C2 Knowledge Organiser-Year 8

Name:

Advisory:

Hard work | Integrity | Fairness

DIXONS NEWALL GREEN ACADEMY

Contents

Year 8 Homework Overview

Day	Subject	Type
Monday	Geography and History	RCWC in homework booklet
Tuesday	Maths	Sparx Maths
Wednesday	English	Sparx Reader
Thursday	Science	Sparx Science
Friday	English (1/2 page) Spanish odd weeks (1/2 page) Mandarin even weeks (1/2 page)	RCWC in homework booklet

English

w/c 8th December - Section 1: Romeo and Juliet - Context 1:		w/c 15th December - Section 2: Romeo and Juliet - Context 2	
The Globe Theatre	The theatre in which Shakespeare's plays were performed; is notable for its round structure and lack of roof.	**Queen Elizabeth**	**Reigned 1533-1603**; as a female monarch **defied expectations of patriarchal society.**
Lord Chamberlain's Men	The **acting company** to which Shakespeare belonged.	**Patriarchal Society**	**Women denied** all political **rights**; were **subject** to their **husbands / fathers.**
Stratford-Upon-Avon	The location in which Shakespeare was **born and raised.**	**Shakespearean Tragedy**	Play dealing with **tragic events;** possesses **unhappy ending** involving **downfall** of a character.
Anne Hathaway	The woman who Shakespeare married in **1582**; he famously left her his **"second best bed"** in his will.	**Tragic Hero**	**High status** character(s); sympathetic; **inevitable downfall** (their deaths).
w/c 5th January - Section 3: Romeo and Juliet - Genre Conventions		**w/c 12th January - Section 4: Romeo and Juliet - Key Themes**	
Conflict	Between **good and evil**; **external conflict** (e.g. violence); **internal conflict** (e.g. emotions).	**Honour/ loyalty**	Importance of **kinship / family loyalty**; affects **male behaviour** and **violence.**
Hamartia	Fatal flaw (weakness); leads to downfall of hero.	**Religion**	Impacts **characters' attitudes / choices.**
Catastrophe	**A disastrous conclusion**; contains **tragic waste** e.g. death of **innocent people.**	**Fate/Free will**	The idea that **characters' destinies are decided** against the **choices** they make.
Peripeteia	**Turning point;** hero's **fortunes reverse.**	**Love**	Love in the play is **powerful, brutal** and **dangerous.**
w/c 19th January - Section 5: Romeo and Juliet - Language Techniques		**w/c 26th January - Section 6: Romeo and Juliet - Key Terms**	
Imagery	**Language** which creates **vivid sensory ideas.**	**Foreshadowing**	Where something is **hinted at** throughout a text before it happens.
Personification	**Attributing human / living qualities** to something non-human / living.	**Contrast**	Where **words / scenes / ideas differ extremely** from **one to the next.**
Juxtaposition	Placement of two **ideas, statements or things** next to one another for **contrasting effect.**	**Dramatic Irony**	Where things are **revealed to the audience** before they are to the characters, **increasing tension.**
Oxymoron	**Combination** of words which have **opposite meanings.**	**Soliloquy**	When a character, **thinking they are alone**, speaks their **thoughts aloud.**
Symbolism	Use of **symbols** to represent **ideas or qualities.**	**Chorus**	**Group of actors** who comment on the **action through song**, throughout the play.

