

Name:

Tutor Group:



Year 8 Knowledge Organiser Term 1

English: Refugee Boy

Year 8 Term 1



Week 1: Sentence Types

Simple Sentence: A sentence with a subject (a person or thing) and a verb (an action) which makes sense on its own.

It must start with a **capital letter** and end with a **full stop**.

Examples: I ran to the park. I am hungry.

Compound sentence: a sentence with two **main clauses** (simple sentences) joined together by a **conjunction** (and, but, so).

Examples: I ran to the park and I played football. I am hungry but I just had dinner.

Week 2: Scale of Agreement

Sometimes there is no right or wrong answer to a topic, only different opinions. When giving an opinion you can agree to different extents.

Completely, totally, wholly, unreservedly, utterly: You agree or disagree without any doubt or room for questioning.

Example: I completely disagree with violence; it is always unnecessary.

Partially, somewhat, moderately, I agree/disagree to a certain extent, I agree/disagree to a certain degree: You agree/disagree with some of the statement/topic, but not all of it.

Example: I partially agree with the decision to set homework but I can also see the problems it causes.

Completely agree	Strongly agree	Agree to some extent	Agree with some reservation	Neutral/more information needed	Disagree but can acknowledge the opposing view	Largely disagree	Strongly disagree	Completely disagree

Week 3: Persuasive Methods 1

You can use the acronym **MADFOREST** to help you remember persuasive techniques.

Metaphor: A comparison that is not literal, it states that something is something it cannot be. Does not use like or as.

Alliteration: Beginning more than one word with the same sound.

Direct address: Addressing your audience or reader through the use of the pronoun "you" or "we".

Facts: A true statement based on evidence.

Opinions: A statement based on your own feelings towards a topic.

Rhetorical questions: Asking a question that does not require an answer.

Emotive language: Vocabulary that provokes an emotional response in your reader or audience.

Statistics: Facts that include numbers, percentages or fractions.

Triplets: Three consecutive words used in the form of a list.

Week 6: Analytical Verbs

When explaining a quotation you need to give details about what the writer is trying to suggest or make the reader think/feel.

You can use these words to introduce your ideas: **suggests, demonstrates, implies, conveys, shows, indicates, portrays, has connotations of, reflects, indicates.**

Examples:

The sun shining suggests that the weather is nice and therefore the boy is happy.

The word 'shouted' has connotations of anger and implies that the teacher is raising their voice.

Week 4: Grammar

Was or were?

Was: Singular past tense verb.

Examples: The house was abandoned. The dog was lonely.

Were: Plural past tense verb.

Examples: We were hungry. They were excited.

Is or are?

Was: Singular present tense verb.

Examples: He is happy. The house is wonderful.

Are: Plural present tense verb.

Examples: They are happy. The dogs are running around.

Have (not of)

The phrases 'should of', 'would of' and 'could of' are always wrong.

The correct contractions of the verbs 'should have', 'would have', 'could have' are 'should've', 'would've', 'could've'.

Example: He should not have been late to lesson.



Revision Strategies:

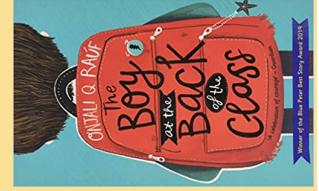
1. Create a set of **flashcards** with key words on one side and definitions or pictures on the other.
2. Create a **quiz** to check whether someone has understood the information.
3. Create a **mind map** by putting a topic in the middle of your page and surrounding it with ideas or examples.
4. Create a **poster** to demonstrate the key ideas.
5. Re-write the definitions from the knowledge organiser in **your own words**.
6. Create an **acronym** (letters which stand for words) to help you remember key information.
7. **Look, cover, write, check** your spelling words.
8. Write a **paragraph** about a topic of your choice to demonstrate the focus of your knowledge organiser.

Recommended Reading:

Enjoying this term's text? Why not try:

The Bone Sparrow by Zana Frailon

Born in a refugee camp, all Subhi knows of the world is that he's at least 19 fence diamonds high, the nice Jackets never stay long, and at night he dreams that the sea finds its way to his tent.



