

Knowledge Organisers for Year 8

Spring 2

What is a Knowledge Organiser?

A Knowledge Organiser is a place to keep some key information for the topics we are learning about. This may include an important formula, vocabulary, dates or explanations. It is not a complete list of everything we are studying but it *is* a place where we can find the basic information. It is likely that when you first see the Knowledge Organiser you won't understand most of what it is on. Gradually, as you work on the content in lessons it will become more familiar and, over time, you should find that, not only do you understand everything on it, but that you can *remember* everything that is on it and, even better, know how this information relates to what you are studying.

How do we use our Knowledge Organisers?

We can use our Knowledge Organisers in many ways. The main aim is that we are able to memorise, understand and eventually *apply* all of the information in the Knowledge Organisers. We will do this by:

- using them to refer to in class to support our learning.
- discussing them at home with parents or carers to reinforce our learning and so that others may be involved in what we are learning too.
- using them as learning homeworks that we will have quizzes on in class.
- using them to refer to when completing homework.

Where will I find the Knowledge Organisers?

Knowledge Organisers will be made available to you via the school website <https://stjosephsbolton.org.uk> (Follow the link under school information to Learning & Teaching – Progression Scales) and your teachers will often send you links to them with your homework on epraise or in your class TEAMS. (You will find out more about these teams over your first year at St Joseph's).

LANDSCAPES WORD BANK

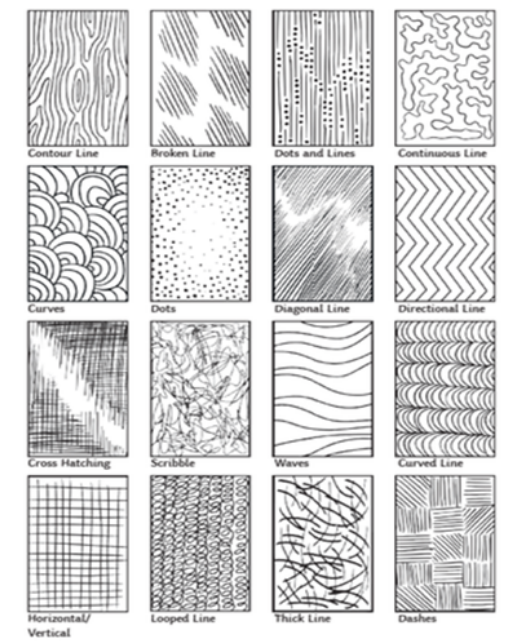
- Horizon Line - Where the land and the sky meet.
- Perspective - a 2D surface showing an image that appears as 3D. It gives the correct impression of their height, width, depth, and position in relation to each other.
- Arial Perspective - Colour and detail is less the further away an object is.
- Background - Objects that are furthest away from the viewer.
- Mid-ground - Objects that are in the between the foreground and background.
- Foreground - Objects that are closest to the viewer.



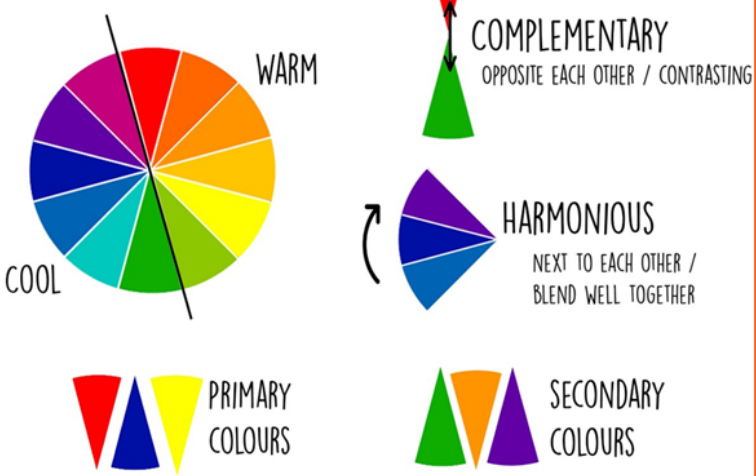
- Vincent Van Gogh
- Andre Derain
- Paul Cezanne
- Alice Sheridan

The Formal Element	Definition
Line	The path left by a moving point, e.g. a pencil or a brush dipped in paint, that can take many forms. e.g. horizontal, diagonal or curved.
Tone	The lightness or darkness of something. This could be shade or how dark or light a colour appears
Texture	The surface quality of something, the way something feels or looks like it feels. There are two types: Actual and Visual.
Shape	An area enclosed by a line. It could be just an outline, or it could be shaded in.
Pattern	A design that is created by repeated lines/ shapes/ tones or colours. It can be manmade, like a design on a fabric or natural, such as markings on animal fur.
Colour	There are 2 types including Primary and Secondary. By mixing any two primary together we get a secondary.

MARK MAKING



THE COLOUR WHEEL



Colour Theory
Primary Colours are the 3 main colours. They cannot be made, but are used to make all other colours.
Secondary colours are made mixing 2 primary colours.
Tertiary colours are made by mixing a primary and secondary colour together.
Complimentary colours are opposite on the colour wheel.
Harmonious colours are next to each other on the wheel.
Tint – When you add white to a colour to make it lighter.

Shade- When you add black to a colour to make it darker.

Making objects look 3D
 To prevent your drawings from looking flat, you should use a range of tones and marks. Pressing harder and lighter and layering with your pencil creates different tones. Use the direction of your pencil to help enhance the 2D surface, and you can also include shadows which will also help objects appear 3D.

Art Technique Key Words	
Media/Medium	The materials and tools used by an artist to create a piece of art
Technique	The way an artist uses tools and materials to create a piece of art
Composition	Where you place objects on the page
Highlight	The bright or reflective area on an object or piece of art
Shadow/shade	The darker areas within a piece of art or object
Proportion	The size relationship between different parts - eg height compared to width

TO SHOW TEXTURE



B-ICT Knowledge Organiser

Year 8 Sp2-Business

E-safety websites:

<https://www.bbc.co.uk/bitesize/topics/zb7kcqt>
<https://www.youtube.com/watch?v=VsACCR4WYuc>
<https://www.bbc.co.uk/bitesize/guides/zkqp6v4/revision/3>

1 Role of Business Enterprise and Entrepreneurship

Enterprise is:
Seeing an opportunity to provide a product or service that people are willing to buy



Risk	Reward
<ul style="list-style-type: none"> ▪ Financial Possibility of losing money ▪ Health The strain of being in charge can affect health ▪ Strained relationships Starting a business is time consuming 	<ul style="list-style-type: none"> ▪ Financial Some successful entrepreneurs can make a lot of money ▪ Independence Some people like to be their own boss ▪ Self-satisfaction Some people like to see and idea work

Entrepreneur
A person who takes the risk of starting and running a business

Enterprising characteristics
Features of an entrepreneur

Purpose of a business plan:

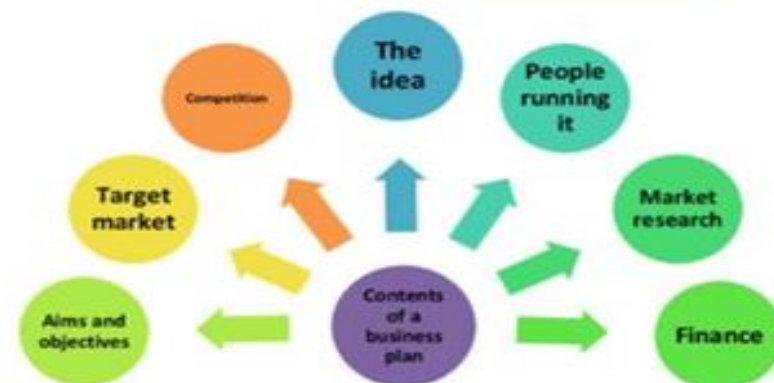
- To reduce the risk of starting a business
- To help a business succeed

1 Business Planning

A business plan:
details how a business aims to achieve its objectives

Role of a business plan:

- Identify markets
- Helping with finance
- Identifying resources needed
- Achieving aims and objectives



Business plan
A simple plan which sets out the details of the business

Finance
The money needed to start the business

Unlimited liability

Responsibility for the debts of the business rests with the owners

Capital

Money raised to start or develop a business

Deed of partnership

A document setting out the operations of the partnership

Sleeping partner

Someone who only invests in a partnership

Limited liability

Responsibility for the debts of the business is limited to the amount invested

Shareholders

Owners of a limited company

Dividend

Money paid to shareholders from business profits

B-ICT Knowledge Organiser

Year 8 Sp2-Business

1.4.3 The Marketing Mix - Price

A business must take great care when setting the price of products and services. Too low and the business won't make enough profit, too high and customers will not buy



1.4.3 The Marketing Mix - Place



1.4.3 The Marketing Mix - Product

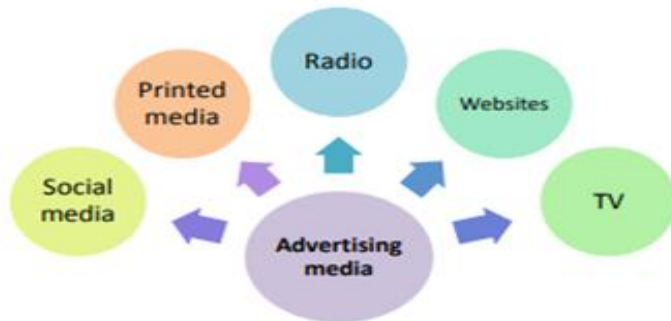
The product is a vital element of the marketing mix. The product or service must be something customers actually want.

