



BOURNEMOUTH SCHOOL

Year 8

Knowledge Organiser 5

Summer Term: 2023-24

Name: _____

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

Bournemouth School

Knowledge Organiser: Year 8 Summer Term 1

'Knowledge is power' by Francis Bacon

A knowledge organiser provides you with all the most important knowledge you need for each unit of study this half term. Your aim is to transfer all of this information into your long-term memory so you can use it in your lessons and further expand your understanding of this work.

How to use your knowledge organiser (KO)?

1. Ensure you have your KO with you at all times in school and when you need to do your homework at home.
2. Ensure you have your homework learning journal with you at all times in school and when you need to do your homework at home.
3. In lessons when you have covered information that appears on your KO your teacher will ask you to put a tick next to that section. This means that is now added to what you must learn for homework.
4. Initially follow your homework timetable to decide what to revise each evening.
5. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with number 1.

a. Look Cover Write Check

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. LOOK carefully at the subject and section of your KO you want to revise and try to remember as much as you can. Remember this should be a ticked section.
- iii. Now COVER this information so you can't read it.
- iv. WRITE out what you can remember word for word in your Homework Learning Journal.
- v. CHECK what you have written by comparing it to your KO. Tick each correct word in green pen and correct any errors you have made.
- vi. Repeat this process until you are confident you can remember everything you need.

AIM:

You should be able to repeat the information by rote

b. Self or peer quizzing

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. Write out a list of questions you could ask either yourself or a friend about this section of the KO. Write these in your homework learning journal.
- iii. If you are working on your own, cover the KO and write a full answer to each question.
- iv. If you are working with a partner swap books and copy down their questions and have a go at answering them.
- v. Now uncover the KO and with a green pen correct your work.

AIM:

You should be able to repeat the information by rote but with a good understanding

c. Playing with words and sentences

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.

- ii. You now want to check how well you have learnt the information in your KO.
- iii. Definitions – look at words that are used in this section. Can you write a definition in your own words?
- iv. Rephrasing – can you rewrite the sentences or explanations in your own words
- v. Summary – can you summarise the main points of this section of the KO?
- vi. Synonyms – can you write synonyms for key words and ideas
- vii. New Sentences – Can you write a sentence that includes the key vocabulary or definitions that you have learnt?

AIM

You should be able to use the information in your KO in a flexible and confident way in your writing.

d. Think it, Link it

- i. This is a technique to use towards the end of the half term when you are revising all of the KO.
- ii. Think of the links or connections between different sections of your KO.
- iii. Write these out in your own words in your homework learning journal
- iv. Think about the links between a particular section of your KO and what you have learnt in your lessons. Can you expand on this section by linking it to your wider knowledge?
- v. Write this out in your homework learning Journal.

AIM

You should be able to link your homework and your lessons to show a confident understanding of the work covered.

Homework Learning Journal

- 1. Always write the subject and the date when you start your homework
- 2. Always write the strategy that you are going to use for your homework
- 3. Use a blue or black pen to complete your homework or a pencil if you need to draw.
- 4. Always use a ruler to underline titles and dates
- 5. Use a green pen to complete corrections of your work

Checking:

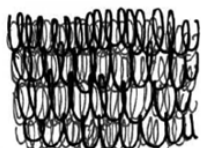
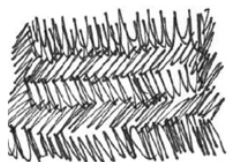
Your tutor will check your Homework Learning Journal at least once a week. If they are concerned that you aren't doing your homework properly they will offer support and guidance. If you don't respond to this guidance you will be added to the afterschool 'Success club' where a member of staff will help you complete your homework.

DO NOW tasks:

At the start of every lesson you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt so far. If you have completed your homework this should be easy. The aim is to get 100% in each of these. If you miss this target occasionally don't worry. If it happens regularly your teacher will ask your tutor to have a chat and offer you support.

Art and Design principles

Line		A line is a path made by a moving point through space. It is one-dimensional and can vary in width, direction, and length.
Shape		Shapes are flat, enclosed areas that are two-dimensional (length and height). Artists use both geometric and organic shapes.
Color		There are three properties of colour: Hue (pure colour) Intensity (strength/purity), tone (lightness/darkness)
Tone		Tone describes the lightness or darkness of a colour/surface.
Texture		Texture describes the surface quality of an object. Artists use both actual texture (how things feel) and implied texture (how things look like they feel).
Space		Space is used to create the illusion of depth within an artwork. It can also refer to the positive and negative space between, around, or within objects.
Form		Forms are three-dimensional (length, width, height) and can be viewed from many angles. Forms have volume and take up space.



Surreal Art	Key terms	Ti ck
Surrealism aims	Surrealism aims to revolutionise human experience. It balances a rational vision of life with one that asserts the power of the unconscious and dreams. The movement's artists find magic and strange beauty in the unexpected and the uncanny, the disregarded and the unconventional.	
What are the 3 major aspects of surrealism	Surrealist artists sought to explore the realm of the unconscious and dreams through their work, creating bizarre, dreamlike images that defied logical interpretation. At its core, surrealism is characterized by three main themes: dreams , the unconscious , and the irrational .	
History	Surrealism is an art and cultural movement that developed in Europe in the aftermath of World War I in which artists aimed to allow the unconscious mind to express itself, often resulting in the depiction of illogical or dreamlike scenes and ideas	
Main artists	Salvador Dali, René Magritte, Dorothea Tanning	
Surrealism Art Characteristics	<ul style="list-style-type: none"> • Expressions of the subconscious mind. • Art designed to unsettle and transgress boundaries. • The liberation of thought and language. • Chance, randomness, and unpredictability. 	



<https://www.tate.org.uk/kids/explore/what-is/surrealism>

Computing Theory

Keyword	Definition	✓
Abstraction	Simplifies a problem by removing unnecessary detail.	
Decomposition	Breaking a complex task down into smaller tasks.	
Algorithm	A reusable set of instructions to solve a given problem.	
Pseudocode	A way to write out algorithms using code-like statements.	
Flowchart / flow diagram	Used to visually represent the steps that make up an algorithm.	
Logical reasoning	Thinking about the order of steps (the sequence) and the selection rules.	
Debugging	Finding where the problem is and then fixing it.	
I/O device	Allow users to input data into the computer, or receive a data output from the computer.	
Primary storage	Memory in which the computer can store the data or instructions that are currently in use.	
Secondary storage	The memory in which the computer can store data or instructions for the long term.	
System software	Controls the hardware of the computer and provides an environment for applications to run.	
Device driver	A small program which tell the operating system how to use a piece of hardware.	