English

w/c 2nd February - Section 7: Poetic Techniques		w/c 9th February - Section 8: Dramatic Techniques	
Sonnet	Poem of **14 lines** with a **strict rhyme scheme**, associated with **love / romance in conflict.**	**Characterisation**	The **creation or construction** of a fictional character; how they are **portrayed and perceived.**
Stanza	A **verse** or **"paragraph"** within a poem.	**Aside**	A device when a character speaks to the **audience** while other characters are on stage.
Metre	The **rhythm structure** of a line of poetry (like a beat).	**Monologue**	A **long speech** by **one person.**
Rhyme	When words within the poem have the **same sound.**	**Motif**	A **reoccurring image or idea** in a piece of literature.
w/c 23rd February - Section 9: Romeo and Juliet – Context 3		**w/c 2nd March - Section 10: Romeo and Juliet – Names and places**	
Religious Turmoil	Shakespeare was writing when England became a **Protestant nation,** having broken away from the control of the **Catholic Church.**	**Montague**	The name of **Romeo's family:** characters include Lord and Lady Montague and Benvolio.
Courtly Love	Courtly love should be **polite, ceremonious, restrained, courteous** and those involved should **be in love with the idea of being in love.**	**Capulet**	The name of **Juliet's family:** characters include Lord and Lady Capulet and her cousin Tybalt.
Romeus and Juliet	Romeo and Juliet is, in fact, an **adaptation** of earlier stories, including a poem by Arthur Brooks.	**Verona**	The location in which **the play is set.**
Italy/Verona	Many believed that those living in Italy had **"hotter"** temperaments, leading to **greater passion.**	**Mantua**	The location in which Romeo is **exiled.**
w/c 9th March - Section 11: Romeo and Juliet – Key Themes 2		**w/c 16th March - Section 12: Romeo and Juliet – Key Vocabulary**	
Individual vs Society	Romeo and Juliet struggle against parents'/society's expectations.	**Unrequited Love**	A love which is **not returned.**
Role of women	Women were believed to naturally **maternal and caring**; they were the **property** of the men in their lives.	**Aggression**	Feelings of **anger and hostility,** often leading **to violence.**
Masculinity	Men were permitted into the **public sphere.** Their **pride and honour** were upheld through **violence.**	**Honour**	**High respect** or **self-esteem.**
Violence	Acts of **physical and emotional violence** are the **motives** for many key moments in the play.	**Patriarch**	A **male figure of authority**, particularly within a **family.**
w/c 23rd March - Section 13: Romeo and Juliet – Word Classes			
Noun	Words that name people, places, things and ideas.		
Verb	Words that show an action.		
Adjective	Words that describe nouns.		
Adverb	Words that describe verbs or adjectives (usually end in -ly)		
Pronoun	Can be substituted for a noun or noun phrase.		

Science

Section 1 - Photosynthesis	WB. 08/12/25
Photosynthesis	A chemical reaction in which plants use **energy** to change **carbon dioxide** and **water** into **glucose** and **oxygen**. It occurs in **chloroplasts**.
Chlorophyll	**Green pigment** in chloroplasts. Absorbs **light energy** required for photosynthesis.
Uses of Glucose	For **respiration** to **release energy**. **Stored** as **starch** for using later. **Making** other substances e.g. **cellulose**, **lipids** and **proteins**.
Word Equation	**carbon dioxide + water** $\xrightarrow{\text{light energy}}$ **glucose + oxygen**
Symbol Equation	$6\ CO_2 + 6\ H_2O \xrightarrow{\text{light energy}} C_6H_{12}O_6 + 6\ O_2$
Limiting Factors	A factor that **affects** the **rate** of photosynthesis e.g. **light intensity**, **carbon dioxide concentration** and **temperature**.
Investigating Rate	Use **pondweed**. Count number of **bubbles** of **oxygen** produced in given time. **More** bubbles = **faster** rate.
Section 2 - Testing Leaves for Starch	**WB. 15/12/25**
Starch	Some **glucose** produced by photosynthesis is **stored** as **starch** for later use.
Iodine Solution	**Red-brown** liquid which turns **blue-black** in the **presence** of **starch**.
Testing Leaves	Heat in **boiling water** to **soften**. Heat in **boiling ethanol** to **remove colour** from leaves. **Wash** leaves. Add **iodine solution** with pipette.
Safety Precautions	**Ethanol** is **highly flammable**. Keep away from Bunsen **flame**.
Variegated Leaves	**Green** parts – have **starch** – photosynthesis occurring. **Yellow** parts – **no starch** – photosynthesis not occurring.