Boy 87 by Ele Fountain

Shif is just an ordinary boy who likes chess, maths and racing his best friend home from school. But one day, soldiers with guns come to his door - and he knows that he is no longer safe.

8. Write a **paragraph** about a topic of your choice to demonstrate the focus of your knowledge organiser.

Context Timeline:

1500s – 16 th	1600s - 17 th century	1700s – 18 th century	1800s – 19 th century	1900s – 20 th century	2000s – 21 st
Queen Elizabeth I Spanish Armada Shakespeare born	King James I Gunpowder Plot The Great Plague Newton discovers gravity	Romeo and Juliet Othello Macbeth The Dukeless of Malif The King James Bible Paradise Lost Robinson Crusoe Gulliver's Travels Johnson's Dictionary Industrial revolution begins	A Christmas Carol Pride and Prejudice Frankenstein Little Women War and Peace Wuthering Heights A Christmas Carol An Inspector Calls Animal Farm The Hound of the Baskervilles	The French Revolution Jenner discovers vaccinations American Independence French Revolution First steam train Dickens born Abolition of Slavery Titanic sinks World War 1 Fleming discovers penicillin Queen Elizabeth II Decolonisation Martin Luther King assassinated The moon landing The Cold War Invention of the Internet Ethiopian-Eritrean War Brexit Covid-19	
Queens Victoria The Poor Law Napoleonic Wars Dickens died Abolition of Slavery Titanic sinks World War 2 Fleming discovers penicillin Queen Elizabeth II Decolonisation Martin Luther King assassinated The moon landing The Cold War Invention of the Internet Ethiopian-Eritrean War Brexit Covid-19					

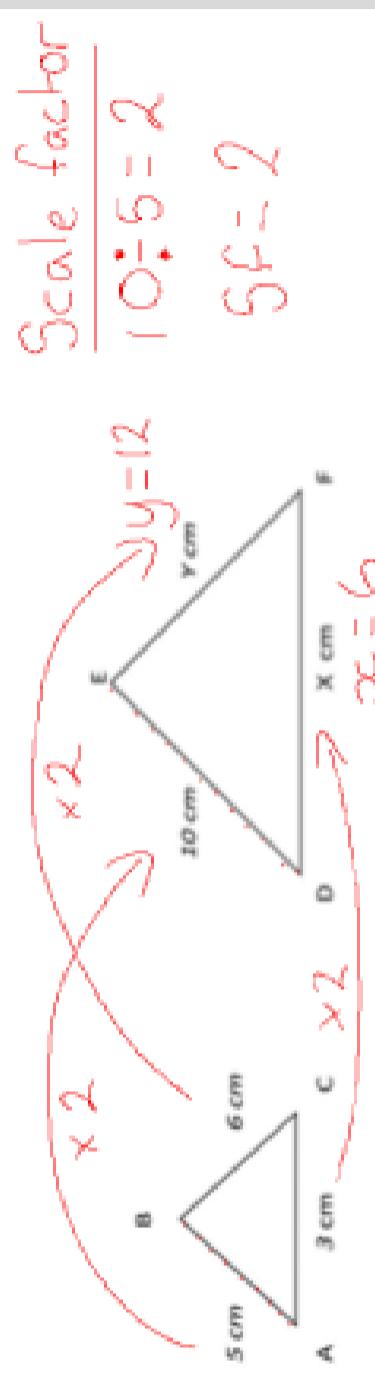
Maths—Proportional Reasoning

Ratio and Scale

Ratio	A ratio compares the sizes of two or more values
Proportion	A part, share or number considered in relation to a whole
Circumference	The distance around the edge of a circle
Diameter	The distance from one point on the circumference to another point on the circumference , passing through the centre
Radius	The distance from the centre of a circle to the circumference
(Pi)	The ratio of the circumference compared to the diameter. It is equal to approximately 3.14
Gradient	The steepness of a line

