



BOURNEMOUTH SCHOOL

Year 8

Knowledge Organiser 5

Summer Term: 2024-25

Name: _____ Master Copy _____

Registration Form: 8

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

Bournemouth School

Knowledge Organiser 3: Year 8 Summer Term

'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 and Homework Learning journal with you at all times in school and when you need to do your homework at home.
2. 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.
3. Initially, follow your homework timetable to decide what to revise each evening.
4. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with the first in the list.

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. Always use a ruler to underline titles and dates.
4. Use a blue or black pen to complete your homework or a pencil if you need to draw.
5. Use a green pen to complete corrections of your work.
6. **You are expected to complete half a side of your Homework Learning Journal each evening as a minimum.**

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.

Maths:





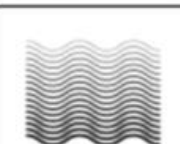

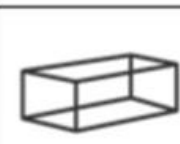
Your teacher will set you tasks to complete on Dr Frost Maths. This will be set every week on a Monday and will be collected in and checked on a Friday. If this has not been completed you will be issued a Detention on a Wednesday Lunchtime.

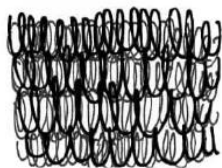
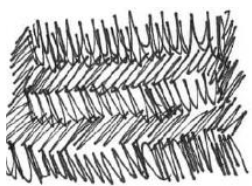
How long should I spend on my homework?

Key Stage 3					
Week 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	Art
10	Science	RS		Music	Science
10	Computing	FPAN/Graphics		History	Geography
25	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision
Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	Art
10	Science	RS		Music	Science
10	Computing	DT		History	Geography
25	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision

- You should spend about 35 minutes revising your KO each day.
- You should spend 25 minutes either reading or revising each day.
- This timetable is a guide. If you want to spend longer revising one subject that you find more difficult and less time on one you find easy, that is your choice.
- We would like you to spend one evening involved in a physical activity. This might be a sports club, a run, a game of football with friends or just a nice walk with the dog. Ask your PE teacher if you need guidance with this. It doesn't have to be on a Wednesday.
- In the summer term you will complete end of year assessments. Your teacher will give you specific revision activities to complete to guide you in what you need to revise for these tests. This will include all of your KOs for the year but may include some additional resources.

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	Tick
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>

Computer Systems

Keyword	Definition	✓
Hardware	The physical components of a computing system	
Software	The programs of a computing system.	
Specs (Specifications)	A table of hardware components and technical characteristics	
Storage	The set of components that stores programs and data.	
Memory	The component that stores the programs and data currently in use.	
Processor	The component that executes program instructions.	
Operating System	A programs that controls the operation of a computing system.	
Artificial intelligence (AI)	Any machine that performs tasks that typically require intelligence in humans	
Binary	A number system with two vales, 1 or 0.	
Bit	Binary digit.	
ASCII	Uses sequences of 7 bits to represent standard keyboard characters.	

Tick here	Different jobs linked to Design Technology: Product Design
	<ul style="list-style-type: none"> ○ Architecture ○ Engineering ○ Furniture designer ○ CAD technician ○ Carpenter/joiner ○ Interior designer ○ Construction

Do Now 1
information

Tick here	Famous product	Inspiration
	Anglepoise lamp	Human elbow
	Velcro	Burr plant
	Bullet train	Kingfisher bird

Do Now 2
information

Tick here	Key word	Definition
	Ergonomics	How easy or comfortable a product is to use.
	Ideation	The formation of design ideas.
	Annotation	Writing notes around design ideas to explain them.

Do Now 3
information

Tick here	Tool name / key word	Function
	Hot glue gun	These heat up hot melt glue and are used to join material when modelling.
	Glasspaper	This is an abrasive paper which wears away material.
	Scoring	The process of cutting into a material, ready for folding.

Do Now 4
information

Tick here	Tool/ equipment name	Function
	Craft knife	These are used to cut through papers and boards.
	Safety ruler	These are used to keep fingers safe when using craft knives.
	Cutting mat	These are used to cut papers and boards on when using craft knives.