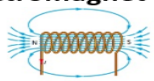
Section 3 – Structure of Leaves	WB. 05/01/26
Palisade Tissue	Where most **photosynthesis** occurs. Palisade cells are **tightly packed** and contain **many chloroplasts**.
Spongy Tissue	Cells are **loosely packed** and there are **air spaces** which allow **carbon dioxide** to **diffuse** throughout the leaf.
Stomata	Little **holes** in the **underside** of leaves. Allows **carbon dioxide** to **diffuse** into leaf.
Guard Cells	Control **opening** and **closing** of the **stomata** to control **water loss**.
Xylem Vessels	**Transport water** and **minerals** from roots to leaves.
Phloem Vessels	**Transport sugars** around the plant.
Section 4 – Healthy Plant Growth	**WB. 12/01/26**
Root Hair Cells	Absorb **water** and **minerals** from the soil. Have **root hairs** to increase **surface area** to increase **rate** of absorption.
Water	Needed for **photosynthesis**, keeping plant **upright** and **rigid** and **cooling** the plant when water **evaporates**.
Minerals	**Nitrates, magnesium, phosphates** and **potassium**.
Fertilisers	**Chemicals** containing **minerals** added to the **soil**.
Eutrophication	Fertilisers are washed into **lakes**. **Algae** grows and blocks **sunlight**. Other **plants die** and are broken down by **bacteria**. Bacteria reduce **oxygen levels** and other organisms die.
Pesticides	**Toxic chemicals** sprayed on crops to **kill pests** e.g. **insects** and **weeds**.
Bioaccumulation	**Build-up** of **toxic chemicals** as they are passed up a food chain as they cannot be **broken down** or **excreted**.

Y8 Science Cycle 2 - Sheet 1

Plants & Photosynthesis

Science

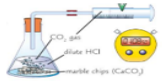
Section 1 – Circuit Components	WB. 19/01/26
Cell 	**Energy source** for the circuit. **Store** of **chemical energy**.
Battery 	**Two** or **more cells** connected together.
Bulb 	**Current heats** the **filament** so it gives out **light**.
Switch 	Allows circuit to be **switched on** (closed) and **off** (open).
Resistor 	**Reduces** the flow of **current** by **increasing resistance** in circuit.
Ammeter 	Measures **current** in a circuit. Connect in **series** with components.
Voltmeter 	Measures **potential difference** of a component. Connect in **parallel** around the component.
Section 2 – Electrical Circuits	**WB. 26/01/26**
How do circuits work?	There must be an **energy source** and a **complete circuit** for current to flow. **Electrons** move through wires and **transfer energy**.
Series circuits 	Have **one loop**.
	If one component **breaks**, others **switch off**.
	Adding **more bulbs** makes them **dimmer**.
Parallel circuits 	Have **more** than **one loop.**
	If one component **breaks**, components in other loops **stay on**.
	Adding **more bulbs** in other loops has **no effect** on **brightness**.
Current	**Rate** of **flow** of **charge**. Measured in **amps** (**A**).
Potential difference (P.D.)	The **energy transferred** per **unit charge**. Measured in **volts** (**V**).
Resistance	A measure of how **hard** it is for **current** to pass through a component. Measured in **ohms** (**Ω**).
Equation	**Potential Difference** = **Current** x **Resistance**. **V** = **I** x **R**.

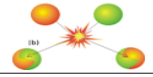
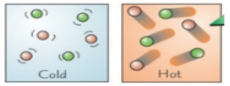
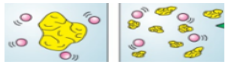
Section 3 – Magnets	WB. 02/02/26
Bar magnet	A **permanent** magnet with a **north** pole and a **south** pole. **Like** poles **repel**. **Unlike** poles **attract**.
Magnetic field around a bar magnet	Field lines go from **north** to **south.**
	Field is **strongest** at the **poles**.
	Field gets **weaker further away** from the magnet.
Investigating a magnetic field	Use **iron filings** or a **plotting compass**.
Magnetic materials	**Iron**, **nickel**, **cobalt** and **steel** (an **alloy** of **iron**).
Temporary magnets	**Magnetic materials** behave like **magnets** when placed in a **magnetic field**. **Iron** is **soft** and **loses** magnetism easily after. **Steel** is **hard** and **keeps** magnetism longer.
Compass	Contains a **tiny bar magnet**. **Points** towards Earth's **north pole**.
Earth's magnetic field	Created by **moving iron** in the **Earth's core**.
Section 4 – Electromagnets	**WB. 09/02/26**
Solenoid 	A **long coil** of **wire**.
Electromagnet 	Created by **passing** a **current** through a **solenoid**. Behaves like a **bar magnet** but you can **switch** it **on** and **off**.
How to increase the strength of an electromagnet	**Increase** the **current**.
	Increase the **number** of **coils**.
	Use a **soft iron core**.
Uses of electromagnets	**Sorting metals** for **recycling**, **moving objects** in **scrapyards**, **electric motors**, **levitating trains**, **relay circuits**.