Advertising a new product more widely can increase sales and extend the life of a product.

Reducing the price of a product can help to maintain sales and extend the life of a product.

Selling in new markets i.e. abroad, opens the product up to a wider range of new customers and so extends the life of the product

1.4.3 The Marketing Mix - Promotion



Options for Business start-up

Sole trader

Advantages	Disadvantages
<ul style="list-style-type: none"> Easy to set up Little finance required Full control Keep all the profits Financial information is private 	<ul style="list-style-type: none"> Unlimited liability Business stops if ill or on holiday Long working hours Shortage of capital Skills shortage No continuity

Partnership

Advantages	Disadvantages
<ul style="list-style-type: none"> More capital available Easy to set up More skills available Shared workload Financial information is private 	<ul style="list-style-type: none"> Shared profit Unlimited liability Shortage of capital Slower decision making No continuity

Private Limited Company (LTD)

Advantages	Disadvantages
<ul style="list-style-type: none"> Limited liability Continuity Can raise capital more easily Control over share sale 	<ul style="list-style-type: none"> Financial information available to the public Complex and expensive to set up Sale of shares is restricted Dividends to be paid



WISDOM HAS BUILT
HERSELF A HOUSE.

Department of Design and
Technology.

Year 8 Design and Technology – Digital Graphics

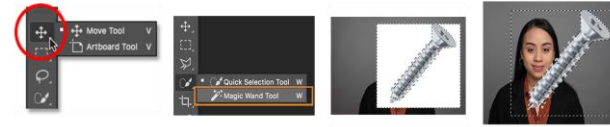
One of four carousel modules



Keywords	Definitions
Graphics	Graphic design is using Computer software to create images. A graphic designer creates the images that can be published, printed, or electronic media, such as brochures and advertising.
Layer	In Photoshop each layer is one image stacked on top of another to form a complete image.
Brand	A brand is a name, term, design, symbol or any other feature that distinguishes one company to another.
Layout	Layout is the arrangement of fixed items such as image, text and style on a page.
Logo	Logos are images, texts, shapes, or a combination of the three that depict the name and purpose of a business
Client	The client is your customer. The person who will be using what you have created.
Cut	A designer can cut out or crop unnecessary parts of an image to improve framing, highlight a specific subject.
Copy and paste	Copy and paste are commands in a computer as a method of transferring data from one location to another.
Select	A selection isolates part of an image so you can work on that area without affecting the rest of the image.
Typeface / Typography	Typeface means the font. There are various styles on Typefaces (fonts).
Resolution	The detail of an image based on the number of pixels is known as resolution. An image looks clearer when it has a higher resolution.
Pixels	Pixels are square-shaped dots that make a digital raster image. The more pixels an image has, the higher its resolution.
Opacity	Opacity is the transparency of an image. The more transparent an image, the lower its opacity.
Hue / Saturation	Hue is pure color. Saturation is defined by the intensity of color.
JPEG, PNG, PSD,	File Formats. JPEG and PNG (Image that cannot be edited) PSD is the Photoshop Document that you can go back to and edit.
Composition	Composition is the arrangement of design elements that form a whole image.

Remove specific areas with the magic wand

Remove a background on Photoshop



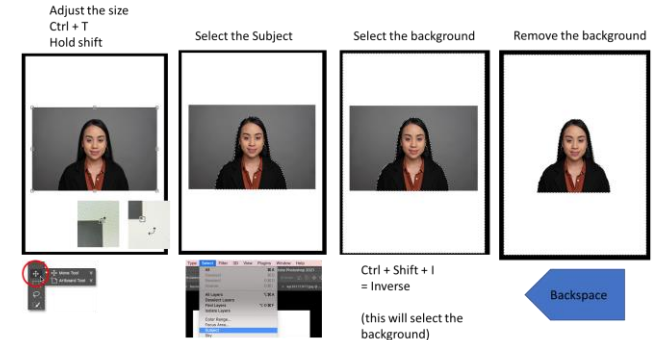
Click on the image you want to edit with the Move tool

Select the Magic Wand
It might be behind the quick selection tool so find it click and hold to see the tools behind it

With the magic wand, click what you want to remove

Backspace

Ctrl + D = Deselect



Adjust the size
Ctrl + T
Hold shift





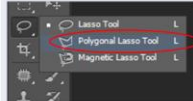



Select the Subject

Select the background

Remove the background

Ctrl + Shift + I
= Inverse
(this will select the background)

Backspace

Tool Bar	Select	Edit	File
Move tool 	Deselect Ctrl + D	Undo Ctrl + Alt + Z	Open New File > New > Print > A4
Size of image (Ctrl + T) -Hold shift to keep in shape -Enter, when done 	Select > Subject (person or object) 	Redo Ctrl + Y	Open (Recent) Files > This PC > your area E.g. (21jonesk@st-josephs...)
Magic Wand 	Inverse Ctrl + Shift + I (Backspace to remove)	Cut Ctrl + X	Save as SAVE IT IN YOUR AREA (21jonesk@st-josephs...)
Polygonal lasso tool 	Size of image (Ctrl + T)  -Hold shift to keep in shape -Enter, when done	Copy Ctrl + C	Film images
Eraser 	Colour range (Move tool and click on the image first) 	Paste Ctrl + V	Robot imagery bank Files > This PC > Students > Year 7 > Design and technology > Graphics > Imagery for Robot me

Project brief: Through learning how to use some basic skills in Photoshop, you will create the design for a Popcorn Tub from your choice of film including relevant packaging symbols and components. When your design has been completed, you will be able to assemble it and apply a foil finishing effect.

To practice at home you can use photopea which is a free web based programme.



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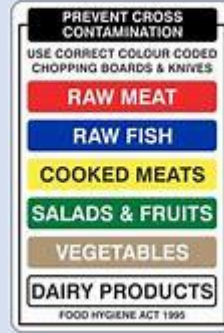
Year 8 Design and Technology – Food

One of four carousel modules



Language for Learning

Diet related illness
Diabetes type 2
Obesity
Coronary heart disease
Tooth decay
Sugary carbohydrates
Starchy carbohydrates
Saturated fat
Insulin
Plaque acid
Energy balance



Food Practical Tasks

Bolognese ragu
Spaghetti carbonara
Vegetable tart
Oaty biscuits
Sweet and sour chicken
Chicken curry
Pizza

Key Practical Skills

Knife Skills
Vegetable preparation
Boiling
Reduction Sauces
High risk foods
Shaping
Baking
Boiling
Simmering
Dough making
Assembling



Bridge hold



Claw Grip



Saturated Fats





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Year 8 Design and Technology – Resistant Materials

One of four carousel modules



In this module pupils will be designing and making a wooden trinket box, they will combine traditional and modern techniques and be expected to work in a safe manner at all times.

Language for Learning

Physical Properties

Working Properties

Hardwoods

Softwoods

Manufactured Boards

Strength

Hardness

Recycling

Lifecycle



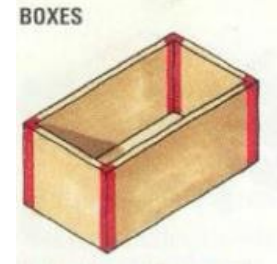
Goggles must be worn
when using all machines



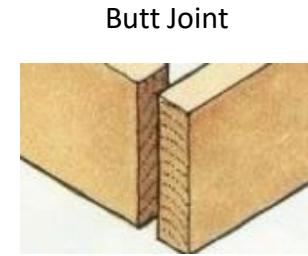
Long hair must be tied
back in the workshop



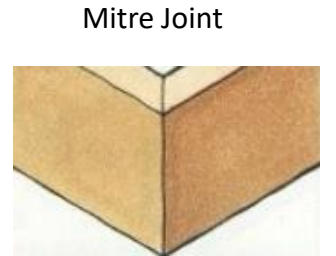
Aprons must be worn
during all practical work



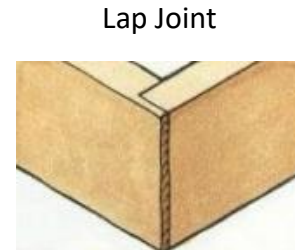
BOXES



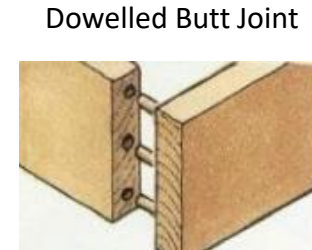
Butt Joint



Mitre Joint



Lap Joint



Dowelled Butt Joint



Finger Joint

Softwoods



Pine

Spruce

Cedar

Fir

Comes from
coniferous trees

This tree is an
evergreen (green all
year), needle-leaved,
cone-bearing tree.

Hardwoods



Beech

Oak

Ash

Teak

Comes from
deciduous trees

This is a broad-leaved
tree which loses its
leaves in the winter.

Manufactured Boards



Sterling Board (OSB)
Chipboard
Exterior Plywood (WBP)
Hardboard
Medium Density Fibreboard (MDF)
Laminboard
Blockboard
Battenboard
Birch Ply
Ply Sheathing

Questions.

Can you name the machinery shown?

Why is there lots of signage around the workshop?

What does deciduous mean?

What does coniferous mean?

What is the difference between natural and manufactured timber?

What might the benefit be of using a finger joint?

Explain the difference between hardwoods and softwoods.

What do we mean by the term fixtures and fittings?