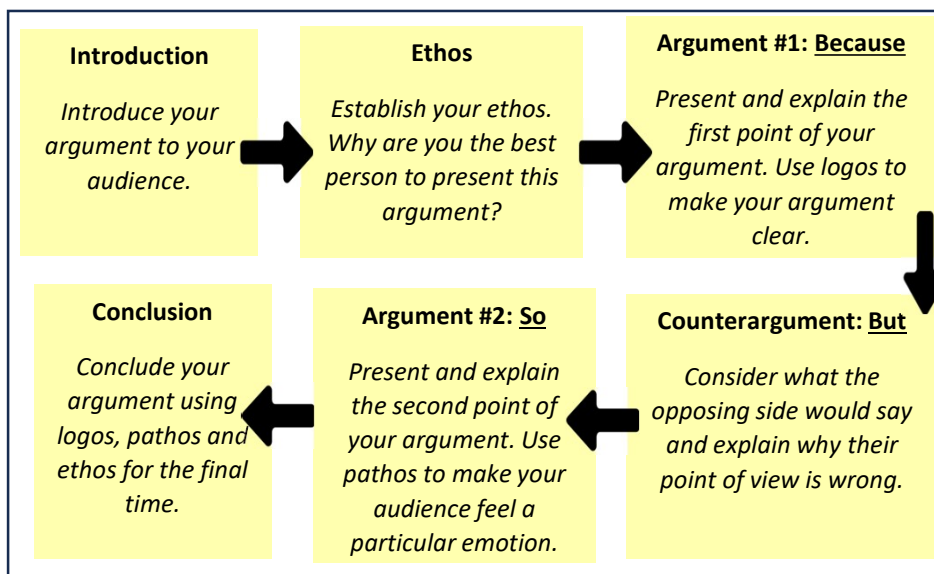
Do Now 5
information



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>	

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.	

Structure of a speech



DAFOREST	✓
Direct Address	
Anecdote	
Facts	
Opinion	
Repetition	
Emotive Language	
Statistics	
Triple	
Forms	✓
Speech	
Article	
Letter	
Blogpost	
Leaflet	



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.

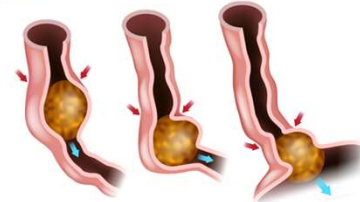
Carbon Footprint –
This measures the impact human activities have on the environment in terms of carbon emissions. The **carbon footprint** of a product is the amount of carbon emissions produced in the growing/rearing, processing, production and disposal of food. It is not just the food miles- you need 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



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/ Hallowe'en	
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 vas-tu 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 (s)	
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)	

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 all 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

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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
tu as
il/elle/on a
nous avons
vous avez
ils/elles ont

e.g. visiter → visité
e.g. finir → fini
e.g. attendre → attendu

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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)

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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	

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!	

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: The Rock Cycle

There are three types of rocks:

Igneous
Sedimentary
Metamorphic

These rocks vary in how they are formed, their characteristics and their appearance.

- **Igneous** rock forms from volcanic activity.
- **Metamorphic** rock is formed from existing rock changing shape and characteristics through heat and/or pressure.
- **Sedimentary** rocks are small, eroded particles/remains of plants and animals deposited in layers that turn into rock over time and under pressure.

Section 2: UK Geology

The rocks in the UK were all formed between 541 million years ago and today.

There are differences in geology characteristics north and south of the **Tees-Exe line**.

To the north, most rocks are older, and more resistant (metamorphic, igneous and older sedimentary rocks). To the south, most rocks are younger and less resistant (sedimentary rocks).



Section 3: Glaciation

A **glacier** is a large mass of ice often shaped like a river that flows very slowly, under the force of gravity.

During the last ice age snow and ice covered much of the UK landscape. Temperatures barely rose above freezing even in the summer! Temperature changes can be caused by natural events:

- Volcanic eruptions
- Asteroid collisions
- Sunspots
- Orbital changes

Section 4 & 5: How has ice shaped the landscape?

