Name:	•	•••	•••		•••	•••	•••		•••	•••	•••	•••	•••		• •	-		•••		•••		• •		-	•••	•••		•
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Tutor Group:



Year 7 Knowledge Organiser Term 3

English: *The Hound of the Baskervilles*

(1) Compound Sentences	(2) Inferences	(3) Direct Speed
Compound sentence: A sentence with two main clauses (simple sentences) joined together by a conjunction (connective). You can use the acronym FANBOYS (for, and, nor, but, or, yet, so) to remember the conjunctions. Examples: I finished reading my book <u>and</u> I decided to write a review for it. I wanted to go to the theme park <u>but</u> the weather was dreadful.	Inference: The ideas you infer/work out from reading something; what the text makes you think of; the connotations of a text. Examples: The man was crying therefore he must be upset about something. The black sky hung overhead: 'Black' and 'hung' have connotations of death.	 Direct speech: The original clearly punctuated of <i>Example: "You'll new Example: "You'll new Example: "You'll new Charter For the section of the se</i>
(4) Tense	(5) Types of Writing	(6) Verb Types
 Verbs come in three tenses: past, present and future. Past tense: Writing as though something has already happened. Example: I handed my homework in yesterday. Present tense: Writing as though it is happening now. Example: I am doing my English homework. Future tense: Writing as though it is about to happen. Example: I will do my homework as soon as I get home. 	 Describe: When you write to describe, you create images for the reader using methods such as adjectives, adverbs, similes and metaphors. <i>Examples: The cat was big, black and fluffy.</i> Narrate: When you write to narrate, you are telling a story or a sequence of events. <i>Examples: The students went on a trip to the seaside and had a great day.</i> Argue/Persuade: When you write to argue or persuade, you try to get the reader to agree with a point of view. You can use MADFOREST methods. <i>Examples: Did you know that 90% of people prefer dogs to cats?</i> Analyse: When you analyse a piece of writing, you comment on the ideas a writer's choices create. <i>Examples: The adjective 'silent' has connotations of peace and implies that the class are concentrating.</i> Explain: When you explain a piece of writing, you identify and comment on the ways the writing can be interpreted. <i>Examples: When you understand these writing types, complete your Educake.</i> 	Modal verbs: Words whether it is definite Examples: Can, may Example sentences: Can I go to the park I might go the cinem You should wear a s Imperative verbs: w Examples: Stop running! Go to bed. Pick up your pen.
Revise the content in each box every week. Then, complete your homework on Educake. www.educake.co.uk		

Term 3





ch

words said out loud by a character in a book, using speech marks "..." ver guess what I've just seen!"

- racter's speech starts on a new line.
- ned and closed with speech marks.
- peech starts with a capital letter.
- eech ends with a comma, full stop, exclamation tion mark inside the speech marks.
- can be used to say who speaks and when. It can ter the speech.
- ever guess what I've just seen!" exclaimed Jane. ver guess what I've just seen!"
- difference between speech and quotation marks. ..') are used around quotations from a text. r uses the imperative verb 'go' to suggest...

s that tell us about how something will happen, e or a possibility.

, might, could, should, would, will, must.

? (Permission) na this weekend. (Possibility) seat belt in the car. (Necessity)

vords that are commands.

Four Operations, Fractions and Percentages

(3) Tables and Timetables (2) Perimeter Problems (1) Key Terms The distance / length around a 2D shape. Perimeter: Distance tables Found by adding the length of all sides together. London Solve problems with perimeter 211 Cardiff Perimeter is the length around the outside of a polygon **Balance:** In financial questions, the amount of 556 493 money in a bank account. **5**18 392 The triangle has a perimeter of 25cm 8 cm 8 cm Find the length of xMoney that goes into a bank account. Credit: 8cm + 8cm + xcm = 25cm Debit: Money that goes out of a bank account. Bus/ Train timetables sosceles 16cm + xcm = 25cm**x** cm Triangle 1005 Numbers that divide into another number Harton Factor: x cm = 9 cm notation exactly. 1024 Bridge Aville 1051 The numbers in another number's times Multiple: 1117 Ware table. (6) Fraction of an Amount (5) Order of Operations (4) Factors Fraction of a given amount Brackets Factors Find $\frac{2}{5}$ of £205 Indices or roots Orrays can help represent factors 2&√ Factors of 10 Multiplication or division 10 x 1 or 1 x 10 \times & \div 5x20r2x51, 2, 5, 10 + & -**Addition or subtraction** 2 out of the 5 equal parts The number itself is 2 x £41 = £82 always a factor If you have multiple operations from the Use a fraction of amount Square numbers have an ODD number of factors same tier work from left to right Be strategic - Lay factors out in Factors of 36 Factors of 4 eg 10−3+5 → 10-3 -7+5 pairs can help you not to 1, 2, 3, 4, 6, 9, 12, 18, 36 124 miss any 6x4 + 8x235 **Trinity TV** 16 = 40 24 + For more help, visit Trinity TV

