

"If you're not willing to learn no one can help you. If you're determined to learn no one can stop you."

Name

Tutor



St Cuthbert Mayne School

Year 8 Autumn 2026



Should you require support with your home learning, please attend one of the subject specialist lead Home Learning Support Sessions in W7-W9

	Week A	Week B
Monday	Maths	Maths
Tuesday	English	English
Wednesday	Science	RE
Thursday	Learning Mentor support for all other subjects	

Subjects in this booklet are in alphabetical order

Need to Know Booklet



St Cuthbert Mayne
Educating for life in all its fullness

Important information

You need to use this booklet **together** with Classcharts Homework screen to ensure **all** work is being completed on time.

Many subjects use online platforms for home learning tasks and these subjects will communicate this to students, along with expectations. Should you have any issues with online access please speak to your subject teacher in the first instance. For further information on online systems, please see the **subject page** in this booklet.

The **minimum requirement** from you in each subject is detailed below, along with the online system used by that subject:

Subject	Platform	Time
English	Sparx Reader	1 hour per week - checked weekly
French	Seneca, Google forms and tasks in booklet	30 minutes a fortnight - checked week B
Geography	Tasks in booklet	30 minutes a fortnight - checked week A
History	Tasks in booklet	30 minutes a fortnight - checked week A
Maths	Sparx Maths	1 hour per week - checked weekly
RE	Google forms, extension tasks in booklet	30 minutes a fortnight - checked week A
Science	Sparx Science	40 minutes a fortnight - checked week B
Spanish	Seneca, Google forms and tasks in booklet	30 minutes a fortnight - checked week B

Your home learning will be checked by your subject teachers see table above. Any student who receives a “**home learning not completed**” subject mark on Classcharts **must** attend a catch up session the following week, see table on front cover. Students should check the registers displayed every Monday morning on the yellow notice board in Westminster block for details of any support sessions you need to attend.



KS3 Design Technology Optional Home Learning



WHEN? Design and Technology Home learning will be set every D&T lesson by your class teacher. Completed home learning needs to be brought to your D&T lesson with your name and date on it. Each piece of home learning will be put in your class exercise book in the lesson. Praise points will be awarded for excellent home learning.

WHY? Every piece of home learning that you complete will add to your knowledge and understanding of this subject. It will support your learning in class and will help you to progress and achieve. It will help you to be successful in D&T.

WHERE? All home learning should be completed at home or in the school library, in a quiet environment so that you can concentrate. It should take about 30 minutes to complete. D&T lessons are timetabled every other week so it should be easy to meet the deadline - the teacher will set it in one lesson and you can complete it and return it in the next lesson!

To be ready for tomorrow's opportunities, do your homework today.
Learn, refine your skills and focus on growth.



STEM Club
Attend the STEM Club
to support your learning.

“Nothing is more powerful for your future than being a gatherer of good ideas and information. That’s called doing your homework.”
Jim Rohn



English - Sparx Reader

What to do:

The Sparx Reader logo is located in the top right corner of the slide. It consists of a blue square with the words "Sparx" and "Reader" in white, stacked vertically. The "Sparx" is in a smaller font than "Reader".

Sparx
Reader

- Go to **sparxreader.com**
- Log into Sparx Reader
- Read your text and answer the questions
- Achieve a minimum of **250 SRP**
- Home Learning is due every **week** as directed by your teacher
- Catch-up is Tuesday after school in W7/W8
- Need support? Attend catch-up or speak with your teacher
- Regularly check Google Classroom for further set work and especially if you have missed lessons.

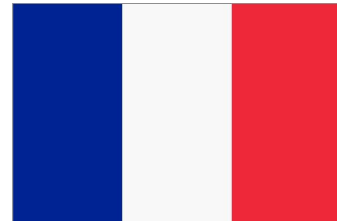
Year 8 French - Need To Know - Autumn Term

Dynamo 1, Modules 4 (Ma vie de famille) and 5 (En ville)



- The vocabulary in this French section covers the basics of *all of the words and phrases that you will need to succeed in French lessons and in French homework tasks*.
- Your home learning for French is set fortnightly. It is set **every two weeks on a Friday and is due in on the Thursday 2 weeks later, at 8am**.
- Each page has words, phrases and sentences in French and English, and will also be the vocabulary that is tested in assessments.
The home learning tasks are to help embed it in your memory.
- There are some sentence builder boxes after the vocabulary lists to show you how to make sentences with what you have learned. You use these sentence builders in lessons.
- Learning a language is only successful if you do it '*little but often*'.
- **Home learning will be a mixture of vocabulary learning from your Need to Know booklet, and other assignments your teacher will set you on Google Classroom and Class Charts.**
- You must learn the vocabulary, there are ideas to help you do this on the next page.

