

			Week 3 WC 8 th September	Week 4 WC 15 th September	Week 5 WC 22 nd September
Mon			Geography: Section 2 History: Section 2 Stretch	Geography: Section 4 History: Section 4 Stretch	Geography: Section 5 History: Section 5 Stretch
Tues			Sparx Maths	Sparx Maths	Sparx Maths
Weds			Sparx Reader	Sparx Reader	Sparx Reader
Thurs			Sparx Science	Sparx Science	Sparx Science
Fri			English: Section 2 Spanish: Section 2	English: Section 4 Mandarin: Section 4	English: Section 5 Mandarin: Section 5
	Week 6 WC 29 th September	Week 7 WC 6 th October	Week 8 WC 13 th October	Week 9 WC 3 rd November	Week 10 WC 10 th November
Mon	Geography: Section 6 History: Section 6 Stretch	Geography: Section 7 History: Section 7 Stretch	Geography: Section 8 History: Section 8 Stretch	Geography: Section 9 History: Section 9 Stretch	Geography: Section 10 History: Section 10 Stretch
Tues	Sparx Maths	Sparx Maths	Sparx Maths	Sparx Maths	
Weds	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader
Thurs	Sparx Science	Sparx Science	Sparx Science	Sparx Science	Sparx Science
Fri	English: Section 6 Spanish: Section 6	English: Section 7 Mandarin: Section 7	English: Section 8 Spanish: Section 8	English: Section 9 Mandarin: Section 9	English: Section 10 Spanish: Section 10
	Week 11 WC 17 th November	Week 12 WC 24 th November	Week 13 WC 1 st December	<div> <div>Year 7&8</div> <div>Cycle 1 Homework</div> </div>	
Mon	Geography: Section 11 History: Section 11 Stretch	Geography: Section 12 History: Section 12 Stretch	Geography: Section 13 History: Section 13 Stretch		
Tues	Sparx Maths	Sparx Maths	Sparx Maths		
Weds	Sparx Reader	Sparx Reader	Sparx Reader		
Thurs	Sparx Science	Sparx Science	Sparx Science		
Fri	English: Section 11 Mandarin: Section 11	English: Section 12 Spanish: Section 12	English: Section 13 Mandarin: Section 13		

YEAR 8 - CYCLE 1 – KNOWLEDGE ORGANISER

Section 1: Volcanoes		Section 4: Volcanoes	
natural hazard	natural event which has potential to cause damage, destruction, death	magma chamber	pool of molten rock under volcano -> under huge pressure
natural disaster	natural event which has caused damage, destruction and death	VEI	Volcanic Explosivity Index -> shows magnitude (strength), 1=low, 8=high
hazard risk	the probability (chance) that a natural hazard may take place à risk increases if -> high population density, low development, climate change	composite	composite volcanoes -> cone shaped à occur at destructive margins
tectonic hazards	e.g. earthquakes and volcanoes	shield	shield volcanoes -> flat like shield à occur at constructive margins

Section 2: Volcanoes		Section 5: Volcanoes	
convection	convection currents -> magma heated by core -> rises -> moves plates	molten	hot, liquid and melted e.g. lava
conservative	conservative margin -> plates move side by side	lava	molten rock -> flowing over the ground
constructive	constructive margin -> plates move away from each other	magma	molten rock -> flowing under the ground
destructive	destructive margin -> plates move towards each other	crater	volcanic crater -> hole left in top of volcano after eruption

Section 3: Volcanoes		Section 6: Volcanoes	
inner core	solid à iron and nickel -> 5000° C à under high pressure	location	Pompeii -> Italy, Europe in 79AD (nearly 2000 years ago)
outer core	liquid -> iron and nickel	population	about 12,000 people lived in Pompeii at this time
mantle	semi-molten (melted) rock -> 3800° C	plate tectonics	African plate -> subducted under (pushed under) Eurasian plate
crust	surface layer of Earth -> two types -> oceanic (thin), continental (thick)	volcano type	Mount Vesuvius -> composite volcano -> destructive plate margin

YEAR 8 - CYCLE 1 – KNOWLEDGE ORGANISER

Section 7: Volcanoes	
primary effects	<ul style="list-style-type: none"> • death and injury -> about 2000 people died in Pompeii • destruction -> heavy ash collected on roof tops -> roofs collapsed • cities Pompeii and Herculaneum hidden under ash -> 2000 years • many animals killed e.g. bodies of dogs and horses discovered
secondary effects	<ul style="list-style-type: none"> • 10,000 local people displaced -> made homeless • livelihoods and businesses destroyed -> local people lost jobs • looting -> people returned to steal from abandoned houses • fewer tourists visited area afterwards -> fearful of another eruption • some enslaved people escaped to freedom -> positive effect

Section 8: Volcanoes	
immediate responses	<ul style="list-style-type: none"> • 10,000 people managed to escape -> lives saved • Roman Navy sent warships to evacuate people
long term responses	<ul style="list-style-type: none"> • people who escaped rebuilt houses in other areas of country • Romans -> studied volcanoes more -> wanted to save lives in future

Section 9: Development		Section 10: Development	
development	to improve a place → e.g. better education, health care and jobs	LIC	Low Income Countries → poorest countries → low GNI → e.g. Nepal
sustainable	sustainable development → does not harm planet for future people	NEE	Newly Emerging Economies → getting richer → medium GNI → e.g. India
GDP	Gross Domestic Product → total money made in a country → in one year → shown in dollars	HIC	High Income Countries → richest countries → high GNI → e.g. The UK
GNI	Gross National Income → same as GDP → but also includes money from business in foreign countries → shown in dollars .	HDI	Human Development Index → combines wealth, health and education data → gives score between 1 and 0 → 1 = most developed

YEAR 8 - CYCLE 1 – KNOWLEDGE ORGANISER

Section 11: Development		Section 12: Development	
birth rate	number of live births (per 1,000 people) → high in LICs	goods	items that can be bought and sold
death rate	number of deaths (per 1,000 people) → high in LICs	trade	buying and selling of raw materials, manufactured goods and services
infant mortality	number of babies who do not survive to age of 1 (per 1,000 live births)	import	buying goods from abroad
life expectancy	average age that a person is likely to live to (in a particular place)	export	selling goods to another country

Section 13: Climate Change (causes and reduction)	
development gap	when one place is more developed than another → development gap
causes of uneven development	<ol style="list-style-type: none"> physical factors → harsh climate, natural disasters, raw materials economic factors → debt, wars, corruption historical factors → colonialism → slavery, resources removed
manufacturing	making things in factories
industry	processing raw materials and manufacturing goods (in factories)
globalisation	increases in movements of goods, people and communication
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