Year 7

Term 3







This shows the distance between Glasgow and London. It is where their row and column intersect.

1045	1130	
1106	1147	
1133	1205	
1202	1233	♥

Each column represents a journey. Each row shows the time that the bus or train arrives at that location.



Science: Topic 3

Trinity TV > Year 7 > Science

(1) Biology—The Gas Exchange System	(3) Chemistry—Key Vocabulary	(5) Physics— K
trachea alveoli bronchiole bronchus ribs intercostal muscle diaphragm	 Chemical Changes – Three signs of chemical change: colour change, bubbling (gas produced), or a temperature change. Thermal Decomposition—Break down of a substance using heat. E.g. Copper Carbonate → Copper + Carbon dioxide Oxidation—Addition of oxidation to an element in a chemical reaction. 	 Contact Force Examples: Frie contact Non-Contact touching. Examples: Ma Mass—The ar or kilograms, Weight— The in Newtons, N
Diaphragm contracts, moves downwards.Diaphragm relaxes, moves upwards.Intercostal muscles contract, ribs move up and out.Intercostal muscles relax, r move down and in.Air drawn in to the lungs.Air forced out of the lungs.	 Products—The chemicals which are made during a chemical reaction. Reactants—The chemicals which are reacted (used up) during a chemical reaction. 	 Newton meter measure pulli Digital mass la used to meas
(2) Biology—Key Vocabulary & Smoking	(4) Chemistry—The Reactivity Series	(6) Physics—Ca
 Diffusion—The net movement of particles from an area of high concentration to an area of low concentration. Gas Exchange— The process which occurs in the alveoli in animals, moving oxygen into our blood and carbon dio of our blood. In plants takes place through stomata. Stomata—Tiny holes on the underside of a leaf. Smoking Causes: Coronary Heart Disease, Emphysema, Smoker's Cough Tar— Causes cancer of the lungs, mouth and throat Nicotine—Addictive drug found in cigarettes and tobacco. Smoke—Damages the lining of the airways causing a smoker's cause the blood. 	potassium most reactive K sodium Na calcium Ca magnesium Mg aluminium Al carbon C zinc Zn iron Fe tin Sn lead Pb hydrogen H copper Cu	x 1,000 kg ÷ 1,000 Weight (N) = N Example: Calculate with a gravitational E Weight (N) C 50000 ÷ 10
Trinity TV For more help, visit Trinity TV and watch the follow videos:	ving silver Ag gold Au platinum least reactive Pt	SWeight (N)SWeight (N)UWeight (N)





Key Vocabulary

rces—Forces experienced when objects are touching. Friction, Air resistance, Water resistance, Normal

ct Forces—Forces experienced when objects are not

Magnetism, Weight, Electrostatic

amount of matter in an object, measured in grams, g s, kg. Can be measured using a digital mass balance.

he force applied on the matter by gravity, measured , N. Can be measured using a Newton meter.

eter—The piece of apparatus (equipment) used to Illing forces such as weight, and friction.

s balance— The piece of apparatus (equipment) asure the mass of an object.

Calculating Weight

Converting grams to kilograms:

1 kg = 1000 g

g

"Kilo-" = 1000

Mass (kg) x Gravitational Field Strength (N/kg)

te weight of a man with a mass of 50000g on Earth, nal field strength of 10 N/kg

= Mass (kg) x Gravitational Field Strength (N/kg)
00 = 50 kg
= 50 x 10
= 500
= 500 N

Geography—What is Bradford like?