Tick
these
boxes
once this
has been
covered

Property	Definition
Strength	Ability to withstand forces by squashing (compressive strength) or stretching (tensile strength).
Elasticity	Ability to return to its original shape once the deforming force has been removed.
Plasticity	Ability to permanently deform without breaking when subjected to a force.
Malleability	Ability to deform in all directions without fracture.
Ductility	Ability to be drawn out, bent or twisted without fracture.
Hardness	Ability to resist deformation, indentation or penetration.
Toughness	Ability to withstand sudden shock or stress.
Brittleness	Inability to withstand sudden shock or stress.
Durability	Ability to withstand deterioration over a long period of time.
Stability	Ability to resist changes in shape over time.
Stiffness	Ability to resist bending.



The Aristotelian Triad

Ethos	Appeal of personality or character. Establishes the author's credibility
Logos	Appeal to reason. Establishes a logic argument
Pathos	Appeal to the emotions of the author's audience.

Rhetorical Devices

Anaphora	<i>The repetition of a word or phrase at the beginning of multiple sentences.</i>
Direct Address	<i>Addressing a person or a group of people directly through use of name or personal pronouns.</i>
Hyperbole	<i>Exaggerated statements or claims that are not meant to be taken literally.</i>
Imperatives	<i>A call to action.</i>
Metaphor	<i>A comparison which says one thing is the other</i>
Rhetorical Questions	<i>A question which does not require an answer.</i>
Emotive Language	<i>Language crafted to evoke an emotional response in the listener.</i>

Year 8 Sum 1 – Persuasive Writing

Vocabulary

Analogy	A comparison between one thing and another, typically for the purpose of explanation or clarification.
Anecdote	A short amusing or interesting story about a real incident or person.
Maxim	A general truth, fundamental principle, or rule of conduct.
Rhetoric	The art of effective or persuasive speaking or writing
Theme	The main idea or underlying meaning a writer explores
Tone	The attitude conveyed in a piece of writing.

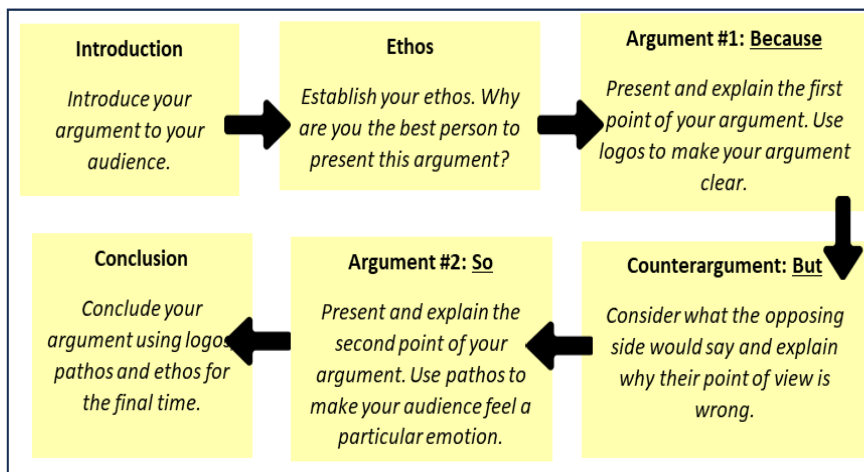
DAFOREST

Direct Address
Anecdote
Facts
Opinion
Repetition
Emotive Language
Statistics
Triple

Forms

Speech
Article
Letter
Blogpost
Leaflet

Structure of a speech





Year 8 Sum 1 – Persuasive Writing

Annotated example of a speech

Anaphora: the repetition of a word or phrase at the beginning of multiple sentences. This helps Martin Luther King stress the point he is trying to make, creating a sense of urgency. Change must happen now or it will not happen at all.

Metaphor: Segregation is compared to a 'dark and desolate valley' to make it sound bleak. 'Dark' suggests negativity and 'desolate' implies there is a lack of hope.

Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood.

Pathos created through King's use of **direct address**. He is appealing to the audience's sense of duty. They all have a part to play in helping their country end racism and segregation forever.

Metaphor 2 is used here to compare 'brotherhood' to a solid rock. A rock is strong and stable, a foundation for Martin Luther King's dream of a 'brotherhood', a community of people who are not divided.

Mark scheme for speeches

PASS	<ul style="list-style-type: none">Expresses straightforward ideas, information and feelings.Makes an attempt to meet the needs of the audience through language choices.
MERIT	<ul style="list-style-type: none">Expresses challenging ideas, information and feelings using a range of vocabulary.Achieves the purpose of the presentation through language choices.
DISTINCTION	<ul style="list-style-type: none">Expresses sophisticated ideas, information and feelings using a sophisticated repertoire of vocabulary.Achieves the purpose of the presentation through language choices.

Famous Speakers from History

Aristotle	Hugely influential Ancient Greek philosopher and scientist. Aristotle's practical philosophy covers areas such as ethics, politics, economics, and rhetoric.
Alexander the Great	Educated by Aristotle himself, a king of the ancient Greek kingdom of Macedon. He was undefeated in battle and is widely considered one of history's most successful military commanders.
John F Kennedy	Often referred to as JFK, was an American politician who served as the 35th president of the United States from 1961 until his assassination in 1963. He was the youngest person elected president.
Martin Luther King	Was an American Christian minister, activist, and political philosopher who was one of the most prominent leaders in the civil rights movement from 1955 until his assassination in 1968.
Winston Churchill	Twice served as Prime Minister of the United Kingdom, from 1940 to 1945 during the Second World War, and again from 1951 to 1955.
Charlie Chaplin	Was an English comic actor, filmmaker, and composer. His films are characterised by satire combined with pathos.
Greta Thunberg	A Swedish environmental activist known for challenging world leaders to take immediate action for climate change.

Food Waste- Food Miles- Our Carbon Footprint- Food Security.



Food Waste-

In the UK we throw away over 7 million tonnes of food and drink a year. This is worth over £120 million pounds. This equals the average family wasting £700 per household. Most of this food wasted from consumers ends up in landfill, this rots down and produces harmful greenhouse gases, for example methane and Carbon Dioxide. The amount of greenhouse gases we are producing has been linked to global warming and climate change. The food we waste most is Bread- Fresh Vegetables and fruit, Salad and drinks. The main reasons we waste food are Too much food is prepared and cooked. We do not check labels and food is not used in time.



Reduce your carbon footprint: to reduce yours you can,
Buy fresh local produce
Cook Fresh Meals
Use seasonal UK ingredients
Reduce your consumption of meat-
More energy is used to raise animals than to grow cereals.
Consider the method of cooking you use to reduce the amount of energy used, i.e. Microwave vegetables.



FOOD MILES

The distance food travels from **Field to Plate**, is one way of indicating the environmental impact of the food we eat. Almost 54 percent of the vegetables and 90 percent of the fruit eaten in the UK is imported. Food is transported across the world because we want to buy foods out of season. For example Asparagus is only in season for May and June in the UK but we like to eat it all year so import it from as far away as Peru. Some foods are flown in and this increases carbon emissions.



