object to travel between the two points.	Provides an indication of the direction and speed of longshore drift.
River cross sections	Measure the width of a river channel and record the depth at regular intervals.	Allows you to compare the size and shape of river channels along the course of the river.
Measure sediment along a groyne	Measure the height of sediment either side of the groyne at regular intervals.	Allows you to identify the direction of longshore drift and the impact of the groyne on the profile and impact of the groyne on the beach
Measure the velocity of a river	Use of a flow meter to measure the velocity of water.	Allows you to take accurate measurements of the velocity of a river along its course.
Environmental quality survey	Develop a bi-polar scale to review the quality of the environment	Allows you to compare different locations against the same factors.

Fieldwork Technique	Description	Benefit
Land Use Survey	Using a base map of a selected area, create a key for different buildings. Label the map with the different building types.	Shows the distribution of land use in a selected area.
Field sketches	Draw key features of a landscape, adding specific annotated comments to describe/ explain the feature.	Helps to show located information on a range of issues.
House Price Comparison	Either by recording sale details in estate agent windows in selected locations or online e.g. Rightmove. Details of type of property will need to be recorder for accuracy of comparison	Shows how house prices compare between areas or to the national average. Can show deprivation of inflation.
Property Quality Survey	Create a set of observable criteria which indicates the level of maintenance/ investment applied to each property. Grade each on a scale between negative and positive e.g. 1-5 . Tally the scores for all observed houses in a given street.	Shows the general quality of properties in a selected area based on individual perspective.
Local service survey	Create an index key of local services – tally the number of these seen in a given location to give a total score.	Shows the amount and range of key local services in a chosen location.

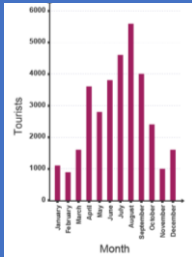
GeOgraphy Fieldwork— Selecting, measuring and recording data

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Geography Fieldwork– Data presentation and processing

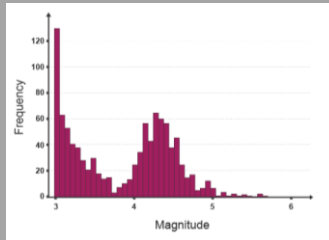


Bar Graphs (gaps between data)

Use: To show distinct/discrete data. Can compare a number of categories.

+ Good visually, easy to make sense of data, clearly shows larger and smaller groups.

-Hard to show large/small data on the same graph

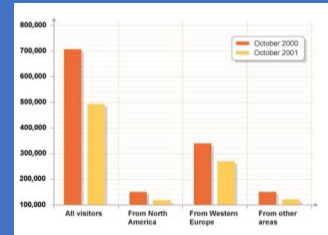


Histogram (no gaps between bars)

Use: To show continuous data (so it uses the same shading)

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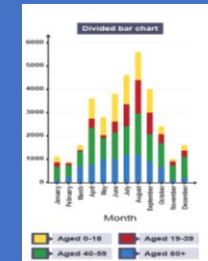


Complex Bar Graph

Use: To show comparisons between two or more sets of data for each category

+Can compare multiple sets of data.

-Hard to show large/small data on the same graph. Can become overcomplicate and harder to read.

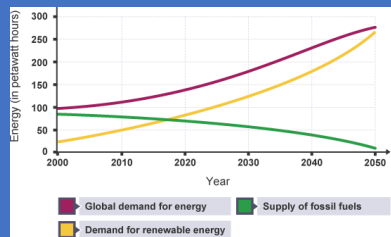


Compound/divided bar graph

Use: Shows continuous data.

+Can show changes distance/time. Quick visual impression of results clearly shows different groups. Shows relationships between sets of data.

-More difficult to access individual results, especially if a large number of categories. Needs colours to separate variables.

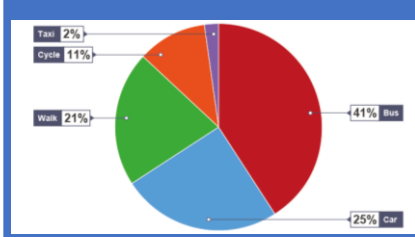


Line Graph

Use: shows continuous data e.g. over time

+Can show multiple sets of data on the same graph. Shows peaks/ troughs and trends and patterns at a glance.

-Does not show direction of movement. Problem if numbers vary greatly/need to chose appropriate scale.

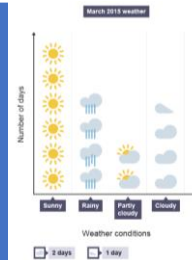


Pie Chart

Use: Shows distinct data that can be divided into parts.

-Quick visual impression of results. Clearly shows larger and smaller groups. Can be used on a map to show extra information.

-Small segments less than 5 degrees are difficult to draw. Hard to assess % accurately from the pie chart if segments are small and unlabelled.

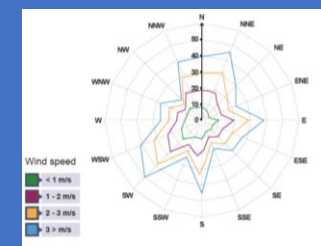


Pictogram

Use: Using pictures to represent numbers

+Pictures clearly show what is being counted. Numbers easily seen by the key.

- Accuracy of data can be a problem. Many other methods are easier to construct.



Radar Graph

Use: A away of displaying multiple variable quantities.

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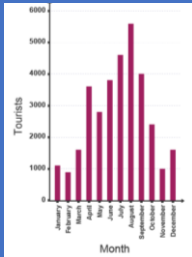
Mean - Add all the measurements together then divide by the number of measurements taken

Median - Arrange the data in order, and take the middle value as the median.

Mode - The value which occurs most often.

Range - difference between the highest and lowest value in the data set

Geography Fieldwork– Data presentation and processing

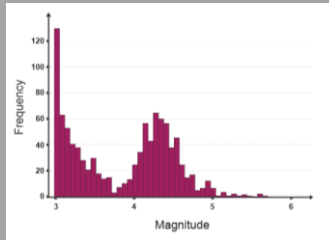


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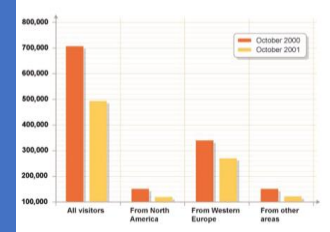


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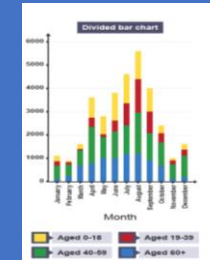
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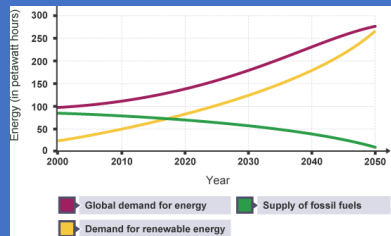
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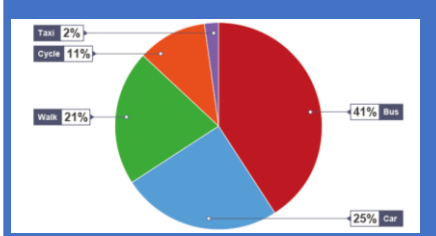
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+

-

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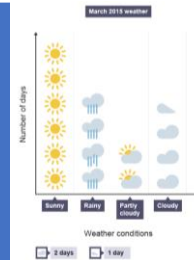


Pie Chart

Use: Shows distinct data that can be divided into parts.

-

-

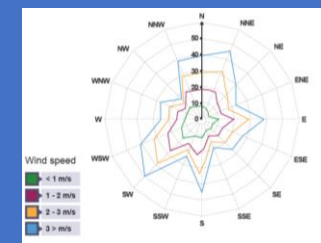


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1. Who was involved with Sheffield Manor Lodge?

George Talbot, Earl of Shrewsbury	<ol style="list-style-type: none"> 1. He was a loyal protestant of high status who Elizabeth felt she could trust. 2. He had huge wealth and would have been able to pay for keeping Mary secure. 3. He also had a large number of properties and estates in the midlands in the most secure part of the country: away from the coast, Scotland, and London. 4. Keeping Mary captive ruined Shrewsbury.
Mary, Queen of Scots	<ol style="list-style-type: none"> 1. Mary was a significant threat to Elizabeth – she had a claim to the English throne as she was Elizabeth's cousin. 2. Mary was also Catholic giving her support in England from angry Catholics who wanted Mary to be Queen. 3. Elizabeth wanted to avoid Mary gaining support in Scotland or France, and didn't want to execute her, so had her imprisoned in England.
Bess of Hardwick, Countess of Shrewsbury	<ol style="list-style-type: none"> 1. Wife of George Talbot 2. A wealthy and influential woman, she was considered a good companion for Mary 3. Mary and Bess often completed needlework together

2. What were the key features of Sheffield Manor Lodge?

Location	<ol style="list-style-type: none"> 1. Sheffield Manor Lodge was located equidistant away from either coast, the Scottish border and London. 2. It was surrounded by Shrewsbury's other properties which meant Mary could be moved from place to place easily. 3. The Lodge is situated on a hill which has views across Yorkshire, Derbyshire and Nottinghamshire. 4. It is located in the middle of 3000 acres of woodland and a deer park, showing how wealthy Shrewsbury was.
Design	<ol style="list-style-type: none"> 1. The Lodge was designed to be a luxurious family home. 2. In the 1570s, Shrewsbury demolished part of the building and redesigned it to make it bigger and more luxurious. This included using expensive red brick and lots of glass. 3. Sheffield Manor Lodge is not considered a prodigy house but there are some similarities.
Function	<ol style="list-style-type: none"> 1. As many nobles like Talbot would build houses to demonstrate their status, Sheffield Manor Lodge was designed to show off his wealth. 2. As Mary, Queen of Scots was a royal, she expected to be living in a palace. 3. As Elizabeth wanted Mary to be kept under house arrest, Sheffield Manor Lodge also needed to act as a prison.
Mary's Influence	<ol style="list-style-type: none"> 1. It is believed that Shrewsbury consulted Mary on the design of the interior of some of the rooms. 2. Scottish thistles, grapes to represent Mary's link to France and marigolds (Mary's gold) feature in the decoration of 'Mary's Room' of the Turret House.