Year 8 : Cycle 1:English - Social Justice Poetry

Section 1: Context 1		Section 2: Context 2	
British Empire	Britain had expanded colonies around the world.	Capitalism and Greed	Businessmen and factory owners gained control of local and national government exerting their influence .
Growth of industry	Industrial Revolution led to growth of factories and manufacturing .	Role of Women	Upper- and middle-class women expected to stay at home ; financially dependent on men.
Social inequality	The gap between the rich and poor was extensive and growing .	Suffragette	A woman seeking the right to vote through organised protest. Emmeline Pankhurst was a famous suffragette.
Workhouses	Unpleasant places where the poor worked .	Abolitionist	Those people who wished to outlaw slavery .
Crime and juvenile crime	Crime levels grew in slums; children became involved in pickpocketing .		
Section 3: Key Terms		Section 4: Chimney Sweeper – William Blake	
Emancipation	The act of giving people more freedom or rights by removing social, legal, or political controls that limit them.	Quatrain	A type of stanza, or a poem, consisting of four lines.
Exploitation	The act of taking advantage of a person or situation to benefit oneself.	Rhyming couplet	A rhyming pair of successive lines of verse, typically of the same length.
Misogyny	The discrimination against or hatred of women.	Woe (noun)	Great sorrow or distress.
Manufacturing	The making of articles on a large-scale using machinery; industrial production.	Poverty	The state of being extremely poor.
Exclusion	The removal of something or someone.	Power	The ability or capacity to do something or act in a particular way.
Section 5: Key Figures		Section 6: They Shut Me Up In Prose – Emily Dickinson	
William Blake	A poet who worked to bring about a change both in social order and in the minds of men.	Captivity	The condition of being imprisoned or confined.
Emily Dickinson	An American poet who challenged existing definitions of poetry. She experimented with expression to free it from conventional restraints.	Metaphorically	In a way that uses a metaphor; figuratively.
Charles Dickens	A British novelist and social commentator who often criticised the lack of social responsibility towards the poor and working class.	Prose	Written or spoken language in its ordinary form, without a metrical structure.
Emmeline Pankhurst	A champion of woman suffrage whose 40-year campaign achieved completion when British women obtained full equality in the voting franchise.	Conventional	Based on or in accordance with what is generally done or believed.
Mary Seacole	A British-Jamaican nurse, healer and businesswoman who set up the "British Hotel" behind the lines during the Crimean War.	Censorship	The suppression of speech, public communication or other information that is considered obscene, politically unacceptable or a threat to security.

Section 7: Context 3		Section 8: Oliver Twist – Charles Dickens	
Poverty	The state of being extremely poor.	Protagonist	Oliver Twist, a young orphan sent to the workhouse.
Class	A grouping of people in accordance with their hierarchal social categories. The most common being working class, middle class and upper class.	Setting	19 th Century London. A time of disease, despair and destitution (complete poverty).
Workhouses	An institution where those unable to support themselves financially were offered accommodation and employment.	Key Quote	“You’ll pick oakum tomorrow morning at six o’clock.”
Infant Mortality Rate	20% of children would not make it to past the age of 5. Compared with 0.03% today.	Child Labour	Children were often employed in merciless tasks, such as picking the strands from ropes (oakum) for long hours.
Section 9: Transatlantic Slave Trade Context		Section 10: Rhetorical Writing	
Slavery	The act of detaining people for the purposes of forced labour.	Direct Address	A construction in which a speaker or writer communicates a message directly to their audience.
Duration	The Slave Trade lasted between 1500 and 1863.	Anecdote	A short story about a real incident or person.
Magnitude	Nearly 13 million African people were kidnapped and trafficked across the Atlantic to America.	Rhetorical Question	A question, asked in order to make a statement, that does not expect an answer.
Abolition	President Lincoln abolished (ended) slavery in 1863 following the American Civil War.	Emotive Language	Specific word choices that are made in order to elicit an emotional response from the reader/listener
Impact	Forced migration resulted in the displacement of African people around the globe.	Statistics	The use of percentages and figures to support an argument.
Section 11: Key Terminology		Section 12: Language Techniques 1	
Democracy	A system of government by the whole population or all the eligible members of a state, typically through elected representatives.	Metaphor	A figure of speech where one thing is stated as being another.
The rule of law	The laws and regulations specific to a country.	Political diatribe	An angry speech or piece of writing that severely criticizes something or someone political.
Liberty	An individual or collective freedom.	Hyperbole	Exaggeration not meant to be taken literally.
Tolerance	Understanding and acceptance of the beliefs and values of others.	Anaphora	Repetition of a word or words at the beginning of successive phrases, clauses, or line.
individualism	A social theory favouring freedom of action for individuals over collective or state control.	Allegory	A story that has a hidden meaning which is often moral or political.
Section 13: Language Techniques 2			
Foreshadowing	A warning or indication of (a future event).		
Flashback	A scene in a film, novel, etc. set in a time earlier than the main story.		
Imagery	Description used to create an image in the reader’s mind.		
Irony	A situation an event that seems deliberately contrary to what one expects.		
Juxtaposition	The fact of two things being seen or placed close together with contrasting effect.		

Year 8 Mandarin Chinese: Cycle 1 – Knowledge Organiser

Section 1: Hobbies			Section 2: Negative statement & present tense		
看书	kàn shū	to read	不	bù	no
听音乐	tīng yīn yuè	to listen to music	不看	bú kàn	not to look/see
买东西	mǎi dōng xi	to go shopping	不买	bù mǎi	not to buy
上网	shàng wǎng	to surf the Internet	不是	bú shì	isn't
唱歌	chàng gē	to sing	我不买东西。	Wǒ bù mǎi dōng xi.	I am not shopping.
爱好	ài hào	hobby	我的爱好不是看书。	Wǒ de ài hào bú shì kàn shū.	My hobby is not reading.
你的爱好是什么？	nǐ de ài hào shì shén me?	What is your hobby?	我不是美国人。	Wǒ bú shì měi guó rén.	I am not an Amercian.
我的爱好是…	Wǒ de ài hào shì ...	My hobby is ...	今天	jīn tiān	today
我的爱好是看书	Wǒ de ài hào shì kàn shū.	My hobby is reading.	今天我上网。	Jīn tiān wǒ shàng wǎng.	I am surfing the internet today.
妹妹的爱好是听音乐。	Mèi mei de ài hào shì tīng yīn yuè.	Younger sister's hobby is to listen to music.	我今天上网。	Wǒ jīn tiān shàng wǎng.	I am surfing the internet today.
哥哥的爱好是上网	Gē ge de ài hào shì shàng wǎng.	Older brother's hobby is surfing the Internet.	她今天很忙，不上网。	Tā jīn tiān hěn máng, bú shàng wǎng.	She is very busy today, not surfing the Internet.
姐姐的爱好是唱歌	Jiě jie de ài hào shì chàng gē.	Older sister's hobby is singing.	Grammar: the time when you do something comes before the verb, which means it is at the very beginning of a sentence or straight after the subject. This is different from English.		
Grammar: In Chinese, the possessive is made by adding 的 de after the pronoun or noun, eg 你的			不 (bù) changes its original tone into 2nd tone when it is followed by the 4th tone character. eg 不看 bú kàn		