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Year 8 Design and Technology – Textiles

One of four carousel modules

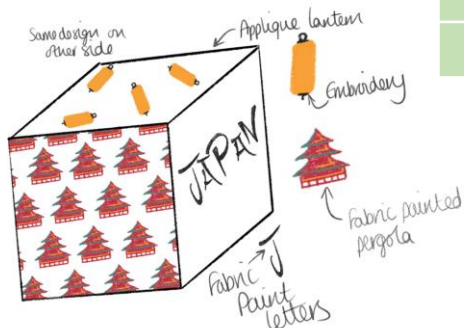
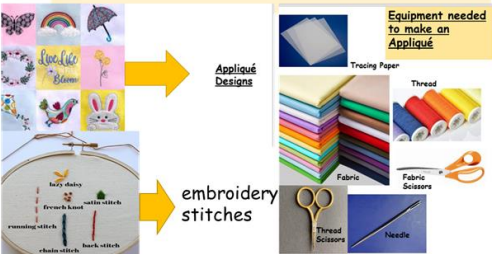


In this project you will consolidate your learning from Year 7- using hand and machine sewing skills. You will complete samples of fabric paint, applique and buttons/beads. Using a design brief you will complete a task analysis and choose a client to design a product for. Using different design techniques such as repeat pattern, 3d and isometric drawing to design your product. Using the knowledge and practical skills you will design and make a weighted door stop.

Appliqué

How to make an Appliqué

1. Choose an Image/Pattern to appliqué
2. Trace Your Image/Pattern onto a piece of tracing paper.
3. Cut Out your Image/Pattern.
4. Secure your Image/Pattern to the fabric using pins.
5. Cut Out your Image/Pattern from the fabric.
6. Secure your cut out fabric to your product.
7. Secure Your Appliqué (Image/Pattern) using pins
8. Stitch your Appliqué
9. Add Any Embellishments.



Key Words	Explanation
Needle	Used with thread to sew fabric together.
Fabric Paint	Applied to the surface of the fabric to add decoration.
Thread	Used with a needle to sew fabric together.
Applique	Layers of fabric applied on top of each other and sewn down.
Fabric Scissors	Used to cut fabric only.
Embroidery	A range of decorative stitches.
Fabric	Used as the main material in textile items.
Pins	Used to hold fabrics together temporarily.
Net	A paper template to produce your 3d object.
Isometric drawing	A method for visually representing three-dimensional objects in two dimensions

Square Repeat

Half Drop

Half Brick

Net

What is the history of embroidery?

While embroidery is practiced across the world, its origin stems from China and the Near East. Early embroidery can be traced back to Cro-Magnon days or 30,000 B.C. Archaeological finds from this time period reveals fossilized remains of heavily hand-stitched and decorated clothing

Drama: Spring2 - Devising Drama



Areas for Assessment

Creating	The ability to work within a group to create and develop performance work.
Performing	The ability to present a character using physical and vocal skills.
Evaluating	The ability to discuss the qualities of a performance using dramatic language.

Dramatic Mediums to consider when Performing

Facial Expression	Consider the direction of your eyes and what they say to an audience. What position is your mouth in. Do you need to demonstrate control if this is in slow motion?
Body Language	Open or closed? Are you portraying a strong character who is outwardly focused or a nervous inwardly character?
Gesture	What are they doing with their hands? Can it help the audience understand what is going on?
Use of Voice	Have you considered the words you are going to say? The volume, tone, pitch and use of pause to convey meaning.
Proxemics (space)	Where do the performers stand in the space? Does the distance between characters tell us anything about their relationships?
Audience Awareness	Are the performers positioned in places where the audience can see them fully?

Improvisation, Stimuli, Devising, Scripted, Innovative, Questioning, Scene, Development, Feedback, Collaboration

Elements of Drama

Script: the text of the play

Cast of Characters: all of the characters, usually portrayed by actors

Narrator: the person who tells what happens during the play

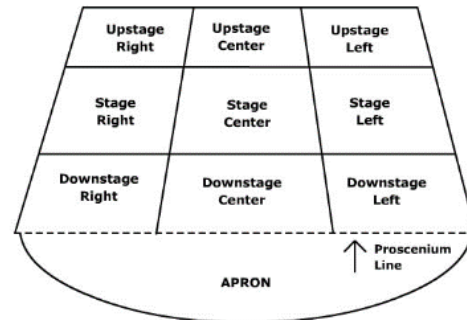
Setting: the time and place in the play

Act: a chapter in a play that contains more than one scene

Scene: the action that take place in a single setting

Dialogue: the words said by the characters

Stage Directions: written instructions telling the actors what to do



DO'S of mime ✓	DON'TS of mime ✗
DO Exaggerate characteristics	DON'T Turn your back on the audience
DO Face the audience	DON'T Laugh on stage
DO Be confident!	DON'T Look at the floor
DO Carry on if things go wrong	DON'T Rush through your lines
DO Make eye contact with the character you're talking to	DON'T Be nervous, just try your best!

During this scheme you will be working within a group to create a performance based on a stimulus. You will develop and devise a performance which will be performed to your peers. You may use the same stimuli as others but your ideas may be completely different. That is the beauty of **devising drama** from a stimulus. It allows you to be **creative and innovative**.

What will I study?

In this unit, you will begin by learning about William Shakespeare and the world he lived in! You will explore what life was like during the Elizabethan period and begin looking at some of Shakespeare famous work. In class, you will look at Shakespearean sonnets and study one of two plays: Romeo and Juliet or The Merchant of Venice.

Characters in Romeo and Juliet

Lord/Lady Montague – Romeo’s father + mother
 Romeo – a Montague
 Lord/Lady Capulet – Juliet’s father + mother
 Juliet – a Capulet
 Benvolio – Romeo’s close friend and cousin
 Mercutio – Romeo’s best friend and cousin
 Tybalt – Juliet’s cousin
 Nurse – Juliet’s carer and friend
 Rosaline – a woman Romeo loves
 Friar Lawrence – a priest
 Paris – a wealthy gentleman
 Escalus – Prince of Verona

Romeo and Juliet: Plot Overview

It is a tragic love story where the two main characters, Romeo and Juliet, are supposed to be sworn enemies but fall in love. Due to their families' ongoing conflict, they cannot be together, so they secretly get married. However, the fighting continues and there are deaths in both families. Romeo is involved in the fighting and ends up being banished. Juliet’s family don’t know of her secret marriage to Romeo, and instead arrange for her to marry Paris. Juliet then plans to fake her own death so she can run away to be with Romeo, but it all goes wrong. In the end, both Romeo and Juliet die in tragic circumstances when trying to be together. Both families then agree to stop fighting.

Core Skill: Applying Contextual Information

Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the Jacobean era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras. During the Elizabethan and Jacobean era, Italy wasn't one unified country, but a number of small independent city-states. Sea exploration was booming in the Elizabethan era as people ‘discovered’ new parts of the world. Queen Elizabeth I was obsessed with their discoveries and was happy to pay for their travels. Led by her example, the rest of the country was also fascinated by their stories and goods.

Key Vocabulary

Subservient	To obey others without question.
Patriarchal Society	A society that is ruled and controlled by men.
Fate	Where events are deemed out of a person’s control because they are predetermined by a supernatural power.
Anti-Semitism	Hostility to or prejudice against Jewish people.
Justice	Where something is morally correct and fair.

Characters in The Merchant of Venice

- Antonio – a merchant of Venice
- Bassanio – Antonio's best friend
- Graziano – Antonio/Bassanio's friend
- Lorenzo – Antonio/Bassanio's friend
- Shylock – a wealthy Jewish man, loans money
- Jessica – Shylock's daughter
- Portia – a wealthy heiress
- Nerissa – Portia's maid/friend
- Duke of Venice

The Merchant of Venice: Plot Overview

Bassanio wants to travel to see Portia, a wealthy young woman he wants to marry. He doesn't have the money to achieve this, so his friend Antonio, takes a loan from a wealthy Jewish man called Shylock. Antonio and Shylock are enemies, and so there are dangerous consequences for Antonio if he fails to repay the loan on time. Bassanio goes off to see Portia where he has to pass a test to win her hand in marriage. He passes and all seems well until Bassanio learns that Antonio has not been able to repay Shylock's loan and is now facing death. They sail back and all seems lost until a stranger saves the day. The stranger is revealed to be Portia in disguise, and everyone is shocked that she saves Antonio and has Shylock punished. To make matters worse for Shylock, his only daughter runs away with one of Bassanio's friends as they've fallen in love. Shylock is heartbroken. Bassanio marries Portia and inherits all her wealth.

Shakespearean Sonnets

Rules for a Shakespearean sonnet:

- Split into sections that are four lines long. These sections are called quatrains.
- Must be 14 lines long in total.
- Alternate rhyme scheme.
- Ending in a rhyming couplet.
- Often about love or a problem.
- Traditionally written in Iambic Pentameter which means there are 10 syllables on each line.
- Usually include lots of metaphors.

Core knowledge: Shakespeare's world

William Shakespeare is widely regarded as one of the greatest writers in the English language. He was born on or around 23 April 1564 in Stratford-upon-Avon, the eldest son of John Shakespeare, a glove-maker, and Mary Arden, the daughter of a wealthy farmer. There are no records of William's education, but he probably went to King's New School – a reputable Stratford grammar school. At 18, William married Anne Hathaway, and the couple had three children over the next few years. However, in 1596, Shakespeare's eleven-year-old son, Hamnet, died. Between about 1590 and 1613, Shakespeare wrote at least 37 plays and a famous collection of sonnets. In the 1590s, Shakespeare joined and became a shareholder of the Lord Chamberlain's Men who performed before Queen Elizabeth on numerous occasions. When Queen Elizabeth died in 1603, her successor, King James I, announced that the Lord Chamberlain's Men would now be the King's Men. Shakespeare died on 23 April 1616 and was buried in Holy Trinity Church.