There are two types of glacial **erosion** called plucking and abrasion. These have created a variety of erosional landforms:

- U-Shaped Valleys
- Corries
- Aretes
- Pyramidal Peaks

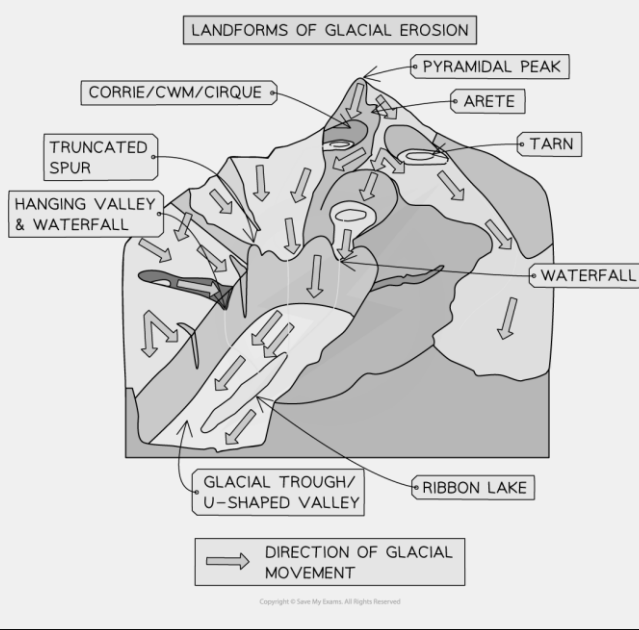
There are four methods of glacial **transportation**:

- Freeze-thaw weathering
- Plucking
- Bulldozing
- Rotational Slip

Glacial **deposition** can cause landforms to form:

- Erratic
- Drumlin
- Crag and Tail

Section 4 & 5: How has ice shaped the landscape?



Section 7 & 8: The Lake District

Tourist Attractions:

- Stunning landscapes with mountains, lakes, and villages.
- Hiking Scafell Pike and adventure activities like rock climbing and water sports on lakes.
- Literary connections to Wordsworth and Beatrix Potter.

Economic Benefits:

- Nearly £1000 million spent in 2014.
- Supports hospitality and adventure tourism jobs.

Social Challenges:

- High house prices due to holiday homes.
- Seasonal, low-paid jobs.

Environmental Issues:

- Footpath erosion and pollution.
- Farmland damage from tourists and dogs.

Management Strategies:

- Dual carriageways, park-and-ride schemes, and traffic calming.

Section 6: Human interaction with glaciated landscapes.

Glaciated areas provide opportunities for economic activities.

- Agriculture - Upland glaciated landscapes can be used for grazing livestock (sheep are particularly well suited).
- Forestry - large plantations of mostly conifer trees have been planted throughout Scotland and across parts of northern England.
- Quarrying - Upland glaciated areas are made of hard, resistant rock. This can be quarried and crushed to provide stone used in the construction industry and for building roads.
- Tourism - Spectacular glacial scenery attracts tourists who enjoy outdoor activities and the cultural heritage.



To use a **regular** present tense verb you need:

	subject	+	stem	+	ending	
<i>ich</i>	<i>I</i>		Chop the <u>-en</u> off the infinitive For example: <u>lernen</u> stem = <u>lern</u>		- e	
<i>du</i>	<i>you</i>				- st	
<i>er/sie/es</i>	<i>he/she/it</i>				- t	
<i>wir</i>	<i>we</i>				- en	
<i>ihr</i>	<i>you</i>				- t	
<i>sie</i>	<i>they</i>				- en	
<i>Sie</i>	<i>you (polite)</i>				- en	

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

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

Essential verbs

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

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

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

Wo wohnst du? – Where do you live?

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

<u>Wo wohnst du? – Where do you live?</u>		
<i>in einem Einfamilienhaus</i>	<i>in a detached house</i>	
<i>in einem Mehrfamilienhaus</i>	<i>in a house for multiple families</i>	
<i>in einem Doppelhaus</i>	<i>in a semi-detached house</i>	
<i>in einem Reihnhaus</i>	<i>in a terraced house</i>	
<i>in einer Wohnung</i>	<i>in a flat</i>	
<i>in einem Bungalow</i>	<i>in a bungalow</i>	
<i>auf einem Bauernhof</i>	<i>on a farm</i>	
<i>in einem Wohnblock</i>	<i>in a block of flats</i>	
<i>Ich wohne (nicht) gern ...</i>	<i>I like living ...</i>	
<i>ruhig/laut</i>	<i>quiet/loud</i>	
<i>sauber/schmutzig</i>	<i>clean/dirty</i>	