Year 7

Keywords		Where is Bradford?	Но
Economy	A system whereby an area uses money by creating and trading goods and services.	Bradford is a town located in the	·
Industrialisation	When industries are introduced on a large scale to a region e.g. the industrial revolution was where the UK economy changed from being based on agriculture (farming) to manufacturing (making things in factories).	north of England. It is in the centre of the UK. It is in the county of West Yorkshire situated between Manchester and Leeds. It is 4 miles	RTH EA
De- industrialisation	The process where an industrial activity in a region is removed or reduced because of major economic or social change.	north of the M62 motorway which connects Manchester and Leeds. Bradford is in the eastern corner of	
Derelict	A place or building that is left empty and in a bad state of repair because it is no longer used.	the moorland region called the South Pennines.	T.
Regeneration	The process of reversing urban decline by improving the physical areas and economy of a region.	W/by was Bradford a booming industrial town?	•
Positive economic multiplier effect	When the economic benefits of an investment are multiplied e.g. more jobs area created, more tax is paid, more businesses invest and so on.	Bradford become a booming town because of the textile industry. Wool from the Pennine Hills and fast-flowing rivers, along with new engineerin	a Re c

How has Bradford been regenerated?

Since the 1990s Bradford has undergone several regeneration projects, all designed to boost the local economy and revitalise the quality of the environment after the affects of de-industrialisation.

paid, more businesses invest and so on.

Funds for the regeneration have come from the government's Single Regeneration Budget, European URBAN II from the European Union the governments Home Office Community Cohesion Fund.

Examples include:

•The Broadway - this is large scale regeneration scheme in the centre of Bradford, that people argue has been much needed for tens of years. The space is mixed use, shopping, entertainment and food. The project cost and estimate £260 million.

•Lister Mill which was built in 1873 to trade textiles, provided economic and social benefits. The regeneration project is going to cost an estimated £85 million, and is going to be a mixed use space for businesses and residential properties..



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Trinity TV > Year 7 > Geography

inventions meant that people could leave their homes and set up factories instead. The is called industrialisation. In 1750, Bradford was a small but busy market town, with a population of approximately 6,000 inhabitants. By the middle of the nineteenth century the population of Halifax had risen to over 25,000. This led to rapid economic growth.

Positive economic multiplier effect

New businesses are attracted to invest.



quality of life

More money can be spent in the local area, increasing



This provides



Population Growth 1761-1881

economic opportunities through jobs in the factories.

Businesses invest in an area.

Regeneration of the Broadway and Lister Mills



What can we do with derelict land in Bradford?

- in 2018.





In the 19th and early 20th century Bradford was a booming industrial town during the revolution, its economy was heavily based in the secondary sector. Evidence of this can be seen looking at the many mills shown on old maps. Bradford was famous for manufacturing confectionary, producing wool, and cars

In the second half of the 20th century, the manufacturing **industry** in the UK faced a long and steady decline, Bradford was no exception. As goods could be produced much cheaper abroad, many mills and factories closed for good in Bradford. This is called **de-industrialisation**.

This decline left Bradford with ugly scars on the landscape with derelict empty buildings and urban wasteland. The MP reported to parliament in 1982 that the number of unemployed in the town exceeded 6,000 people and had recently increased by 180%.

This led to problems with businesses not wanting to invest in Bradford and crime increased including vandalism and theft. Mills like Rawson's Mill become derelict and empty.

Drummond Mill a **derelict** grade two listed mill that was mostly destroyed in a fire

There are a number of stakeholders, e.g. local people and businesses who need to be considered when deciding how it should be regenerated.

These new businesses will invest money into regenerating derelict land.

This can allow the areas like Drummond Mill to be improved and buildings and the environment regenerated for a new use.

New businesses can provide many opportunities for residents in Bradford. They can provide job opportunities for people to earn a higher income. This will benefit the area through the positive economic multiplier effect.

Term 3: The Golden Age of Queen Elizabeth I: Myth or reality?