3. What events are linked to Sheffield Manor Lodge?

The Northern Rebellion, 1569	<ol style="list-style-type: none"> 1. Mary was moved from Carlisle Castle to Shrewsbury's care as a result of the Northern Rebellion. 2. His properties were considered to be in a safer location away from the influence of the Catholic north.
The Catholic Plots against Elizabeth	<ol style="list-style-type: none"> 1. Mary was involved in several plots against Elizabeth that aimed to put Mary on the throne instead: Ridolfi Plot (1571), Throckmorton (1583) and Babington (1586).
Mary leaves Shrewsbury's care	<ol style="list-style-type: none"> 1. Rumours that Shrewsbury was having an affair with Mary, and criticisms that Mary was not securely held captive made people question his ability as her jailor. 2. In 1584, Mary was removed from Shrewsbury's care. Her new jailor was the Puritan Amias Paulet.
Mary's execution, 1587	<ol style="list-style-type: none"> 1. Mary was found guilty of treason after plotting with Anthony Babington through coded letters in 1586. 2. She was sentenced to death and executed in 1587. As Master of Justice, Shrewsbury witnessed Mary's execution.

Key Vocabulary

Heir	The next in line to the throne.
Abdicate	Giving up your throne to somebody else.
Captivity	Being held prisoner against your will.
Plotted	Made secret plans usually to assassinate the Queen.
Deer Park	Land filled with deer used for hunting by wealthy nobles.
Heraldry	Symbols and images usually found on a coat of arms that represent a families heritage.
Cloth of State	A tapestry or piece of decorated cloth put up on the wall behind Kings and Queens dining tables.
Embroidery	Using needles and thread to sew patterns onto cloth.
Master of Justice	A role given to Shrewsbury that required him to ensure justice was served by criminals.
Prodigy House	Tudor manor houses that used lots of glass, had an E or H shaped floor plan, and often stood apart from other buildings like the stables to make them seem grander.
Turret House	The only remaining part of Sheffield Manor Lodge

1. Who was involved with Sheffield Manor Lodge?

George Talbot, Earl of Shrewsbury	
Mary, Queen of Scots	
Bess of Hardwick, Countess of Shrewsbury	
Elizabeth I	

2. What were the key features of Sheffield Manor Lodge?

Location	
Design	
Function	
Mary's Influence	

Key Vocabulary

Heir
Abdicate
Captivity
Plotted
Deer Park
Heraldry
Cloth of State
Embroidery
Master of Justice
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Turret House

3. What events are linked to Sheffield Manor Lodge?

The Northern Rebellion, 1569	
The Catholic Plots against Elizabeth	
Mary leaves Shrewsbury's care	
Mary's execution, 1587	

Read Like a Beckfooter

Vocabulary

Do you understand the words of the text?

Highlight any you're unsure of, then ask yourself these questions:

1. Can you work out the word from its context? What does it seem like it means?
2. Does it look like any other words you know? Could it mean something similar?
3. If you can't figure it out for yourself, look the word up in a dictionary or online



Comprehension

This means understanding a text. There are two things to think about:

1. Do you understand what it means literally?
2. Can you see what's implied?

To achieve these things:

1. Slow down your reading – many people miss key parts in texts because they go too fast
2. Look carefully at punctuation, which is designed to help you take pauses in the right places
3. Ask a trusted adult to read the text to/with you

Remember: not every text has implied meaning.

In English there will be lots, but there will be very little in many Science and Maths texts.

Summarising

A good summary expresses what really matters about a text as briefly as possible. If you can summarise a text, you must have understood it.

Follow these steps:

1. Summarise the text in five words
2. Summarise the text in twenty words
3. Summarise the text in fifty words

Each time you will have added more information, but you won't have included everything.

By following the process, you've decided what matters and what doesn't.

Reflect Like a Beckfooter

As Knowledgeable and Expert Learners, we are great at being reflective. We ask ourselves lots of questions before, during and after a task, not just at the end! This helps us to make good choices about what we need to do, and the best way to do it. It also helps us to stay motivated, even when things get tough. Finally, it helps to make sure we always complete learning tasks to the very best of our ability.

Before a task, ask yourself:

Comprehension

What is this task about? What do I understand about it?

What am I being asked to do?

Connection

What do I already know about this?

Have I seen anything like this before?

How is this similar or different to other tasks I have done?

Strategy

Do I know any strategies that would be appropriate for this task?

Which strategy would be most helpful to me now? Have I used this strategy before?

Was it successful?

How can I ensure I am successful this time?

During a task, ask yourself:

Reflection (during the task)

How is this going?

What mistakes do I often make in this kind of task?

How can I avoid making those mistakes?

What am I finding difficult right now?

What am I doing well?

How do I know?

How do I feel about the work?

Am I motivated to complete this task to a high standard?

What can I do to improve my motivation level right now?

After a task, ask yourself:

Reflection (after the task)

Does my finished work look successful?

Does it make sense?

How do I know?

Could I have done this a different way?

Is this work better than I have done in the past?

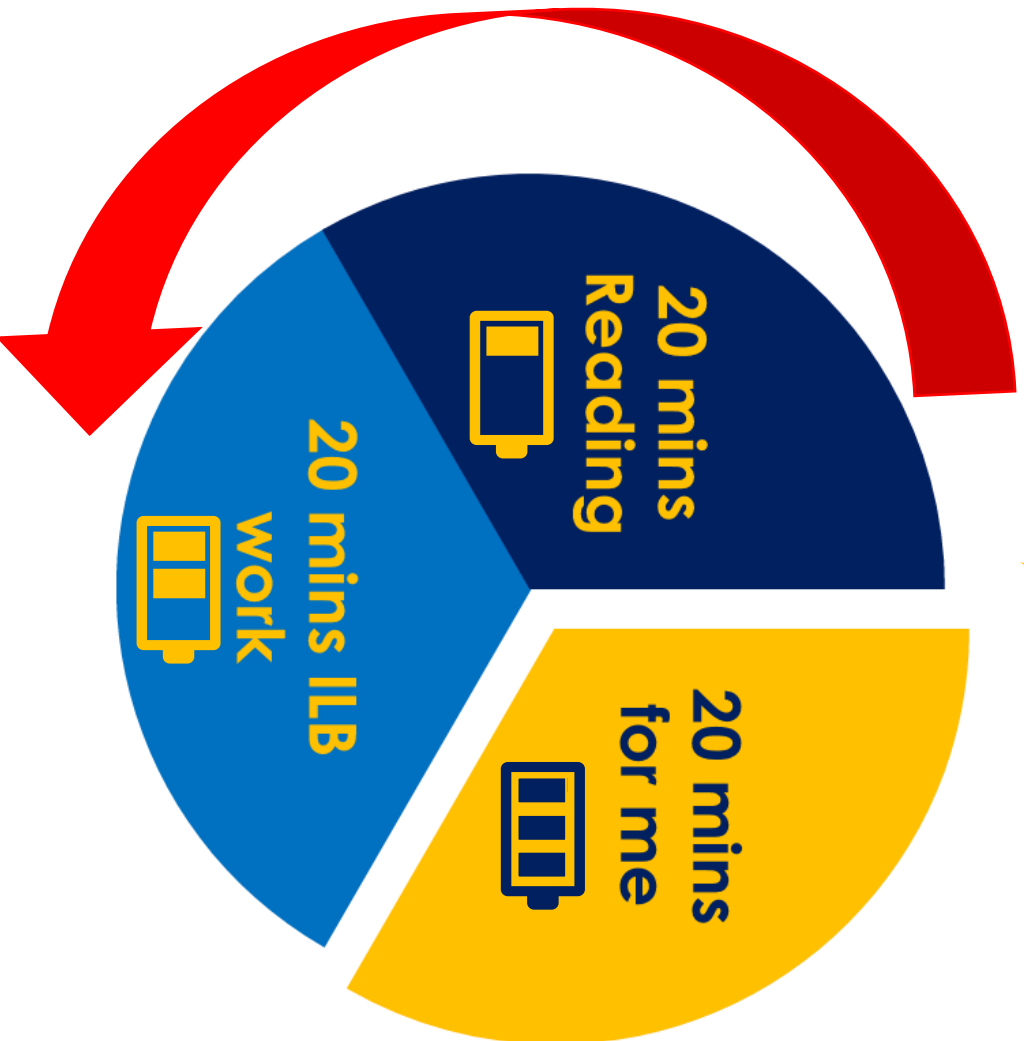
How do I know?

How did my motivation level affect my performance in the task?

What emotions did I experience during the task? Why?

How can I motivate myself in a different way in the future? Explain

The Beckfoot Power ⚡ Hour



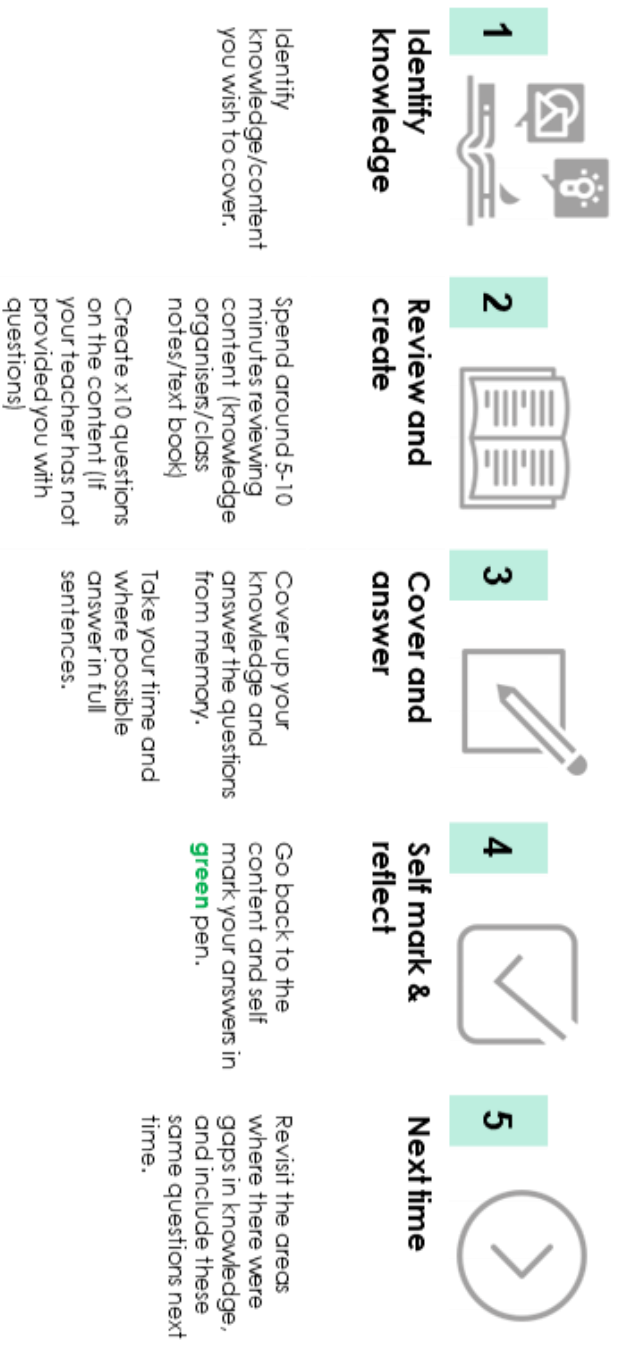
The Beckfoot Power Hour is a way to help you build positive routines around your independent learning. Little and often is the key!