Write out the characters with great attention to the details

Write out the pinyin tones correctly

Highly accurate spelling in English

Section 3: I like watching TV			Section 4: The use of 也		
看电影	kàn diàn yǐng	to watch films	也	yě	also; too
看电视	kàn diàn shì	to watch TV	也喜欢	yě xǐ huān	also like
玩儿	wánr	to play	也不喜欢	yě bù xǐ huān	also dislike
电脑	diàn nǎo	computer	游戏	yóu xì	game
玩儿电脑游戏	wánr diàn nǎo yóu xì	to play computer games	上网玩电脑游戏	shàng wǎng wánr yóu xì	play computer games online
玩儿滑板	wánr huá bǎn	to play skateboard	上网听音乐	shàng wǎng tīng yīn yuè	listen to music online
喜欢	xǐ huan	to like	上网看电影	shàng wǎng kàn diàn yǐng	watch films online
不喜欢	bù xǐ huan	to dislike	上网买东西	shàng wǎng mǎi dōng xī	online shopping
你呢?	nǐ ne?	How about you?	妈妈也喜欢上网买东西。	mā ma yě xǐ huān shàng wǎng mǎi dōng xī.	Mum also likes online shopping
他喜欢上网看电影。	tā xǐ huān shàng wǎng kàn diàn shì.	He likes watching TV online.	我也喜欢看电视。	Wǒ yě xǐ huān kàn diàn shì.	I also like to watch TV.
哥哥喜欢玩儿电脑游戏。	Gē ge xǐ huān wánr diàn nǎo yóu xì.	Older brother likes to play computer games.	她也喜欢看书。	Tā yě xǐ huān kàn shū.	She also likes to read.
妈妈不喜欢看电视。	Mā ma bù xǐ huān kàn diàn yǐng.	Mum dislike to watch TV.	弟弟也不喜欢玩儿电脑游戏。	Dì di yě bù xǐ huān wánr diàn nǎo yóu xì.	Younger brother also dislikes playing computer games.
Culture: 喜 xǐ means 'happy'. Double happiness formed the character 囍 xǐ, is a common Chinese symbol seen at celebrations, especially weddings. It is a tradition from the Tang Dynasty (618 – 907 ce)			Grammar: 也 means “also” or “too” . Its position is always just before the verb in Chinese sentences – it is not as flexible as English. eg 我也喜欢		

Write out the characters with great attention to the details

Write out the pinyin tones correctly

Highly accurate spelling in English

Section 5: Sports			Section 6: Can you swim?		
做	Zuò	to do	会	huì	can (do something skilled)
运动	yùn dòng	sports	不会	bú huì	can not
做运动	zuò yùn dòng	to do sports	我会踢足球。	wǒ huì tī zú qiú.	I can play football.
踢	tī	to play by foot	爸爸会打篮球。	Bà ba huì dǎ lán qiú.	Dad can play basketball.
踢足球	tī zú qiú	to play football	妹妹会跑步。	Mè mei huì pǎo bù	Younger sister can run.
打	dǎ	to play by hand	我会骑自行车。	Wǒ huì qí zì xíng chē.	I can ride a bike.
打篮球	dǎ lán qiú	to play basketball	我不会游泳。	Wǒ bú huì yóu yǒng.	I cannot swim.
打乒乓球	dǎ pīng pāng qiú	to play table tennis	他不会打乒乓球。	Tā bú huì dǎ pīng pāng qiú.	He cannot play table tennis.
打网球	dǎ wǎng qiú	to play tennis	哥哥不会打网球。	Gē ge bú huì dǎ wǎng qiú.	Older brother cannot play tennis.
跑步	pǎo bù	to run	姐姐不会打球。	Jiě jie bú huì dǎ qiú,	Older sister cannot play ball games.
游泳	yóu yǒng	to swim	打球	dǎ qiú	to play ball games
骑	qí	to ride	我不会打网球。	Wǒ bú huì dǎ wǎng qiú.	I can't play tennis.
自行车	zì xíng chē	bike	你会游泳吗?	Nǐ huì yóu yǒng ma?	Can you swim?
骑自行车	qí zì xíng chē	to ride a bike	吗	ma	a question word
Grammar: 谁 can be used at the beginning or end of a question, wherever the answer to “who” is required. Make your answer by taking out the question word and replacing it with the subject (name, pronoun etc).			The verb 会 refers to a skill rather than being physically able to do something. To make the negative, you just put 不 bù in front of 会 huì.		

Write out the characters with great attention to the details

Write out the pinyin tones correctly

Highly accurate spelling in English

Section 7: The use of 谁 who			Section 8: I surf the internet on Mondays		
谁	shéi	Who	星期	xīng qī	week
谁喜欢 ...?	Shéi xǐ huān ...?	Who likes ...?	星期一	xīng qī yī	Monday
谁喜欢做运动?	Shéi xǐ huān zuò yùn dòng?	Who likes doing sports?	星期二	xīng qī èr	Tuesday
谁喜欢游泳?	Shéi xǐ huān yóu yǒng?	Who likes swimming?	星期三	xīng qī sān	Wednesday
谁不喜欢看电影?	Shéi bù xǐ huān kàn diàn yǐng?	Who dislikes to watch films?	星期四	xīng qī sì	Thursday
谁会打网球?	Shéi huì dǎ wǎng qiú?	Who can play tennis?	星期五	xīng qī wǔ	Friday
谁会骑自行车?	Shéi huì qí zì xíng chē?	Who can ride a bike?	星期六	xīng qī liù	Saturday
谁会打乒乓球?	Shéi huì dǎ pīng pang qiú?	Who can play table tennis?	星期日	xīng qī rì	Sunday
他是谁?	Tā shì shéi?	Who is he?	星期天	xīng qī tiān	Sunday
他是我哥哥。	Tā shì wǒ gē ge.	He is my older brother.	星星	xīng xīng	star
谁星期三踢足球?	Shéi xīng qī sān tī zú qiú?	Who plays football on Wednesday?	我星期六买东西。	Wǒ xīng qī liù mǎi dōng xī.	I go shopping on Saturdays.
我和哥哥星期三踢足球。	Wǒ hé gē ge xīng qī sān tī zú qiú.	I play football with older brother on Wednesdays.	他星期天看电视。	Tā xīng qī tiān kàn diàn yǐng.	He watches TV on Sunday.
谁星期天上网?	Shéi xīng qī tiān shàng wǎng?	Who surfs the internet on Sunday?	你星期三跑步。	Nǐ xīng qī sān pǎo bù.	You go running on Wednesday.
弟弟星期天上网。	Dì di xīng qī tiān shàng wǎng.	Younger brother surfs the internet on Sunday	星期一我做运动。	Xīng qī yī wǒ zuò yùn dòng.	I do sports on Mondays.