Carbon Footprint –

This measures the impact human activities have on the environment in terms of carbon emissions.

The **carbon footprint** of a product is the amount of carbon emissions produced in the growing/rearing, processing, production and disposal of food. It is not just the food miles- you need to consider all the processes the food has gone through from seed- to being eaten or disposed of.



Eco Footprint- More people including food manufacturers are stopping to consider the impact that our food has on the environment **ECO FOOTPRINT** is the term used to refer to the measurement of our actions on the environment, To achieve sustainable food production the food industry must reduce waste, water and energy inefficiency by using sustainable resources.



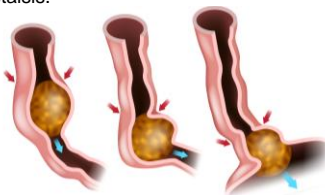
Carbon offsetting- some people and manufacturers plant trees to absorb the carbon dioxide given off during food production. This is called **Carbon Offsetting**.



Food Sustainability- When choosing foods we do need to think about whether they are sustainable, some of the factors you can consider are-
Where has the food come from, has it been grown or produced locally, if it was imported could a Fairtrade product have been purchased.
How was it produced? For example, were organic or sustainable farming methods of farming used?
Is the food sustainable- i.e. have you chosen fish from a sustainable source? i.e. line caught and not trawled?
Have you considered the amount of meat that you eat and have you checked if the meat was reared with high welfare standards?
How much energy was used in the production, does the company use renewable energy sources?
What impact has the production of the food had on the environment? For example pollution and carbon emissions.



Oesophagus: Circular muscles in the wall of the oesophagus relax in front of the bolus (a ball like mixture of food and saliva) while circular muscles behind the food contract, pushing the food bolus onward. This is called peristalsis.



Genetically Modified Foods

The use of new technology in the food industry is controversial, especially products made by modifying or engineering the genetic make up of food. This is undertaken by copying a gene with its code and inserting it into another living organism.

GM means modifying or engineering the genetic make-up of food.

Advantages of **GM** are:
improvements to quantity and quality of food.
can grow in adverse conditions, e.g. drought.
herbicide and insect resistant, therefore thrive better.
high nutritional quality.
cheaper to produce.



The concerns about GM foods include:
Their long-term safety is unknown

Environmental effects, as the pollen from GM crops does not stop in one place
Ethics – we need adequate labelling: if a product has more than 1% of GM food this must be stated on the label; if it is under 1 per cent it does not need to be stated.

The most common GM foods include- Soy Beans and Corn, these are mostly used as animal feed.



Fairtrade ensures farmers and producers get a fair price for their product. Fairtrade addresses the injustices of conventional trade which traditionally discriminates against the poorest weakest producers

Fairtrade

Key terms

CARBON FOOTPRINT- the amount of carbon emissions produced in the growing, processing, production and disposal of food.

ECO FOOTPRINT- Measurement of our actions on the environment.

FOOD MILES -Distance food travels from farm to plate.

CARBON OFFSETTING – planting trees to absorb carbon dioxide.

SUSTAINABLE FARMING- using resources that will not run out.

FOOD WASTE- Food not consumed or used for its original purpose.

GENETICALLY MODIFIED (GM) FOODS
Describes foods where the genetic structure has been changed

FAIRTRADE an organisation that supports farmers to ensure that they get a fair deal.

RSPCA ASSURED – A certification mark given to producers to show buyers animal welfare standards have been applied and checked.

RED TRACTOR – ASSURED FOOD STANDARDS A certification mark given to producers to show buyers animal welfare standards have been applied and checked.

MARINE STEWARDSHIP COUNCIL- An organisation that ensures sustainable fishing practices have been used in catching seafood



Les vacances	Holidays	
Les grandes vacances	Summer holidays	
Les vacances de Noël	Christmas holidays	
Les vacances d'hiver	Winter holidays	
Les vacances de printemps	February half term	
J'ai une semaine de vacances	I have a week's holiday	
Pâques	Easter	
La Toussaint	All saints day	
Un jour	One day	
Une semaine	One week	
Un mois	One month	
Un an	One year	

Les transports	Transportation	
En bus	By bus	
En car	By coach	
En avion	By plane	
En bateau	By boat	
En voiture	By car	
En train	By train	
En métro	By underground	
À vélo	By bike	
À pied	By foot	

Où tu vas en vacances ?	Where do you go on holiday?	
en Angleterre	in/to England	
en France	in/to France	
en Écosse	in/to Scotland	
en Belgique	in/to Belgium	
au Pays de Galles	in/to Wales	
aux États-Unis	in/to the United States	
en colo(nie de vacances)	on holiday camp	
à la campagne	in/to the countryside	
à la montagne	in the mountains	
au bord de la mer	by the seaside	
chez mes grand-parents	at my grand-parents	
chez mon oncle	at my uncle's	

Le verbe AVOIR	The verb TO HAVE	
J'ai	I have	
Tu as	You have	
Il a	He has	
Elle a	She has	
On a	We have/one has	
Nous avons	We have	
Vous avez	You all have (pl)	
Ils ont	They have (m)	
Elles ont	They have (F)	

Aller

Le verbe ALLER in the past		
Je suis allé(e)	I went	
Tu es allé(e)	You went	
Il est allé	He went	
Elle est allée	She went	
On est allé (e) (s)	We/one went	
Nous sommes allé(e)s	We went	
Vous êtes allé(e)s	You went	
Ils sont allés	They went (m)	
Elles sont allées	They went (f)	

Past tense

Phrases au passé	Phrases in the past	
J'ai mangé	I ate	
J'ai joué	I played	
J'ai écouté	I listened	
J'ai regardé	I watched	
J'ai visité	I visited	
J'ai acheté	I bought	
J'ai nagé	I swam	
J'ai retrouvé	I found/met up with	
J'ai voyagé	I travelled	
J'ai travaillé	I worked	

Studio Grammaire

Page 42

You use the perfect tense to talk about what you did or have done.

To form the perfect tense, use part of the verb **avoir** (to have) + **a past participle**.

The past participle of regular **-er, -ir** and **-re** verbs is formed as shown in bold, below.

j'ai	}	e.g. visiter → visité e.g. finir → fini e.g. attendre → attendu
tu as		
il/elle/on a		
nous avons		
vous avez		
ils/elles ont		

Studio Grammaire

Page 42

Some verbs have irregular past participles.