Year 7

(1)) Introduction	to Elizabeth	(2) Wealth and P	rosperity	(3)	Country Ho
•	Elizabeth reigr Reverted Engl country.	ned for 45 years. and back to a protestant	Nobility People granted titles by the Queen or who inherited them from their fathers. They were usually very powerful and wealthy.			The richest pe through their Key features c windows, num
•	Elizabeth's fat mother was A	her was Henry VII and her nne Boleyn.	Gentry	A group of people part of the upper class, this group grew in size from 2%-5%.	•	Voyages by ex routes and pr
Ì	Golden Age	A period of time which is considered a time of peace, prosperity and happiness.	'The Great Chain of I age) showed the hie	Being' (see the im- rarchy of Elizabe-		Culture Voyages
	Myth	An often told story which is exaggerated and false.	than England. Elizabo	eth would stay at		1574
	1558 1603	Elizabeth becomes queen of England. Elizabeth dies.	the homes of wealth royal progresses.	y nobles during her		1599
(4)) Crime and Pu	inishment	(5) Poverty in Eliz	abethan England.	(6)	Rebellions
•	The Nobility co of religion. The lower clas Heresy was a c	ommitted crimes such as discussing matters ses often stole or begged. common crime in Elizabethan England and was	 Elizabeth inheri reign. At the start of E begging. 	•	Some memb challenged h They aimed t Catholic que	
•	punished by b the stake. Punishments i execution, whi Houses of Cor	ncluded: fines, ipping and rrection.	The poor that r Correction.	efused to work were placed in Houses of		These rebelli and Elizabetl Rebellion
	Heresy	Holding and/or practicing a different religion to the one enforced by the state.				1569
	For more videos:	y TV re help, visit Trinity TV and watch the following 'V > Year 7> History> Term 3	1601	Introduction of the Elizabethan Poor Laws. This taxed the rich to care for the poor.		1571
	, , .	· · · · · · · · · · · · · · · · · · ·				

Term 3





mes and Culture

eople in England showed their wealth and status homes, fashion and food.

of Elizabethan country homes were: Lots of

nerous floors, large gardens, galleries and carpets.

xplorers such as **Sir Francis Drake** led to trade oducts in England.

The ideas, trends and social behaviour of a group or shared society.

A long journey involving travel by sea.

Elizabethan Sumptuary Laws are passed.

The Globe theatre opens in London.

pers of the Nobility in Elizabethan England ner authority through rebellions.

to remove Elizabeth and replace her with the en, Mary Queen of Scots.

ions are unsuccessful as they are uncovered h maintains support and power over England.

An act of armed resistance towards a particular leader.

The Northern Rebellion.

The Ridolfi Plot.

Why did God need to come to Earth?

Year 7

(1) Keywords		(2) The Story of	(3) The story of .						
Incarnation God in flesh (as Jesus).	God in flesh (as Jesus).		in flesh (as Jesus).		1. The first sin committed by Adam and Eve	The angel Gabriel ap			
Sin A wrongdoing against God.		Original Sin	2. The wickedness that all human beings are born with, because the first human beings, Adam and Eve,	his hometown of Be					
Free WillThe freedom God gave to hum own choices.	ans to make their	Opicinal sin is the se	disobeyed God.	at the inn. Meanwhi					
Salvation Being saved from the consequence to hell).	ences of sin (going	they broke God's co	over their sheep at r about the birth of Je						
Disciple A follower of Jesus. Example—	John, Judas, Peter	knowledge of good a they broke God's on	nowledge of good and evil. The snake persuaded Eve to eat the fruit. Once hey broke God's only command, they were removed from the Garden of						
Atonement Restoring the relationship between the second se	ween God and	means they are borr	Eden. Christians believe that all humans are born with original sin, which means they are born with a wickedness, which means they are tempted to						
Blasphemy To disrespect God or religion. certain countries.	This is a crime in	commit sins.							

(4) Jesus' Last Days—The Last Supper, Betrayal & Trial

(5) Jesus' Last Days—Crucifixion

The Last Supper

During the last supper, Jesus and his disciples celebrated the Jewish festival of Passover. Jesus gave the disciples bread and told them that it would represent his flesh. He also gave them wine and told them that it would represent his blood.

Betrayal, Arrest & Trial

Jesus was betrayed by one of his disciples, Judas, for money. Jesus was arrested for the crime of blasphemy for allegedly claiming that he was the 'Son of God'. Jesus was found not guilty by the leader Pontius Pilate, however, due to the peer pressure from the crowds Pontius sentenced Jesus to death.



Trinity TV

For more help, visit Trinity TV and watch the following videos: Trinity TV > Y7 > Religious Studies > Term 3

The Crucifixion

Crucifixion—Being nailed to a cross and left to die.

Jesus was sentenced to **death by crucifixion**. He carried his cross to the top of a hill called the Skull Mountain and was nailed to his cross in between two criminals. Eventually, Jesus passed away. Only when Jesus passed away did one of the guards finally realise that Jesus was telling the truth, that he really was the Son of God.



(6) Jesus' Last Days - Resurrection and Ascension

Resurrection

Resurrection—Rising back to life from the dead.