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

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

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

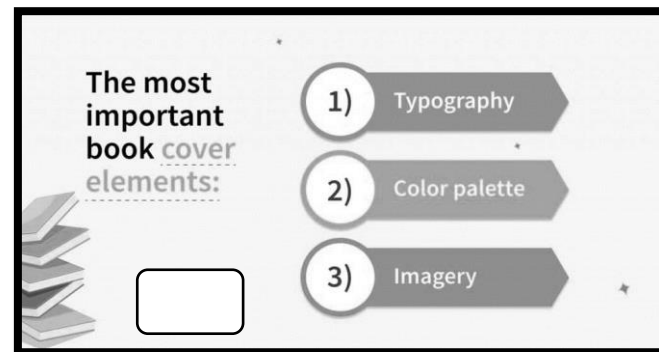
<u>Verkaufsgespräch – Shopping Conversation</u>		
Ich gehe einkaufen	<i>I'm going shopping</i>	
Ich möchte	<i>I would like</i>	
Ich möchte ... kaufen	<i>I would like to buy ...</i>	
Haben Sie ...?	<i>Do you have?</i>	
Kann ich dir helfen?	<i>Can I help you?</i>	
Sonst noch etwas?	<i>Anything else?</i>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

<u>Snacks und Getränke kaufen – buying snacks and drinks</u>		
der Hamburger	<i>hamburger</i>	
der Salat	<i>salad</i>	
der Tee	<i>tea</i>	
der Senf	<i>mustard</i>	
der Ketchup	<i>ketchup</i>	
die Bratwurst	<i>fried sausage</i>	
die Pizza	<i>pizza</i>	
die Pommes	<i>chips</i>	
die Mayo(nnais)	<i>mayonnaise</i>	
das Eis	<i>ice cream</i>	
die Cola	<i>cola</i>	
das Mineralwasser	<i>mineral water</i>	
das Fleisch	<i>meat</i>	
Ich esse gern	<i>I like eating</i>	
ich trinke gern	<i>I like drinking</i>	

<u>Oft benutzte Wörter – High-frequency words</u>		
sehr	<i>very</i>	
nicht sehr	<i>not very</i>	
ziemlich	<i>quite</i>	
gar nicht	<i>not at all</i>	
alles	<i>everything</i>	
denn	<i>because</i>	
weil +VTE	<i>because</i>	
dort	<i>there</i>	

Graphic Communication - Book Cover Design

Key terms	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.	



Understanding Genres & Trends

Each genre has visual expectations. For example:





- **Thrillers** – Dark tones, bold fonts, and mysterious imagery.
- **Romance** – Soft colors, elegant scripts, often featuring couples.
- **Fantasy** – Detailed illustrations, medieval fonts, magical elements.
- **Non-fiction** – Minimalist, bold typography, straightforward imagery.

The Psychology of Covers

- **First Impressions Matter** – Covers should be eye-catching and clear.
- **Emotional Connection** – The imagery should evoke curiosity or intrigue.
- **Marketability** – Covers should align with reader expectations to drive sales.



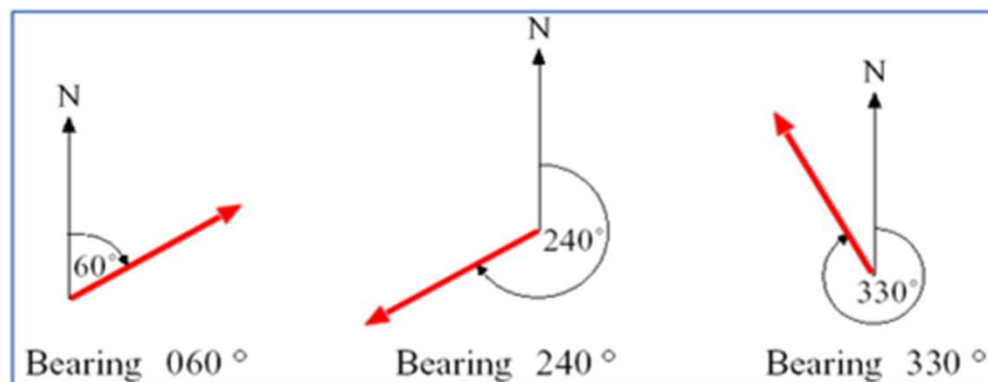
Bournemouth School: History Department: Knowledge Organiser: Year 8: Summer 1: Holocaust and Cold War