Infinitive	Perfect tense with je	Perfect tense with on
boire (to drink)	j'ai bu (I drank)	on a bu (we drank)
faire (to do/make)	j'ai fait (I did)	on a fait (we did)
prendre (to take)	j'ai pris (I took)	on a pris (we took)
voir (to see)	j'ai vu (I saw)	on a vu (we saw)

Quel désastre!	What a disaster!	
J'ai perdu mon portable	I lost my mobile phone	
J'ai oublié mon passeport	I forgot my passport	
J'ai raté le bus	I missed the bus	
Je suis arrivé en retard	I arrived late	
J'ai vomi	I vomitted	
Quelle horreur!	How awful!	

Studio Grammaire

Page 43

Some verbs form their perfect tense with **être** (not with **avoir**).

You add an extra **-e** to the past participle in the feminine and an extra **-s** in the plural.

aller (to go)
je suis allé(e) (I went)
tu es allé(e)
il/elle est allé(e) /on est allé(e)s
nous sommes allé(e)s
vous êtes allé(e)s
ils sont allés /elles sont allées

Some other verbs which use être:

arriver (to arrive) → je suis arrivé(e)
partir (to leave) → je suis parti(e)
rentrer (to get/go home) → je suis rentré(e)
rester (to stay) → je suis resté(e)
sortir (to go out) → je suis sorti(e)

Quand?	When?	
aujourd'hui	today	
hier	yesterday	
hier soir	last night	
(lundi) dernier	last (Monday)	
la semaine dernière	last week	
l'année dernière	last year	
l'été/l'hiver dernier	last summer/winter	
d'abord	first of all	
ensuite	next	
après	after	
finalement	finally	

Les opinion - Opinions		
À mon avis	In my opinion	
Selon moi	In my opinion	
Je pense que	I think that	
Je crois que	I believe that	
C'était génial	It was great	
C'était amusant	It was fun	
C'était long	It was long	
C'était ennuyeux	It was boring/annoying	



Section 1: China Today



- China is the **fourth largest** country in the world by area.
- It lies in the **Northern Hemisphere** in the continent of **Asia**.
- It is the most populous country (**1.4 Billion**) in the world and the major language is **Mandarin Chinese**.
- The capital city is **Beijing**. It has a population of nearly **21 million**.
- The major religions are **Buddhism** (16.6 per cent), Christianity (7.4 per cent), Islam (1.8 per cent) and Taoism (0.4 per cent).



Section 2: Made in China



TNC's are Transnational Corporations: These are big international companies who have their headquarters somewhere like the USA but factories and shops around the world.

Factors attracting TNCs to a country may include:

- cheap raw materials**
- cheap labour supply**
- good transport**
- access to markets where the goods are sold**
- friendly government policies**



Section 3: Counterfeiting



- Counterfeiting** is making fake or reproduction copies of something usually for dishonest or illegal purposes.

Section 4: Population of China



- China has a population of **1.4 Billion** people and is growing.
- The population of China is **unevenly distributed**.
- Most** people live near the East Coast of China.
- Few** people live in the West or North of China.

Section 5+6: Are population policies successful ?



- China's One Child policy** was introduced in **1979** to try and solve the problem of **overpopulation**.
- It's main purpose was to make sure that China could support its large population with facilities such as healthcare, education, housing, good jobs and most importantly, food.
- Successes:** it reduced poverty and improved overall quality of life for the people. It slowed the growth of population.
- Failures:** More boys than girls, Female infanticide, Little Emperors, Inhumane.



Section 7: What are the impacts of pollution on China?



- Parts of China suffer from **Air, Water and Land pollution**.
- Cars spew pollutants from their exhaust pipes. Burning coal to create electricity pollutes the air. Industries and homes generate rubbish and sewage that can pollute the land and water. Pesticides—chemical poisons used to kill weeds and insects—seep into waterways and harm wildlife.

Section 8: Dams, Development or Destruction?



- Dams are used to **store water supplies** and **generate electricity**.
- China has built one of the largest Dams in the world. The **Three Gorges Dam**.
- Dams have their **advantages:** Helps to save water which can be used during droughts, Reduces the risk of flooding, Provides water for agriculture and industry, Provides Hydroelectric Power.
- Dams also have **disadvantages:** People have to move to make room, Increases the spread of disease, Increases the risk of earthquakes, Animal habitats are destroyed, Very expensive to build and need constant maintenance, Loss of ancient sites which are over 1000 years old in many areas.



Section 9: Earthquakes, can China learn from the past?



- The **Sichuan Earthquake** occurred on Monday **12 May 2008**.
- This three minute earthquake led to the deaths of **70,000 people**.
- Sichuan Earthquake measured **8.0** on the **Richter Scale**
- One of the greatest tragedies of the earthquake was the death of so many children who were in school at the time.
- The earthquake was caused by China being on a **Collision** plate boundary.
- Many people blamed **poor building codes** and the construction of a nearby dam on the high death toll caused by the earthquake.

Section 10: Will China be the next Superpower?



There are seven ways of measuring **Superpower status:**

- Population:** China has the worlds largest population with over 1.4 Billion people. This is nearly 5X more than the population of the USA.
- Economy:** China is the Worlds Second largest economy \$14 Trillion in GDP. This is second only to the US.
- Geography (area):** China is the 3rd largest country in the world after Russia and Canada. It also has influence in other parts of the world such as Africa.
- Military:** China has the worlds biggest army with 2.5 million troops. It has Nuclear Weapons, Aircraft carriers and modern fighter jets.
- Culture:** Chinese food is eaten all over the world. Chinese companies own big stakes in the worldwide film industry, providing funding for films such as Warcraft, The Great Wall and Transformers. Mandarin is the most spoken first language in the world.
- Technology:** China has its own space industry sending people and satellites into space. It hopes to send the next person to the Moon.
- Resources:** China has huge amounts of farmland for growing crops. It has a large amount of coal. Rivers provide Hydroelectric Power.





To use a regular present tense verb you need:

	subject	+	stem	+	ending
ich	I				- e
du	you				- st
er/sie/es	he/she/it				- t
wir	we				- en
ihr	you				- t
sie	they				- en
Sie	you (polite)				- en

Chop the -en
off the infinitive

For example:
lernen
stem = lern

German word order rules

verb second:
In German, the verb is always the second idea in a sentence. If you start a sentence with a time phrase, the verb has to come immediately afterwards.
Im Sommer esse ich Eis. Am Abend esse ich Pommes.

verb to end:
the conjunction “weil” send the verb to the end of the clause. *Ich mag meine Stadt, weil sie sauber ist.*

After es gibt and most other verbs, the masculine word for “a” changes its spelling. Feminine, neuter and plural articles stay the same. The word for “no/not any” follows the same pattern

Verb	article	noun
Es gibt	einen / keinen	Park
	eine / keine	Kirche
	ein / kein	Kino
	- / keine	Schlösser

Essential verbs

wohnen - to live		
ich wohne	I live	
du wohnst	you live	
er/sie/es wohnt	he/she/it lives	
wir wohnen	we live	
ihr wohnt	you (pl) live	
sie wohnen/ Sie wohnen	they/you (formal) live	

möchten – would like		
ich möchte	I would like	
du möchtest	you would like	
er/sie/es möchte	he/she/it would like	
wir möchten	we would like	
ihr möchtet	you (pl) would like	
sie möchten/ Sie möchten	they/you (form) would like	

essen - to eat		
ich esse	I eat	
du isst	you eat	
er/sie/es isst	he/she/it eats	
wir essen	we eat	
ihr esst	you (pl) eat	
sie essen/ Sie essen	they/you (formal) eat	
essen is a strong verb and changes its vowel for the du and er/sie/es form		

Wo wohnst du? – Where do you live?