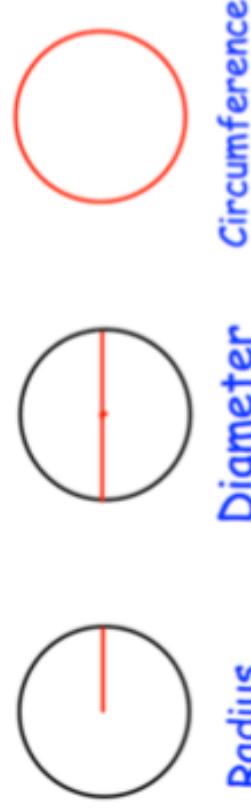
Multiplicative Change

Multiplier	A number you multiply by
Direct Proportion	Two quantities are in direct proportion when they increase or decrease by the same multiplier
Conversion Graph	A graph used to change from one unit to another
Axis	A line on a graph that you can read values from
Exchange Rate	The value of a currency compared to another currency
Similar	Two shapes are similar if their corresponding sides are in the same ratio



Enlargement	Making a shape bigger or smaller
Scale Factor	The multiplier that a shape has been enlarged by
Scale	The ratio of the length in a drawing or a model to the actual object
Scale Drawing	A diagram that represents a real object with accurate sizes reduced or enlarged by a ratio

Parts of a Circle



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Ratio and Bar Models

Orange juice is made by mixing cordial and water in the ratio 3:7

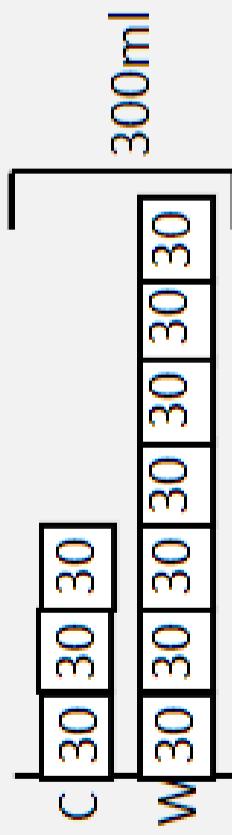
Ratio and Bar Models

Orange juice is made by mixing cordial and water in the ratio 3:7

How much cordial is needed for 300ml of orange juice?

Calculations

$$\begin{array}{r} 300 \div 10 = 30 \\ 30 \times 3 = 90 \end{array}$$



90ml of cordial
is needed

300ml of cordial is used. How much water is needed?

Calculations

$$\begin{array}{r} 300 \div 3 = 100 \\ 100 \times 7 = 700 \end{array}$$

C	100	100	100	300ml	
W	100	100	100	100	100

700ml of water
is needed

300ml more water is used than cordial. How much juice is made?

$$\begin{array}{r} 300 \div 4 = 75 \\ 75 \times 10 = 750 \\ \hline 300ml \end{array}$$