The conquest of learning is achieved through the knowledge of languages.



You must spend up to 30 minutes of effort each fortnight

Languages are best studied '**little and often**'

Ask Ms Rowbury, Ms Dowler Cross or Ms Cooper if you have any questions.

If you are stuck with French homework then you can attend the support club - posters are displayed with details.

Become an independent learner...

- Revise vocabulary from previous topics regularly
- Try different strategies for memorising words
- Use the DuoLingo app on your phone and achieve praise points for streaks!



You live a new life for every new language you speak. If you know only one language, you live only once.

Try a different technique each time you have to learn new vocabulary.
Enter the date you tried it and then provide feedback.



	<i>I used it on ...</i>	<i>My opinion</i> (e.g. useful, did not help me, boring, easy, difficult)	<i>Will I use this technique again?</i>
<i>I read and repeat the words in my head.</i>			
<i>I read and repeat the words aloud.</i>			
<i>I repeat the words with a rhythm / song tune.</i>			
<i>I record myself saying/singing the words and then listen to the recording.</i>			
<i>I do mind-maps or spider diagrams.</i>			
<i>I create and use my own flashcards / memory cards.</i>			
<i>I write the words in the target language and English (several times).</i>			
<i>I test myself by looking at, saying, covering, writing, checking the word.</i>			
<i>Someone in my family tests me.</i>			
<i>I study with my friend/s and we ask each other.</i>			

<u>Les Instructions</u>	
Fermez les cahiers =	close the books
Ouvrez les cahiers =	open the books
Écoutez la prof =	listen to the teacher
Regardez le tableau =	look at the board
Fermez la porte =	close the door
Levez la main =	put up your hand
Levez-vous =	stand up
Asseyez-vous =	sit down
Écrivez 1-10 =	write 1 to 10
Parlez avec votre partenaire =	talk with your partner
Silence =	silence
Calmez-vous =	be quiet

<u>Les Questions</u>	
C'est quoi en anglais?	What is it in English?
Comment ça s'écrit?	How do you spell it?
Comment dit-on ___ en français	How do you say ___ in French?
Je peux aller à ma leçon de musique?	Can I go to my music lesson?
Je peux ouvrir le fenêtre?	Can I open the window?
Je peux fermer la fenêtre?	Can I close the window?
Je peux aller au toilette?	Can I go to the toilet?

<u>Connectives</u>	
et	and
mais	but
parce que	because
car	because
pourtant	however
aussi	also
ou	or
donc	so/therefore
si	if
même si	even if



<u>Pronunciation</u>	
-D, P, S, T, X, Z are silent when found at the end of a word	
-H is silent when found at the <u>beginning</u> of a word	
The letter c with an accent underneath – ç – sounds like the letter s in English	
In French, the letter e can cause lots of problems. At the end of a word, it isn't sounded out.	
-If it as an acute accent – é – then it sounds like ay . - <i>café</i>	
-If it has a grave accent – è – or a circumflex - ê - then it sounds like eh – e.g. <i>père, tête</i>	
-The rest of the time, it sounds like uh – menu (muhnoo)	

<u>Cool phrases</u>	
À plus dans le bus	See you later alligator
Prends ça cool	Take it easy
Je kiffe ça	I love that (French-Arab slang)
Très bien!	Very good!
Trop bien!	Too good!

<u>Question words</u>	
comment- how	
qui- who	
quel- which/what	
quoi- what	
quand- when	
où- where	
pourquoi- why	

un	1
deux	2
trois	3
quatre	4
cinq	5
six	6
sept	7
huit	8
neuf	9
dix	10
onze	11
douze	12
treize	13
quatorze	14
quinze	15
seize	16
dix-sept	17
dix-huit	18
dix-neuf	19
vingt	20
vingt-et-un	21
vingt-deux	22
vingt-trois	23
vingt-quatre	24
vingt-cinq	25
vingt-six	26
vingt-sept	27
vingt-huit	28
vingt-neuf	29
trente	30
trente-et-un	31
trente-deux	32
quarante	40
cinquante	50
soixante	60
soixante-dix	70
quatre-vingts	80
quatre-vingts-dix	90
cent	100