Your Power Hour should include three chunks: 20 minutes of **reading**; 20 minutes of **Revise Like a Beckfooter** activities in your ILB; and at least 20 minutes of **something you really enjoy** as a reward at the end.

Building habits like this will boost your academic performance and help support your mental wellbeing at the same time.

Have a go at building a Power Hour into your day as often as you can. We would suggest **5 times a week** is the optimum amount.

Self-quizzing



Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

Use this table to help you keep track of the knowledge organisers you have self-quizzed on and checked this half term. Blank versions follow every organiser.

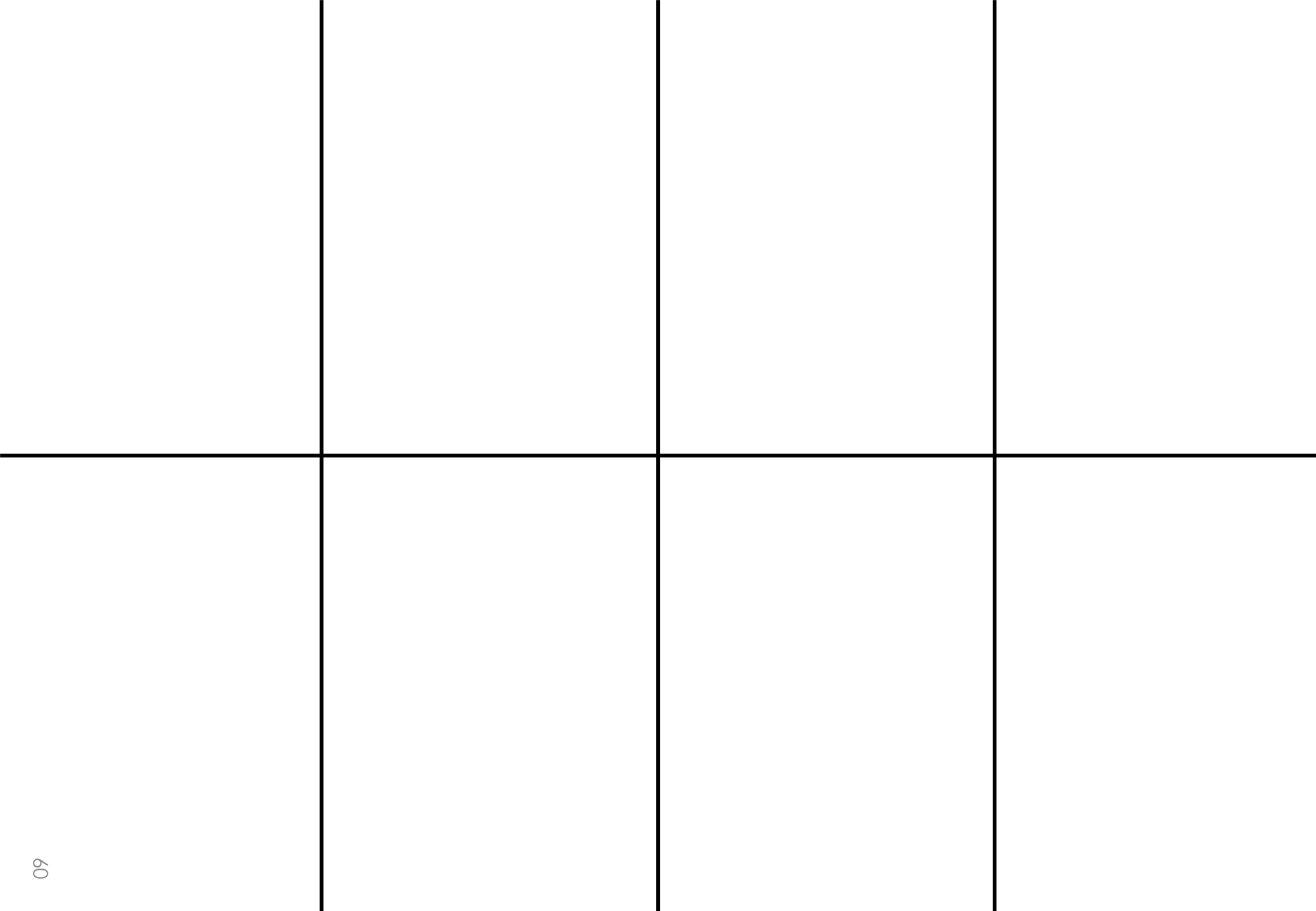
Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Flash Cards

1	2	3	4	5
Identify knowledge <p>What are you creating flash cards on?</p> <p>Do you have your knowledge organizer?</p> <p>Use your book to look at previous misconceptions from whole class feedback.</p>	Colour coding <p>Use different coloured flash cards for different topics. This helps with organization NOT recall</p>	Designing <p>1 Question per flashcard.</p> <p>Making them concise and clear.</p> <p>Use a one word prompt, so that you can recall as much as you can.</p> <p>No extended answer questions.</p>	Using <p>Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.</p> <p>Do not just copy & re-read.</p> <p>Shuffle the cards each time you use them.</p> <p>Use the Leitner system to use flash cards every day.</p>	Feedback <p>How have you performed when you look back at your answers?</p> <p>Is there anything you need to revisit in more detail?</p> <p>Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.</p>
<p>Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly</p>				

Use this table to help you keep track of the flash cards you have made and used this half term. There are some flash-card templates for you to use overleaf.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	



Mind-Maps



1

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

2

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

3

Branch off

Branch of your sub topics with further detail.
Try not to fill the page with too much writing.

4

Use images & colour

Use images and colour to help topics stick into your memory.