C	75	75	75	75
W	75	75	75	75

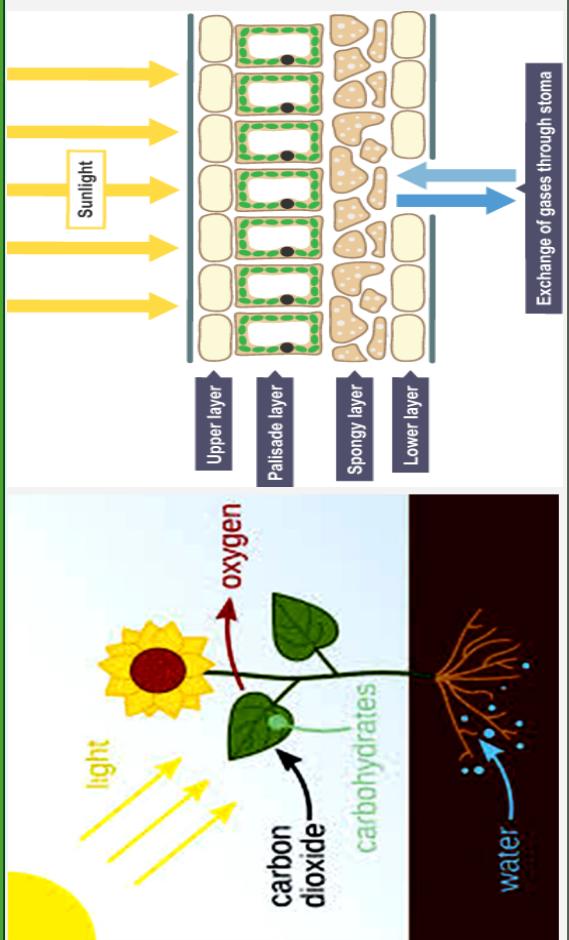
750ml of
juice is made

Science

Year 8 Term 1



Biology



Adaptation

Function
Thin
Short diffusion distance for gases to move in and out of the leaf

Chloroplast
Contains chlorophyll to absorb light

Stomata
A pore which allows gases to move in and out of the leaf

Large surface area of leaf
To maximise absorption of light

Large surface area of roots
To allow faster uptake of water and minerals

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- Methods of conservation
- Education
- Captive breeding
- Legal protection of habitats
- Zoos
- Seed banks

Chemistry

Element	A substance that contains only one type of atom.
Compound	Two or more elements chemically bonded together.
Mixture	More than one element or compound not chemically bonded together.
Pure	A substance containing only one type of atom or compound
Common Compounds	 CO ₂ H ₂ O CH ₄ Carbon dioxide Water Methane
Filtration	Separates an insoluble solid from a liquid
Evaporation	Separates a soluble solid from a liquid
Distillation	Separates a solvent from a solution
Chromatography	Separates a mixture of solvents e.g. pigments in ink
Crystallisation	Separates a liquid from a soluble solid
Deforestation	Short diffusion distance for gases to move in and out of the leaf
Conservation	Contains chlorophyll to absorb light
<u>Methods of conservation</u>	<ul style="list-style-type: none"> • Education • Captive breeding • Legal protection of habitats • Zoos • Seed banks

Physics

gas	
liquid	
solid	
Particle	A single atom or molecule

Physical Change	A reversible change, no new products are formed
Chemical Change	An irreversible change, new products are formed
Conservation of mass	Matter cannot be created or destroyed. Mass is the same at the start and end of a chemical reaction.
Density	Mass per unit of volume.

History: Was the First World War a Major International Crisis?

Year 8

Term 1



Timeline

4 Aug 1914	The German Army launches the Schlieffen Plan.
23 Aug 1914	The BEF help to stop the German army at Mons.
21st Feb 1916	The Battle of Verdun begins.
1st July 1916	The Battle of the Somme begins.
6th April 1917	The US declares war on Germany.
21st Mar 1918	The German Army launches the Spring Offensive.
8th Aug 1918	The Allies launch the Hundred Days Campaign.
11th Nov 1918	The Armistice is signed.

Key Terms

Key Terms	Key Questions
Allies	A united group of nations or individuals working together. 'The Allies' was the name of Britain, France, Russia, Italy and the USA in the FWW.
British Expeditionary Force (BEF)	The name of the British Army in 1914. This had around 250,000 members in 1915.
Stalemate	A position where neither side can move forward.
Attrition	The tactic of reducing the strength of an army by constantly attacking and wearing it down.
Bombardment	A continuous attack with bombs, shells, or other missiles.
Artillery	Long range guns which fire large, metal shells, on land. They fire from large distances.
U-Boat	A German submarine used in the First and Second World Wars.
RMS Lusitania	A US passenger ship that was sunk in 1915. It was secretly carrying supplies to Britain.
Blockade	Sealing off a location to stop supplies from entering.
Armistice	An agreement made by opposing sides in a war to stop fighting.

Key Events/ Battles

The Schlieffen Plan—1914	The Schlieffen Plan was a German plan to avoid the heavily defended French border and capture Paris by going through Belgium. The plan was to defeat France in 6 weeks before the Russian army mobilised. This failed and led to the involvement of Britain.
The Battle of Verdun—1916	The Battle of Verdun was a 10 month battle between the German and French armies. The Germans began the war of attrition. Around 360,000 German and 340,000 French soldiers died.