AUTUMN TERM 1

**Ma vie de famille
(Family life)**

Countries, Animals and Big Numbers - Vocabulary

le pays de Galles	<i>Wales</i>	un cochon d'Inde	<i>a Guinea pig</i>
le Portugal	<i>Portugal</i>	un hamster	<i>a hamster</i>
la Belgique	<i>Belgium</i>	un lapin	<i>a rabbit</i>
la France	<i>France</i>	un lézard	<i>a lizard</i>
la Grèce	<i>Greece</i>	un oiseau	<i>a bird</i>
la Pologne	<i>Poland</i>	un poisson	<i>a fish</i>
la Suisse	<i>Switzerland</i>	un serpent	<i>a snake</i>
l'Allemagne	<i>Germany</i>	Je n'ai pas d'animal.	<i>I don't have a pet.</i>
l'Angleterre	<i>England</i>	vingt	<i>20</i>
l'Écosse	<i>Scotland</i>	trente	<i>30</i>
l'Espagne	<i>Spain</i>	quarante	<i>40</i>
l'Irlande	<i>Ireland</i>	cinquante	<i>50</i>
l'Irlande du Nord	<i>Northern Ireland</i>	soixante	<i>60</i>
l'Italie	<i>Italy</i>	soixante-dix	<i>70</i>
As-tu un animal?	<i>Have you got a pet?</i>	quatre-vingts	<i>80</i>
J'ai ...	<i>I have ...</i>	quatre-vingt-dix	<i>90</i>
un chat	<i>a cat</i>	cent	<i>100</i>
un chien	<i>a dog</i>		

Pets - Sentence Builder

As-tu un animal? *Have you got a pet?*

Oui, j'ai Yes, I have	un a	chat. cat.	Il s'appelle Albert He is called Albert	et and	il est he is	blanc. white.	Il a He has	un an. one year old.	
		chien. dog.						deux two	ans. years old.
		cochon d'Inde. Guinea pig.						trois three	
		hamster. hamster.						quatre four	
		lapin. rabbit.						cinq five	
		lézard. lizard.						six six	
		oiseau. bird.						sept seven	
		poisson. fish.						huit eight	
		serpent. snake.						neuf nine	
Non, je n'ai pas d'animal. No, I don't have a pet.									

Family and Physical Descriptions - Vocabulary

la famille
la famille d'accueil
le (beau-)père
le grand-père
le (demi-)frère
le fils / la fille
la (belle-)mère
la grand-mère
la (demi-)sœur
les parents
il/elle est ...
petit(e)
grand(e)

family
foster family
(step-)father
grandfather
(half/step-)brother
son / daughter
step-mother
grandmother
(half/step-)sister
parents
he/she is ...
small
tall

de taille moyenne
il/elle a les yeux ...
bleus / verts / marron
il/elle a les cheveux ...
noirs / blonds
roux / gris / bruns
courts / longs / mi-longs

bouclés / raides
une barbe
des taches de rousseur
des tatouages
il/elle porte des lunettes

medium-sized
he / she has ... eyes
blue / green / brown
he/she has ... hair
black / blond
red / grey / brown
short / long /
medium-length
curly / straight
a beard
freckles
tattoos
he/she wears glasses

Où habites-tu?

J'habite ...

en Angleterre

au pays de Galles

dans un appartement

dans une maison

J'aime habiter ici.

Je n'aime pas habiter ici.

C'est ...

tranquille

grand

Where do you live?

I live ...

in England

in Wales

in a flat

in a house

I like living here.

I don't like living here.

It's ...

peaceful

big

confortable

trop petit

Il n'y a pas de place.

le salon

la cuisine

la chambre

la salle de bains

la salle à manger

le jardin

comfortable

too small

There's no space / room.

the living room

the kitchen

the bedroom

the bathroom

the dining room

the garden

Where I live - Vocabulary

Family - Sentence Builder

Elle est comment, ta famille? *What is your family like?*

Dans **ma** famille,
In my family,

Dans **ma** famille d'accueil,
In my foster family,

il y a
there is/are

mon
my

père. *father.*
beau-père. *step-father.*
grand-père. *grandfather.*
frère. *brother.*
demi-frère. *half-brother/step-brother.*

Il s'appelle Leo.
He is called Leo.

ma
my

mère. *mother.*
belle-mère. *step-mother.*
grand-mère. *grandmother.*
sœur. *sister.*
demi-sœur. *half-sister/step-sister.*

Elle s'appelle Yasmine.
She is called Yasmine.

mes
my

parents. *parents.*
grands-parents. *grandparents.*
frères. *brothers.*
sœurs. *sisters.*

Ils s'appellent Mark et Rose.
They are called Mark and Rose.

Elles s'appellent Asha et Maya.
They are called Asha and Maya.