Holocaust and Cold War: Key terms/definitions			The Vietnam War			✓					
Term	Definition	✓	<p>The PAVN was the regular army of Vietnam. They wore uniforms and were trained to fight normal battles.</p> <p>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.</p> <p>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.</p>								
Holocaust	The Holocaust was the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators										
Persecution	hostility and ill-treatment, especially on the basis of ethnicity, religion, or sexual orientation or political beliefs										
Cold War	the state of hostility that existed between the Soviet bloc countries and the Western powers from 1945 to 1990										
Ideology	a system of ideas and ideals, especially one which forms the basis of economic or political theory and policy										
<p>Holocaust: Events leading up to the Holocaust</p> <p>March 1939: Jews were excluded from being lawyers, teachers, members of juries, engineers, vets, chemists, artists.</p> <p>September 1939: Jews were forbidden to be out of doors after 8pm.</p> <p>February 1940: Jews were forbidden to go to the cinema, theatres and sport events</p> <p>May 1940: Jews were forbidden to enter Prague's public parks and gardens</p> <p>January 1941: Jews could only go shopping between 3pm and 5pm.</p> <p>September 1941: Distribution of distinguishing Jewish yellow star</p> <p>October 1941: All synagogues and prayer rooms to be closed</p>			✓	Key people							
					✓			✓			
				Josef Stalin Led the Soviet Union from 1924 to 1953			Adolf Hitler was Chancellor of Germany from January 1933 and Fuhrer from August 1934.				
				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				
<p>Conditions for Jewish people living in occupied areas</p> <table><tr><th>Ghettos</th><th>Final Solution</th></tr><tr><td><ul style="list-style-type: none">- During WW2 Jews living in Nazi occupied areas were forced to live in ghettos.- The conditions in ghettos were very harsh.- Ghettos were areas shut off from the rest of the city and if anyone was caught trying to escape they could be shot.- Food was very limited and people had to survive on just 300 calories a day.</td><td><ul style="list-style-type: none">- 20th January 1942, leading Nazis met at Wannsee to plan the "Final Solution" to "the Jewish Question."- This meant the complete extermination of all Jews under German control.- Six special death camps were built with gas chambers capable of killing 2000 people at once and large ovens for disposing of bodies.</td></tr></table>			Ghettos	Final Solution	<ul style="list-style-type: none">- During WW2 Jews living in Nazi occupied areas were forced to live in ghettos.- The conditions in ghettos were very harsh.- Ghettos were areas shut off from the rest of the city and if anyone was caught trying to escape they could be shot.- Food was very limited and people had to survive on just 300 calories a day.	<ul style="list-style-type: none">- 20th January 1942, leading Nazis met at Wannsee to plan the "Final Solution" to "the Jewish Question."- This meant the complete extermination of all Jews under German control.- Six special death camps were built with gas chambers capable of killing 2000 people at once and large ovens for disposing of bodies.	✓	<p>Key events of the Cold War</p> <p>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.</p> <p>1950-1953: The Korean War. The Communist North was backed by the USSR and the capitalist south was backed by the USA.</p> <p>1961: The Berlin Wall was built physically separating east from west.</p> <p>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.</p> <p>1965-1975: The Vietnam War took place between the communists and capitalists.</p> <p>1979-1988: Afghanistan. The USSR invaded and the cost of war nearly bankrupted the USSR.</p>			✓
			Ghettos	Final Solution							
<ul style="list-style-type: none">- During WW2 Jews living in Nazi occupied areas were forced to live in ghettos.- The conditions in ghettos were very harsh.- Ghettos were areas shut off from the rest of the city and if anyone was caught trying to escape they could be shot.- Food was very limited and people had to survive on just 300 calories a day.	<ul style="list-style-type: none">- 20th January 1942, leading Nazis met at Wannsee to plan the "Final Solution" to "the Jewish Question."- This meant the complete extermination of all Jews under German control.- Six special death camps were built with gas chambers capable of killing 2000 people at once and large ovens for disposing of bodies.										