What caused the First World War?	<ul style="list-style-type: none"> The were many causes of the First World War. We can use MAIN to remember them: Militarism, Alliances, Imperialism and Nationalism. Militarism: Armies in Europe began to grow at the beginning of the twentieth century. For example, the German army grew by 60%. Alliances: Europe was made up of two opposing alliances: The Triple Entente and the Triple Alliance. Each alliance offered support to their allies. For example, in Morocco in 1905, the British and French humiliated the German Kaiser by ensuring he received no control over Morocco.
How did the Allies win the First World War?	<ul style="list-style-type: none"> The Assassination of Austrian Archduke Franz Ferdinand was a key spark to war. Gavrilo Princip, a member of the Serbian Nationalism group, The Black Hand, assassinated the Archduke on 28th June 1914 alongside his wife Sophie. This led to Austria seeking revenge when they gave the Serbian government an ultimatum which they could not agree to. After this was rejected, Austria-Hungary declared war. Germany adopted a policy of unrestricted submarine warfare. This policy sank many American ships. When Germany continued with this policy in 1917, the USA declared war on Germany. This involvement of the US led to 1 million fresh troops arriving in France by 1918 as well as equipment like tanks and machine guns. The British blockade of Germany began in 1914 and ended in 1919. The idea was to stop the amount of food and supplies entering Germany by sea. This led to the population of Berlin starving and mutiny from sailors in the North. The German Spring Offensive failed as the naval blockade meant they were unable to find supplies. German storm troopers were left searching for food instead of fighting. The failure of this attack led to the Hundred Days Campaign where the Allies took back France and marched into Germany.



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Geography: How developed is Africa today?

Year 8 Term 1

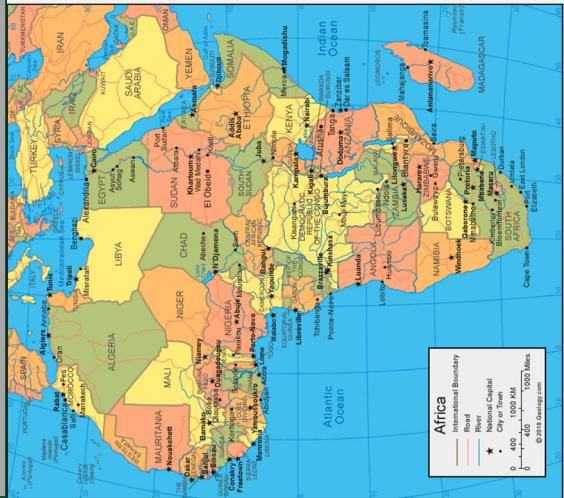


What is Africa like?

- Africa is a physically and economically diverse continent.
- Misconceptions include 'everyone is poor' and 'it is all desert' - this simply isn't true.
- It is made up of 54 unique countries.

What factors influence development?

Physical Factors: This is how the environment helps or hinders development e.g. access to water.



Economic Factors: This is how the country makes money e.g. trade agreements.

Historical Factors: this is how events in past influences development today e.g. colonialism.

How do we measure development?

Development can be measured in a variety of **economic and social** ways. Using just **economic indicators** is not giving a rounded picture of how developed a country is. Examples of indicators include:

We use another indicator called the **Human Development Index**

Gross National Income (GNI)	The total amount of money earned by a nation's people and its business.
People per Doctor	The average number of people that could be seen by a doctor at any one time.

Global Trade	The amount of money made from trading with other countries.
Life Expectancy	The average age people will live to.
Literacy Rates	The percentage of the adult population who can read and write.

- Somalia is one of the **poorest countries** in Africa due to a failed government and the country been **run by a terrorist group**.
- Some people have turned to **piracy** as a form of making money as there are limited opportunities for employment.
- Somalia GNI is **\$13 billion** compared to South Africa the richest

Historical Factors hindering development: Somalia

The Grand Ethiopian Renaissance Dam is a project that has allowed Ethiopia's development in particular to be accelerated.

The project **generates hydro-electric power (HEP)** which can be used to power local areas, and can be **sold for income**.

The dam also provides a clean water source to allow **quality of life to improve**. However, there is a conflict over the construction of this dam as the flow of water downstream will be negatively affected. This is a concern for Egypt who rely on the Nile for agriculture.

- Nigeria is a **rapidly developing** country and is predicted to be the **largest economy in Africa by 2050**. **This is because**
 - One of the largest **TNCs** that is located in Nigeria is **Shell**. There are many positives such as employment opportunities. However, there are many negatives such as environmental **damage**.