Family Physical Descriptions - Sentence Builder

Il est comment, ton frère? *What is your brother like?*

Elle est comment, ta sœur? *What is your sister like?*

Il est <i>He is</i>	petit(e). <i>small.</i> de taille moyenne. <i>medium-sized.</i>				
Elle est <i>She is</i>	grand(e). <i>tall.</i>				
Il a <i>He has</i> Elle a <i>She has</i>	les yeux <i>eyes</i>	bleus <i>blue</i> gris <i>grey</i> marron <i>brown</i> verts <i>green</i>	et <i>and</i>	les cheveux <i>hair</i>	blonds. <i>blond.</i> bruns. <i>brown.</i> gris. <i>grey.</i> noirs. <i>black.</i> roux. <i>red.</i> courts. <i>short.</i> longs. <i>long.</i> mi-longs. <i>medium-length.</i> bouclés. <i>curly.</i> raides. <i>straight.</i>
	une barbe. <i>a beard.</i> des taches de rousseur. <i>freckles.</i> des tatouages. <i>tattoos.</i>				
Il porte <i>He wears</i> Elle porte <i>She wears</i>	des lunettes. <i>glasses.</i>				

Where I live - Sentence Builder

Où habites-tu? *Where do you live?*

J'habite <i>I live</i>	dans <i>in</i>	un appartement <i>a flat</i>	à Torquay <i>in Torquay</i>	en Angleterre. <i>in England.</i>
Nous habitons <i>We live</i>		une maison <i>a house</i>	à Aberdeen <i>in Aberdeen</i>	en Écosse. <i>in Scotland.</i>
			à Belfast <i>in Belfast</i>	en Irlande du Nord. <i>in Northern Ireland.</i>
			à Wrexham <i>in Wrexham</i>	au pays de Galles. <i>in Wales.</i>
J'aime habiter ici <i>I like living here</i>	parce que c'est <i>because it's</i>			confortable. <i>comfortable.</i>
Je n'aime pas habiter ici <i>I don't like living here</i>				grand. <i>big.</i>
Nous aimons habiter ici <i>We like living here</i>				tranquille. <i>peaceful.</i>
Nous n'aimons pas habiter ici <i>We don't like living here</i>				trop petit. <i>too small.</i>
			parce qu'il n'y a pas de place. <i>because there's no space/room.</i>	

Breakfast - Vocabulary

Qu'est-ce que tu manges au petit déjeuner?	<i>What do you have for breakfast?</i>
Je mange ...	<i>I eat ...</i>
un croissant	<i>a croissant</i>
un fruit	<i>a piece of fruit</i>
du pain (grillé)	<i>(toasted) bread</i>
du beurre	<i>butter</i>
du bacon	<i>bacon</i>
du yaourt	<i>yoghurt</i>
une tartine	<i>a slice of bread with jam or spread</i>

de la confiture	<i>jam</i>
des céréales	<i>cereal</i>
des œufs	<i>eggs</i>
Je bois ...	<i>I drink ...</i>
du jus de fruits	<i>fruit juice</i>
du chocolat chaud	<i>hot chocolate</i>
du lait	<i>milk</i>
de l'eau	<i>water</i>
Je ne mange rien.	<i>I don't eat anything.</i>

Celebrations - Vocabulary

le 14 juillet	<i>Bastille Day</i>
la fête nationale	<i>national holiday</i>
un jour de congé	<i>a day off</i>
un défilé (militaire)	<i>a (military) parade</i>

un bal	<i>a dance</i>
regarder un feu d'artifice	<i>to watch fireworks</i>
faire un pique-nique	<i>to have a picnic</i>
faire la fête	<i>to celebrate</i>

Breakfast - Sentence Builder

Qu'est-ce que tu manges au petit déjeuner?

What do you have for breakfast?

Je mange <i>I eat</i> Tu manges <i>You eat</i> Il mange <i>He eats</i> Elle mange <i>She eats</i> On mange <i>We/People eat</i> Nous mangeons <i>We eat</i> Vous mangez <i>You eat</i> Ils mangent <i>They eat</i> Elles mangent <i>They eat</i>	un a	croissant. <i>croissant.</i> fruit. <i>piece of fruit.</i>
	du	bacon. <i>bacon.</i> beurre. <i>butter.</i> pain. <i>bread.</i> pain grillé. <i>toasted bread.</i> yaourt. <i>yoghurt.</i>
	une a	tartine. <i>slice of bread with jam or spread.</i>
	de la	confiture. <i>jam.</i>
	des	céréales. <i>cereal.</i> œufs. <i>eggs.</i>

Qu'est-ce que tu bois? *What do you drink?*

Je bois <i>I drink</i> Tu bois <i>You drink</i> Il boit <i>He drinks</i> Elle boit <i>She drinks</i> On boit <i>We/People drink</i> Nous buvons <i>We drink</i> Vous buvez <i>You drink</i> Ils boivent <i>They drink</i> Elles boivent <i>They drink</i>	du	chocolat chaud. <i>hot chocolate.</i> jus de fruits. <i>fruit juice.</i> lait. <i>milk.</i>
	de l'	eau. <i>water.</i>

Family Personality - Vocabulary

grincheux(-se)

grumpy

studieux(-se)

studious

marrant(e)

funny

sévère

strict

maigre

thin

furieux(-se)

angry

il habite

he lives

elle habite

she lives

ils habitent

they live

Les mots essentiels *High-frequency words*

Pronoun

nous *we*

Prepositions

de *of*

dans *in*

à *in/at*

Other useful words

du/de la/de l'/des *some*

(ne) ... rien *nothing*

Stratégie 4

Cognates and near-cognates

- 1 Cognates may have the same spelling in French and English, but don't forget to learn them! You need to learn them with the correct article, e.g. **le** Portugal, **des** céréales.
- 2 Watch for small differences in spelling between English and French e.g. **appartement**, **chocolat**. Try to spot patterns: -ic is -ique in words like **pique-nique**; -y is -ie in words like **Italie**.
- 3 Remember that the pronunciation might sound quite different to the spoken English form. How do you pronounce these cognates?