Year 8 – Maths – Summer 1

Keyword		Definition	Example(s)
Bearings		A direction that is: - Measured from North - Clockwise - Must be written as a 3 digit number	The bearing of from is
Map Scales		The ratio of distances from map to ground.	The map scale on the map = () on the ground
Scale drawings		A scale is applied to distances, but bearings/ angles stay the same	n/a

Bearings examples



Keyword		Definition	Example(s)
Standard Form		A number of the form where	
Multiplying and Dividing in Standard Form		Multiply or divide the "" values, and add or subtract the "" powers. Make sure the answer is given in standard form	= =

Keyword		Definition	Example(s)
Multiplier		The decimal equivalent of a percentage used to find a percentage/percentage change	The multiplier for finding 80% is The multiplier for a 15% increase is
Repeated % change		When an amount is increased/decreased by a percentage multiple times	A shirt with RRP £30 is reduced by 20%, and then by a further 30%.
Simple Interest		Interest added is a constant amount each term, based upon the initial investment	£1000 earning 3% simple interest over 4 years:
Compound Interest		Interest changes each term, based upon the current amount	£1000 earning 3% compound interest over 4 years:
Combining ratio		Ratios which have a common element can be combined by scaling up/down ratios	& is common such that & therefore
Ratio – Fraction Equivalence		Writing a pair of equal ratios as equal fractions to enable problem solving	If then and is of the total

Musical a play that includes singing and dancing to help tell the story

- **Jukebox musical** uses songs that already exist, often by the same artist
- **Book musical** uses songs specially written to fit the play

Dialogue conversation between characters

Sung through a musical where singing replaces spoken dialogue

Lead role one of the main characters

Chorus role the crowd – parts without independent singing or dialogue

Solo number a musical number for one (lead) character

Chorus number a musical number for the chorus

Voice ranges:

Soprano (high female), **Alto** (low female), **Tenor** (high male), **Bass** (low male)

Other specific jobs:

Choreographer person who devises and teaches dances

Musical director the person in charge of the musical aspects of a performance

Director in overall charge of the creative side of a performance

Producer in charge of the business side of a performance

Texture:

Homophony a texture with one main melody supported by chords

Voice leading parts move to nearby notes when chords change to make smooth lines

Unison different parts play or sing the same music at the same pitch

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



This QR code will take you to a Spotify playlist with audio examples for musicals. You will find it helpful to listen to these as you learn.



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/carers, 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](https://www.nhs.uk/health/0-999/pages/34/quick_reference/pages/52/)
(www.nhs.uk)

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/)

Key Words:

- ❑ Imperfection: Contains flaws, not perfect or contains aspects that are not flawless.
- ❑ Environment: Surroundings including animals, plants and nature.
- ❑ Environmental Sustainability: Using the natural resources but ensuring there are enough left for future generations. Making sure the balance is right.
- ❑ Stewardship: Having the role of steward. Responsibility for looking after the environment.
- ❑ Dominion: Power or control. The ability to rule over.
- ❑ Responsibility: Duties. Actions expected to be undertaken.

Islam

- ❑ Khalifah: Means Steward. A caretaker of the earth for Allah.
- ❑ Qur'an: Central religious text of Islam.
- ❑ Halal: Foods that are permissible for consumption according to Islamic dietary laws.

Environmental Charities:

- ❑ Eco Sikh: Is a response from the Sikh community to the threats of climate change and the deterioration of the natural environment. (Air is the Guru, Water the Father, and the Earth is the Great Mother). Eco Sikh connects Sikh values, beliefs, and institutions to the most important environmental issues facing our world.
- ❑ Tear Fund: is a Christian charity which partners with churches in more than 50 of the world's poorest countries. We tackle poverty and injustice through sustainable development, by responding to disasters and challenging injustice. We believe an end to extreme poverty is possible.
- ❑ WWF: Mission is to protect and restore nature and thanks to our supporters we are able to tackle the issues that pose the biggest threats to wildlife, like climate change and habitat loss.
- ❑ Bhumi Global: Mission is to engage, educate, and empower people and communities to address the triple crisis of climate change, biodiversity loss, and pollution. Our work is based on Hindu principles of environmental care.