Write out the characters with great attention to the details

Write out the pinyin tones correctly

Highly accurate spelling in English

Section 9: Different tenses			Section 10: Diary		
这个	zhè gè	this (present tense)	记事本	jì shǐ běn	diary
下个	xià gè	next (future tense)	丽丽	lì lì	a girl's name
上个	shàng gè	last (past tense)	你这个星期六上网吗?	nǐ zhè gè xīng qī shàng wǎng mā?	Are you surfing the internet this Saturday?
这个星期	zhè gè xīng qī	this week	我这个星期六不上网。	Wǒ zhè gè xīng qī liù bú shàng wǎng	I will not surf the internet this Saturday.
下个星期	xià gè xīng qī	next week	下个星期你忙吗?	Xià gè xīng qī nǐ máng ma?	Are you busy next week?
上个星期	shàng gè xīng qī	last week	我下个星期很忙。	Wǒ xià gè xīng qī hěn máng.	I'm very busy next week.
周末	zhōu mò	weekend	我也很忙, 星期一打网球, 星期二打乒乓球, 星期日游泳。	Wǒ yě hěn máng, xīng qī yī dǎ wǎng qiú, xīng qī'èr dǎ ping pāng qiú, xīng qī èr yóu yǒng.	I am also very busy, playing tennis on Monday, table tennis on Tuesday and swimming on Sunday.
下个周末	xià gè zhōu mò	next weekend	你下个周末做什么?	Nǐ xià gè zhōu mò zuò shén me?	What are you doing next weekend?
上个周末	shàng gè zhōu mò	last weekend	我下个周末踢足球。	Wǒ xià gè zhōu mò tī zú qiú.	I'm playing football next weekend.
今天	jīn tiān	today (present tense)	我今天看书。	Wǒ jīn tiān kàn shū.	I read a book today.
昨天	zuó tiān	yesterday	他昨天听音乐。	Tā zuó tiān tīng yīn yuè.	He listened to music yesterday.
明天	míng tiān	Tomorrow (future tense)	你明天跑步。	Wǒ xià gè zhōu mò shàng wǎng.	I surf the internet next weekend.

Write out the characters with great attention to the details

Write out the pinyin tones correctly

Highly accurate spelling in English

Section 11: The use of connective words.			Section 12: Describe the photo of a family		
和	hé	and	照片	zhào piān	photo
也	yě	also; too	里	lǐ	in; inside
但是	dàn shì	but	照片里有	zhào piān lǐ yǒu	in the photo
因为	yīn wéi	because	家人	jiā rén	my family
中国音乐	zhōng guó yīn yuè	Chinese music	开心	kāi xīn	happy
英国音乐	yīng guó yīn yuè	English music	照片里有一家人。	zhào piàn lǐ yǒu yī jiā rén.	There is a family in the photo.
我家有三口人，爸爸，妈妈和我。	Wǒ jiā yǒu sān kǒu rén, bàba, māmā hé wǒ.	There are three people in my family, dad, mom and me.	他们家有五口人，爸爸，妈妈，两个姐姐和弟弟。	Tā men jiā yǒu wǔ kǒu rén, bàba, māmā, liǎng gè jiějie hé dìdì.	There are five people in their family, father, mother, two sisters and a younger brother.
我的爱好是听中国音乐，因为我喜欢音乐。	Wǒ de ài hào shì tīng zhōng guó yīn yuè, yīn wèi wǒ xǐ huān yīn yuè.	My hobby is listening to Chinese music, because I like music.	他们没有宠物。	Tā men méi yǒu chǒng wù.	They don't have pets.
我也喜欢英国音乐。	Wǒ yě xǐ huān yīng guó yīn yuè.	I also like English music.	他们很开心。	Tā men hěn kāi xīn.	They are very happy.
妈妈喜欢买东西，但是我不喜欢买东西，因为我的爱好是上网。	Māmā xǐ huān mǎi dōng xī, dàn shì wǒ bù xǐ huān mǎi dōng xī, yīn wèi wǒ de ài hào shì shàng wǎng.	Mum likes to go to shopping, but I don't like shopping because my hobby is surfing the internet.	弟弟不喜欢跑步。姐姐喜欢看书。	Dìdì bù xǐ huān pǎo bù. Jiějie xǐ huān kàn shū.	Younger brother doesn't like running. Older sister likes reading.
生日	shēng rì	birthday	会	huì	can; meeting

Section 13: Young people's hobbies					
年轻人	nián qīng rén	young people	去	qù	to go
音乐会	yīn yuē huì	concert	出去	chū qù	going out
卡拉 OK	kǎ lā ok	karaoke	唱	chàng	to sing
一起	yì qǐ	together	和... 一起	hé ... yì qǐ	with someone together
中国年轻人喜欢唱卡拉 OK.		Zhōng guó nián qīng rén xǐ huān chàng kǎ lā OK.	Chinese young people like to sing Karaoke.		
我和家人一起去听音乐会。		Wǒ hé jiā rén yì qǐ qù tīng yīn yuè huì.	I with my family together go to the concert.		
出去玩儿， 出去吃		chū qù wánr, chū qù chī	Going out and eating out		

姓名:

日期:

love, be fond of, like, interest, hobby

ài

hào

爱好 爱好

一 一 一 一 一 一 一 一 一 一

丨 丨 女 女 好 好

to read

kàn

shū

看书 看书

一 二 三 手 手 看 看 看 看

丿 弓 书 书

listen to music

tīng

yīn

yuè

听音乐 听音乐

丨 丨 丨 丨 听 听 听

丶 丶 丶 丶 立 产 音 音 音

一 二 乐 乐 乐

shopping

mǎi

dōng

xī

买东西 买东西

丿 丿 丿 丿 买 买

姓名:

日期:

一 上 东 东 东
一 一 一 一 西 西

to be on the internet, to stretch a net (in a sports game or for covering something), to be netted (of fish)

shàng wǎng
上 网 上 网

丨 丨 上
丨 丨 丨 丨 网 网

to watch television

kàn diàn shì
看 电 视 看 电 视

一 二 三 手 手 看 看 看 看
丨 丨 丨 丨 电
丶 丶 丶 丶 初 初 初 视

to watch film

kàn diàn yǐng
看 电 影 看 电 影

一 二 三 手 手 看 看 看 看
丨 丨 丨 丨 电
丨 丨 丨 丨 旦 早 景 景 景 景 景 景

姓名:

日期:

影 影

to play computer games

wán	ér	diàn	nǎo	yóu	xì				
玩	儿	电	脑	游	戏	玩	儿	电	脑
游	戏								

一 二 千 王 王 王 玩 玩

儿

一 口 日 日 电

月 月 月 月 月 月 月 月 月 月 月 月

丶 丶 丶 丶 丶 丶 丶 丶 丶 丶 丶 丶

又 又 又 戏 戏 戏

to play skateboard

wán	huá	bǎn							
玩	滑	板	玩	滑	板				

一 二 千 王 王 王 玩 玩

丶 丶 丶 丶 丶 丶 丶 丶 丶 丶 丶 丶

一 十 才 木 木 木 木 木 木 木 木 木

姓名:

日期:

to like, to be fond of

xǐ

huān

喜欢 喜欢

一 十 士 吉 吉 吉 吉 吉 喜 喜 喜 喜

丿 ㇏ ㇏ ㇏ ㇏ ㇏

dislike

bù

xǐ

huān

不喜欢 不喜欢

一 丿 丿 不

一 十 士 吉 吉 吉 吉 吉 喜 喜 喜 喜

丿 ㇏ ㇏ ㇏ ㇏ ㇏

also, too, (in classical Chinese) final particle serving as copula

yě

也 也

丿 ㇏ 也

do sports

zuò

yùn

dòng

做运动 做运动

丿 亻 亻 亻 亻 亻 亻 做 做 做

一 二 云 云 云 云 云

Page 5

Page 6

姓名:

日期:

、 丶 丶 丶 丶 丶 丶 泳 泳

to ride a bike; cycling

qí

zì

xíng

chē

骑自行车 骑自行车

7 马 马 马 马 马 马 马 马 马 马

、 丶 白 白 白 白

、 丶 彳 彳 彳 彳

一 亠 亠 车

who, whom, whose, whoever

shéi

谁 谁

、 丶 讠 讠 讠 讠 讠 讠 讠 讠

can, be possible, be able to, to assemble, to meet, to gather, to see, union, group, association

huì

会 会

、 人 人 人 人 人 人

improbable, unlikely, will not (act, happen etc), not able, not having learned to do something

bù

huì

不 会 不 会

姓名:

日期:

一 丿 丌 丌
 丿 人 人 人 会 会

today, at the present, now

jīn tiān
 今天 今天
 人 人 人 今
 一 二 丌 天

yesterday

zuó tiān
 昨天 昨天
 丨 日 日 日 日 昨 昨 昨 昨
 一 二 丌 天

tomorrow

míng tiān
 明天 明天
 丨 日 日 日 日 明 明 明 明
 一 二 丌 天

week

xīng qī
 星期 星期

姓名:

日期:

一 口 日 日 日 旦 旦 星 星
一 十 廿 廿 廿 其 其 其 其 期 期 期

Section 1 - Skeletal and Muscular Systems	
Skeletal System	Allows movement , holds us upright and protects organs .
Muscular System	Muscles contract and pull on bones to allow movement .
Joint	Where two bones join together . The ends of the bones are covered in cartilage , and synovial fluid lubricates the joint.
Ligament	Elastic tissue that joins two bones together.
Tendon	Inelastic tissue that joins a muscle to a bone .
Antagonistic Muscles	Muscles that work in pairs . When one contracts (shortens), the other relaxes (lengthens).
Section 2 - Food Groups	
Carbohydrate	Main source of energy .
Lipids (fats and oils)	Act as a store of energy . Body fat keeps us warm .
Proteins	For growth and repair .
Vitamins & Minerals	Needed in small amounts to maintain health . E.g. calcium for strong bones and teeth , iron for red blood cells .
Water	Needed for chemical reactions in cells and body fluids .
Fibre	Helps food move through the gut . Prevents constipation .
Section 3 - Digestive System	
Enzymes	Chemicals that break down food into smaller soluble molecules so that they can be absorbed into the blood .
Mouth	Teeth chew food and mix it with saliva . Saliva contains enzymes that digest carbohydrates .
Oesophagus	Connects the mouth to the stomach .
Stomach	Food is churned in hydrochloric acid which kills bacteria. Enzymes digest proteins .
Small Intestine	Enzymes digest carbohydrates , lipid and proteins . Food is absorbed into the blood .
Large Intestine	Water is absorbed into the blood .
Rectum	Undigested food is compacted and stored as faeces then leaves the body through the anus .

Section 4 - Respiratory System		
Trachea	Windpipe that carries air into the lungs. Splits into two tubes called the bronchi , then smaller tubes called bronchioles .	
Alveoli	Small air sacs where gas exchange occurs. Oxygen diffuses into the blood. Carbon dioxide diffuses into the alveoli.	
Adaptations of Alveoli for Gas Exchange	Many small alveoli -> give a large surface area .	
	Moist -> allows gases to dissolve .	
	Thin walls -> gases do not have far to travel .	
	Good blood supply -> maintains steep concentration gradient.	
Diaphragm	Sheet of muscle under the ribcage.	
Breathing In	Diaphragm contracts and moves down . Ribs move up and out . Lung volume increases , pressure decreases , air goes in .	
Breathing Out	Diaphragm relaxes and moves up . Ribs move in and down . Lung volume decreases , pressure increases , air goes out .	
Section 5 - Circulatory System		
Heart	Pumps blood around the body.	
Double Circulatory System	One loop pumps blood from the heart to the lungs to be oxygenated .	
	Other loop pumps blood from the heart to the body cells where oxygen is used in respiration .	
Blood Vessels	Arteries	Carry blood away from the heart.
	Veins	Carry blood towards the heart.
	Capillaries	Connect arteries and veins . Allow substances to be exchanged between the blood and tissues . E.g. oxygen and glucose.
Parts of the Blood	Red blood cells	Carry oxygen .
	White blood cells	Fight infections . Kill micro-organisms .
	Platelets	Allow blood to clot and form scabs .
	Plasma	Liquid part of the blood.