Ich wohne ...	I live	
in einem Dorf	in a village	
in einer Stadt	in a town	
in einer Großstadt	in a city	
am Stadtrand	on the outskirts of town	
in der Stadtmitte	in the middle of town	
im Stadtzentrum	in the town centre	
auf dem Land	in the countryside	
in den Bergen	in the mountains	
an der Küste	on the coast	

Wo wohnst du? – Where do you live?

in einem Einfamilienhaus	in a detached house	
in einem Mehrfamilienhaus	in a house for multiple families	
in einem Doppelhaus	in a semi-detached house	
in einem Reihnhaus	in a terraced house	
in einer Wohnung	in a flat	
in einem Bungalow	in a bungalow	
auf einem Bauernhof	on a farm	
in einem Wohnblock	in a block of flats	
Ich wohne (nicht) gern ...	I like living ...	
ruhig/laut	quiet/loud	
sauber/schmutzig	clean/dirty	

In der Stadt – In town

Es gibt ...	There is/there are ...	
Es gibt ein/eine/einen ...	There is a ...	
Es gibt kein/keine/keinen	There isn't/aren't	
der Bahnhof(ö-e)	train station(s)	
der Marktplatz(ä-e)	market place(s)	
der Park(-s)	park(s)	
die Imbissstube(-n)	snack stand(s)	
die Kirche(-n)	church(es)	
die Kegelbahn(-en)	bowling alley(s)	
das Schloss(ö-er)	castle(s)	
das Schwimmbad(ä-er)	swimming pool	
das Kino(-s)	cinema(s)	

In der Stadt – In town

der Imbiss(-e)	snack stand(s)	
der Stadtpark(-s)	town/city park(s)	
der Wasserpark(-s)	water park(s)	
der Fischmarkt(ä-e)	fish market(s)	
der Radweg(-e)	cycle path(s)	
die Eisbahn(-en)	ice rink (s)	
das Kindertheater(-)	children's theatre(s)	
das Sportzentrum	sport centre(s)	
in der Nähe von	near to	
in der Nähe	nearby	

Souvenirs - Souvenirs

der Aufkleber	sticker	
der Kuli	pen	
der Schlüsselanhänger	key ring	
die Kappe	cap	
die Postkarte	postcard	
die Tasse	cup/mug	
das Trikot	football shirt	
das Freundschaftsband	friendship bracelet	
das Kuscheltier	cuddly toy	
Wie viel kostet ...?	How much does ... cost?	
Wie viel kostet das?	How much does it cost?	
Es kostet ...	It costs ...	

Verkaufsgespräch – Shopping Conversation

Ich gehe einkaufen	I'm going shopping	
Ich möchte	I would like	
Ich möchte ... kaufen	I would like to buy ...	
Haben Sie ...?	Do you have?	
Kann ich dir helfen?	Can I help you?	
Sonst noch etwas?	anything else?	
alles zusammen	all together	
Ich möchte einmal/zweimal ...	I would like one/two ...	
Ich hätte gern	I would like ...	
Das macht ...	That's ...	
Es ist teuer / billig	It's expensive / cheap	

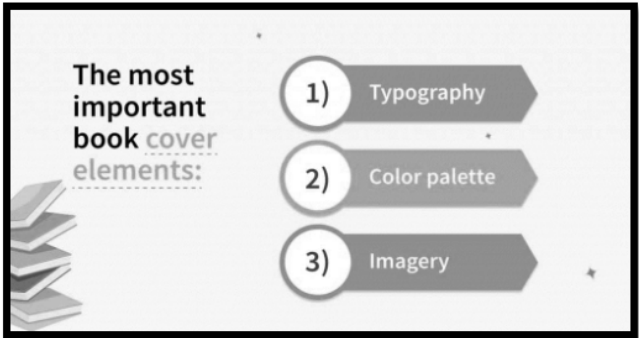
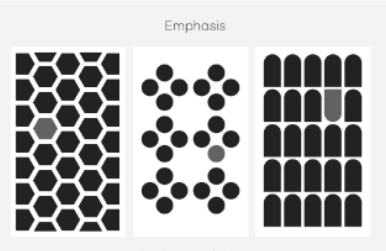
Snacks und Getränke kaufen – buying snacks and drinks

der Hamburger	hamburger	
der Salat	salad	
der Tee	tea	
der Senf	mustard	
der Ketchup	ketchup	
die Bratwurst	fried sausage	
die Pizza	pizza	
die Pommes	chips	
die Mayo(nnaise)	mayonnaise	
das Eis	ice cream	
die Cola	cola	
das Mineralwasser	mineral water	
das Fleisch	meat	
Ich esse gern	I like eating	
ich trinke gern	I like drinking	

Oft benutzte Wörter – High-frequency words

sehr	very	
nicht sehr	not very	
ziemlich	quite	
gar nicht	not at all	
alles	everything	
denn	because	
weil +VTE	because	
dort	there	

Y8 Graphics	LCWC	tick
Book cover design	In combining form and function, a great book cover must: Visually stand out in a crowded bookstore – or as an online thumbnail; Legibly state the title and the author's name; Communicate the book's tone and genre.	
Emphasis	Referring to the focal point of a design and the order of importance of each element within a design	
Contrast	Contrast is what people mean when they say a design “pops.” It comes away from the page and sticks in your memory. Contrast creates space and difference between elements in your design. Your background needs to be significantly different from the color of your elements, so they work harmoniously together and are readable.	
Hierarchy in typography	Typographic hierarchy shows the reader which information to focus on, which is most important, and which just supports the main points. Make sure to use typographic hierarchy to bring attention to the more important text.	
Double exposure	Double exposure photography is a technique that layers two different exposures on a single image, combining two photographs into one. Double exposure creates a surreal feeling for your photos and the two photographs can work together to convey deep meaning or symbolism. There is a photoshop technique that allows you to create this style of image.	