Hinduism

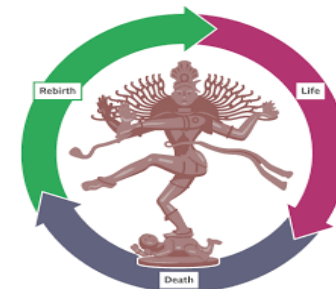
- ❑ Reincarnation: Soul continues to live after death and is reborn into a new body or form.
- ❑ Atman: Soul in Hinduism.
- ❑ Samsara: Cycle of birth, life and rebirth in Hinduism.
- ❑ Dharma: Duty or virtue in Hinduism.
- ❑ Ahimsa: Non-violence and encompasses avoiding harm to all living beings, extending beyond physical actions to include thoughts and speech

Buddhism:

- ❑ Ahimsa: Importance of avoiding harm to all living beings, both through actions, words, and thoughts.
- ❑ Karuna: Means compassion.
- ❑ Sila: Ethical conduct.
- ❑ Rebirth: Buddhists believe when someone dies they will be reborn.

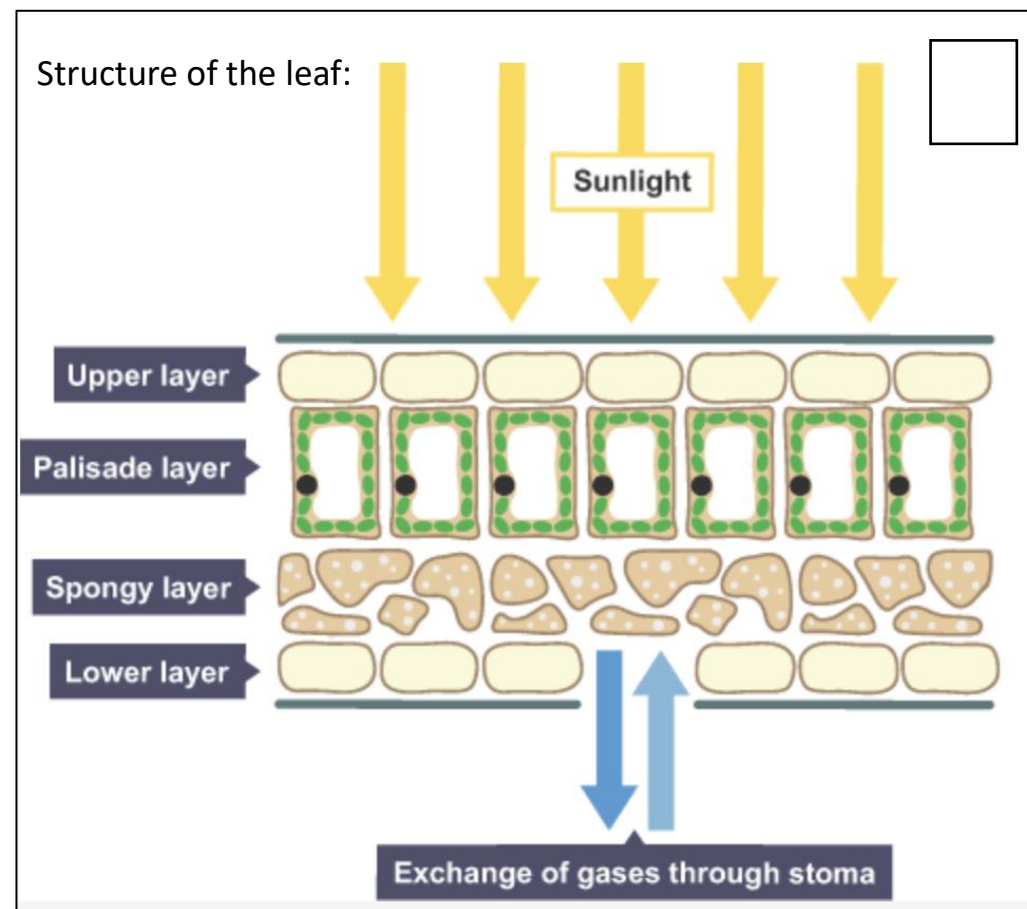


अहिंसा
AHIMSA



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	



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	