5

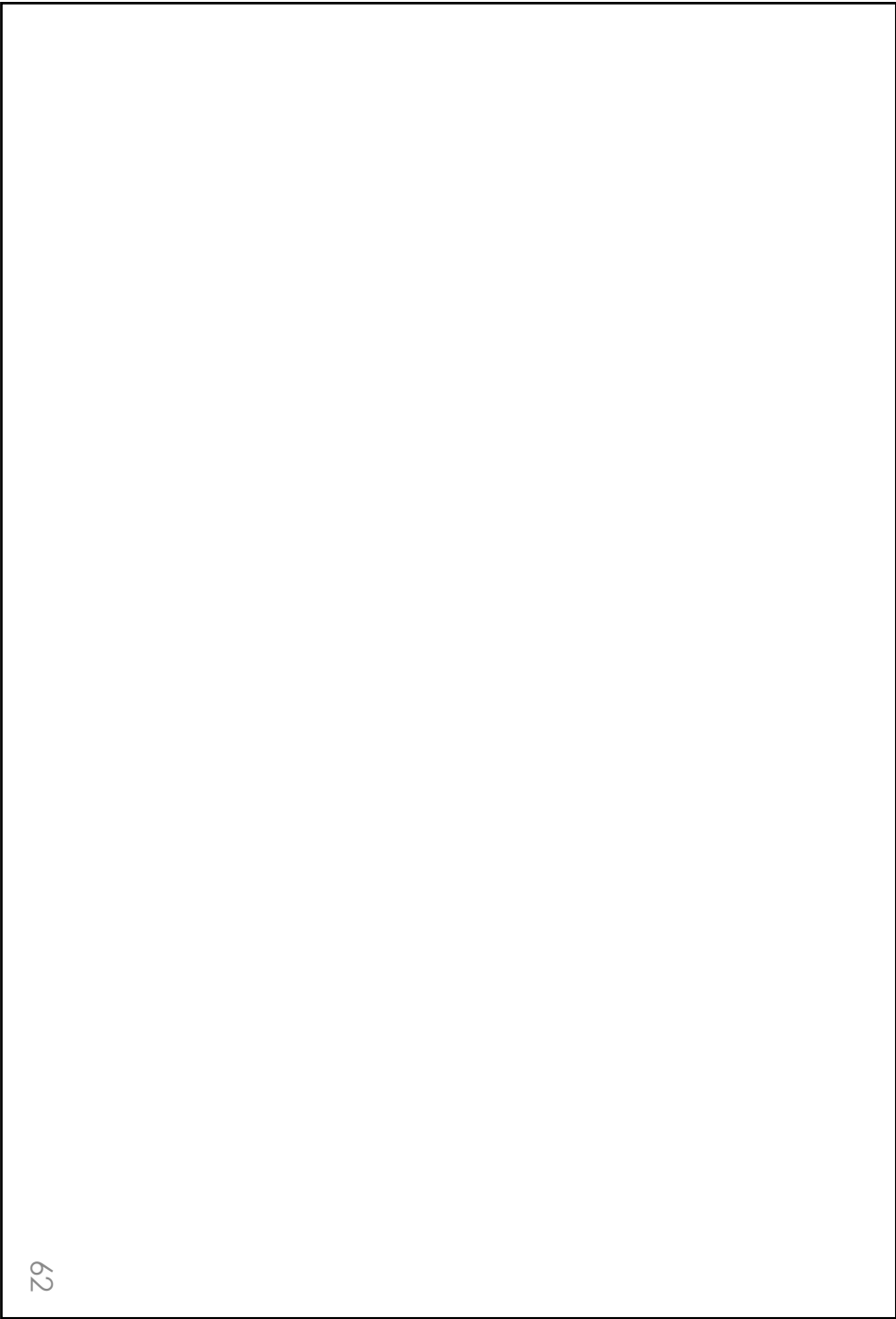
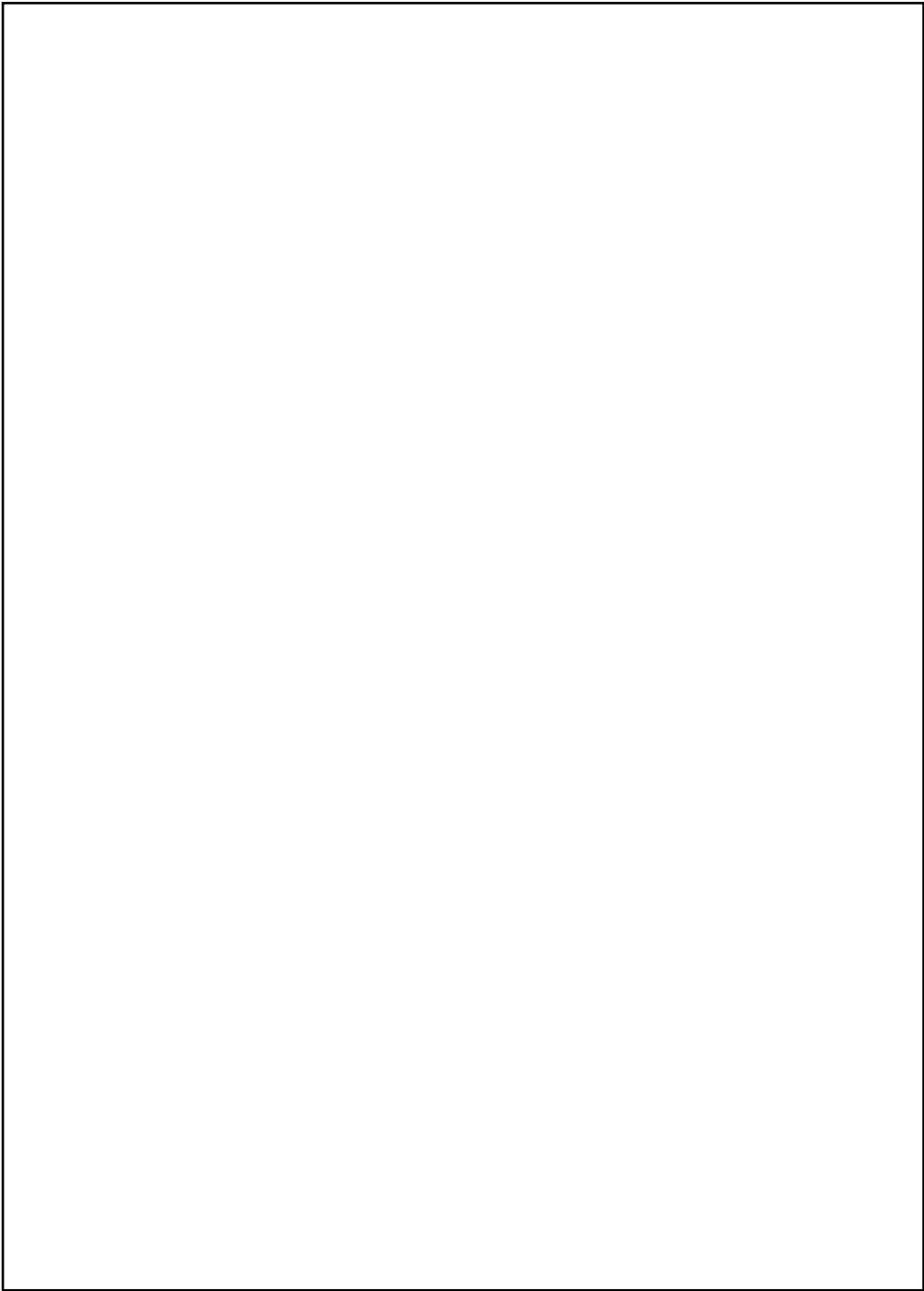
Put it somewhere visible

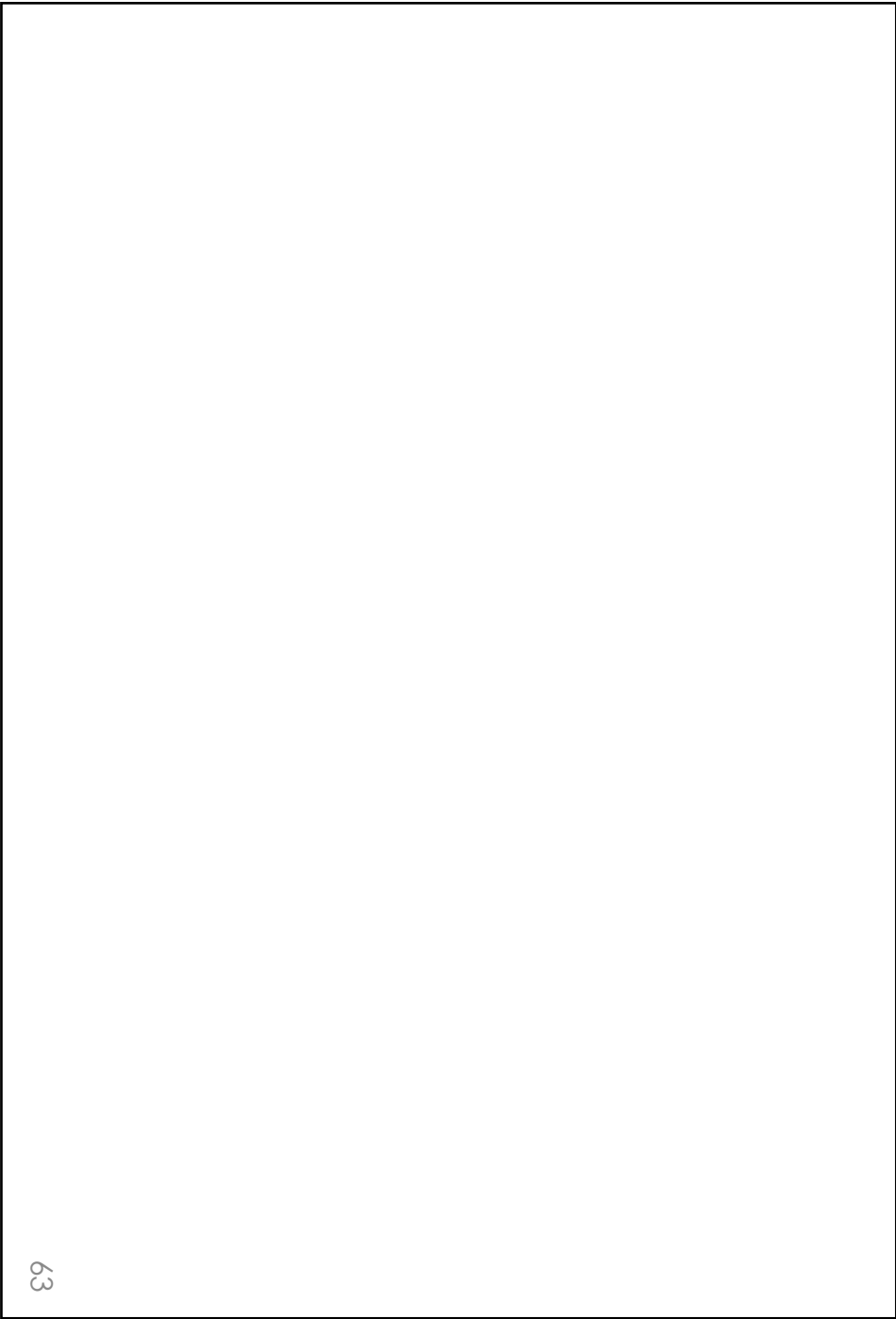
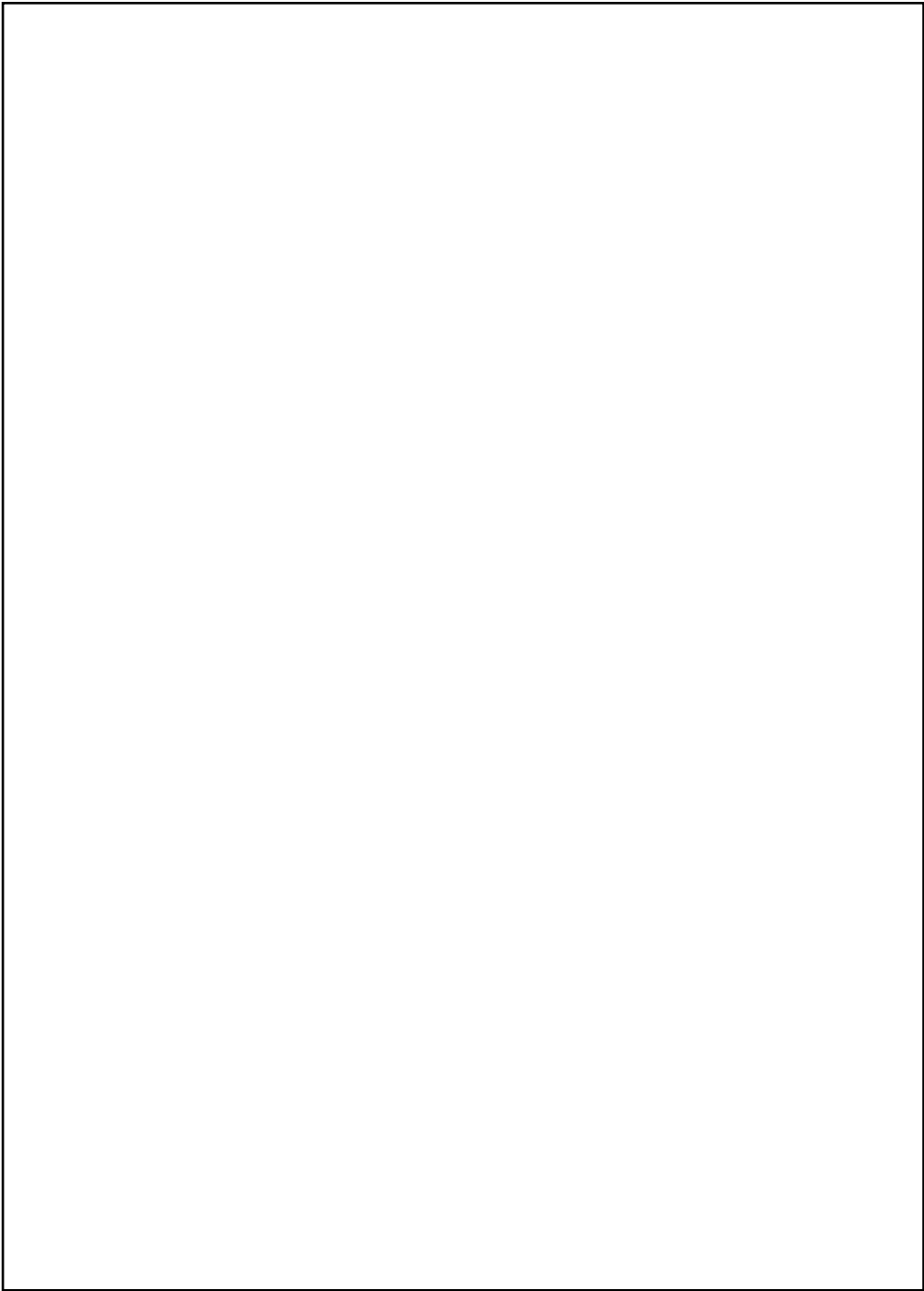
Place completed mind maps in places where you can see them frequently.