Marquee (Selection) >

Lasso >

Crop >

Healing Brush >

Clone Stamp >

Eraser >

Blur >

Pen >

Path Selection >

3D Rotate >

Hand >

Foreground Color >

Quick Mask Mode >

< Move

< Magic Wand

< Eyedropper

< Brush

< History Brush

< Paint Bcket / Gradient

< Dodge

< Type





< Shape Tools

< 3D Orbit

< Zoom

< Background Color




Holocaust and Cold War: Key terms/definitions			The Vietnam War			✓
Term	Definition	✓				
Holocaust	The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators		The PAVN was the regular army of Vietnam. They wore uniforms and were trained to fight normal battles.			
Persecution	hostility and ill-treatment, especially on the basis of ethnicity, religion, or sexual orientation or political beliefs		The Vietcong were largely a guerrilla army. They didn't wear uniforms and blended in with the rest of the population in the US controlled South Vietnam. Tactics were demoralising for the USA and included underground tunnels and booby traps.			
Cold War	the state of hostility that existed between the Soviet bloc countries and the Western powers from 1945 to 1990		The USA had superior weapons, supplies and resources than the North Vietnamese. All soldiers had an M16, they were supported by helicopters and had huge B52 bomber planes. Operation Rolling Thunder dropped 1 million tonnes of bombs on Vietnam.			
Ideology	a system of ideas and ideals, especially one which forms the basis of economic or political theory and policy					
Holocaust: Events leading up to the Holocaust		✓	Key people			
March 1939: Jews were excluded from being lawyers, teachers, members of juries, engineers, vets, chemists, artists.				✓		✓
September 1939: Jews were forbidden to be out of doors after 8pm.				Josef Stalin Led the Soviet Union from 1924 to 1953		Adolf Hitler was Chancellor of Germany from January 1933 and Fuhrer from August 1934.
February 1940: Jews were forbidden to go to the cinema, theatres and sport events				Winston Churchill Prime Minister of the UK in May 1940 and was PM again at the start of the Cold War from 1951		Franklin D. Roosevelt was President of the USA from March 1933-April 1945. He was President at the very start of the Cold War but died in April 1945
May 1940: Jews were forbidden to enter Prague's public parks and gardens						
January 1941: Jews could only go shopping between 3pm and 5pm.						
September 1941: Distribution of distinguishing Jewish yellow star						
October 1941: All synagogues and prayer rooms to be closed						
Conditions for Jewish people living in occupied areas		✓	Key events of the Cold War			✓
Ghettos	Final Solution		1948-1949 Berlin Blockade and Airlift: The USSR cut off all land transport links from the east into west Berlin. The allies consequently airlifted supplies to west Berlin and the blockade was ultimately called off.			
- During WW2 Jews living in Nazi occupied areas were forced to live in ghettos.	- 20 th January 1942, leading Nazis met at Wannsee to plan the "Final Solution" to "the Jewish Question."		1950-1953: The Korean War. The Communist North was backed by the USSR and the capitalist south was backed by the USA.			
- The conditions in ghettos were very harsh.	- This meant the complete extermination of all Jews under German control.		1961: The Berlin Wall was built physically separating east from west.			
- Ghettos were areas shut off from the rest of the city and if anyone was caught trying to escape they could be shot.	- Six special death camps were built with gas chambers capable of killing 2000 people at once and large ovens for disposing of bodies.		Cuban Missile Crisis: In 1960 the USA placed missiles in Turkey, directly threatening the Soviet Union. In October 1962, the USSR placed missiles on Cuba. The USA demanded that these missiles be removed. The USA placed warships around Cuba and promised to search any ship approaching the island. Ultimately, talks took place between the USA and Soviet Union and both sides agreed to remove their missiles. The world was on the brink of nuclear war.			
- Food was very limited and people had to survive on just 300 calories a day.			1965-1975: The Vietnam War took place between the communists and capitalists.			
			1979-1988: Afghanistan. The USSR invaded and the cost of war nearly bankrupted the USSR.			

Year 8 – Maths – Summer 2 – Units 13, 14 & 15

Keyword	Definition	Example
Bounds	The upper and lower bounds are the maximum and minimum values that a number could have been before it was rounded.	If a measurement was rounded to 3cm to the nearest centimetre, it could have been as small as 2.5cm or as big as 3.5cm
Error interval	An error interval writes down a number's bounds using inequality symbols.	If $x = 3\text{cm}$ to the nearest centimetre, the error interval would be: $2.5\text{cm} \leq x < 3.5\text{cm}$
Calculations with bounds	<p>If X has the error interval $X_{LB} \leq X < X_{UB}$, and Y has the error interval $Y_{LB} \leq Y < Y_{UB}$, then</p> <p>Addition: $X_{LB} + Y_{LB} \leq X + Y < X_{UB} + Y_{UB}$</p> <p>Multiplication: $X_{LB} \times Y_{LB} \leq X \times Y < X_{UB} \times Y_{UB}$</p> <p>Subtraction: $X_{LB} - Y_{UB} \leq X - Y < X_{UB} - Y_{LB}$</p> <p>Division: $X_{LB} \div Y_{UB} \leq X \div Y < X_{UB} \div Y_{LB}$</p>	<p>$x = 10$, then $9.5 \leq x < 10.5$ $y = 4$, then $3.5 \leq y < 4.5$</p> <p>A rectangle has side lengths 10m and 4m, both to the nearest meter. Find the maximum possible area of the rectangle.</p> <p>Maximum area will be $x_{UB} \times y_{UB}$ $10.5 \times 4.5 = 47.25\text{m}^2$</p>

Keyword	Definition	Example
Speed	<p>The formulae relating speed, distance and time are:</p> $\text{speed} = \frac{\text{distance}}{\text{time}}$ $\text{distance} = \text{speed} \times \text{time}$ $\text{time} = \frac{\text{distance}}{\text{speed}}$	<p>A runner runs 10 kilometres in 1 hour and 37 minutes. Work out the average speed in kilometres per hour.</p> $1 \text{ hour and } 37 \text{ minutes} = 1 \frac{37}{60} \text{ hours}$ $\text{speed} = \frac{\text{distance}}{\text{time}} = \frac{10}{\left(1 \frac{37}{60}\right)} = 6.19\text{km/h}$
Density	<p>A measure of how tightly packed matter is within a space:</p> $\text{Density} = \frac{\text{Mass}}{\text{Volume}}$	<p>A piece of iron has a volume of 20cm^3 and a mass of 158g.</p> $\text{Density} = \frac{158}{20} = 7.9\text{g/cm}^3$
Rate of flow	<p>A measure of the volume of liquid passing over a given time:</p> $\text{Flow Rate} = \frac{\text{Capacity}}{\text{Time}}$	<p>A container of capacity 2l is filling at a rate of 40ml/s. How long will it take to fill?</p> $\text{Time} = \frac{2000}{40} = 50\text{s}$
Pressure	<p>A measure of force over area, with a unit of Newtons per Square meter, or Pascal:</p> $\text{Pressure} = \frac{\text{Force}}{\text{Area}}$	<p>A crate with a square base of length 10cm on the floor exerts a force of 350N:</p> $\text{Pressure} = \frac{350}{10^2} = 3.5\text{N/m}^2$