Economic Factors promoting development: Nigeria

- e.g. 10% of the world's oil **reserves** and 70% of the world's **diamond trade**. This has caused development in the past.
- Africa is expected to have **14 megacities by 2050**. Today, only three cities in Africa are classed as megacities (a city of over 10 million people).

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Trinity TV > Year > Geography > How Developed is Africa Today

Key Terms

	Development	The improvement in the standard of living of people. This includes both economic and social factors.
Economic multiplier effect	This is where the success of one business encourages successes of other business and boosts the economy in the area.	
Colonialism	This is where a more powerful country directly controls a less powerful country and uses their resources to increase its own power and wealth.	

What does the future hold for Africa's development?

- Economies of African countries are becoming **more diverse**. This means that they are **not just** relying on **agriculture to function** (work).
- Africa is a **continent** that has a wealth of **natural resources** e.g. 10% of the world's oil **reserves** and 70% of the world's **diamond trade**. This has caused development in the past.
- Africa is expected to have **14 megacities by 2050**. Today, only three cities in Africa are classed as megacities (a city of over 10 million people).

Religious Studies: How does the Old Testament Influence the Abrahamic

Year 8 Term 1



The Judeo-Christian Creation Story

The majority of theists believe that God created the world. Each religion have their own story of how the world was created. In the Old Testament it teaches the Jewish and Christian communities that God created the world in 7 days, as it is written in the first part of the Old Testament—Genesis 1. They believe God created a new part of the world each day.

Day 1—Light & Dark
 Day 2—Water & Sky
 Day 3—Land & Plants
 Day 4—Sun & Moon
 Day 5—Birds in the sky and animals in the sea
 Day 6—Animals on land and people
 Day 7—God rested

Iblis' Promise to Allah

For his disobedience, Iblis was cast out of Heaven by Allah. Iblis responded and said:
 "Because You have sent me astray, surely I will sit in wait against them (human beings) on Your Straight Path. Then I will come to them from before them and behind them, from their right and from their left, and You will not find most of them as thankful ones (i.e. they will not be dutiful to You)."

Islam—The Story of Abraham & Iblis

According to Islamic tradition, when Ibrahim was commanded by Allah to sacrifice his son Ishmael, Satan tempted him three times to disobey Allah's command. Each time, Ibrahim threw stones at Satan to drive him away. The angel Jibril (Gabriel) appeared to Ibrahim each time, and each time he commanded the patriarch to stone the devil.
—"Pelt him".

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Key Terms

Abrahamic Faiths	Influence	Old Testament	Judeo-Christian	Qur'an	Sabbat	Stewardship	Dominion	Iblis	Jinn's	Angels	Jamarat	Ten Commandments
The three monotheistic religions, started by Abraham. Judaism (1400BC), Christianity (4BC), Islam (610AD).	For something to influence the character, development, or behaviour of someone or something.	Jewish view—The Torah (their main holy book) Christian view—The first book in the Bible Muslims—The Tawrat (Torah) revealed to Moses	When Judaism and Christianity are grouped together. For example the 'Judeo-Christian' creation story, as they have the same story.	The holy book in Islam.	To rest. The day of rest for the Jewish community.	recognising that everything we have and everything we are is a gift from God and being grateful and generous with those gifts.	when God grants people permission to rule over the plants and animals – showing we are more important.	Satan / Shaytan / The Devil	Beings created by Allah from fire.	Beings created by Allah from light. E.G Angel Jibril (Gabriel)	The three stone walls where Muslims throw stones during Hajj, that symbols rejecting the devil.	The ten rules given to Moses by God.
Shabbat is the Jewish day of rest which begins on Friday evening and lasts 25 hours into Saturday evening. Keeping the Sabbath is one of the Ten Commandments and therefore is part of the covenant the Jews have with God . Shabbat is the most important day in the Jewish week. "He rested on the seventh day from all the work that he had done. So God blessed the seventh day" Genesis 1			"The LORD God took the man and put him in the Garden of Eden to work it and take care of it." Genesis 2 As it states in the Old Testament, God created the world. This means that some Christians believe they should recognising that everything we have and everything we are is a gift from God and being grateful and generous with those gifts. They will:									
			- Avoid misusing natural resources - Treat animals with respect - They may avoid eating meat									
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Influences of the CreatioStory