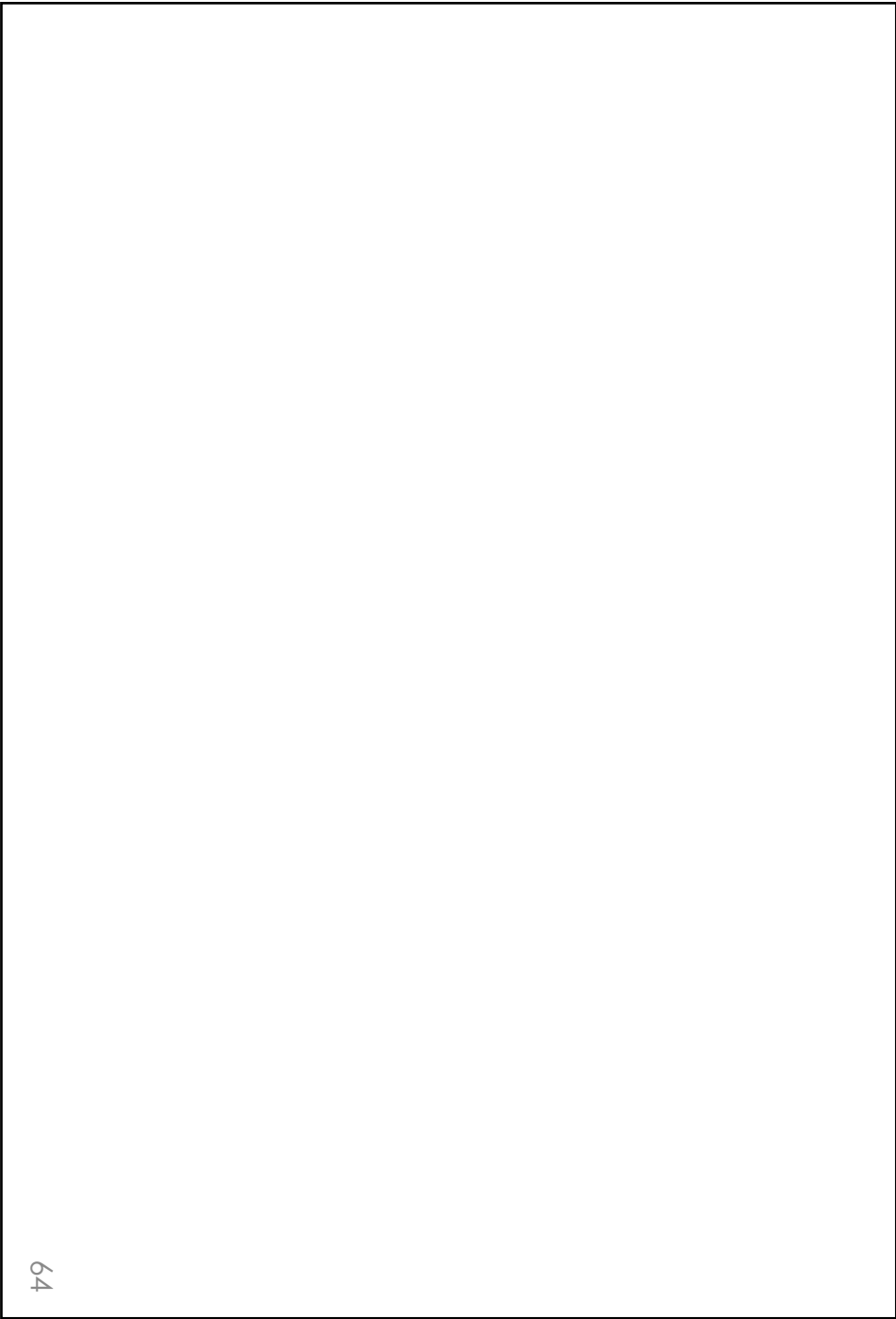
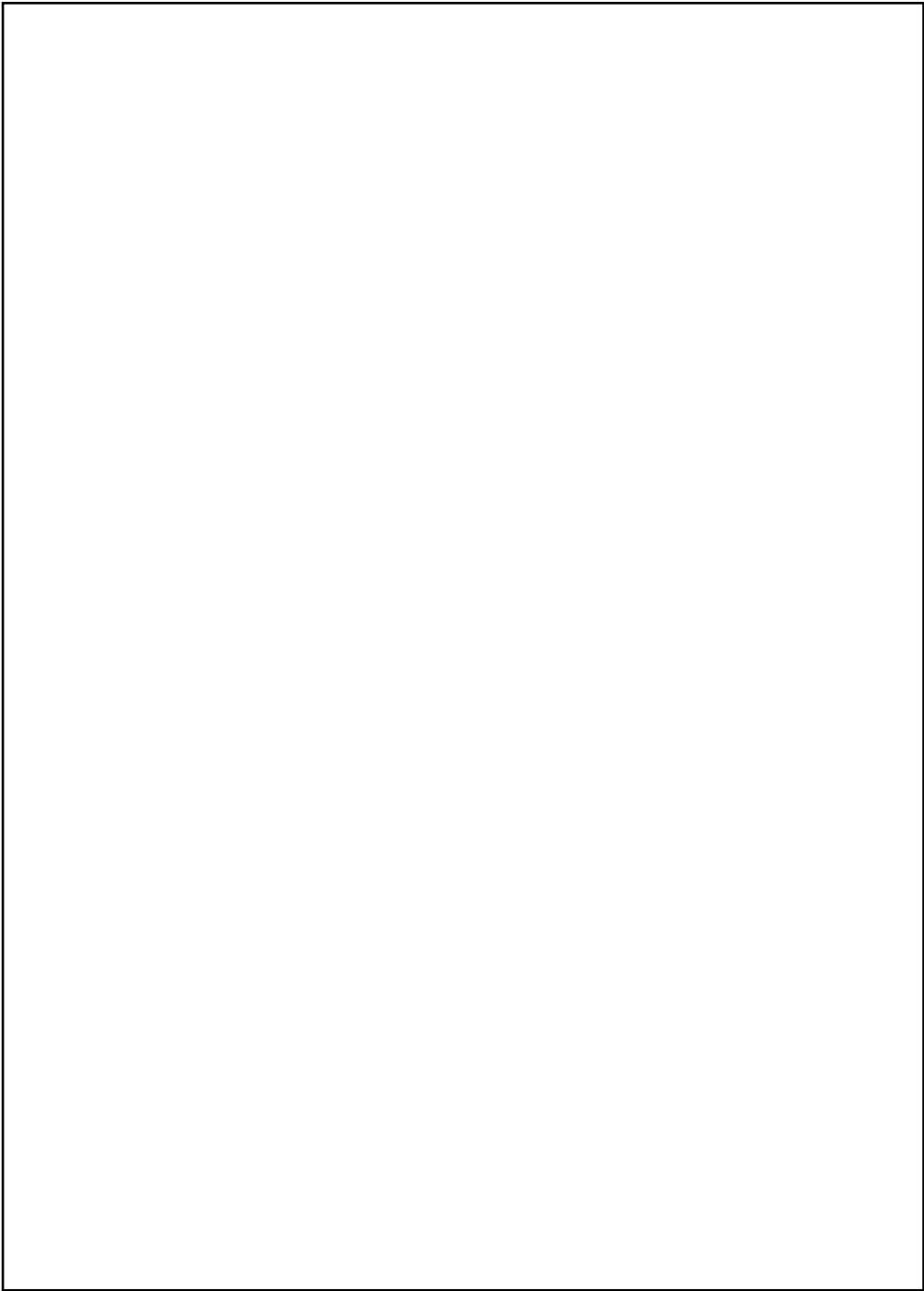
Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