Les Questions Clés

Où habites-tu?
Where do you live?



Tu es de quelle nationalité?
What is your nationality?

habiter
je
j'habite
j'ai habité
je vais habiter

Verb Infinitives ending in 'er':

Take off 'er', add	e.g. 'habiter' – 'to live'			
e	(je) j'	habite	(I)	(live)
es	tu	habites	(you)	(live)
e	il	habite	(he)	(lives)
e	elle	habite	(she)	(lives)
ons	nous	habitons	(we)	(live)
ez	vous	habitez	(you)	(live)
ent	ils	habitent	(they)	(live)
ent	elles	habitent	(they)	(live)

Les nationalités

- anglais / English
- français / French
- espagnol / Spanish
- écossais / Scottish
- irlandais / Irish
- britannique / British
- polonais / Polish
- irakien / Iraki
- yéménite / Yemeni
- somalien / Somali
- coréen / Korean

Où habites-tu?

- Marseille  J'habite à Marseille en France. Je parle français.
- Dublin  J'habite à Dublin en Irlande. Je parle irlandais.
- Madrid  J'habite à Madrid en Espagne. Je parle espagnol.
- Cardiff  J'habite à Cardiff au Pays de Galles. Je parle gallois.
- Athens  J'habite à Athens en Grèce. J parle grec.
- Rome  J'habite à Rome en Italie. Je parle italien.
- Glasgow  J'habite à Glasgow en Écosse. Je parle anglais.

AT HOME

Use the phrase: J'habite = I live

To improve your writing, say where you would like to live: Je voudrais habiter.

Une maison

Un appartement

REMEMBER: The adjective must agree with the noun:

J'habite une grande maison

J'habite un petit appartement

MASCULINE	FEMININE
-----------	----------

Grand	Grande
-------	--------

Petit	Petite
-------	--------

Vieux	Vieille
-------	---------



Les Questions Clés



Qu'est-ce qu'il y a dans ta ville?
What is there in your town?

Est-ce que tu aimes ta ville?
Do you like your town?



Pourquoi?
Why?

Qu'est-ce que tu vas faire en ville?
What are you going to do in town?

Using il y a

Il y a means 'there is'. It is followed by 'un' or 'une' depending on whether the noun is masculine or feminine.

Il y a un café
There is a café

Il y a une patinoire
There is an ice rink

Il n'y a pas means 'there is not'. It is always followed by de and never 'un' or 'une'.

Il n'y a pas de café
Il n'y a pas de patinoire

AROUND TOWN

When you describe what is in your town, use the phrase 'il y a...'

Il y a un stade = There is a stadium

Il y a une patinoire = There is an ice rink

When you say what isn't in your town, use il n'y a pas DE

Il n'y a pas DE stade

Saying what you can do in town

Use 'on peut' + INFINITIVE

On peut **aller** au concert

You can **go** to a concert

On peut **faire** les magasins

You can **do** the shopping

Où est? = where is?

Où est le restaurant? = where is the restaurant?

C'est à gauche = it's on the left

C'est à droite = it's on the right

Entre = between

Devant = in front of

Derrière = behind

TELLING THE TIME (12 hour clock)

IMPORTANT:

Always start the time by saying the hour first.



Je me lève à **huit heures** = I get up at 8 o'clock

J'ai maths à **une heure et demie** = I have maths at half past one

J'ai histoire à **deux heures moins dix** = I have history at ten to two

Le vocabulaire

• Adjectifs: « pour décrire »

Un pays, une ville, une région, une province.....

- Pluvieux (se): rainy
- frais, fraîche: cool, fresh
- Riche en....(agriculture)
- Pauvre(son sol est pauvre)
- Attrayant (e)(attire les touristes)
- Vert(e)
- Moderne
- Unifié (e)
- économique.

POUR DÉCRIRE UNE VILLE

• Des lieux dans la ville:

- Marché
- Musée
- Restaurant
- Cinéma
- Collège
- Magasin
- Épicerie
- Rue
- Champs
- Maison
- Appartement
- Parc
- Pharmacie
- Boulangerie
- Théâtre
- Église

Situer – décrire un lieu

- Au nord / sud / du Japon...
- À l'est / l'ouest de l'Espagne
- Au centre de l'Italie
- À 300 kilomètres de Madrid
- C'est une région à l'est de la capitale
- À une heure de Paris (en voiture, en train)
- Il y a 6 millions d'habitants
- C'est une petite ville de 60.000 habitants
- C'est une grande / petite ville
- C'est une ville moyenne
- C'est un grand / petit pays
- C'est un pays moyen
- On peut visiter...
- Les gens sont très ouverts, sympathiques...
- Les monuments principaux sont.....

Perceptions of Africa

Perceptions are the way people perceive something, for example many people's perception of Africa is that it is wretchedly poor and impoverished. However, in many places in Africa this is a **misconception**.



Many parts of Africa are poor and impoverished, but many parts are not. Misconceptions are borne from a lack of information, and we must be critical about where we get our information from in whatever form of media that is.



Africa is the world's second largest and second most-populous continent, being behind Asia in both categories. The continent is surrounded by the Mediterranean Sea to the north, the Isthmus of Suez and the Red Sea to the northeast, the Indian Ocean to the southeast and the Atlantic Ocean to the west. The continent includes Madagascar and various archipelagos. It contains 54 fully recognised sovereign states (countries),

Africa's physical features



One of the physical features in Africa is deserts, for example the Sahara, in northern Africa. There is very limited plant and animal life due to the difficult living conditions.



Rainforests are also pervasive across Africa and lie in central areas, due to the slightly cooler and wetter temperatures further south from the equator. Very many plant and animal species live here, but they're under threat from deforestation.

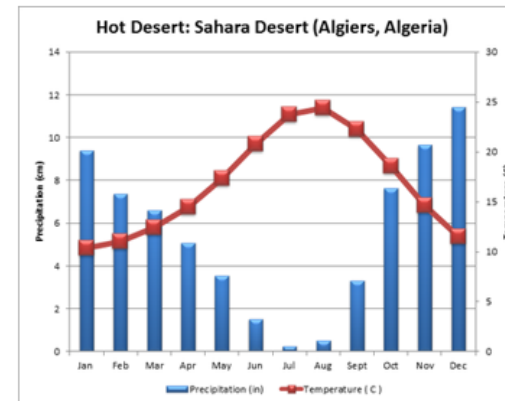
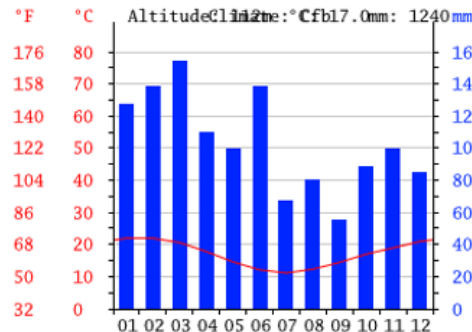
Different ecosystems in Africa

There are lots of different ecosystems in Africa – rainforest, desert, savanna, etc. Deserts and rainforests have been explained above, but the savanna regions have more seasonal weather with rainy and dry seasons all year round. Many species of grass grow, and more rainfall leads to more diverse wildlife such as zebra, wildebeest, giraffe and buffalo which migrate to follow the rainfall.



Climate of Africa

The climate in Africa is extremely varied due to the location of the place relative to its latitude. This means places in the south of the continent, such as Sutherland, South Africa (see left climate graph) is much cooler (temperature shown by red line graph) and wetter (blue bar chart) than in the Sahara Desert.



Nomadic tribes

Nomads are people who move from place to place to live rather than settling in a single place. Usually, this is to take advantage of crops all year round in challenging environments. Their livelihoods are often drastically different to western cultures, and they have deep rooted traditions. Sadly, these tribes' futures are at risk due to issues of desertification and political issues with national governments.



Reducing poverty

Poverty is rife in Africa, with around 50% of Africans living in poverty and around 40% being illiterate (they cannot read or write). However, Africa is extremely rich in terms of the resources (oil, gas, crops etc.) that it has naturally. Therefore, it is confusing and complex as to why Africa is the poorest continent on Earth by far.



In order to reduce poverty, we can seek to improve education to give young children the best chance of getting well-paying jobs. Increasing tourism opportunities also opens these communities up to wages and job opportunities. Water supplies being improved can also improve health and improving the quality and quantity of hospitals and healthcare services would also help here. Improving transport links would help to allow people to move around in search of employment and living facilities more easily and would increase trade.