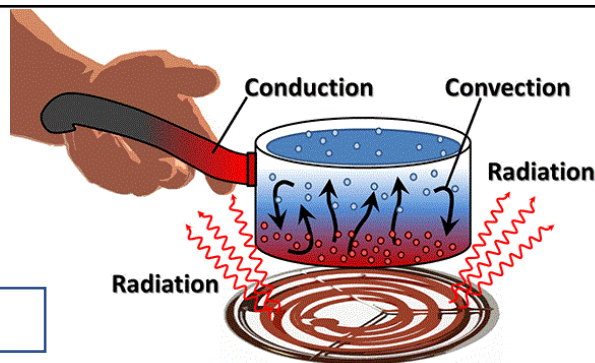
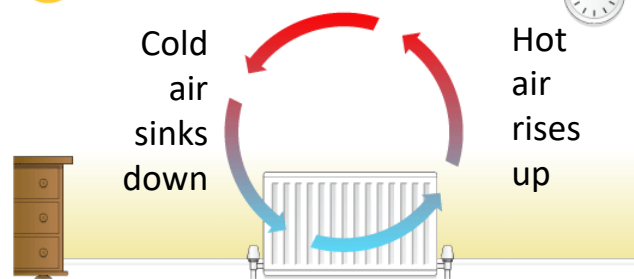
Conduction

molecules in solid objects don't "move" - they vibrate or "jiggle"



Convection

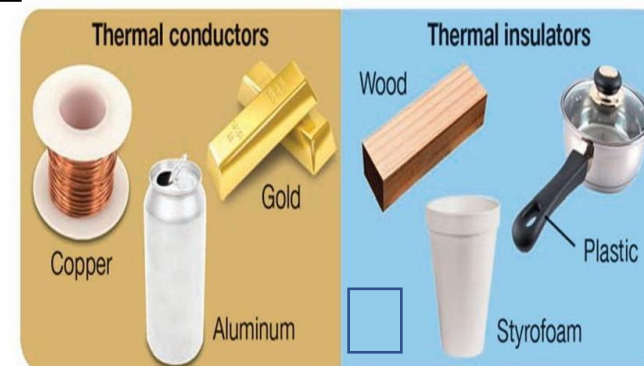
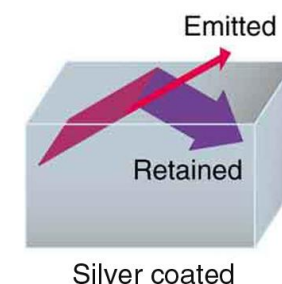
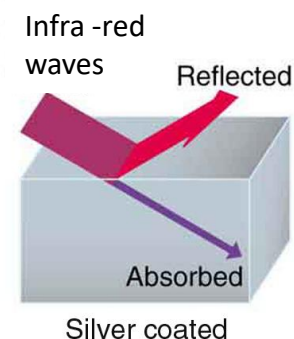
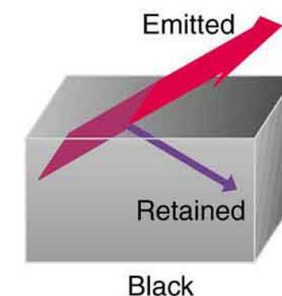
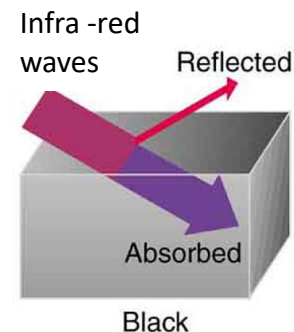
Step 1



Radiation

Absorb

Radiate



¿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	
voy a ver	I am going to watch	
voy a ir	I am going to go	
voy a jugar	I am going to play	
voy a hacer	I am going to do	
voy a bailar	I am going to dance	
voy a chatear	I am going to chat	
voy a mandar	I am going to send	
voy a comer	I am going to eat	

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]