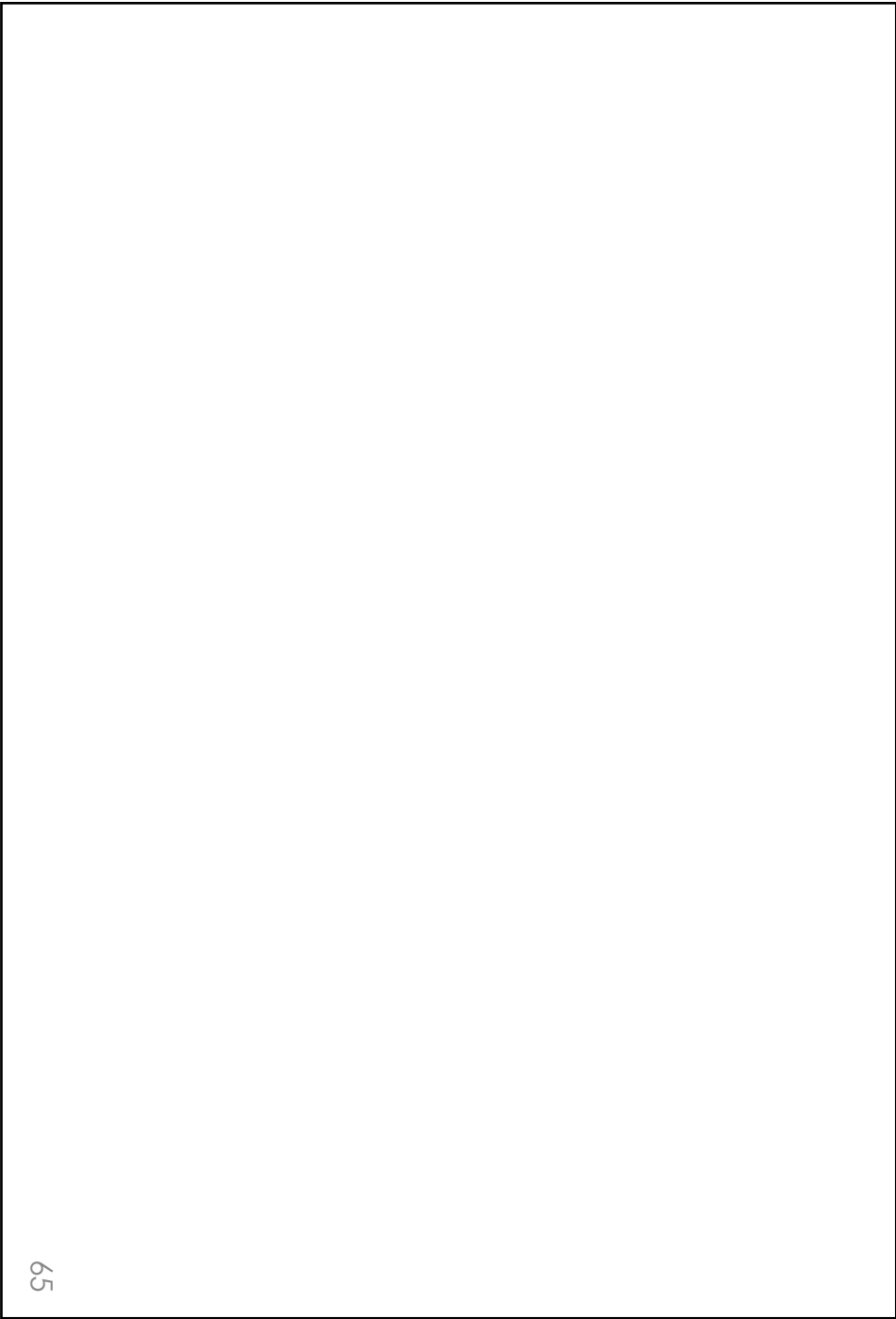
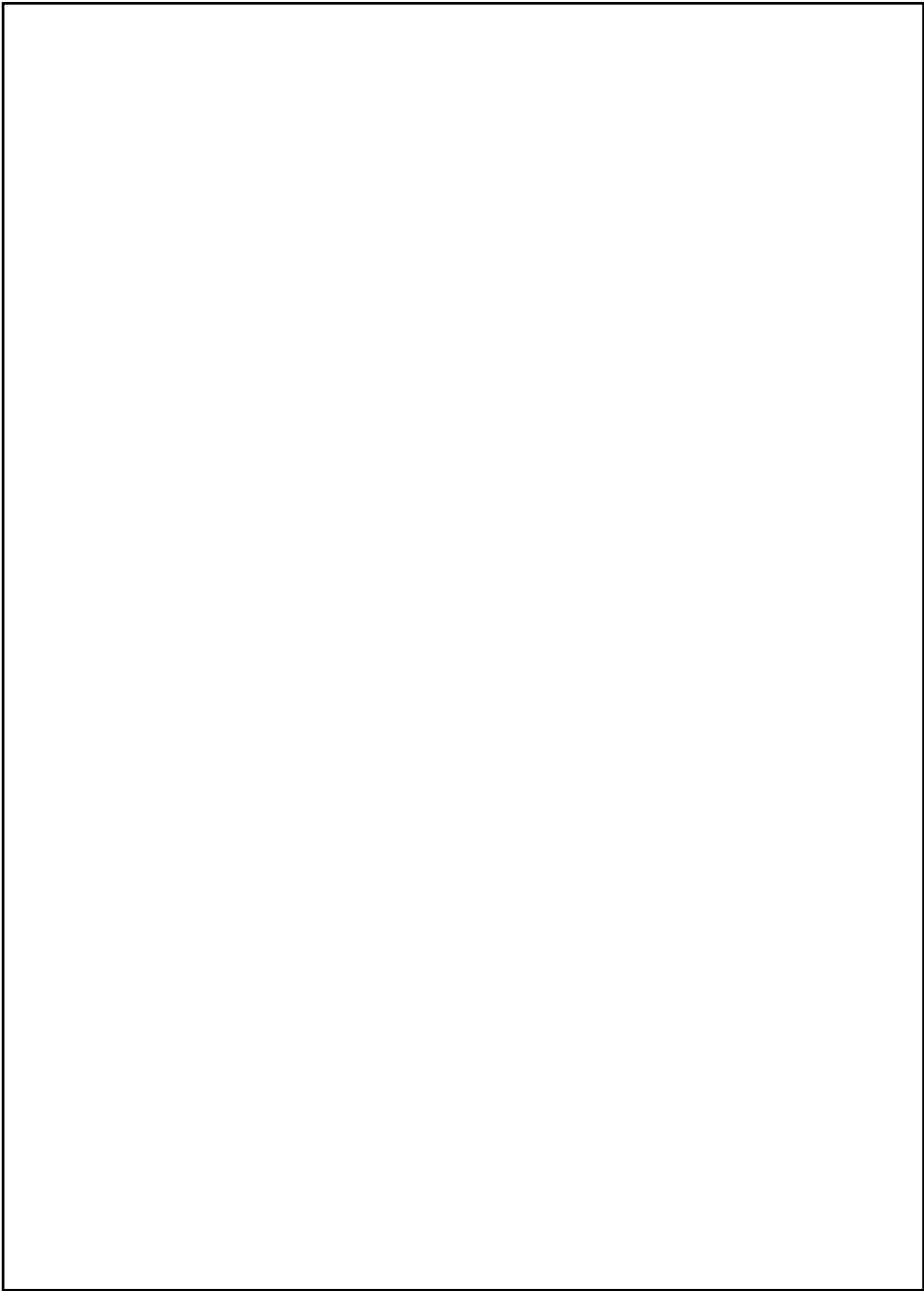
Use this table to help you keep track of the mind-maps you have completed and checked this half term. There are some mind-map templates for you to use overleaf.