North West

North East

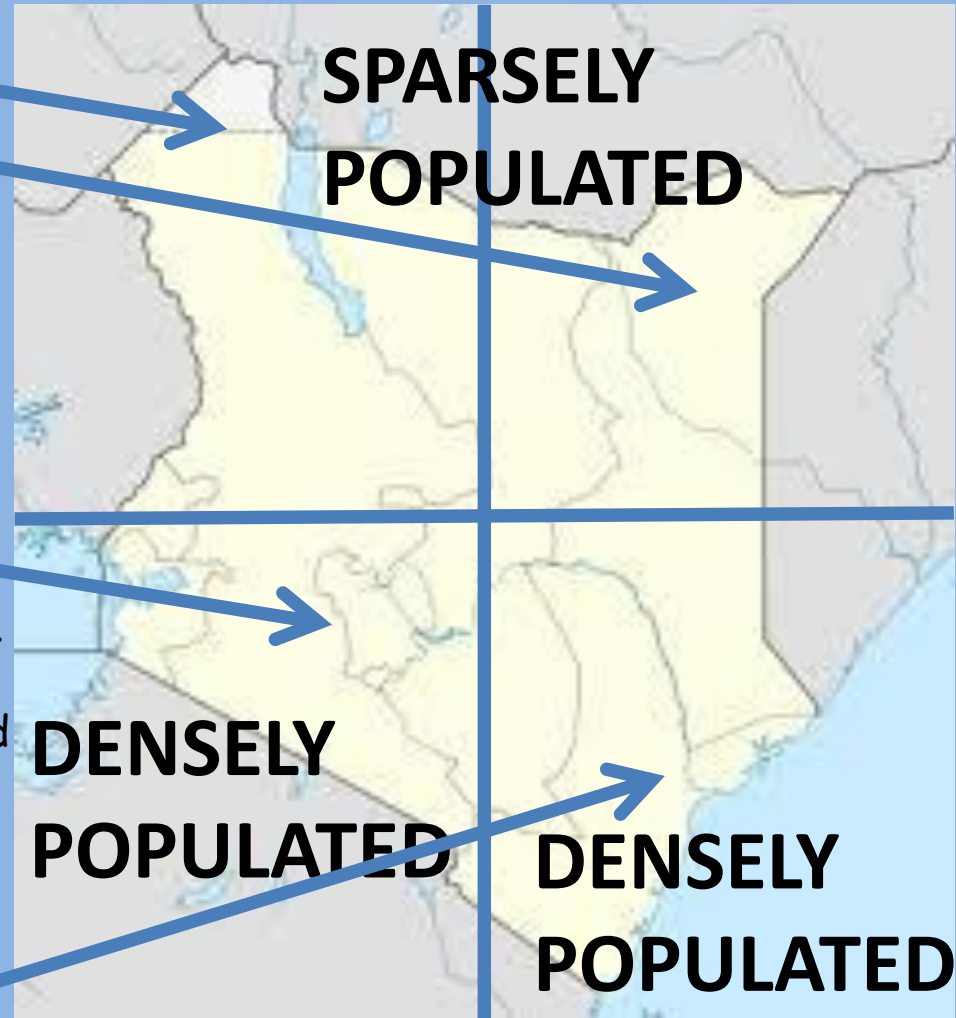
Very little rainfall, frequent drought & dry river beds. High temperatures. Poor vegetation. Difficult to grow crops and graze animals.

Central Kenya and south west

More rain and better water supply. Temperatures are lower due to high altitude (higher up). Volcanic rock gives deep soil. Trees grow and provide leaf litter which produces good soil. Good area for growing crops e.g. coffee and flowers (cash crops for export).

South East

More rain & better water supply. Good ports and sandy beaches developed for tourism (e.g. Mombasa). Ports good for trade links (next to the Indian Ocean). Cooler temperatures in coastal areas. Ocean provides a reliable food source (fish), which also provides employment.



The British Empire

Key words

Empire – A group of countries ruled over by one monarch or government.

Colony – A country belonging to the Empire of another country and under their control.

Colonialism – the policy of gaining and controlling countries as part of an empire.

Imperialism – A country extending its power by taking control of other countries to add them to its empire.

Independence - Being free of control from another country.

The East India Company – A British company that became the most powerful in the world, ruling much of India.

Monopoly - When one company or person has the sole right to trade a particular good.

Global – worldwide.

British West Indies – Islands in the Caribbean Sea, controlled by Britain.

Political dominance - power over how a place and its people are governed.

Economic exploitation - unfairly taking advantage of people in the colonies to increase Britain's own wealth.

Culturalism – the belief that British culture was superior to the culture of the colonies in the British Empire.

Racism – the belief that the white British race was superior to the other races in the British Empire

Key ideas

The British Empire began with the East India Trading Company.

In the 17th century, the company set up colonies in North America and India.

The British Empire was built up further during the 18th and 19th centuries.

The British West Indies were Caribbean islands that were part of the British Empire.

The British Empire allowed Britain to show its power overseas and to make vast sums of money.

In 1776, Britain's thirteen American colonies become an independent country - the United States of America.

In the nineteenth century, Britain gained more colonies in Asia, Africa and Australia.

By the end of the 19th century, the British Empire stretched over 23% of the world.

Slavery



Key words

Atlantic Slave Trade – the trade in people, stolen from Africa

Triangular Trade– the three way trade: British and European traders exchanging manufactured goods for African people and, selling African people in America, to buy raw goods for the factories in Britain/Europe.

The Middle Passage – the terrible journey taken by the slaves on the slave ships, from Africa to America.

Slave Auctions – the selling of slaves to plantation owners in the Americas.

Plantations – large farms that grew one type of crop in the Americas e.g. cotton, tobacco or sugar.

Resistance – Slaves who refused to do as their masters told them.

Key ideas: Life on a Plantation

- Life on the slave plantations was very hard. Back breaking work for long hours and no pay

- Any slave resistance was punished severely, especially slaves who tried to run away, who could be beaten, battered or burned

- The selling of family members was a feature of slavery in the Caribbean and America, causing appalling suffering to the slaves.

- There was an “underground railroad” in the 19th century, which was a group of people who helped slaves to escape to Canada and safety. However the journey was dangerous and many died or were caught.

- Harriet Tubman was an important “conductor” on the railroad, who rescued hundreds of slaves.

- She also fought in the Union Army in the Civil War.

Key ideas – from person to possession

- Africa had its own civilizations, which were destroyed by the slave trade

- Before the Atlantic Slave Trade, slavery was not based on skin colour.

- At least 12 million people were taken from Africa and most were men, which badly affected the West of Africa.

- The trade caused wars and rivalries between the African kingdoms and introduced guns to Africa.

- Slavery completely dehumanized the people caught up in it.

- The Middle Passage was an horrific experience for the slaves, most of whom were chained up below decks in filthy conditions.

- People were whipped, beaten and assaulted and the sick were thrown overboard to drown. Many of the African people did not survive the voyage.

- Those who made it through the Middle Passage were sold at auction. Almost all of them were separated from anyone they had made the voyage from Africa with.

Protest Movements



Key words: Industrial Revolution Protests
Protest Movements – a group of people who want to change something, often how society is run.

Violent – using physical strength to harm, hurt or destroy

Desperation – feeling of despair, that can lead to reckless behaviour

Riot – a violence disturbance by a crowd of people

Trades Union – an organization of workers, who campaign to get better rights from their employers

Massacre – the brutal slaughter of many people.

Livelihood – a way to get the necessities of life: food, shelter and clothing.

Threshing machine – power driven machine for separating the grain from corn or other crops.

Capital crime – a crime carrying the death penalty

Magistrates – Judges who hear cases in court and decide guilt or innocence and

Peterloo – A massacre took place at St Peter's Field, Manchester, on 16 August 1819.

Radicals – Politicians who wanted change to improve the lives of the working classes.

Parliament – this is the group that run the country, voted into power by the electorate.

Electorate – people that have the right to vote

Cavalrymen – soldiers on horseback

Assembling – gathering together

Unlawful – against the law

Banners a long cloth bearing with slogan or design, carried in a demonstration.

Key ideas: Industrial Revolution Protests

Exciting discontent – encouraging people to

The Luddites, 1811-12. Handloom weavers in the production of textiles, who lost their livelihoods due to the new machinery. They became “machine breakers”, which was made a capital crime

The Protesters at St Peter's Field, Manchester 1819 who were attacked by the army, leading to the Peterloo massacre.

The Swing Riots – these were riots by farm labourers who were losing work due to the new threshing machines. They also became machine breakers and many were hanged.

The Tolpuddle Martyrs, 1834: farm labourers in Dorset who joined the GNCTU and were transported to Australia.

The Chartists – working class men, campaigning for the right to vote and for the industrial cities to be able to return a candidate to Parliament.

Key words: The Suffragettes

Suffragists – activists who used non-violent and legal action to get the right to vote

Suffragettes – activists who fought for the right for women to vote using direct action, including illegal and violent activities

The franchise – the right to vote in elections

Civil and Political rights – protection for people from oppression

Oppression – unjust treatment, the unfair exercise of authority over someone

Petition – a request for a change in the law, presented to parliament & signed by those who support it.

Key ideas: The Suffragettes

Emmeline Pankhurst & her daughters Sylvia and Christabel – the leaders of the Suffragettes

Deeds not words – the Suffragettes used direct action so that they would not be ignored

Hunger Strike – the Suffragettes went on hunger strike when they were imprisoned

Force-feeding – the Suffragettes began to be force-fed in prison, when they stopped eating

The Cat and Mouse Act – the early release of prisoners who were weak after hunger striking, who were re-called to complete their sentence once they were recovered.



FRACTIONS AND PERCENTAGES

Percent, Decimal, Fraction, Equivalent, Reduce, Growth, Integer, Invest

What should I be able to do?

- Convert between fractions, decimals and percentages
- Increase or decrease using multipliers
- Express an amount as a percentage
- Find percentage change

Conversions:

What is $\frac{4}{5}$ as a percentage and decimal?

$\frac{4}{5} \times 20 = \frac{?}{100} = 80\% \xrightarrow{\div 100} 0.8$

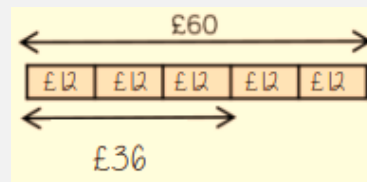
Annotation: 'out of 100' points to the denominator 100.