Keyword	Definition	Example
Inequality symbols	<p>The inequality symbols are</p> <ul style="list-style-type: none"> $>$ greater than \geq greater than or equal to $<$ less than \leq less than or equal to 	$7 > 5$ $-3 \leq 10$ $2 \geq 2$ $1 \leq 2 < 5$ $x > 7$
Inequalities on a number line	<p>Inequalities can be shown on a number line. Open circles are used for strict inequalities ($<$ or $>$) Closed circles are used for inclusive inequalities (\leq or \geq).</p>	$x \geq -3$ 
Linear inequality	<p>A linear inequality is like a linear equation, but with an inequality symbol instead of an equal's sign. To solve a linear inequality, solve it similarly to solving a linear equation, using inverse operations. NOTE: multiplying or dividing by a negative number changes the direction of the inequality.</p>	$2x + 1 < 9$ $2x < 8$ $x < 4$ $1 - 2x < 9$ $-2x < 8$ $x > -4$



This QR code will take you to a Spotify playlist with audio examples from the minimalism unit. You will find it helpful to listen to these as you learn.



Bournemouth School
m s c
department



This QR code will take you to a Spotify playlist with audio examples from the games unit. You will find it helpful to listen to these as you learn.

Minimalism

Layering Creating a texture by adding and taking away different strands of the music

Minimalism A style of music based on repetition and gradual change which developed in the 1960's and 70's

Motif A short musical idea which is reused and varied to create a piece of music

Note Adding an additional note or notes to a motif

Note Taking a note away from a motif

Phase shifting Playing a pattern at a slightly different timing from the original, and moving the time difference between them

Elements

DR T SMITH

Dynamics

Changes in volume

Rhythm

Patterns of note lengths and accents

Texture

The way musical lines are combined in a piece

Structure

The different sections of a piece and the order in which they happen

Melody

Anything about the tunes in a piece of music

Instruments

Which instruments are used, and what they do

Tonality

Information about the key a piece of music uses, and how it changes

Harmony

The chords that are used

Games

Aleatoric music Music in which something is left to chance

Crossfade Reducing the volume of one part while increasing the volume of another

Diegetic music Music that a character within the game would hear

Leitmotif A short pattern of notes that represents a character or thing

Loop A short section of music which is repeated indefinitely



Keyword	Learn	✓
Addictive	A substance or habit that is hard to stop using or doing.	
Peer-pressure,	Influence from members of one's classmates or social group	
Incapacitated	Deprived of strength or power (debilitated) possible as a result of alcohol consumption	
Risk	The possibility of negative consequences (due to alcohol Consumption)	

Alcohol - some facts

- The "alcohol" in alcoholic beverages such as wine, beer, and spirits is actually ethanol. It's the only type of alcohol that you can drink without causing serious damage.
- Alcohol is a depressant. This means that it slows down activity in the brain.
- Alcohol has a wide variety of effects. In the brain, it triggers the release of dopamine, making you feel happy.
- Alcohol is among the most commonly misused addictive substances.
- The effects associated with drinking alcohol occur when ethanol enters your bloodstream and passes through the membranes of cells in your brain, heart, and other organs.
- Men are more likely to use alcohol than women.
- Alcohol has different health consequences for men and women.
- Teens who start drinking before the age of 15 are more likely to develop alcohol dependence later on in life.
- Alcohol use is a significant risk factor for dementia.

Benefits of a healthy sleep pattern

- Can improve long and short term memory
- Can improve mood and feeling more upbeat
- Makes it easier to pay attention and stay focused
- Helps keep skin looking fresh and clear
- Supports healthy brain growth and development
- Reduces stress
- It increases academic performance
- Improves athletic performance and reaction speeds
- Can develop creativity and creative thinking

Some habits that can improve your sleep health:

Be consistent. Go to bed at the same time each night and get up at the same time each morning, including on the weekends

Make sure your bedroom is quiet, dark, relaxing, and at a comfortable temperature

Remove electronic devices, such as TVs, computers, and smart phones, from the bedroom

Avoid large meals, caffeine, and alcohol before bedtime

Get some exercise. ...

Support and useful websites:

For further guidance or support:

- speak to a parent/carer, tutor, head of year, school nurse/counsellor or other trusted member of staff in the school

Childline: www.childline.org.uk 0800 1111

NHS [Fall asleep faster and sleep better - Every Mind Matters - NHS \(www.nhs.uk\)](https://www.nhs.uk/eatwell/live/mentalhealth/)

Talk to Frank <http://www.talktofrank.com/drug/alcohol>

Young Minds [YoungMinds](https://www.youngminds.org.uk/) | [Mental Health Charity For Children And Young People](https://www.mentalhealthcharityforchildrenandyoungpeople.org.uk/) | [YoungMinds](https://www.youngminds.org.uk/)

Buddha	A title meaning ‘the enlightened one’, given to Siddhartha Gautama.		The First Noble Truth	Dukkha: All life involves suffering and dissatisfaction.		Right Mindfulness	Becoming fully aware of oneself and the world around; having a clear sense of one’s own feelings and thoughts.
Buddhist	A follower of Buddhism.		The Second Noble Truth	Tanha: The cause of suffering is craving / desire.			
Karma	Good and bad actions we build up, which can affect rebirth.		The Third Noble Truth	Nirodha: If craving ceases suffering will also cease.			
Samsara	The cycle of life, death and rebirth; also known as reincarnation.		The Fourth Noble Truth	Magga: The Middle Way will lead to the end of suffering.		Right Concentration	Training the mind to attain states of deep concentration.
The Four Sights	The four people that Siddhartha saw on leaving the palace that caused him to challenge his understanding about the nature of existence (an old man, a sick man, a corpse and a holy man).		Nirvana	A state of complete enlightenment, happiness and peace.		The Dhamma	The Buddha’s teachings. Also known as the Dharma.
			The Eightfold Path	Eight aspects that Buddhists practise and live by in order to achieve enlightenment.		The Three Refuges	Also known as the ‘Three Jewels’. Buddhists take refuge in the Three Refuges, which are the Buddha, the Dhamma and the Sangha.
Asceticism	The life of a holy man, who denies himself excess and indulgence.		Right Understanding	Accepting the Buddha’s teachings, particularly the Four Noble Truths.		The Sangha	The monastic order or a Buddhist community who practise Dhamma.
Renunciation	Giving something up, in this case the Buddha renounced his princely life.		Right Intention	Having the right approach and outlook to following the Eightfold Path; being determined to follow the Buddhist path with a sincere attitude.		Theravadin Buddhism	Follow the teachings of Siddhartha Gotama the founder of Buddhism. It is also known as ‘the school of elders.’ The focus is on meditation and following the eightfold path
Meditation	A practice of calming and focusing the mind and reflecting deeply on specific teachings to penetrate their true meaning.			Right Speech	Speaking truthfully in a helpful, positive way; avoiding lying or gossiping about others.		
Three Universal Truths	Three observations made by the Buddha on the nature of reality and our existence. These Truths underpin Buddhism.			Right Action	Behaving in a peaceful, ethical way; avoiding acts such as stealing, harming others, or overindulging in sensual pleasures.		Mahayana Buddhism
Anicca	Impermanence; the idea that everything is in a constant state of change.		Right Livelihood		Earning a living in a way that does not harm others, for example not doing work that exploits people or harms animals.		
Anatta	The idea that people do not have a permanent, fixed self or soul.		Right Effort	Putting effort into meditation, in particular thinking positively and freeing oneself from negative emotions and thoughts.		Bodhisattva	Someone who sees their own enlightenment as being bound up with the enlightenment of all beings. Out of compassion, they remain in the cycle of samsara in order to help others achieve enlightenment as well.
Dukkha	The first of the Four Noble Truths. All life involves suffering and dissatisfaction.						
The Four Noble Truths	The essence of the Buddha’s teaching.						