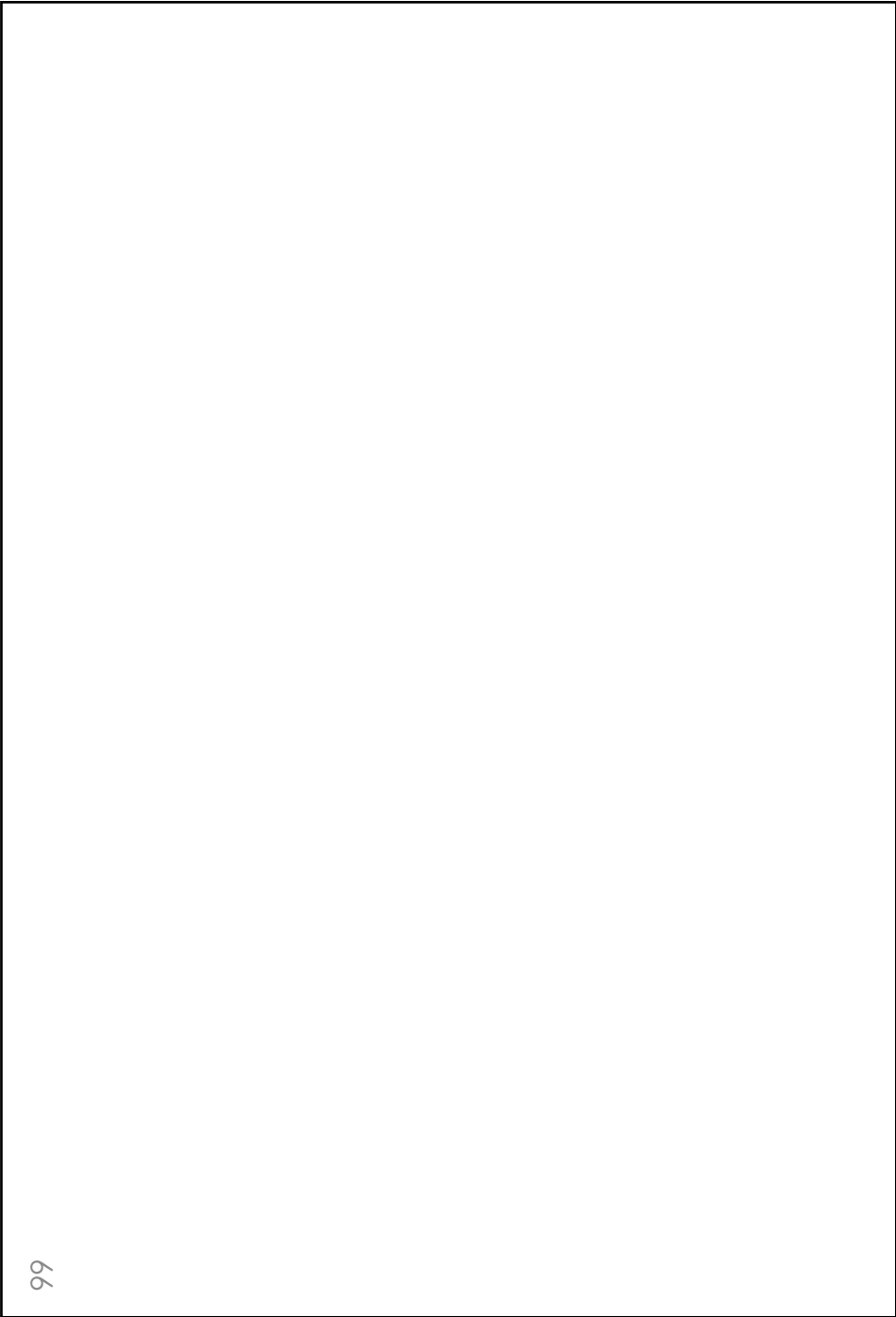
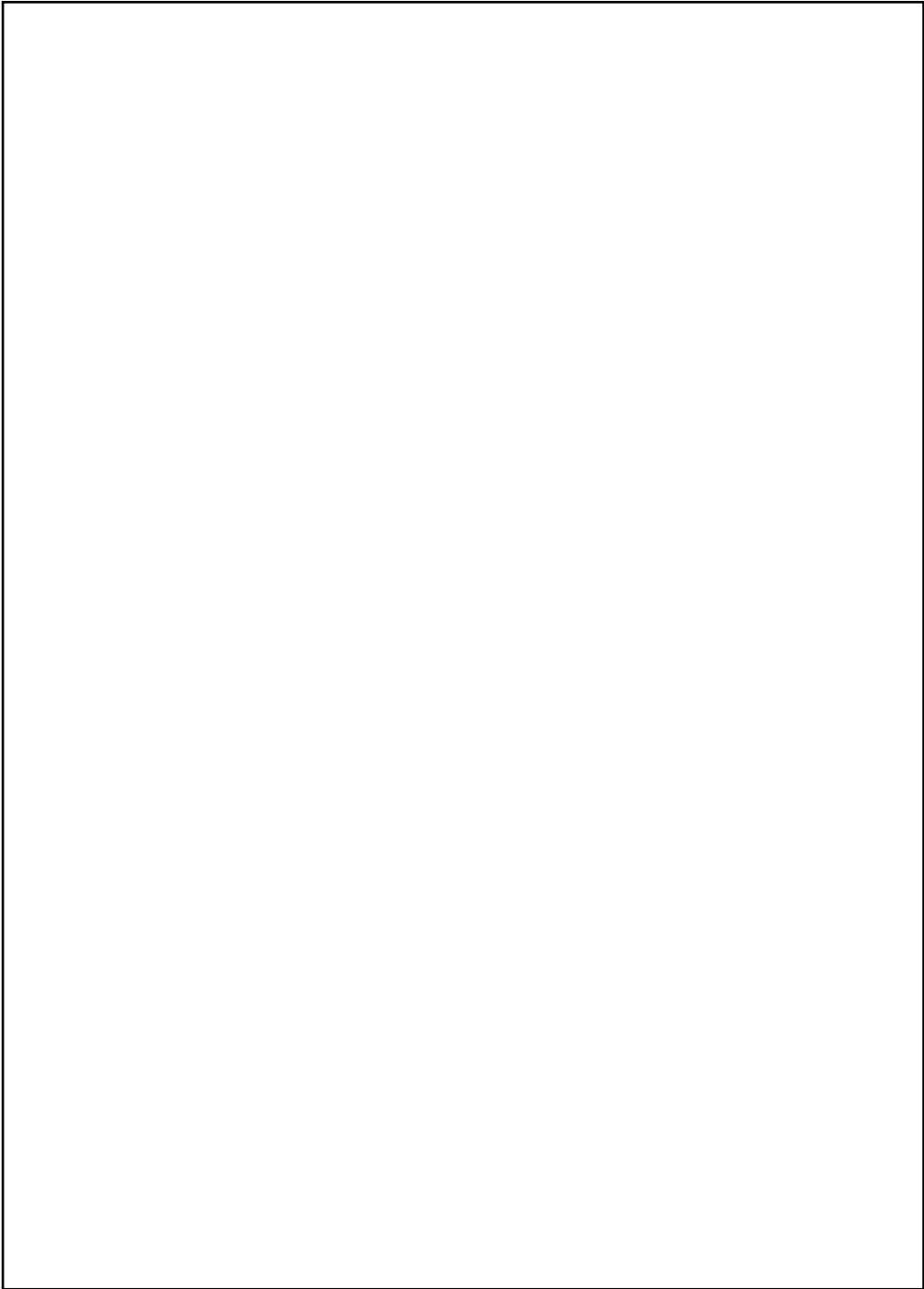
Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	











Brain-Dumps



1

Identify knowledge

Identify the knowledge/topic area you want to cover.



2

Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (With no prompts)

Give yourself a timed limit (e.g. 10 minutes)



3

Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.



4

Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.



5

Store and compare

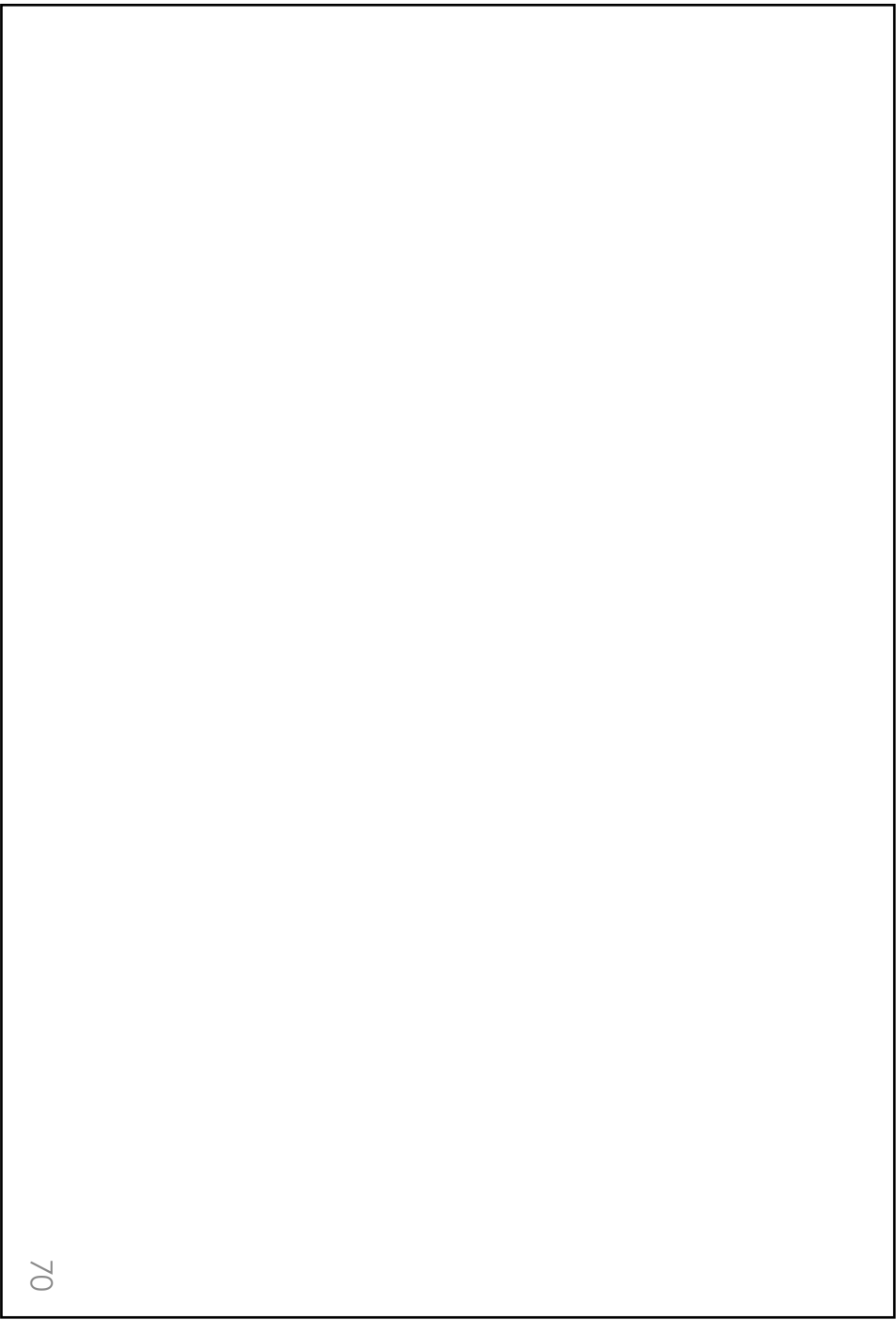
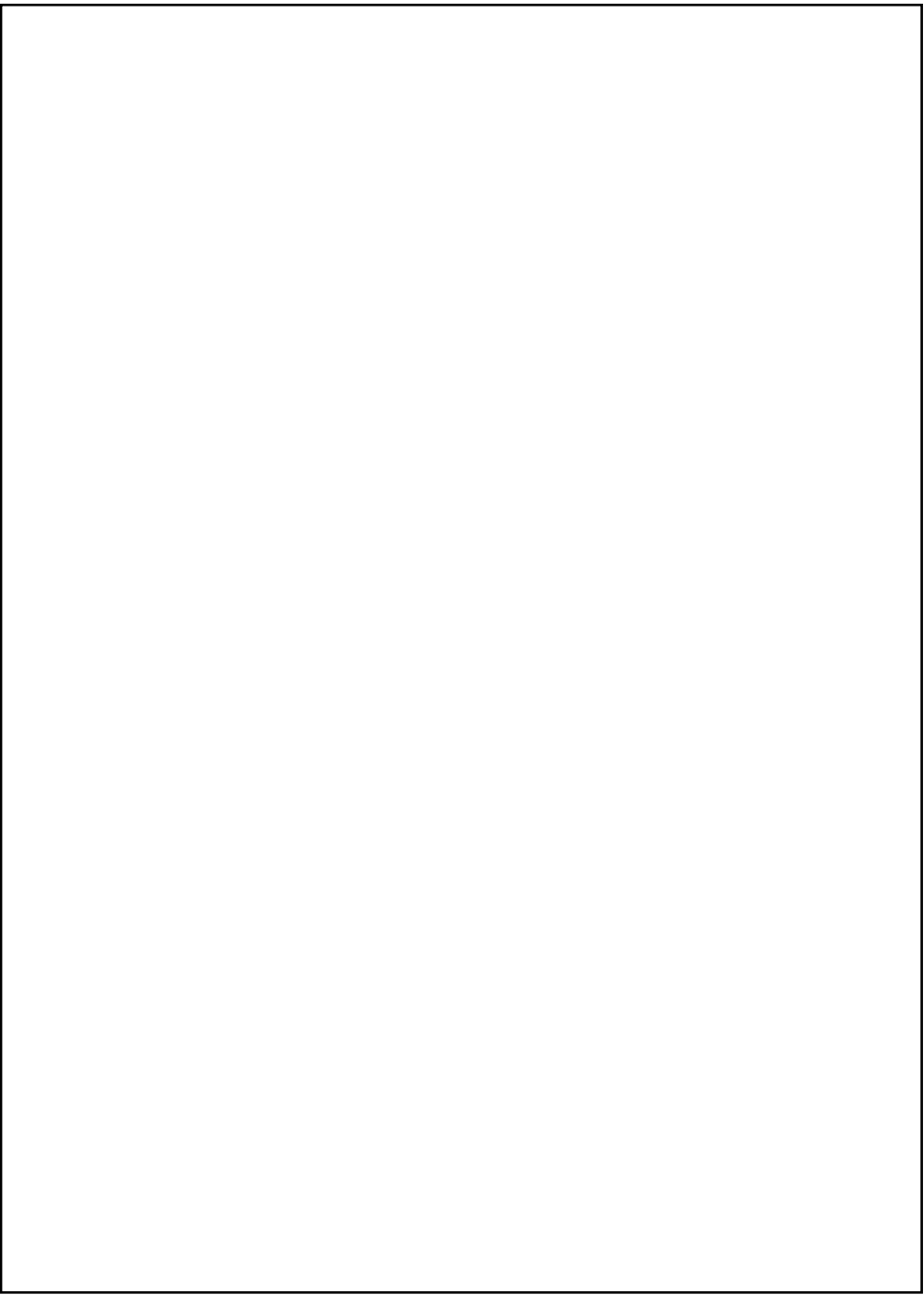
Keep your brain dump safe and revisit it.