Y8 Science Cycle 1 - Sheet 1

The Body




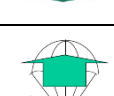
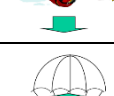
Section 1 - Properties and Uses of Metals		
Copper	Used for electrical wiring -> good conductor of electricity and ductile .	
Gold	Used to make jewellery -> shiny and resistant to corrosion .	
Steel	Used for buildings , bridges and cars -> very strong . Steel is an alloy of iron .	
Aluminium	Used for aeroplanes and overhead cables -> has a low density so it is lightweight .	
Titanium	Used for hip replacements -> resistant to corrosion , strong and low density .	
Section 2 - Reactivity Series (Practice writing metals in order of reactivity)		
<div>Most reactive</div> <div>↑</div> <div>Least reactive</div>	Potassium	Please
	Sodium	Send
	Calcium	Charlie's
	Magnesium	Monkeys
	Aluminium	And
	Carbon	
	Zinc	Zebras
	Iron	In
	Tin	The
	Lead	Lead
	Hydrogen	
	Copper	Cages
	Silver	Securely
	Gold	Guarded
	Platinum	Please

Section 3 - Reactions of Metals	
Metal + Acid	metal + acid -> salt + hydrogen
	Metal will react if it is more reactive than hydrogen .
	Test for hydrogen gas using a lit splint . Listen for squeaky pop .
Metal + Oxygen	metal + oxygen -> metal oxide
	Oxidation reaction as metal gains oxygen .
Metal + Water	metal + water -> metal hydroxide + hydrogen
	Only very reactive metals e.g. group 1 alkali metals .
	Metal hydroxide produces alkaline solution. Turns universal indicator purple .
Displacement Reaction	A more reactive metal displaces a less reactive metal from its compound .
Rusting	Occurs when iron or steel reacts with both oxygen and water .
Section 4 - Extraction and Recycling of Metals	
Ore	A rock that you can extract a metal from.
Extraction using Carbon	Use if the metal is less reactive than carbon .
	Heat metal oxide with carbon . Carbon displaces metal from its oxide.
	e.g. carbon + iron oxide -> iron + carbon dioxide.
Extraction using Electrolysis	Use if the metal is more reactive than carbon .
	Split up metal oxide using an electrical current .
	e.g. aluminium oxide -> aluminium + oxygen
Advantages of Recycling	Less waste sent to landfill . Less energy used as less mining and extraction required. Conserves ores which are limited resources .

Y8 Science Cycle 1 - Sheet 2

Metal Reactions

Section 1 - Mass and Weight	
Mass	Measure of the amount of material something is made up of. Mass is the same on all planets .
Measuring Mass	Use a mass balance .
Units for Mass	Kilograms (kg)
Weight	Measure of the force on something due to gravity . Changes depending on which planet you are on.
Measuring Weight	Use a Newton meter .
Units for Weight	Newtons (N)
Equation	Weight = mass x gravitational field strength ($W = m \times g$)
Gravitational Field Strength	Strength of gravity on a planet. On Earth, $g = 10 \text{ N/kg}$.
Section 2 - Stretching Springs	
Deformation	Changing the shape of an object – stretching, compressing or bending . Requires at least two forces.
Elastic Deformation	The object returns to its original size and shape once the forces are removed .
Inelastic Deformation	The object does not return to its original size and shape once the forces are removed .
Hooke's Law	The extension of a stretched spring is directly proportional to the force applied to it, up to the limit of proportionality .
Directly Proportional	Shown on a graph by the line of best fit being a straight line through the origin . If one variable doubles, the other doubles.
Force – Extension Graphs	Plot force on the y axis, extension on the x axis. The steeper the line, the stiffer the spring.
Equation	Force = spring constant x extension ($F = k \times e$)

Section 3 - Speed, Distance and Time	
Equation	speed = distance / time ($s = d/t$)
Units	speed = m/s distance = m time = s
Typical speed values	Walking = 1.5 m/s , Running = 3 m/s , Cycling = 6 m/s , Car = 25 m/s , Sound (in air) = 330 m/s
Converting Distances	1 m = 100 cm, 1 km = 1000 m
Converting Times	1 minute = 60 s, 1 hour = 60 minutes
Distance – Time Graphs	Straight diagonal line = constant speed Steeper line = faster speed Flat horizontal line = stationary
Section 4 - Terminal Velocity for a Sky Diver (Don't draw diagrams)	
Stage 1 	Weight is much greater than air resistance . Resultant force acting down . Sky diver accelerates as he falls.
Stage 2 	As sky diver accelerates , air resistance increases . Resultant force is less but still acts down . Sky diver still accelerates but at a slower rate.
Stage 3 	Air resistance is now equal to the weight . Forces are balanced – no resultant force. Sky diver falls at a constant speed known as terminal velocity .
Stage 4 	Air resistance now greater than weight as parachute provides a larger surface area . Resultant force now acts up . Sky diver is still falling but decelerates .
Stage 5 	As sky diver decelerates , air resistance decreases . Forces are balanced again – no resultant force. Sky diver fall at a new slower terminal velocity .