What is 60% as a fraction and decimal?

$60\% = \frac{60}{100} = \frac{3}{5}$ $60\% \xrightarrow{\div 100} 0.6$

Fraction/Percentage of an amount:

Find $\frac{3}{5}$ of £60



Non-Calculator method

Find 60% of £60
 10% is $60 \div 10 = 6$
 60% is $6 \times 6 = £36$

$60 \div 5 = 12$

$\frac{1}{5}$ of 60 = 12

$3 \times 12 = 36$

$\frac{3}{5}$ of 60 = £36

Calculator method

Find 60% of £60
 60% is 0.6
 $0.6 \times 60 = £36$

Multipliers:

Increase 250 by 7%

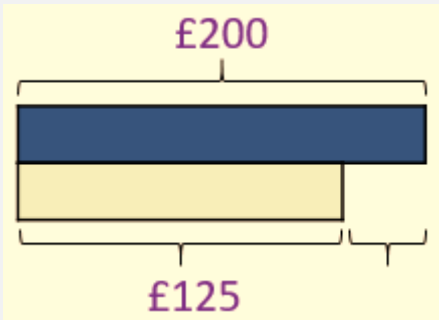
$100\% + 7\% = 107\%$
 $107\% = 1.07$
 $250 \times 1.07 = 267.5$

Decrease 80 by 12%

$100\% - 12\% = 88\%$
 $88\% = 0.88$
 $80 \times 0.88 = 70.4$

The multipliers are 1.07 and 0.88

Percentage Change:



The loss is £75

$$\frac{\text{Difference in Value}}{\text{Original Value}} \times 100$$

I bought a phone for £200.

A year later I sold it for £125.

What is the percentage loss?

All values of change compare to the ORIGINAL value

$$\frac{75}{200} \times 100 = 37.5\%$$

Work out the percentage decrease from 450 to 270

$450 - 270 = 180$

$\frac{180}{450} = 180 \div 450$

$= 0.4$

$= 40\%$



Standard Form,
Commutative, Base,
Power, Exponent,
Indices, Negative

What should I be able to do?

- Convert between numbers in standard form and ordinary numbers
- Order numbers in standard form
- Calculate with numbers in standard form

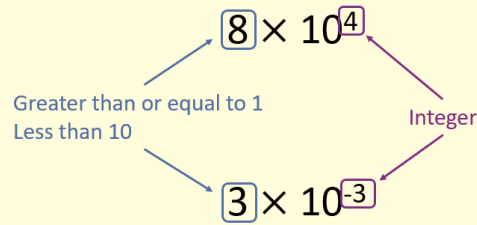
Powers of 10:

$$10^4 = 10 \times 10 \times 10 \times 10 = 10000$$

$$10^{-2} = 1 \div 10 \div 10 = 0.01$$

Negative powers do not indicate negative solutions, they indicate a number closer to 1

Standard form:



Write 3×10^{-2} as an ordinary number.

$$3 \times 0.01 = 0.03$$

Write 8×10^3 as an ordinary number.

$$8 \times 1000 = 8000$$

Write 0.005 in standard form.

$$5 \times 0.001 = 5 \times 10^{-3}$$

Write 76000 in standard form.

$$7.6 \times 10000 = 7.6 \times 10^4$$

Addition law for indices

$$a^m \times a^n = a^{m+n}$$

$$10^2 \times 10^4 = 10^6$$

Subtraction law for indices

$$a^m \div a^n = a^{m-n}$$

$$10^7 \div 10^5 = 10^2$$

Addition and Subtraction:

Convert from standard form into a ordinary number.

Then add or subtract them

Finally convert them back into standard form.

$$\begin{aligned}
 & 9 \times 10^5 + 8 \times 10^6 \\
 &= 900000 + 8000000 \\
 &= 8900000 \\
 &= 8.9 \times 10^6
 \end{aligned}$$

Multiplication:

$$3 \times 10^4 \times 7 \times 10^5$$

Multiply the first numbers together $3 \times 7 = 21$

Multiply the powers of 10 together $10^4 \times 10^5 = 10^9$
(remember you add the indices)

Check that your answer is in standard form
(convert it if it is not)

$$21 \times 10^9 \longrightarrow 2.1 \times 10^{10}$$

Division: Divide the numbers together first, then divide the powers of 10, remembering to subtract the indices. Check your final answer is in standard form.

Work out $\frac{3 \times 10^7}{6 \times 10^2}$ or $(3 \times 10^7) \div (6 \times 10^2)$

$$\begin{aligned}
 & (3 \div 6) \times (10^7 \div 10^2) \\
 & 0.5 \times 10^5 \\
 & 5 \times 10^{-1} \times 10^5 \\
 & 5 \times 10^4
 \end{aligned}$$

Music: Spring 2- Blues



Tempo	Fast	The speed of the music. Italian musical terms are used to describe this.
	Slow	
	Lento	Slow
	Andante	At a medium (walking) pace
	Moderato	At a moderate speed
	Allegro	Fast
	Accelerando (accel)	Getting faster
	Rallentando (rall)	Getting slower
Duration	Long	The length of a sound or note
	Short	
Texture	Thin texture	A solo or small number of instruments
	Thick texture	Lots of instruments.
Timbre	Sonority	Instrumentation – the unique sound or tone quality of different instruments, voices or sounds.
	Instrumental sound	

Pitch	High	The highness or lowness of a sound.
	Low	
	Stepwise	Moving one note at a time
	Leap	Jumping to the next note.
Articulation	Smooth	Playing notes in a long, smooth way
	Legato	
	Detached	Playing notes in a short, detached, spiky way.
	Staccato	
Dynamics	Loud	The volume of the music. Italian music terms are used to describe this.
	Soft	
	<i>pp</i> pianissimo	Very quiet
	<i>p</i> piano	Quiet
	<i>mp</i> mezzo piano	Moderately quiet
	<i>mf</i> mezzo forte	Moderately loud
	<i>f</i> forte	Loud
	<i>ff</i> fortissimo	Very loud
		Gradually getting louder
		Gradually getting quieter



Peer feedback prompts

<u>WWW</u>	<u>EBI</u>
What went well...	Even better if...

Self-reflection

What step are you working at?
What do you need to do to achieve the next step?

Walking Bass	The bass part in the Blues ‘walks’ up the notes of a chord creating a ‘walking bass’ part.
12-Bar Blues	Traditional style of music using 3 chords over a 12-bar cycle
Syncopation	When music is played on the off beat (i.e. not played on the main beat of the bar). This creates a disjointed feel.
Improvisation	Music that is made up on the spot by a performer, often based on a given chord progression or set of notes.
Swing Rhythm	The first bit of the beat is longer as it steals time from the second bit to give the music a swinging feel.

12-bar blues chords in C

C ///	C ///	C ///	C ///
F ///	F ///	C ///	C ///
G ///	F ///	C ///	C ///

C chord
C, E, G

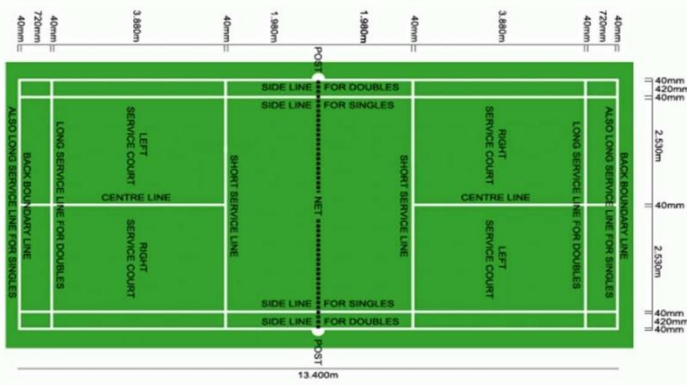
F chord
F, A, C

G chord
G, B, D

Walking Bass Line – uses the most important notes
chords

C F G

Badminton



READY POSITION – balanced stance, side on, racket up, ready to go, on toes.

SERVING – There are several types of serve – short/backhand, long, flick. A backhand serve should land close to the service line on your opponents side of the net. The racket head must start from below the waist.

UNDERARM CLEAR (long serve) – This shot is played high to the back of your opponents court. Start sideways on and use a whip action with the wrist to create power.

OVERHEAD CLEAR – Played to the back of your opponents' court and is a defensive shot. Start sideways on, racket up and behind you, focus on making contact with the shuttle in front of you.

DROP SHOT- a shot played with finesse to land the shuttle as close as possible to the net on your opponent's side.

SMASH SHOT – This is the main attacking shot in badminton. It is an overhead shot, hit in front of the body, that aims to get the shuttle down on the floor at a sharp angle. The wrist needs to “snap” to get it down.

Tactics:

Hitting into space – keep your opposition moving around the court

Shot selection – selecting the right shot for the right situation

Targeting opponents weaknesses

Disguised shots – trying to make it look like you are going to play a particular shot but then play a different shot to fool an opponent.

Doubles play – role of players in doubles. Front/back formations or side to side.

Rules

Game starts with a diagonal serve- right hand side to right hand side
Serve must land over the service line

Play to 21 points – but must win by 2 clear points.