Biology I - Photosynthesis

Keyword	Learn	
Fertilisers	Chemicals containing minerals that plants need to build new tissues	
Photosynthesis	A process where plants and algae turn carbon dioxide and water into glucose and release oxygen	
Chlorophyll	Green pigment in plants and algae which absorbs light energy	
Stomata	Pores in the bottom of the leaf which open and close to let gases in and out	

Chemistry J – Earth's resources

Keyword	Learn	
Natural resources	Materials from the Earth which act as raw materials for making a variety of products.	
Mineral	Naturally occurring metal or metal compound.	
Ore	Naturally occurring rock containing sufficient minerals for extraction.	
Extraction	Separation of a metal from a metal compound.	
Fossil fuels	Remains of dead organisms that are burned as fuels, releasing carbon dioxide.	
Non-renewable resource	A substance that is used up more quickly than it is replaced, such as coal or gas.	
Global warming	The gradual increase in surface temperature of the Earth.	
Greenhouse effect	When energy from the sun is transferred to the thermal energy store of gases in Earth's atmosphere.	
Recycling	Processing a material so that it can be used again.	

Physics J – Heating and cooling

Keyword	Learn	
Thermal conductor	Material that allows heat to move quickly through it	
Thermal insulator	Material that only allows heat to travel slowly through it	
Temperature	A measure of the motion and energy of the particles	
Thermal energy	The quantity of energy stored in a substance due to the vibration of its particles	
Conduction	Transfer of thermal energy by the vibration of particles	
Convection	Transfer of thermal energy when particles in a heated fluid rise	
Radiation	Transfer of thermal energy as a wave	

Biology J - Inheritance

Keyword	Learn	
Inherited characteristics	Features that are passed from parents to their offspring	
DNA	A molecule found in the nucleus of cells that contains genetic information.	
Chromosomes	Thread-like structures containing tightly coiled DNA.	
Gene	A section of DNA that determines an inherited characteristic	

¿Qué hora es?

es la una	It's one o'clock	
son las dos	It's two o'clock	
es la una y cinco	It's five past one	
son las dos y diez	It's ten past two	
son las tres y cuarto	It's quarter past three	
son las cuatro y veinte	It's twenty past four	
son las cinco y veinticinco	It's twenty-five past five	
son las seis y media	It's half past six	
son las siete menos veinticinco	It's twenty-five to seven	
¿A qué hora?	At what time?	
a las tres	At three o'clock	

High-frequency words

además	in addition	
porque	because	
sin embargo	however	
pero	but	
o	or	
bastante	quite	
muy	very	
un poco	a bit	
aquí	here	
a ver	let's see	
con	with	
hasta	until	
más	more	

Irregular verbs

Ir	To go	
voy	I go	
vas	you go	
va	he/she goes	
vamos	we go	
vais	you all go	
van	they go	

Querer	To want	
quiero	I want	
quieres	you want	
quiere	he/she wants	
queremos	we want	
queréis	you all want	
quieren	they want	

Infinitives

bailar	to dance	
jugar	to play	
chatear	to chat	
mandar	to send	
salir	to go out	
ir	to go	
comer	to eat	
beber	to drink	
ver	to watch	
montar	to ride	

Near future tense

You use the near future to say what you are going to do. To form the near future tense, use the present tense of **ir** (to go) plus **a**, followed by the **infinitive**

voy
vas
va
vamos
vais
van

+ a

+ infinitive

Jugar	To play	
juego	I play	
juegas	you play	
juega	he/she plays	
jugamos	we play	
jugáis	you all play	
juegan	they play	

¿Qué hay en tu ciudad?

hay...	there is....	
un castillo	a castle	
un centro comercial	a shopping centre	
un estadio	a stadium	
un mercado	a market	
un parque	a park	
una piscina	a swimming pool	
una plaza	a square	
un polideportivo	a sports centre	
un restaurante	a restaurant	
una tienda	a shop	
una universidad	a university	

¿Qué vas a hacer?

voy a salir	I am going to go out	
vas a ver	you are going to watch	
va a ir	he/she is going to go	
vamos a jugar	we are going to play	
vais a chatear	you all are going to chat	
van a hacer	they are going to do	

En la cafetería

quiero...	I want...	
bebidas	drinks	
un batido de fresa	a strawberry milkshake	
un café	a coffee	
una coca-cola	a coca-cola	
una fanta limón	a fanta lemon	
un té	a tea	
un granizado de limón	an iced lemon drink	
calamares	squid	
croquetas	croquettes	
un bocadillo	a sandwich	
gambas	prawns	
jamón	ham	
pan con tomate	tomato bread	

¿Cuándo?

este fin de semana	this weekend	
el sábado por la mañana	saturday morning	
el domingo por la tarde	on sunday afternoon /evening	
primero	firstly	
luego	then	
finalmente	finally	
a las tres de la tarde	at three o'clock in the afternoon	
(un poco) más tarde	(a little) later	

¿Qué haces en la ciudad?

salgo con mis amigos	I go out with my friends	
voy....	I go	
al cine	to the cinema	
al parque	to the park	
a la bolera	to the bowling alley	
a la cafetería	to the cafeteria	
a la playa	to the beach	
a la biblioteca	To the library	
al colegio	To the school	
al mercado	To the market	
de compras	shopping	
de paseo	for a walk	
no hago nada	I do nothing	

Timetable

[illegible]