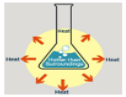
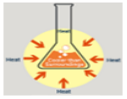
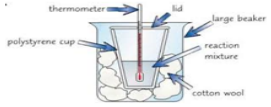
Y8 Science Cycle 2 - Sheet 2
Electricity & Magnetism

Science

Section 1 – Chemical Equations	WB. 23/02/26
Reactants	Substances which **react together**. Found on **left** side of equation.
Products	Substances **produced** in a reaction. Found on **right** side of equation.
Word Equation	Uses **names** of **substances**. e.g. iron + oxygen -> iron oxide
Symbol Equation	Uses **chemical formulas** of **substances**. e.g. 4 Fe + 3 O_2 -> 2 Fe_2O_3
Balancing Symbol Equations	Must be the **same number** of **atoms** of each **element** on **each side** of the **equation**. Balance equations by putting **large numbers** in front of formulas.
Conservation of Mass	**Mass** is **conserved** (stays the **same**) in a **reaction**. **No atoms** are **lost** or **made**. Total **mass** of **reactants** = total **mass** of **products**.

Section 2 – Measuring Rate of Reaction	WB. 02/03/26
Rate of Reaction	How **quickly** a **reaction happens**. **Measure** how **quickly** the **reactants** are **used up** or the **products** are **formed**.
Gas Syringe Method 	Use if a **gas** is **produced**.
	Add **reactants** to a **conical flask**. Connect **rubber bung** and **gas syringe**. Start **stopwatch**. Measure **volume** of **gas** produced at **regular time intervals**.
Mass Loss Method 	Use if a **gas** is **produced**.
	Add **reactants** to a **conical flask** on a **mass balance**. Start **stopwatch**. Measure **loss** of **mass** at **regular time intervals**.
Disappearing Cross Method 	Use if a **solid precipitate** is **produced** which turns mixture from **transparent** to **opaque.**
	Add **reactants** to a **conical flask** on **paper** with a **black cross**. Start **stopwatch**. **Time** how long it takes for **cross** to **disappear.**

Section 3 – Factors Affecting Rate of Reaction	WB. 09/03/26
Collision Theory 	For **two particles** to **react,** they must **collide** and must have **sufficient energy** to make the collision **successful**. More frequent collisions = faster rate of reaction.
Temperature 	**Higher temperature** = **faster rate** of **reaction**.
	Particles have **more energy** so **move faster** and **collide more frequently**.
Concentration 	**Higher concentration** = **faster rate** of **reaction**.
	More particles in the **same volume** so **more frequent collisions**.
Surface Area 	**Smaller pieces** of **solid** = **larger surface area** = **faster rate** of **reaction**.
	More solid particles are **exposed** so **more frequent collisions**.
Catalysts	A substance which **increases** the **rate** of a **reaction** but does **not** get **used up** in the reaction.

Section 4 – Exothermic and Endothermic Reactions	WB. 16/03/26
Exothermic Reactions 	**Transfers energy to** the **surroundings**.
	Causes an **increase** in **temperature**.
	Examples – **combustion**, **respiration** and **neutralisation**.
Endothermic Reactions 	**Takes in energy** from the **surroundings**.
	Causes a **decrease** in **temperature**.
	Examples – **thermal decomposition**, **photosynthesis** and **ice packs**.
Investigating Reactions 	Add **reactants** to an **insulated container** to reduce **heat loss** to the **surroundings**.
	Use a **thermometer** to measure **temperature** at the **start** and **end** of the reaction.
	Temperature increase = **exothermic** **Temperature decrease** = **endothermic**

Y8 Science Cycle 2 - Sheet 3
Chemical Reactions

Geography

W/C 8th December - Section 1 – Development	
development	to **improve** a **place** → e.g. **better education, health care** and **jobs**
sustainable	**sustainable development → does not harm planet for future people**
GDP	**Gross Domestic Product → total money made in** a **country** → in **one year** → shown in **dollars**
GNI	**Gross National Income → same as GDP →** but also **includes money from business** in **foreign countries →** shown in **dollars**.