France Portugal hamster parents fruits

AUTUMN TERM 2

**Ma ville
(My town)**

Town/Village & Attraction Tickets - Vocabulary

Qu'est-ce qu'il y a dans ... ?	<i>What is there in ... ?</i>
ta ville/ton village	<i>your town/village</i>
Il y a ...	<i>there is ...</i>
un centre de loisirs	<i>a leisure centre</i>
un centre commercial	<i>a shopping centre</i>
un château	<i>a castle</i>
un marché	<i>a market</i>
un musée	<i>a museum</i>
une mosquée	<i>a mosque</i>
une patinoire	<i>an ice rink</i>

une piscine	<i>a swimming pool</i>
des magasins	<i>(some) shops</i>
Il n'y a pas de café / magasins.	<i>There isn't a café. / There aren't any shops.</i>
Il n'y a pas d'église.	<i>There isn't a church.</i>
le prix	<i>price</i>
un euro	<i>one euro</i>
trois euros cinquante	<i>3,50 € (three euros fifty)</i>
un adulte / un enfant	<i>an adult / a child</i>
moins de 12 ans	<i>less than 12 years old</i>

Weekend Visits - Vocabulary

Où vas-tu le weekend?	<i>Where do you go at the weekend?</i>
Je vais ...	<i>I go ...</i>
au bowling	<i>to the bowling alley</i>
au cinéma / parc	<i>to the cinema / park</i>
au stade	<i>to the stadium</i>

à la piscine	<i>to the swimming pool</i>
à la plage	<i>to the beach</i>
à l'église	<i>to the church</i>
aux magasins	<i>to the shops</i>
le samedi matin / après-midi / soir	<i>on Saturday mornings / afternoons / evenings</i>

Town/Village - Sentence Builder

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

Qu'est-ce qu'il y a dans ton village? *What is there in your village?*

Dans ma ville, <i>In my town,</i>	il y a <i>there is/are</i>	un a	café. <i>café.</i> centre commercial. <i>shopping centre.</i> centre de loisirs. <i>leisure centre.</i> château. <i>castle.</i> marché. <i>market.</i> musée. <i>museum.</i>	J'adore <i>I love</i> J'aime <i>I like</i> Je n'aime pas <i>I don't like</i> Je déteste <i>I hate</i>	habiter ici parce que c'est <i>living here because it's</i>	amusant. <i>fun.</i> génial. <i>great.</i> intéressant. <i>interesting.</i> ennuyeux. <i>boring.</i> nul. <i>rubbish.</i>
Dans mon village, <i>In my village,</i>		une a/an	église. <i>church.</i> mosquée. <i>mosque.</i> patinoire. <i>ice rink.</i> piscine. <i>swimming pool.</i>			
		des (some)	magasins. <i>shops.</i>			
il n'y a pas de centre de loisirs. <i>there isn't a leisure centre.</i> il n'y a pas d'église. <i>there isn't a church.</i>						

Weekend Visits - Sentence Builder

Où vas-tu le week-end? *Where do you go at the weekend?*

Le week-end,
At the weekend,

Le samedi matin,
On Saturday mornings,

Le samedi soir,
On Saturday evenings,

Le dimanche après-midi,
On Sunday afternoons,

je vais
I go

tu vas *you go*

il va *he goes*

elle va *she goes*

on va *we/people go*

nous allons *we go*

vous allez *you go*

ils vont *they go*

elles vont *they go*

au *to the*

à la *to the*

à l' *to the*

aux *to the*

bowling
bowling alley

cinéma *cinema*

parc *park*

stade *stadium*

piscine
swimming pool

plage *beach*

église *church*

magasins *shops*

avec mes copains
with my friends

avec mes copines
with my friends

avec mes parents
with my parents

avec mon demi-frère
with my half-brother/step-brother

avec mes grand-parents
with my grandparents

ou *or*

je reste à la maison.
I stay at home.