After his death, Jesus was placed in a tomb. After three days, Mary Magdalene came to visit Jesus ' tomb but found it empty. Jesus had risen from the dead—a miracle! By Jesus dying, he took the sins for all of humanity and allowed humans to be forgiven for their sins. This meant that they would **not go to hell**, but be reunited with God in Heaven. This is known as salvation.

Ascension

Ascension—Going up to heaven

Jesus taught his disciples for 40 days before returning to heaven to sit on the right hand side of God.





lesus' Birth

ppeared to Mary and told her that she will have a im Jesus. Joseph, Mary's husband, had to return to thlehem. Whilst they were there, a son was born. in a manager because there was no room to sleep ile, shepherds were living in the fields and watching night. An angel appeared to them and told them esus and where

- nen the
- to their home or Jesus.





Computing - Scratch

Week 1 - Algorithms	Week 2 - Using Costumes	Week 3 - Using
 Core Knowledge Algorithms is a set of instructions that are followed sequentially to solve a problem. Flow charts are a visual representation of algorithms. Flow charts use a variety of different symbols to present the process of information and helps make vital decisions in any given scenario. Scratch is a block based programming language. The code is block based instead of the use of written code. Sprite is an object or character in scratch. Key Literacy Algorithm Definition - Algorithms is a set of instructions that are followed sequentially to solve a problem. Associated terms - Rules, Data, Blueprint, Formula, Instructions, Choices, Rhythm. Geometry is necessary in order to understand how shapes can be created by a computer algorithm. An algorithm is used by us all everyday. 	 Core Knowledge Backdrop within scratch is creating or developing the environment you would like the sprite to be in. Costumes is an alternative appearance of a sprite. Costumes can be modified to change the movement, emotions, colour and size. Selection is an important concept that is used to help order the instruction of the block based code. Loops are used to structure repeats within the a sequence of instructions. Key Literacy Sequence Definition - Sequence is the order the instructions need to be in. Associated terms - Direction, Step by step, Instructions, Following, Order, Executed. •You need to follow the specific sequence. •Finish off the mathematical sequence.	 Core Knowledge Modules is a f memory this of programs will Sequence: Th Pen module all the scratch can Loops: Used to While Loop: A statement if th Block: A single Key Literacy Subrow Definition - In comp program instruction Associated terms - 0 The software uses I am going to use weight
Week 4 - Using Variables	Week 5 - Pong Game	Week 6 - Pong
 Core Knowledge Variables is a changeable value that is stored by the program that can be used for counting, storing and time limits. Selection: Using logical commands used to alter the flow of the program. Scratch uses 2 co-ordinates, 'X position and 'Y' position to determine the location of the sprite. Character movement through the use of loops and forever loops so the code never ends and is continuous. Key Literacy Iteration Definition - A programming structure that repeats a sequence of instructions. Associated terms - Repeating, Loop, Continue, Progress, Develop, Forever. The programme uses a range of iteration. Iteration will allow the game to continue. Iteration is never going to stop the program. 	 Sprite is an object or character in scratch. Backdrop within scratch is creating or developing the environment you would like the sprite to be in. Costumes is an alternative appearance of a sprite. Selection is an important concept that is used to help order the instruction of the block based code. Loops are used to structure repeats within the a sequence of instructions. While Loop: A loop that continues to run and execute a while statement if the predetermined condition holds true. Block: A single instruction in an algorithm. Scratch uses 2 co-ordinates, 'X position and 'Y' position to determine the location of the sprite. Character movement through the use of loops and forever loops so the code never ends and is continuous. 	 Core Knowledge Sprite is an ob Backdrop with environment y Costumes is an instruction of a instruction of a instructions. Loops are used instructions. While Loop: A statement if th Block: A single Scratch uses 2 determine the Character more loops so the construction Key Literacy Variable
Trinity TV For more help, visit Trinity TV and watch the following videos: Trinity TV > Year 7 > Computing	 Definition - Logic commands used to alter the flow of the program. Associated terms - Choices, Decision, Creation, Options, Independent There is a selection of chocolate. We have a selection of desserts. You need to select a player to being the game. 	Action. •A computer progra •I am to use a contr





the Pen tool

- file containing a set of instructions. To save
- can be imported and when it's required, as all not require the pen tool.
- ne order the instructions need to be in.
- llows the operation of drawing images and lines of nvas.
- to iterate specific aspects of the code.
- loop that continues to run and execute a while
- he predetermined condition holds true.
- e instruction in an algorithm.

utines

- puter programming, a subroutine is a sequence of that performs a specific task.
- Order, Sequence, List, Chorological, Instructions.
- a range of different subroutines.
- various subroutines to develop my game.