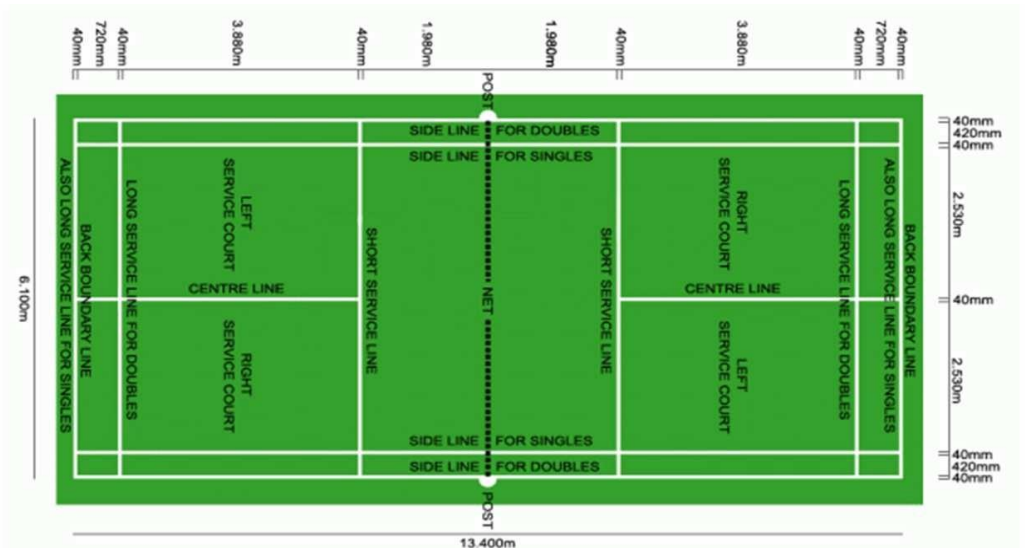
A point is won every rally

Whoever wins the point serves next

When score is even, serve from right, when score is odd, serve from left

Court is long and thin for singles, short and wide for doubles

You cannot hit the net with your racket or body





Glossary of Key Vocabulary

Trinity – God as 3 in 1 – Father, Son and Holy Spirit.

Nicaea – a big city in Ancient Greece.

Creed – a statement of belief.

Church Council – a meeting of church leaders to discuss important beliefs/issues.

Afterlife – an existence after death.

Reincarnation – believing your soul will be reborn into another body after death.

Resurrection – believing your body will be raised to life after death.

Heaven – a place of reward/paradise where God rules supreme.

Hell – a place of separation/punishment from God.

Purgatory – a place of cleansing for your soul before entering heaven.

Judgement – deciding between good and bad or right and wrong. What God will do after we die.

Holocaust – the persecution of the Jews and other minority groups by the Nazis.

Persecution – when someone is targeted or discriminated against because of their religion/race/gender etc.

Overview

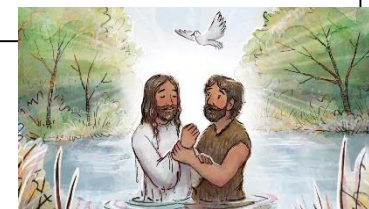
This half term you will learn about the doctrine of the Holy Trinity in more detail and be able to reference the importance of the Nicene Creed in helping Christians to understand the persons of the Trinity today. Knowing the Christian belief that there is one God in three persons, you will explore ideas about life after death before completing an introductory study on the Holocaust.

Year 8 RE Spring 2 Core Beliefs / The Holocaust



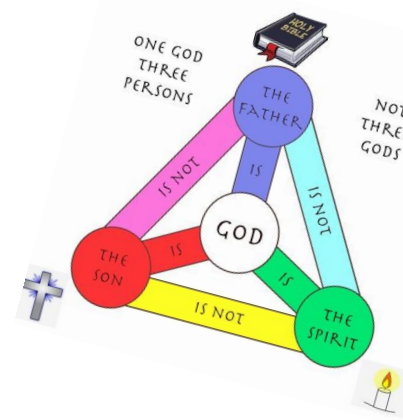
Key Sources of Wisdom and Authority (Religious Teachings):

- The Nicene Creed
- *“As soon as Jesus was baptized, he went up out of the water. At that moment heaven was opened, and he saw the Spirit of God descending like a dove and alighting on him. And a voice from heaven said, “This is my Son, whom I love; with him I am well pleased.” Matthew 3: 16-17*
- *Jesus said “I am the resurrection and the life. Those who believe in me will live, even though they die.” John 11:25*



Checklist of what you will learn this half term:

- The Trinity
- The Nicene Creed
- Non-religious ideas about life after death
- Catholic beliefs about life after death
- Introduction to the Holocaust
- God and the Holocaust

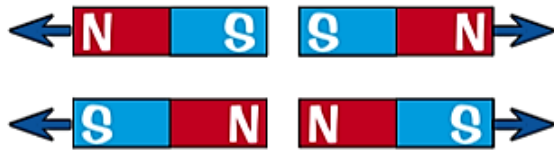




Bar Magnets



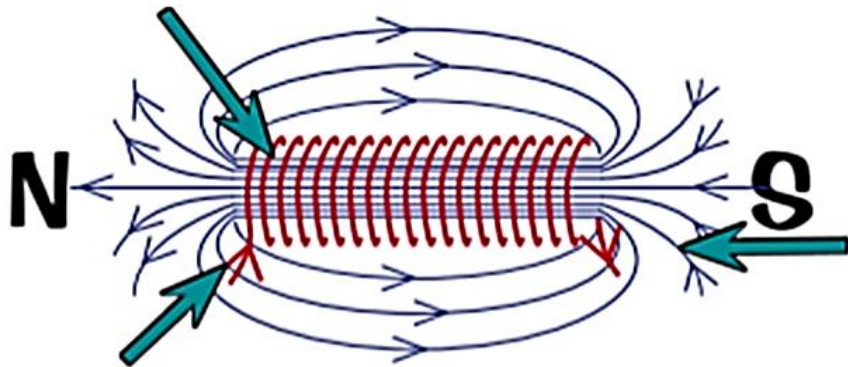
Opposite poles, N and S, attract.



When the poles are the same, they repel i.e. push away.

Solenoids

A coil of wire called a solenoid

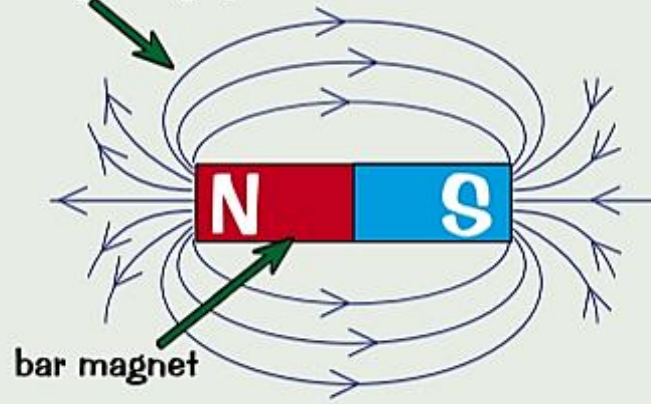


Magnetic field like a bar magnet

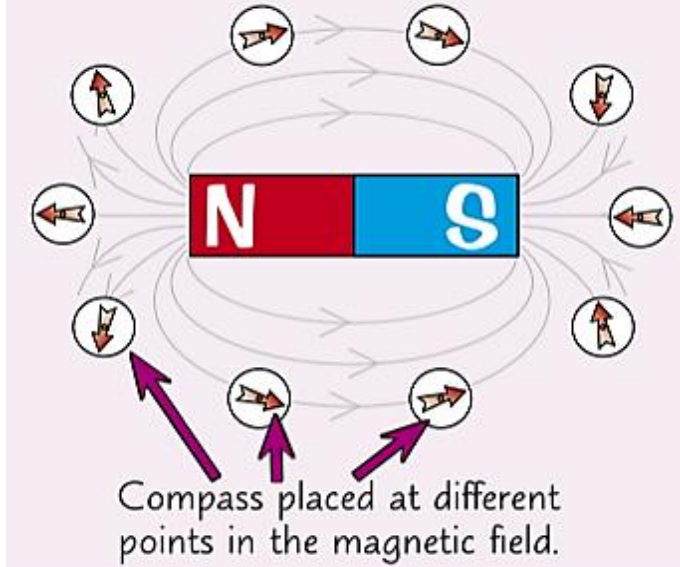
The magnetic field can be turned on and off by turning the current on and off.

MAGNETIC FIELD — a region where magnetic materials (e.g. iron) experience a force.

MAGNETIC FIELD LINES — lines that are drawn to show the magnetic field. They always point from North to South.



Compasses always point from North to South along magnetic field lines.



Electromagnets

An electromagnet is a solenoid (coil of wire) wrapped around an iron core. The magnetic field around an electromagnet is the same shape as around a bar magnet or solenoid.

They are used in: door bells, scrap yards and many electrical items.