Invitations and Responses - Vocabulary

Tu veux aller au café?	<i>Do you want to go to the café?</i>	Merci. Bonne idée!	<i>Thank you. Good idea!</i>
Tu veux venir?	<i>Do you want to come?</i>	Oui, je veux bien.	<i>Yes, I want to.</i>
aujourd'hui	<i>today</i>	D'accord	<i>OK</i>
ce matin	<i>this morning</i>	Pourquoi pas?	<i>Why not?</i>
cet après-midi	<i>this afternoon</i>	Non, merci.	<i>No, thanks.</i>
ce soir / weekend	<i>this evening / weekend</i>	Désolé(e)!	<i>Sorry!</i>
Rendez-vous à quelle heure?	<i>What time will we meet?</i>	Je ne veux pas.	<i>I don't want to.</i>
Rendez-vous à ...	<i>Let's meet at ...</i>	Tu rigoles!	<i>You're joking!</i>

Vous désirez?	<i>What would you like?</i>	un croquemonsieur	<i>a grilled cheese and ham sandwich</i>
Pardon, madame/monsieur.	<i>Excuse me, madam/sir.</i>	un sandwich au fromage/ au jambon	<i>a cheese/ham sandwich</i>
Je voudrais ...	<i>I would like ...</i>	une crêpe au sucre	<i>a pancake with sugar</i>
Pour moi ...	<i>For me ...</i>	une glace au chocolat/ à la vanille/à la fraise/ à la pistache	<i>chocolate/vanilla/ strawberry/pistachio ice cream</i>
un Orangina	<i>a fizzy orange</i>	des frites	<i>chips</i>
un diabolito menthe	<i>a mint cordial</i>	Et pour vous?	<i>And for you?</i>
une grenadine à l'eau	<i>a pomegranate cordial</i>	C'est combien, s'il vous plaît?	<i>How much is it, please?</i>
un café express	<i>an espresso coffee</i>	Ça fait ...	<i>It comes to ...</i>
un café crème	<i>a milky coffee</i>	Voilà, merci.	<i>Here you are, thanks.</i>
un chocolat chaud	<i>a hot chocolate</i>		
un thé au lait/au citron	<i>a tea with milk/lemon</i>		
un jus d'orange	<i>an orange juice</i>		
un coca (light)	<i>a (Diet) Coke</i>		
une eau minérale	<i>a mineral water</i>		

Ordering in a café - Vocabulary

Invitations and Responses - Sentence Builder

Tu veux <i>Do you want</i>	aller au café <i>to go to the café</i> jouer au golf <i>to play golf</i> regarder un film <i>to watch a film</i>	aujourd'hui? <i>today?</i> ce matin? <i>this morning?</i> cet après-midi? <i>this afternoon?</i> ce soir? <i>this evening?</i> ce week-end? <i>this weekend?</i>	Merci, bonne idée. <i>Thank you, good idea.</i> Oui, je veux bien. <i>Yes, I want to.</i> D'accord. <i>OK.</i> Pourquoi pas? <i>Why not?</i>
			Non, merci. <i>No, thanks.</i> Désolé(e)! <i>Sorry!</i> Je ne veux pas. <i>I don't want to.</i> Tu rigoles! <i>You're joking!</i>
Rendez-vous à quelle heure? <i>What time will we meet?</i>	Rendez-vous à <i>Let's meet at</i>		dix heures. <i>ten o'clock.</i>
			midi. <i>midday.</i> deux heures et demie. <i>half past two.</i> quatre heures et quart. <i>quarter past four.</i>

Invitations and Responses - Sentence Builder

Qu'est-ce que tu veux faire? <i>What do you want to do?</i>			
Je veux <i>I want</i> Tu veux <i>You want</i>	jouer <i>to play</i>	aux échecs <i>chess</i> au golf <i>golf</i> au hockey <i>hockey</i>	aujourd'hui. <i>today.</i> ce matin. <i>this morning.</i> cet après-midi. <i>this afternoon.</i> ce soir. <i>this evening.</i> ce week-end. <i>this weekend.</i>
	aller <i>to go</i>	au café <i>to the café</i> au centre de loisirs <i>to the leisure centre</i> au musée <i>to the museum</i>	
		de l'équitation <i>horse riding</i> de la gymnastique <i>gymnastics</i> du ski <i>skiing</i>	
Nous voulons <i>We want</i> Vous voulez <i>You want</i>	faire <i>to go/do</i>	des frites <i>chips</i> de la pizza <i>pizza</i> un sandwich <i>a sandwich</i>	
Ils veulent <i>They want</i> Elles veulent <i>They want</i>	manger <i>to eat</i>		