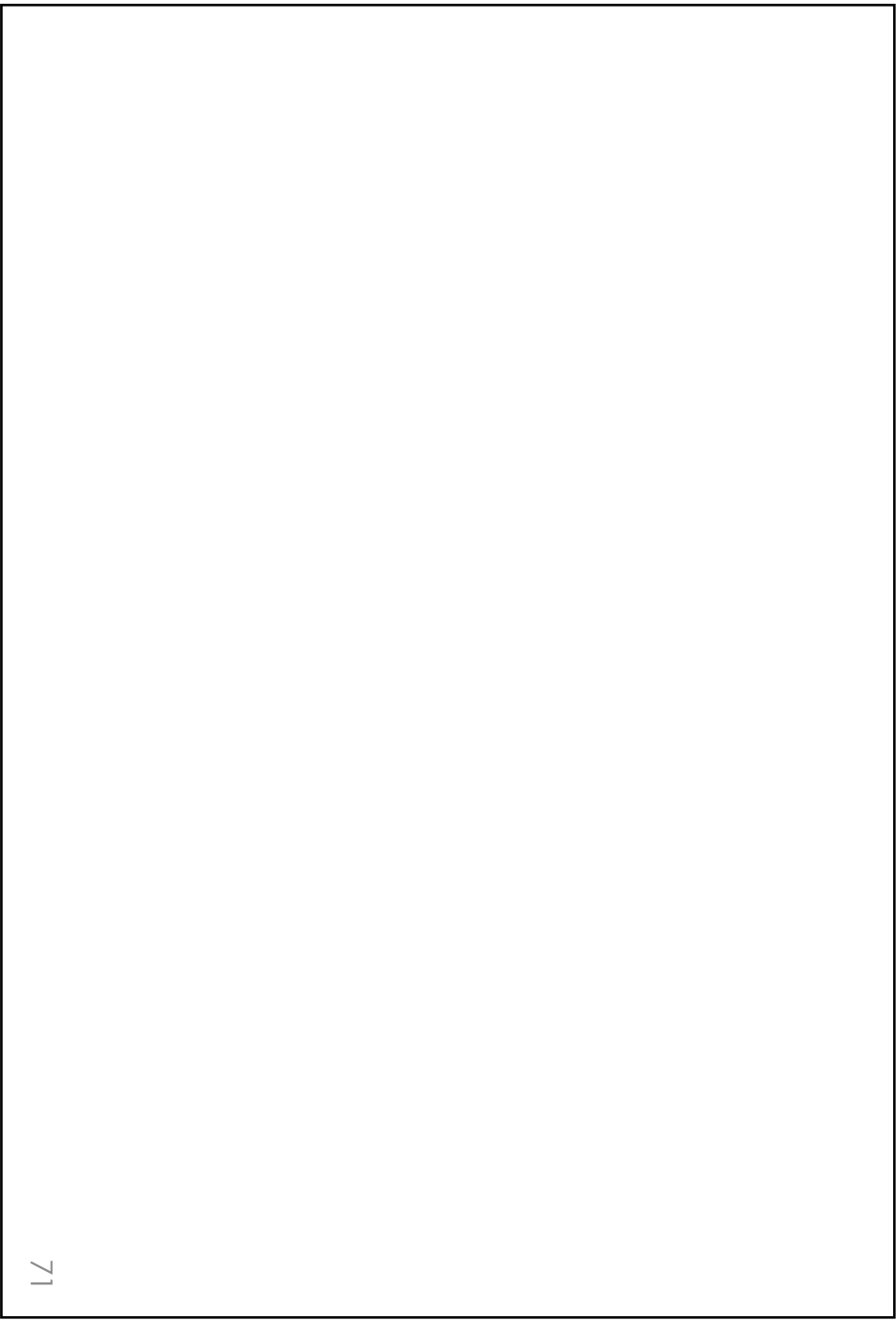
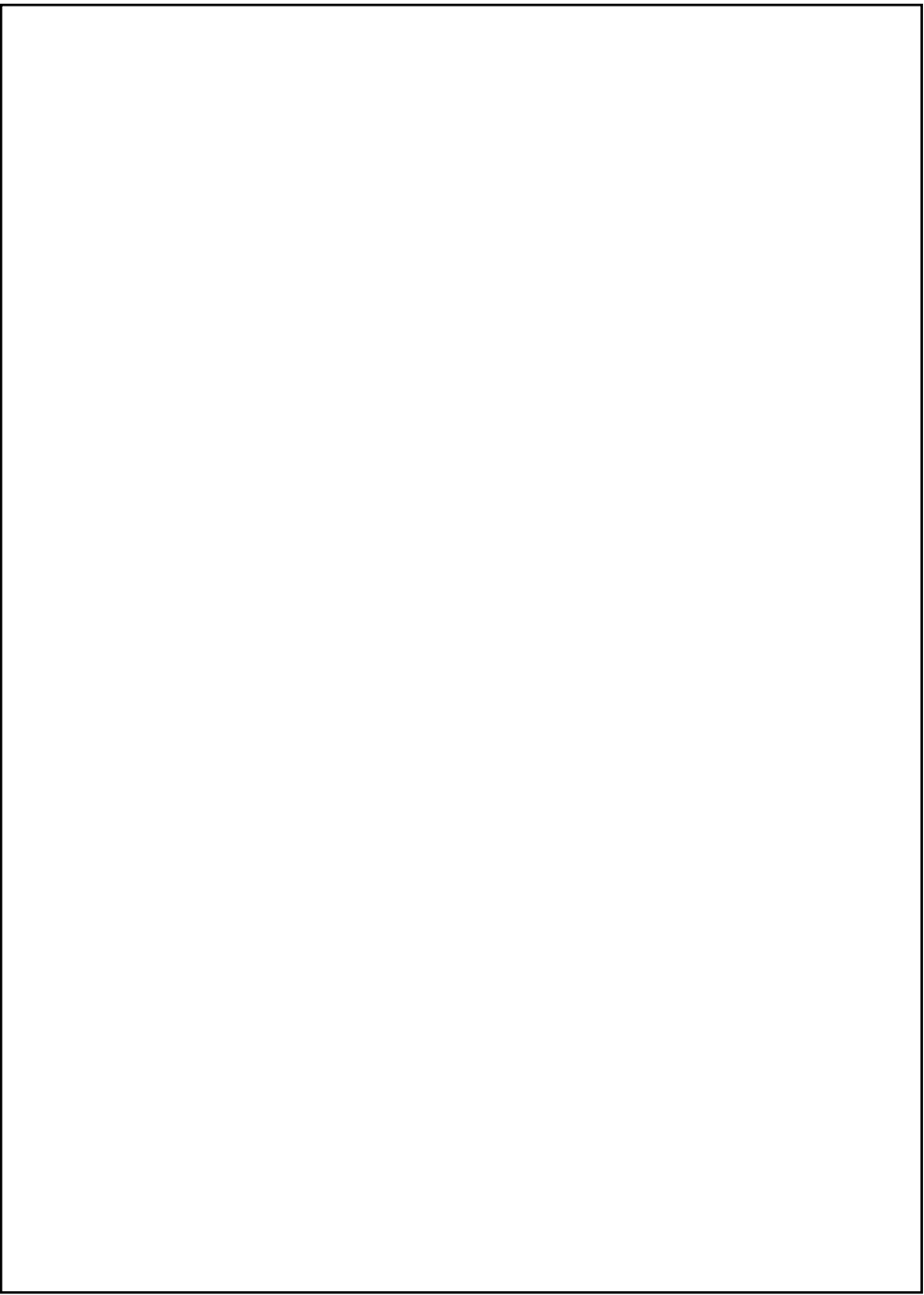
Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.

Use this table to help you keep track of the brain-dumps you have completed and checked this half term. There are some brain-dump templates for you to use overleaf.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
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Day 5		Day 5	





Revise Like a Beckfooter Rewards

Great independent learning and revision are vitally important for your academic success. We have high expectations for everyone because we whole-heartedly believe that you deserve to have the best chances in life.

Our **minimum** expectations of KS4 students for their independent learning are as follows:

- **5 revision tasks** per week using the specified revise like a Beckfooter strategy (on Class Charts)
- You choose the subjects – we set the tasks
- Bring your ILB to school every day

If you do not meet our minimum expectations, this will be logged on Class Charts in the same way as a missed homework.

We also recognise that often, students will want to do even more than this, and we want to support and celebrate that achievement with you. The more independent learning/revision you do, the more Class Charts points you will receive

The following rewards are available for those students who commit to their independent learning/revision and go above and beyond expectations:



1 – 2

additional tasks

3 – 4

additional tasks

5

additional tasks

10 points

20 points

50 points