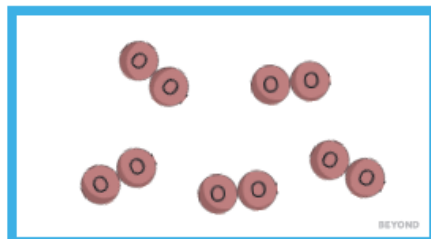
Two ways to increase the strength of an electromagnet;

- increase the current in the wire
- increase the number of turns in the coil



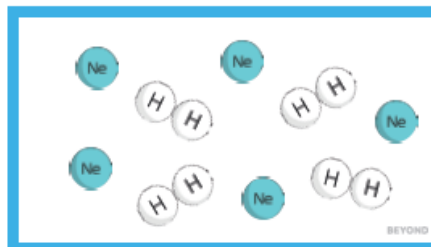
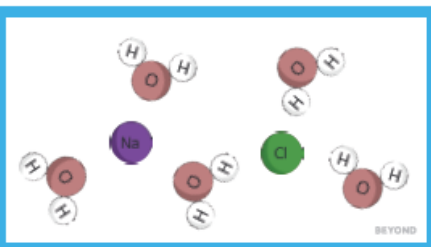
Elements

- Substances that are made up of only ONE TYPE of atom.
- Can be found as molecules, as well as atoms.
- Found on the Periodic Table



Mixtures

- Substances that are made up of more than one type of atom, NOT chemically combined
- So can be separated into the substances they are made from.
- Some examples include: air, tap water (dissolved salts in it)

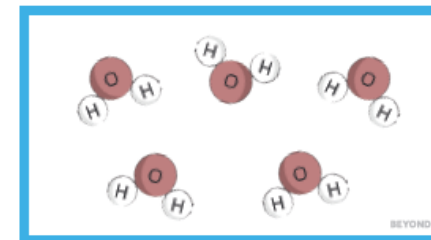
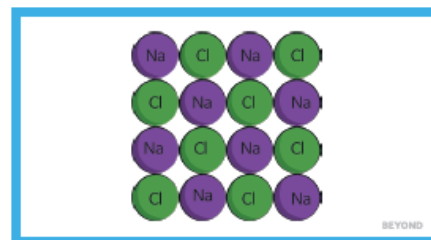


Separating Mixtures

- We can use physical methods to separate the substances in a mixture.
- These include - Chromatography, filtration, using a magnet, evaporation, distillation, fractional distillation

Compounds

- Substances that are made up of more than one type of atom, chemically combined.
- Chemical and physical properties are different to the elements they are made up of.
- CANNOT be separated into the elements it is made from
- Are always found as molecules.
- Names often made up of two parts – for instance sodium chloride, copper sulphate
- Formulae is ALWAYS more than one CAPITAL letter e.g. H₂O, CO₂



Word equations

Show us what happens during a chemical reaction.

Reactants → products

Chemical Formula

- Show us what elements are present in compound
 - The symbols used are from the Periodic Table
- For example the chemical formula:



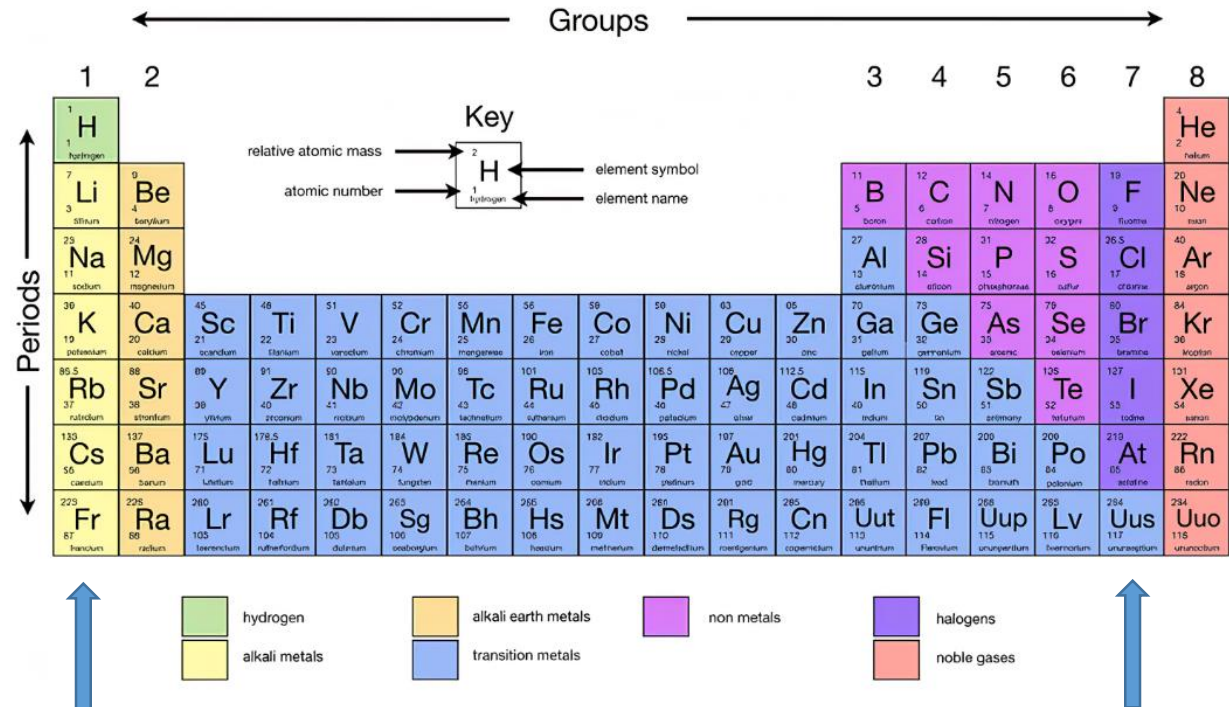
- Tells us it contains 3 elements: Ca – calcium, C - carbon, and O – oxygen
- Also tells us how many atoms of each: calcium – 1, carbon – 1 and oxygen - 3

Periodic Table

- Elements represented by 1 or 2 letter symbols
- Elements with similar properties are arranged in vertical columns are called groups.
- Horizontal rows are called periods.

Developing the Periodic Table

- A number of scientists developed and improved the way the Periodic Table is organized, over a long period of time.
- This happens in all areas of science – ideas change as new evidence is found.
- The modern Periodic Table was developed by Dmitri Mendeleev.



Group 0 (Noble Gases)

- Very unreactive
- .non-metals
- Do NOT form compounds

Group 1 (Alkali metals)

- Reactive metals
- React with oxygen easily
- React with water to make an alkaline substance (a hydroxide solution)
- Get more reactive as you go down the group.

Group 7 (Halogens)

- Reactive non-metals
- Get less reactive as you go down the group.

Las vacaciones



Look at this model text about holidays - do you think you could replicate it with your own information?

Key verbs and vocab

Present		Past	
Voy	I go	Fui	I went
Vas	You go	Fuiste	You went
Va	He/she goes	Fue	He/she went
Vamos	We go	Fuimos	We went
Vais	You lot go	Fuisteis	You lot went
Van	They go	Fueron	They went

a... - to...	
Escocia - Scotland	Gales - Wales
Italia - Italy	Grecia - Greece
Egipto - Egypt	Irlanda - Ireland
Alemania - Germany	Estados Unidos - USA
Con... - with	
En... - by	
Avión - plane	barco - boat
Autobús - bus	autocar - coach
Tren - train	coche - car

Opinions

Fue... - it was
Guay - cool
Flipante - awesome
Genial - great
Regular - ok
Horroroso - terrible
Un desastre - a disaster
Raro - strange/weird
¡Lo pasé bomba! - I had a fantastic time
¡Lo pasé fenomenal! - I had a wonderful time
¡Lo pasé guay! - I had a great/cool time
Lo pasé mal - I had a bad/terrible time

Activities

El primer día - On the first day
 El último día - on the last day
 Primero - first
 Luego - then
 Después - after
 Más tarde - later

Visité monumentos - I visited monuments
 Compré una camiseta - I bought a t-shirt
 Saqué fotos - I took photos
 Monté en bicicleta - I rode a bike
 Descansé en la playa - I relaxed on the beach
 Mandé SMS - I sent a message
 Bailé - I danced
 Nadé en el mar - I swam in the sea
 Tomé el sol - I sunbathed
 Escribí SMS - I wrote messages
 Comí una paella - I ate paella
 Bebí una limonada - I drank a lemonade
 Conocí a un chico guapo - I met a good-looking boy
 Salí con mi hermana - I went out with my sister
 Vi un castillo interesante - I saw an interesting castle

Let's show off!

Acabo de ir a... - I have just been to...
 Siempre he soñado con ir a... - I've always dreamed of going to...
 Ojalá pudiera ir a... - I wish I could go to...
 Cuesta un ojo de la cara - It costs an arm and a leg
 El hotel era... - the hotel was...
 El hotel tenía... - the hotel had...

Normalmente voy de vacaciones a <u>Grecia</u> .	Normally I go on holiday to <u>Greece</u> .
Voy con <u>mi familia</u> y vamos en <u>avión</u> .	I go with <u>my family</u> and we go by <u>plane</u> .
<u>ya que</u> es <u>rápido</u> pero también es <u>aburrido</u> .	because it's <u>fast</u> but also it's <u>boring</u> .
<u>Acabo de ir</u> a <u>Francia</u> y fue <u>guay</u> .	I've just been to <u>France</u> and it was <u>cool</u> .
Fui con <u>mi clase</u> y fuimos en <u>autocar</u> .	I went with <u>my class</u> and we went by <u>coach</u> .
El primer día <u>visité monumentos</u> y <u>saqué muchas fotos</u> .	On the first day <u>I visited monuments</u> and <u>I took lots of photos</u> .
Después compré <u>una camiseta roja</u> .	After, I bought a <u>red t-shirt</u> .
El último día <u>tomé el sol</u> en la playa	On the last day <u>I sunbathed</u> on the beach
y más tarde, <u>nadé en el mar</u> .	and later, <u>I swam in the sea</u> .
<u>¡Lo pasé bomba!</u>	I had a <u>fantastic</u> time!
Siempre he soñado con ir a <u>Estados Unidos</u>	I've always dreamed of going to <u>America</u>
porque me encanta <u>la comida</u> y <u>la cultura</u> .	because I love <u>the food</u> and <u>the culture</u>
Sin embargo, <u>cuesta un ojo de la cara</u> .	However, it costs an arm and a leg.