Game

- oject or character in scratch.
- hin scratch is creating or developing the
- you would like the sprite to be in.
- n alternative appearance of a sprite.
- n important concept that is used to help order the the block based code.
- ed to structure repeats within the a sequence of
- A loop that continues to run and execute a while he predetermined condition holds true.
- e instruction in an algorithm.
- 2 co-ordinates, 'X position and 'Y' position to e location of the sprite.
- vement through the use of loops and forever ode never ends and is continuous.

les

- geable value which is stored by the program. Instructions, Choices, Decision, Process, Execute,
- am will have a range of variables.
- rolled variable in my science experiment.

Spanish - El colegio y las asignaturas (School and Subjects)

Year 7

Weeks 1 and 2 V			Weeks 3 and 4 Vocabulary Weeks 5 and 6 Vocabulary											
el dibujo el español el francés el inglés el teatro la educación física la geografía la historia la informática la música la religión la tecnología la economía las matemáticas las ciencias los idiomas Las humanidades	art Spanish French English drama PE geography history computing music RS technology economics maths science languages humanities	lunes martes miércoles jueves viernes sábado domingo los lunes el fin de seman la semana estudio repaso tengo	Monday Tuesday Wednesday Thursday Friday Saturday Sunday On Mondays a the weekend the week I study I revise I have	me encanta me gusta no me gusta odio prefiero me interesa porque ya que es no es son Mi asignatura p My prefe	I love I like I don't like I hate I prefer I'm interested in because because it is it isn't they are	bastante muy un poco sumamente aburrido/a divertido/a práctico/a serio/a severo/a simpático/a difícil fácil útil emocionante importante interesante	quite really a bit extremely boring fun practical serious strict nice difficult easy useful exciting important interesting	Phonics Looks like A E I O U Rememb beginnin	e: Sounds like: Ah Eh Ee Oh Oo er: the letter 'h' at the ng of a word is always SILENT.	Tener = to hav tengo tienes tiene tenemos tenéis tienen Ser = to be soy eres es somos sois	e I have you have he/she has we have you (pl) have they have I am you are he is we are you (pl) are			
Weeks 1 and 2 Grammar				Weeks 3 and 4 Grammar					and 6 Grammar	3011	they are			
The –ar verbs in Sp To form the present 1) Remove the –a 2) Add the appropri estudiar - to study Estudias - to study Estudias - You study Estudiaar - He/she study Estudiais - You (pl) s Estudiáis - You (pl) s Estudian - They study For more videos: Trinity T	-ar verbs in the Present Tense The -ar verbs in Spanish are a group of verbs that all have the same endings in the present tense. To form the present tense of an -ar verb, follow the two steps below: 1) Remove the -ar from the infinitive verb (e.g., estudiar, hablar) 2) Add the appropriate ending depending on who is doing the action. Here's an example: estudiar - to study Estudio - I study Estudias - You study Estudias - You study Estudiar - He/she studies estudiaries - You (pl) study Estudian - They study Estudian - They study Estudian - They study Estudiar - They study <				Opinions with the infinitiveThe infinitive form of a verb is the version of a verb that comes straight from the dictionary. It is not talking about anyone in particular. They always end in an '-ar', '-er' or '-ir'.For example:tener - to have ser - to be estudiar - to study repasar - to reviseAfter an opinion we always use an infinitive verb:Me gusta repasar el español> I like to revise Spanish. Me encanta estudiar el francés> I love to study French. Odio tener muchos deberes> I hate to have lots of homework. Prefiero estudiar la religión -> I prefer to study religion				Giving reasons for opinions When we give reasons for opinions we must use the verb 'ser' (to be). It needs to match whether what we're describing is singular or plural (don't forget your adjective endings as well). Me gusta el inglés porque es divertido. I like English because it is fun. Me gustan las ciencias porque SON divertidas. I like the sciences because they are fun. Be careful - we must add an 'n' to 'me gusta' or 'me encanta' when we're saying we like/love something plural: Me gustan las matemáticas> I like maths. Me ancantan los idiomas -> I love languages					

Term 3