Y8 Science Cycle 1 - Sheet 3

Forces & Motion

Year 8 History Cycle 1 Powerful Knowledge 100% sheet

Section 1: The ‘New World’		Section 2: How the East India Company began	
Hernan Cortés	A poor boy from Spain , he financed his own expedition of 11 ships and 500 soldiers . He thought they’d sail to China .	‘Customer’ Smythe	In 1599 , Customer Smythe gathered all the rich men of London and asked them to invest in a new company.
La Malinche	Malinalli was the slave girl of a local chief. She spoke both the Mayan and Aztec languages. She was the translator for Cortés.	Joint Stock Company	A brilliant and revolutionary idea. Invest in a company, in return you own a share , or a percentage of the company.
The First Meeting	In 1519 the Aztecs offered Cortés wonderful gifts of gold. They admitted to having more gold , which was a serious mistake.	First Attempt	Sir James Lancaster sets off on a ship called The Red Dragon . They are stuck in the channel then steal from the Portuguese .
Montezuma	Montezuma was the Aztec leader. He showed Cortés the Pyramid of the War God . He was killed by Cortés’ soldiers. Tenochtitlan , the Aztec capital, was captured by the Spanish.	The Mughal Empire	The Mughals were the Muslim rulers of India. Emperor Akbar made sure all religions were welcome. Emperor Shah Jahan built the famous Taj Mahal .
Section 3: How the Company came to rule India		Section 4: How the Indians resist British rule	
Fall of the Mughal Empire	After the Mughal Emperor Auranganzeb dies, the empire falls apart. India is now divided and leaderless.	Bengal Famine	The monsoon rains of 1768 and 1769 failed. Drought led to famine (starvation). There are estimated 3-5 million deaths.
Factories and forts	By the 1700s, the East India Company had strong bases in Calcutta , Madras and Bombay . To protect their factories from the French they built defensive forts.	Company Response	The Company doesn’t see itself responsible for the people. Their goal is to make profits . The soldiers go to the villages to collect taxes, even when people are starving.
Robert Clive	Clive went to India as an accountant . He became a soldier fighting the French instead. He defeats Siraj-ul Duala at Plassey (1757) .	Indian Uprising	Cause: Indian soldiers (sepoys) were given new cartridges covered in animal fat – this was an insult to Hindu and Muslims. Events: The Indian rebels take Delhi and Lucknow. Consequences: The British put down the rebellion with violence.
Battle of Buxar	The Company defeats three India armies at Buxar in 1764 . Emperor Shah Alam has the hand over the diwani – all tax rights in Bengal.		
Section 5: British rule under the Raj		Section 6: Campaigns for Indian independence	
The British Raj	India was now a colony of the British Empire. A viceroy ran the country on behalf of Queen Victoria, now ‘Empress of India’.	INC and Mahatma Gandhi	The Indian National Congress (INC) and Gandhi believed that India should be independent from the British Empire.
British development	They built schools, universities and hospitals. However, only the privileged few benefitted. They built nearly 80,000km of road, an extensive railway network and 12,000km of canals by 1900 .	The Salt March (1930)	Indians were not allowed to make their own salt. Gandhi and 78 leaders marched with protestors to the coast where they began making salt from seawater. Thousands were arrested.
First World War	1.3 million Indian soldiers fought in the war and over 74,000 died. Those that survived received no reward and little recognition.	Second World War	2.5 million Indians fought in what was the largest volunteer army in history. They hoped that this would lead to independence.
Jallianwala Bagh Massacre	10,000 men, women and children gathered at Amritsar. Some protested British rule; some were celebrating Vaisakhi . General Reginald Dyer ordered his soldiers to open fire. 350 died.	Independence and Partition	Lord Mountbatten, viceroy of India, gave only two months to give India independence. He quickly created two separate countries: India and Pakistan . It led to catastrophic violence.
Section 7: Racism, Conquest and ‘Civilisation’		Section 8: How the British Empire is remembered today	
Development of racist ideas	In 1684 , a French doctor called François Bernier categorised humans into four races. The ideas mainly developed in the 1800s .	British Nationality Act	The British Nationality Act in 1948 meant that all people of the empire, now commonwealth , could come to Britain.

Impact of racist ideas	The transatlantic slave trade and the system of plantation slavery was made possible by racist beliefs.	Windrush Generation	Between 1948 and 1970, nearly 500,000 arrived from the Caribbean. They first arrived on the Empire Windrush .
The Scramble for Africa	Until the 1800s, traded with Africa to gain gold, salt and ivory. In 1870, they controlled just 10% of Africa, by 1900 it was 90% .	Legacy on the land	The British drew up new borders that split indigenous peoples into new countries , like: India, Pakistan, Nigeria and Sudan.
David Livingstone	Was a Scottish missionary and explorer. He tried to convert Africans to Christianity and ‘discovered’ Victoria Falls .	Legacy of sport and language	Sport: Cricket is played across countries once part of the empire. Indian words: Pyjamas, bungalow, cot, loot, shampoo, chutney. African words: Banjo, cola, banana, jazz, zombie, track, safari. Australian words: Boomerang, kangaroo, koala. Indigenous American words: Igloo, kayak, squash, avocado.
Australia and New Zealand	Captain James Cook ‘discovered’ Australia and New Zealand and claimed the land for Britain. 162,000 convicts went to Australia.		
Section 9: The Triangular Slave Trade		Section 10: How Africans were captured and transported	
First Stage	British trade ships sailed to West Africa . They carried goods such as guns, cloth and alcohol and traded them for enslaved Africans .	Capture	African war chiefs captured and enslaved Africans, trading them with Europeans for goods.
Second Stage (Middle Passage)	Enslaved Africans were transported across the Atlantic to South America and the West Indies .	Transportation	The Middle Passage lasted 2-3 months . Conditions aboard were terrible. There was little light or ventilation, no toilet or hygiene facilities. Enslaved people were badly treated - sometimes tortured and exploited, disease and illness led to many deaths.
Third Stage	Trading ships then stocked up on sugar, rum, cotton and coffee and then sailed back to England, making a huge profit .		
Section 11: Life on the Plantations		Section 12: Why people supported slavery	
Slavery	Enslavers had complete control over the lives of enslaved people and treated them like property .	Slave ship owners	Made huge profits from selling the raw cotton, tobacco and cotton.
Work	Enslaved Africans worked from dawn till dusk . The work was very difficult; it was hard labour picking sugar cane .	Factory owners	Made huge profits by producing guns, metal and cloth which the slave ships took to trade in West Africa.
Mistreatment	The punishments handed out to enslaved people were severe . Captured runaways could be hanged or maimed (limbs removed). They were often whipped and the number of lashes that they received depended upon the seriousness of their ‘crime’.	Ordinary British people	Ordinary British people got jobs in the port cities like Liverpool, Bristol, and London loading and unloading ships, or worked in the shops which sold the luxury goods. Many also owned slaves or invested in slave holding companies.
Section 13: Abolition of the slave trade			
Thomas Clarkson	In 1787, he established the Society for the Abolition of the Slave Trade . Clarkson travelled city to city, giving public talks where he: showed evidence he’d bought from the ships; used the ' Brookes' diagram (showing Africans closely packed into a ship) and organised for this to be more widely published. Told people that 20% of white British sailors died every time a slave ship completed the ‘middle passage’.		
William Wilberforce	Wilberforce was a Member of Parliament (MP) . Only through parliament could a law be passed that would abolish the slave trade. From 1789 he presented 519 petitions to Parliament containing over 390,000 signatures . Working with William Pitt (the Prime Minister) he lobbied (sought to persuade) other MPs to support his ideas. Slavery was abolished by the ' Abolition of Slavery Bill ' in July 1833 .		
Olaudah Equiano	Equiano wrote a powerful autobiography of his time as a slave. He spoke at a large number of public meetings, describing the cruelty of the Slave Trade.		
Zong Case	The Zong was an overcrowded ship that murdered 131 enslaved Africans . Equiano and Clarkson highlighted the cruelty of the slave trade.		
Slave Rebellions	In 1791, a rebellion occurred in the French colony of Saint-Domingue, then renamed Haiti , led by Toussaint Louverture . Slave owners became afraid that rebellions might start to happen more often. These fears became a factor in the eventual decision to abolish the slave trade.		