Ordering in a café - Sentence Builder

Bonjour. Vous désirez? <i>Hello. What would you like?</i>	Je voudrais <i>I would like</i> Pour moi, <i>For me,</i>	un a/an café crème <i>milky coffee</i> café express <i>espresso coffee</i> chocolat chaud <i>hot chocolate</i> coca (light) <i>(Diet) Coke</i> croquemonsieur <i>grilled cheese and ham sandwich</i> diabolo menthe <i>mint cordial</i> jus d'orange <i>orange juice</i> Orangina <i>fizzy orange</i> sandwich au fromage <i>cheese sandwich</i> sandwich au jambon <i>ham sandwich</i> thé au citron <i>tea with lemon</i> thé au lait <i>tea with milk</i>	s'il vous plaît. <i>please.</i>
		une a crêpe au sucre <i>pancake with sugar</i> eau minérale <i>mineral water</i> glace au chocolat <i>chocolate ice cream</i> glace à la vanille <i>vanilla ice cream</i> glace à la fraise <i>strawberry ice cream</i> grenadine à l'eau <i>pomegranate cordial</i>	
		des frites <i>chips</i>	
C'est combien, s'il vous plaît? <i>How much is it, please?</i>	Ça fait <i>It comes to</i>	un euro cinquante. <i>one euro fifty.</i> trois euros dix. <i>three euros ten.</i> onze euros vingt. <i>eleven euros twenty.</i>	bonjour <i>hello</i> voilà <i>here you are</i> merci <i>thank you</i> et <i>and</i> très bien <i>very good</i>

A Visit to Paris - Vocabulary

Qu'est-ce que tu vas faire à Paris?	<i>What are you going to do in Paris?</i>
Je vais ...	<i>I am going ...</i>
visiter la cathédrale Notre Dame	<i>to visit Notre Dame Cathedral</i>
visiter la tour Eiffel	<i>to visit the Eiffel Tower</i>
aller au musée du Louvre	<i>to go to the Louvre</i>

aller aux Catacombes	<i>to go to the Catacombs</i>
faire une balade en bateau-mouche	<i>to go on a boat trip</i>
prendre des photos	<i>to take photos</i>
acheter des souvenirs	<i>to buy souvenirs</i>
admirer la Joconde	<i>to admire the Mona Lisa</i>
faire un pique-nique	<i>to go on a picnic</i>

Future Plans - Vocabulary

normalement/d'habitude	<i>usually</i>
le weekend	<i>at weekends</i>
le weekend prochain	<i>next weekend</i>
samedi prochain	<i>next Saturday</i>
Je vais ...	<i>I am going ...</i>
jouer au basket	<i>to play basketball</i>
jouer au foot	<i>to play football</i>
jouer au laser-tag	<i>to play laser-tag</i>

manger un gâteau	<i>to eat a cake</i>
manger une pizza	<i>to eat a pizza</i>
manger une glace	<i>to eat an ice cream</i>
aller au zoo	<i>to go to the zoo</i>
aller au centre de loisirs	<i>to go to the leisure centre</i>
faire un tour en Segway	<i>to go on a Segway tour</i>
faire les magasins	<i>to go shopping</i>

A Visit to Paris - Sentence Builder

Qu'est-ce que tu vas faire à Paris? *What are you going to do in Paris?*

À Paris, <i>In Paris,</i>	d'abord, <i>first of all,</i>	je vais <i>I am going</i>	visiter <i>to visit</i>	la cathédrale Notre-Dame. <i>Notre Dame Cathedral.</i> la tour Eiffel. <i>the Eiffel Tower.</i>
			aller <i>to go</i>	au musée du Louvre. <i>to the Louvre.</i> aux Catacombes. <i>to the Catacombs.</i>
			faire <i>to go on</i>	une balade en bateau-mouche. <i>a boat trip.</i> un pique-nique. <i>a picnic.</i>
			prendre <i>to take</i>	des photos. <i>photos.</i>
			acheter <i>to buy</i>	des souvenirs. <i>souvenirs.</i>
			admirer <i>to admire</i>	la Joconde. <i>the Mona Lisa.</i>