Judaism—Sabbath	Christians—Stewardship	Muslims—Iblis
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COMPUTER SCIENCE: Digital Citizenship

Year 8 Term 1

What are the Hazards



Key Terms

Password	A secret word or phrase which allows access to a computer system or service.
Computing Lab	A computer lab is a space which provides computer services to a defined community.
Screen Time	Time spent using a device such as a computer, television, or games console.
Email	Messages distributed by electronic means from one computer user to one or more recipients via a network.
Email Recipient	An email recipient is an individual who has opted-in to receive email from either an individual or a business
Email Subject	An email subject line is the first text recipients see after your sender name when an email reaches their inbox. It is important to keep an email subject line informative, catchy, and brief.
CC / Carbon Copy	(Carbon Copy) - Put the email address(es) here if you are sending a copy for their information (and you want everyone to explicitly see this)
BCC/ Blind Carbon copy	(Blind Carbon Copy) - Put the email address here if you are sending them a Copy and you do not want the other recipients to see that you sent it to this contact
Etiquette	The way you behave online
Sexting	TO send (someone) sexually explicit photographs or messages via mobile phone.
Cyber bullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
Digital Footprint	A digital footprint is a trail of data you create while using the Internet. It includes the websites you visit, emails you send, and information you submit to online services.
Presentation Software	A software application that is specifically designed to allow users to create a presentation of ideas
Audience	A group of people who your presentation would be aimed at

What are Online Activities

Socialising online on a range of social apps
Watching TV online through YouTube
Building their digital footprint by sharing details about their day to day life with friends and family or people they've met online
Gaming online with friends online regularly
Doing homework through video chats with friends
Taking part in online challenges with friends

Reporting Online Abuse

Report abuse on the CEO site
Child line
Talk to a trusted adult
Tell a teacher
Report behavior to the social media site

Email Etiquette & Email Signature

<u>Email Etiquette</u>
Include a clear subject matter
Always use an appropriate greeting.
Consider the purpose of your email.
Do not use emojis
Don't hit reply all or CC everyone.
Reply in a timely fashion.
Never use inappropriate language
Spell Check

Characteristics of a strong Password

- At least 8 characters - the more characters, the better.
- A mixture of both uppercase and lowercase letters.
- A mixture of letters and numbers.
- Inclusion of at least one special character, e.g., ! @ # ?]

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Spanish - Los deportes - Sports

Year 8

Term 1



Week 1 and 2 Vocab

Week 1:		Week 2:		Week 3:		Week 4:		Week 5:		Week 6:	
jugar...	to play	hacer...	to do	al aire libre	outdoors	voy...	quite	bastante	demasiado	too	too
juego...	I play	alpinismo	rock climbing	emocionante	exciting	vas...	very	muy	demasiado	a bit	very
al baloncesto	basketball	atletismo	athletics	entretenido/a	entertaining	va...	a bit	un poco	un poco	although	although
al cricket	cricket	baile	dance	estimulante	challenging	vamos...	or	añadir	furthermore	or	furthermore
al fútbol	football	boxeo	boxing	fatigante	tiring	vais...	so that	además	además	so that	además
al hockey sobre hielo	ice hockey	ciclismo	cycling	genial	great	van...	but	aunque	aunque	but	aunque
al rugby	rugby	deporte	sport	peligroso/a	dangerous	to	for that reason	o	o	for that reason	or
al tenis	tennis	esquí	skiing	seguro/a	safe	to	therefore	para que	para que	therefore	therefore
al tenis de mesa	table tennis	patinaje	skating	seguro/a	safe	heh / hee	because	pero	pero	because	because
al voleibol	volleyball	patinaje sobre hielo	ice skating	seguro/a	safe	h	because	por eso	por lo tanto	because	because
a los videojuegos	videogames	artes marciales	martial arts	un aficionado/a	a fan	Remember it is silent!	however	porque	porque	however	however
a la petanca	bowls	equitación	horse-riding	un equipo	a team	mañana	and	ya que	ya que	and	and
marcar	to score	gimnasia	gymnastics	un jugador	a player	el año que viene	tomorrow	sin embargo	sin embargo	tomorrow	tomorrow
ganar	to win.	lucha	wrestling	un partido	a match	el fin de semana	next weekend	y	y	next weekend	next weekend
perder	to lose	natación	swimming	un polideportivo	a sports centre	que viene	next year				
		vela	sailing	un torneo	a tournament	la semana que viene	next week				
		Mi deporte preferido es...	My favourite sport is...								