W/C 12th January – Section 4 – Development	
development gap	**when one place** is **more developed than another → development gap**
causes of uneven development	**physical** factors → **harsh climate, natural disasters, raw materials** **economic** factors → **debt, wars, corruption** **historical** factors → **colonialism → slavery, resources removed**
industry	**processing raw materials** and **manufacturing goods** (in factories)
globalisation	**increases in movements of goods, people** and **communication**

W/C 15th December – Section 2 – Development	
literacy rate	**percentage** of **people** who can **read** and **write**
people per doctor	**ratio** to **compare** number of **people** and **doctors → lower ratios** in **HICs**
safe water	**percentage** of **people** who have **access** to **safe, clean water**
HDI	**Human Development Index** → combines **wealth**, **health** and **education** data → gives **score** between **1 and 0 → 1 = most developed**

W/C 19th January - Section 5 – Development	
TNC	**Transnational Corporation → factories** in **more than one country**
infrastructure	**connections** in a country → **roads, internet, power lines, water pipes**
advantages of TNCs ☺·	**create jobs, education** and **training** for **employees, multiplier effect, improve infrastructure, money** to **government → development**
disadvantages of TNCs ☹·	**low pay** for **workers, economic leakage, deplete natural resources, pollution** e.g. **Coca Cola, Kerala → water pollution**

W/C 5th January – Section 3 – Development	
birth rate	**number** of **live births (per 1,000 people) → high** in **LICs**
death rate	**number** of **deaths (per 1,000 people) → high** in **LICs**
infant mortality	**number** of **babies who do not survive** to **age of 1 (per 1,000 live births)**
life expectancy	**average age** that a **person** is **likely to live to** (in a particular place)
HDI	**Human Development Index** → combines **wealth**, **health** and **education** data → gives **score** between **1 and 0 → 1 = most developed**

W/C 26th January – Section 6 – Development	
DTM stage 1	**stage 1** → e.g. **Tribes → birth** and **death** rates are high → **population low** → lots of **disease** and **famine, no contraception**
DTM stage 2	**stage 2** → e.g. **Afghanistan → birth rate high, death rate decreasing → population increasing** → more **money** for **healthcare** and **food**
DTM stage 3	**stage 3** → e.g. **India → birth rate and death rate decreasing → population increasing → better living conditions, more contraception**
DTM stage 4	**stage 4 →** e.g. The **UK → birth rate and death rate low → population high → free vaccinations → infant mortality rate** is **low**
DTM stage 5	**stage 5** → e.g. **Japan → birth rate below death rate → population decreasing → death rate increasing slightly → aging population**

Geography

W/C 2nd February – Section 7 – Development (India)	
population	**over 1.3 billion (increasing rapidly)**
GNI per capita	**over $6000 (per person)**
DTM	**stage 3**
life expectancy	**70**
literacy rate	**74%**
people per doctor	**1 doctor** for every **1000 people**
HDI	**0.65**

W/C 2nd March – Section 10 – Glaciation	
landscape	an **area** of **land** with **distinct features** e.g. **glaciated landscape**
landform	a **natural feature** e.g. a **corrie**
altitude	the **height above sea level**
relief	**height difference between highest** and **lowest point** on a **landscape**
upland	**areas of land** at **higher elevation** e.g. **mountains**
lowland	**areas of land at a lower elevation** e.g. **the mouth of a river**
longest river UK	UK → **River Severn** → **Wales** and **England** → **354 km** long

W/C 9th February – Section 8 – Development (UK)	
population	**over 67 million (increasing slowly)**
GNI per capita	**over $40,000 (per person)**
DTM	**stage 4**
life expectancy	**81**
literacy rate	**99%**
people per doctor	**6 doctors** for every **1000 people**
HDI	**0.93**