Year 8 Spanish Cycle 1

Week 2 w/c 8 th September: Most important infinitives				Week 2 w/c 8 th September: Most important infinitives			
Ir	To go	Me gusta	I like	Comprar	To buy	Me gusta	I like
Visitar	To visit	No me gusta	I don't like	Ver	To watch/to see	No me gusta	I don't like
Comer	To eat	Prefiero	I prefer	Hablar	To talk	Prefiero	I prefer
Beber	To drink	Me encanta	I love	Escuchar	To listen	Me encanta	I love
Hacer	To do	Estudiar	To study	Aprender	To learn	Viajar	To travel
Jugar	To play	Llevar	To wear	Ayudar	To help	Bailar	To dance

Week 3 w/c 15th September: ¿Dónde vives?			
Vivo en una casa pequeña	I live in a small house	...y está en un pueblo	...and it is located in a town
Vivo en una casa grande	I live in a big house	...y está en una ciudad	...and it is located in a city
Vivo en una casa bonita	I live in a pretty house	...y está en la costa	...and it is located in the coast
Vivimos en un piso feo	We live in an ugly flat	...y está en el campo	...and it is located in the countryside

Week 4 w/c 22 nd September: ¿Dónde vives?			
Vivo en una casa cómoda	I live in a comfortable house	...y está en las montañas	...and it is located in the mountains
Vivo en una casa moderna	I live in a modern house	...y está en el bosque	...and it is located in the woods
Vivimos en un piso antiguo	We live in an old flat	Antes vivía en...	Before, I used to live in
Vivimos en un piso pequeño	We live in a small flat	Antes vivíamos en...	Before, we used to live in

Week 5 w/c 29th September: ¿Cómo es tu casa/piso?			
En mi casa hay tres habitaciones	In my house there are three rooms	...hay una silla	...there is a chair
En mi casa hay un salón	In my house there is a living room	...hay una ventana	...there is a window
En mi casa hay una cocina	In my house there is a kitchen	...hay una puerta	...there is a door
En mi piso no hay jardín	In my flat there isn't a garden	Mi casa es animada	My house is lively
En mi piso no hay dos dormitorios	In my flat there aren't two bedrooms	Mi ciudad es tranquila	My city is calm
En mi piso no hay comedor	In my flat there isn't a dining room	Mi piso es animado	My flat is lively

Week 6 w/c 6th October: ¿Qué hay en tu ciudad/pueblo?

En mi ciudad hay un colegio	In my city there is a secondary school	...y unos parques	...and some parks
En mi ciudad hay un estadio	In my city there is a stadium	...y unos restaurantes	...and some restaurants
En mi ciudad hay un centro comercial	In my city there is a shopping centre	...y unos museos	...and some museums
En mi ciudad hay un polideportivo	In my city there is a sports centre	...y muchos supermercados	...and lots of supermarkets
En mi pueblo no hay piscina	In my town there isn't a swimming pool	...y muchos museos	...and lots of museums
En mi pueblo no hay bolera	In my town there isn't a bowling alley	...y unas tiendas	...and some shops
En mi pueblo no hay playa	In my town there isn't a beach	...y muchas tiendas	...and lots of shops

Week 7 w/c 13th October: ¿Dónde está el.../la...?

El banco está...	The bank is located...	...cerca de la biblioteca	...close to the library
El aeropuerto está...	The airport is located...	...lejos de la biblioteca	...far from the library
El puerto está...	The port is located...	...delante de la biblioteca	...in front of the library
El gimnasio está...	The gym is located...	...detrás de la mezquita	...behind the mosque
El cine está...	The cinema is located...	...a la izquierda de la mezquita	...to the left of the mosque
La piscina está...	The pool is located...	...a la derecha de la mezquita	...to the right of the mosque

Week 8 w/c 3rd November: ¿Qué vas a hacer el fin de semana que viene?

El fin de semana que viene...	Next weekend...	...porque es divertido	...because it is fun
Vamos a nadar en la piscina	We are going to swim in the pool	...porque es relajante	...because it is relaxing
Voy a salir con amigos	I am going to go out with friends	...ya que es guay	...because it is cool
Voy a ir al parque	I am going to go to the park	...ya que es aburrido	...because it is boring
Voy a ir al cine	I am going to go to the cinema		
Voy a ir a la bolera	I am going to go to the bowling alley		
Vamos a ir a la playa	We are going to go to the beach		
Vamos a ir de compras	We are going to go shopping		

Week 9 w/c 10th November: ¿Qué te gustaría hacer en el mundo hispano hablante?

En España me gustaría...	In Spain I would like...	...porque es histórico/a	...because it is historic
En Sudamérica me gustaría...	In south America I would like...	...porque es tranquilo/a	...because it is calm
Visitar la Sagrada Familia	To visit the Sagrada Familia	...ya que es animado/a	...because it is lively
Viajar en avión	To travel by plane	...ya que es antiguo/a	...because it is old
Viajar en barco	To travel by boat	...porque son antiguos/as	...because they are old

Week 10 w/c 17th November: Most important infinitive verbs			
Ir	To go	Me gusta	I like
Visitar	To visit	No me gusta	I don't like
Comer	To eat	Prefiero	I prefer
Beber	To drink	Me encanta	I love
Hacer	To do	Estudiar	To study
Jugar	To play	Llevar	To wear

Week 11 w/c 24th November: ¿Qué se puede hacer allí?			
En Barcelona se puede...	In Barcelona you can...	¡Qué suerte!	How lucky!
Ir al centro comercial	Go to the shopping centre	¡Qué divertido!	How fun!
Ir a las tiendas de recuerdos	Go to the souvenir shops	¡Qué interesante!	How interesting!
Sacar fotos de los barrios históricos	Take photos of the historic neighbourhoods		
Visitar las iglesias antiguas	Visit the old churches		
Hacer deportes acuáticos	Do water sports		

Week 12 w/c 1st December: ¿Cuáles son las diferencias y similitudes?			
Diría que...	I would say that...	Mi país es menos grande...	My country is less big...
Pienso que...	I think that...	Mi país es menos pequeño...	My country is less small...
Opino que...	I think that...	...que Inglaterra	...than England
España tiene más personas...	Spain has more people...	...que Gales	...than Wales
España tiene más playas...	Spain has more beaches...	...que Los Estados Unidos	...than the United States
España tiene menos montañas...	Spain has less mountains...		
Mi país es más moderno...	My country is more modern...		

Week 13 w/c 8th December: ¿Fuiste a un país hispanohablante?			
El año pasado fui a España	Last year I went to Spain	Visité monumentos	I visited monuments
La semana pasada fui a las islas Canarias	Last week I went to the Canary Islands	Tomé el sol	I sunbathed
El año pasado fuimos a Chile	Last year we went to Chile	Nadé en el mar	I swam in the sea
La semana pasada fuimos a Costa Rica	Last week we went to Costa Rica	Conocí a nuevas personas	I met new people
...con mis amigos	...with my friends	Hicimos una excursión	We did a trip
...con mi familia	...with my family	Comí helado	I ate ice-cream
...con mi colegio	...with my school		