Week 1 and 2 Grammar

Stem-changing verbs

Some verbs in Spanish have a spelling change in the stem.

Jugar is a 'stem-changing –ar verb' – you've seen the endings before, but pay attention to how the stem is spelt.

Think of the spelling changes only happening within the wellington boot.

jugar—to play

juego	I play	jugamos	we play
juegas	you play	jugáis	you play (pl)
juega	he/she plays	juegan	they play



For more help, visit Trinity TV and watch the following videos:
Trinity TV > Year 8 > Spanish

Week 3 and 4 Vocab

Week 2:		Week 3:		Week 4:		Week 5:		Week 6:	
hacer...	to do	al aire libre	outdoors	voy...	quite	bastante	demasiado	too	too
alpinismo	rock climbing	emocionante	exciting	vas...	very	muy	demasiado	a bit	a bit
atletismo	athletics	entretenido/a	entertaining	va...	very	un poco	demasiado	too	too
baille	dance	estimulante	challenging	vamos...	a bit	un poco	demasiado	too	too
boxeo	boxing	fatigante	tiring	vais...	quite	además	demasiado	too	too
ciclismo	cycling	genial	great	van...	very	aunque	demasiado	too	too
deporte	sport	peligroso/a	dangerous	to	very	o	demasiado	too	too
esquí	skiing	seguro/a	safe	a	very	para que	demasiado	too	too
patinaje	skating	seguro/a	safe	escuchar	very	pero	demasiado	too	too
patinaje sobre hielo	ice skating	seguro/a	safe	hacer	very	por eso	demasiado	too	too
rugby	rugby	seguro/a	safe	jugar	very	por lo tanto	demasiado	too	too
tennis	tennis	hielo	ice	leer	ver	porque	demasiado	too	too
table tennis	table tennis	artes marciales	martial arts	ver	será	ya que	demasiado	too	too
volleyball	volleyball	equitación	horse-riding	mañana	mañana	sin embargo	demasiado	too	too
a los videojuegos	videogames	gimnasia	gymnastics	el año que viene	el año que viene	y	demasiado	too	too
a la petanca	bowls	lucha	wrestling	el fin de semana	el fin de semana		demasiado	too	too
marcar	to score	natación	swimming	que viene	que viene		demasiado	too	too
ganar	to win.	vela	sailing						
perder	to lose	Mi deporte preferido es...	My favourite sport is...						

Week 3 and 4 Grammar

Hacer = to do

Hacer is an **irregular verb** in the first person.

You need to learn it by heart.

The verb endings are regular –er verb endings - you need to revise these.

hacer — to do

Ir—to go	
voy	I am going
vas	you are going
va	he/she is going
vamos	we are going
vais	you (pl) are going
van	they are going

Week 5 and 6 Vocab

Week 5:		Week 6:	
Looks like:	Sounds like:	Looks like:	Sounds like:
v	b	ñ	ny
j	h	ce / ci	theth / thee
ge / gi	heh / hee	h	Remember it is silent!

Week 5 and 6 Grammar

The Future Tense

To form the future tense, we need three ingredients:

- 1) **the verb 'ir'** in the **present tense**.
- 2) **a**
- 3) **a verb in the INFINITIVE (-ar/-er/-ir)**

Week 5 and 6 Grammar

Hacer = to do

For example:

Voy a visitar	I'm going to visit
Vas a jugar	I'm going to play
Voy a estudiar	I'm going to study
Vamos a hacer	We are going
Vais a hacer	You (pl) are going
Van a hacer	They are going