W/C 9th March – Section 11 – Glaciation	
igneous rocks	formed from **cooled magma** e.g. **basalt**
sedimentary rocks	from **compressed fossils** and **rocks** at **bottom** of **ocean** e.g. **limestone**
metamorphic rocks	**rocks changed** into **harder rocks** by **heat** and **pressure** e.g. **marble**
weathering	**weakening** of **rocks**
erosion	**wearing away** and **breaking up** of **rocks** and **soil**
transportation	**moving material** from one place to another
deposition	**when material** is **dropped** or **left behind** (e.g. pieces of rock)

W/C 23rd February – Section 9 – Glaciation	
glacier	a **slow moving mass of ice** (made from compressed snow)
ice sheet	a **large glacier** covering large areas of land e.g. the **size of a country**
glaciologist	**scientist** → e.g. **studies effects** of **climate change** on **melting glaciers**
glacial	period of time → **cooler** → **last ice age ended 11,700 years ago**

W/C 16th March – Section 12 – Glaciation	
interglacial	period of time → **warmer** → we are **currently in** a **interglacial period**
accumulation	**more freezing** than melting → glacier **grows**
ablation	**more melting** than freezing → glacier **shrinks**
crevasses	huge **cracks** in a glacier (can be **40 meters** deep)

Geography

W/C 23rd March – Section 13 – Glaciation	
glaciers → ice age	**distribution** → **20,000 years ago** → **glaciers** covered most of the **UK**
glaciers → today	**distribution** → **high latitudes and high altitudes** e.g. **poles** and **mountains**
glaciated landscapes	no longer covered by glaciers anymore → but these **areas** were **once carved/shaped** by **glaciers** during the last ice age → e.g. **Lake District**

History

DIXONS NEWALL GREEN ACADEMY

Mandarin

Hard work | Integrity | Fairness

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Spanish

Year 8 Spanish Cycle 2

Week beg 8/12Week 1: Most important infinitive verbs			
Comer	To eat	**Tener**	To have
Beber	To drink	**Tomar**	To take
Evitar	To avoid	**Vivir**	To live
Llevar	To lead (a healthy life)	**Ir**	To go
Fumar	To smoke	**Salir**	To go out
Hacer	To do / make	**Practicar**	To practice
Dormir	To sleep	**Descansar**	To relax

Most important present tense verbs			
Soy muy activo	I am very active	**Evito alcohol**	I avoid alcohol
Tengo mucho estrés	I have a lot of stress	**Bebo leche**	I drink milk
Hago ejercicio	I do exercise	**Como verduras**	I eat vegetables
Llevo una vida sana	I lead a healthy life	**Veo mucha tele**	I watch a lot of TV
Nunca fumo	I never smoke	**Necesito descansar**	I need to relax

Week beg 5/1 Week 2: ¿Qué comes y bebes?			
Normalmente como carne	I normally eat meat	**Bebo leche**	I drink milk
Siempre como jamón	I always eat ham	**Bebo agua**	I drink water
Como hamburguesas	I eat hamburgers	**Bebo zumo de naranja**	I drink orange juice
Como pan	I eat bread	**Bebo café**	I drink coffee
Como mucha sal	I eat a lot of salt	**Bebo té**	I drink tea
Nunca como huevos	I never eat eggs	**Bebo zumo de manzana**	I drink apple juice

¿Qué comes y bebes?			
… porque es sano	…because it is healthy	**Como arroz con pollo**	I eat rice with chicken
…porque es rico	…because it is tasty	**Como bocadillos de queso**	I eat cheese sandwiches
…porque soy vegetariano/a	…because I am vegetarian	**Como tapas**	I eat tapas
…porque soy vegano/a	…because I am vegan	**Como alimentos saludables**	I eat healthy foods
Me gusta la comida basura	I like junk food	**Como pescado**	I eat fish
Tener una dieta equilibrada	To have a balanced diet	**Como ensalada de fruta**	I eat fruit salad

Spanish

Week beg 19/1 Week 3: ¿Llevas una vida sana?				¿Llevas una vida sana?			
Diría que	I would say that	**Veo mucha tele**	I watch a lot of TV	**Como una dieta equilibrada**	I eat a balanced diet	**Soy muy activo/a**	I am very active
Llevo una vida sana	I lead a healthy life	**Tengo mucho estrés**	I have a lot of stress	**Bebo mucho agua**	I drink a lot of water	**Nunca practico deportes**	I never play sports
No llevo una vida sana	I don't lead a healthy life	**Soy perezoso/a**	I am lazy	**Soy fuerte**	I am strong	**Soy malsano/a**	I am unhealthy
Hago mucho ejercicio	I do a lot of exercise	**Como mucha comida basura**	I eat a lot of fast food	**Soy débil**	I am weak	**Nunca bebo alcohol**	I never drink alcohol
Nunca fumo	I never smoke	**Bebo muchos refrescos**	I drink a lot of fizzy drinks	**Evito comida basura**	I avoid fast food	**Evito refrescos**	I avoid fizzy drinks

Week beg 2/2 Week 4: Most important infinitive verbs				Near future tense			
Comer	To eat	**Tener**	To have	**Para llevar una vida sana**	In order to lead a healthy life	**Voy a practicar deportes**	I am going to do sports
Beber	To drink	**Tomar**	To take	**Voy a evitar**	I am going to avoid	**Voy a hacer más ejercicio**	I am going to do more exercise
Evitar	To avoid	**Vivir**	To live	**Voy a comer**	I am going to eat	**No voy a tomar drogas**	I am not going to take drugs
Llevar	To lead (a healthy life)	**Ir**	To go	**Voy a beber**	I am going to drink	**Vamos a comer**	We are going to eat
Fumar	To smoke	**Salir**	To go out	**No voy a fumar**	I am not gong to smoke	**Vamos a beber**	We are going to drink
Hacer	To do / make	**Practicar**	To practice	**No voy a beber alcohol**	I am not going to drink alcohol	**No vamos a fumar**	We are not going to smoke

Spanish

Week beg 23/2 Week 5: ¿Cómo es tu rutina diaria?			
Siempre me ducho	I always have a shower	**…a las seis y media**	At 6.30am
Siempre me baño	I always have a bath	**…a las siete menos cuarto**	At 6.45am
A veces me visto	Sometimes I get dressed	**…a las siete en punto**	At 7.00am exactly
Primero me despierto	First, I wake up	**…a las siete y cuarto**	At 7.15am
Salgo de casa	I leave home		

¿Cómo es tu rutina diaria?			
Me preparo	I get ready	**Me cepillo los dientes**	I brush my teeth
Me peino	I do my hair	**Me lavo los dientes**	I brush my teeth
Me maquillo	I do my make-up	**Me voy a la cama**	I go to bed
Vuelvo a casa	I return home	**Me acuesto**	I go to bed

Week beg 9/3 Week 6: ¿Qué te pasa?			
Me duele la cabeza	My head hurts	**Tuve un accidente**	I had an accident
Me duele la garganta	My throat hurts	**Necesito tomar medicina**	I need to take medicine
Me duelen los ojos	My eyes hurt	**Necesito ir al médico**	I need to go to the doctor
Me duelen las piernas	My legs hurt	**Tengo que ir al dentista**	I have to go to the dentist
Estoy enfermo/a	I am ill/sick	**Tengo que descansar**	I have to relax

¿Qué te pasa?			
Hay que dormir	It is necessary to sleep	**Me duele el brazo**	My arm hurts
Hay que tomar medicina	It is necessary to take medicine	**Me duelen los dientes**	My teeth hurt
Me duele la graganta	My throat hurts	**Me duelen los pies**	My feet hurt
Me duele el cuerpo	My body hurts	**Estoy mal**	I am bad
Me duele el estómago	My stomach hurts	**Estoy cansado/a**	I am tired

Spellings weeks 1-3

Week 1 set 1	Week 1 set 2	Week 2 set 1	Week 2 set 2	Week 3 set 1	Week 3 set 2
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5

Spellings weeks 4-6

Week 4 set 1	Week 4 set 2	Week 5 set 1	Week 5 set 2	Week 6 set 1	Week 6 set 2
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5

Spellings weeks 7-9

Week 7 set 1	Week 7 set 2	Week 8 set 1	Week 8 set 2	Week 9 set 1	Week 9 set 2
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5

Spellings weeks 10-12

Week 10 set 1	Week 10 set 2	Week 11 set 1	Week 11 set 2	Week 12 set 1	Week 12 set 2
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5