après *afterwards*
ensuite *then*
puis *then*

Weekend Plans - Sentence Builder

Qu'est-ce que tu fais normalement? <i>What do you usually do?</i>			Qu'est-ce que tu vas faire? <i>What are you going to do?</i>		
Normalement, <i>Usually,</i> D'habitude, <i>Usually,</i>	je vais <i>I go</i>	au cinéma. <i>to the cinema.</i> au parc. <i>to the park.</i> à la patinoire. <i>to the ice rink.</i>	Le week-end prochain, <i>Next weekend,</i> Samedi prochain, <i>Next Saturday,</i> Dimanche prochain, <i>Next Sunday,</i>	je vais aller <i>I am going to go</i>	au cirque. <i>to the circus.</i> au zoo. <i>to the zoo.</i> à New York. <i>to New York.</i>
	je fais <i>I do</i>	mes devoirs. <i>my homework.</i>		je vais faire <i>I am going to do</i>	la cuisine pour ma famille. <i>the cooking for my family.</i>
	je fais <i>I go</i>	les magasins. <i>shopping.</i> des randonnées. <i>hiking.</i>		je vais faire <i>I am going to go</i>	les magasins à Paris. <i>shopping in Paris.</i>
	je joue <i>I play</i>	au hockey. <i>hockey.</i> au tennis. <i>tennis.</i> aux boules. <i>boules.</i>		je vais faire <i>I am going to go on</i>	un tour en Segway. <i>a Segway tour.</i>
	je mange <i>I eat</i>	un sandwich. <i>a sandwich.</i> de la salade. <i>salad.</i> des frites. <i>chips.</i>		je vais jouer <i>I am going to play</i>	au basket. <i>basketball.</i> au hockey sur glace. <i>ice hockey.</i> au laser-tag. <i>laser-tag.</i>
				je vais manger <i>I am going to eat</i>	une glace. <i>an ice cream.</i> une pizza. <i>a pizza.</i> un gâteau au chocolat. <i>a chocolate cake.</i>

Les mots essentiels *High-frequency words*

Pronouns

tuyou

(singular and familiar – one person you know well)

vousyou

(plural – more than one person; or polite – someone older or who you don't know well)

Connectives

oùwhere

ouor

si (s' before a vowel)if

Time expressions

aujourd'huitoday

ce matinthis morning

cet après-midithis afternoon

ce soirthis evening

ce weekendthis weekend

normalement/d'habitudeusually

le lundi matinon Monday mornings

le mardi après-midion Tuesday afternoons

le samedi soiron Saturday nights

le weekendat weekends

le weekend prochainnext weekend

dimanche prochainnext Sunday

Stratégie 5

Memory techniques

Here are a couple of techniques to try – see if they help you remember vocabulary.

- 1 Link the French word with an English sentence that helps you remember its meaning.
e.g. The French word for 'market' is *marché*. So you could think of a sentence like 'I like to **march** around the market'.
The French word for 'if' is *si*. So you could think of a sentence like '**See if** you can remember what *si* means'.

- 2 Make a **mnemonic** to help you with tricky spellings.
e.g. to learn to spell *piscine*, you could remember the phrase

Pools **I**n **S**cotland **C**ontain **I**ntelligent **N**ervous **E**els

Think of your own examples for some words from the module. The sillier, the better!



This Home Learning will be checked by your teacher in a lesson during Week A beginning **Monday 14th September 2026**.

Mine will be checked on _____ period _____.

What are natural hazards?

Natural hazards are naturally occurring physical phenomena caused either by rapid or slow onset events. These events have the potential to threaten people and/or cause damage, destruction and death.



Grouping natural hazards:

Natural hazards are most commonly classified by their physical process – what caused the hazard to occur:

Tectonic hazards – earthquakes, volcanoes

Atmospheric hazards – hurricanes

Geomorphological hazards – flooding

Biological hazards – forest fires (involve living organisms)

ACTIVITIES – Complete activity 1, then choose **one** of the following activities (you can do more if you like!)

1. Write your own definition of a natural hazard
2. Create a table of the 4 different types of natural hazard, then add your own examples
3. Create a spider diagram showing different types of hazard – use colours to show the different groups and add some more of your own.
4. Look at the news during the week, have there been any stories about natural hazards. Give some information about where they are and what damage has been caused . . .

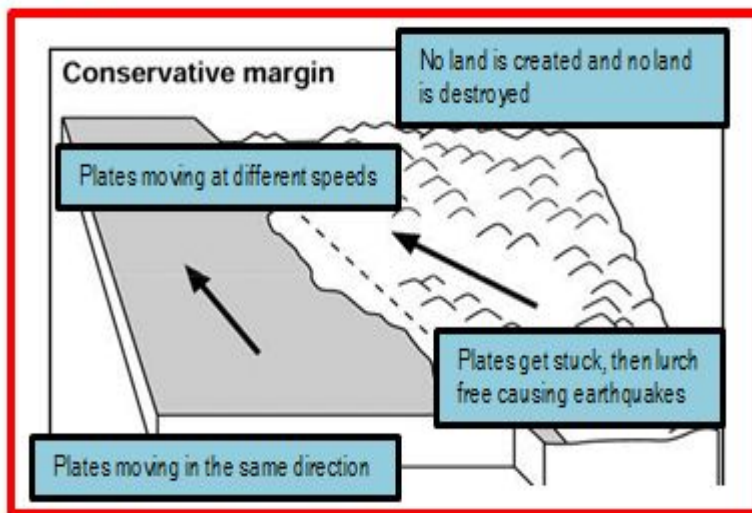


This Home Learning will be checked by your teacher in a lesson during Week A beginning **Monday 28th September 2026**.

Mine will be checked on _____ period _____.

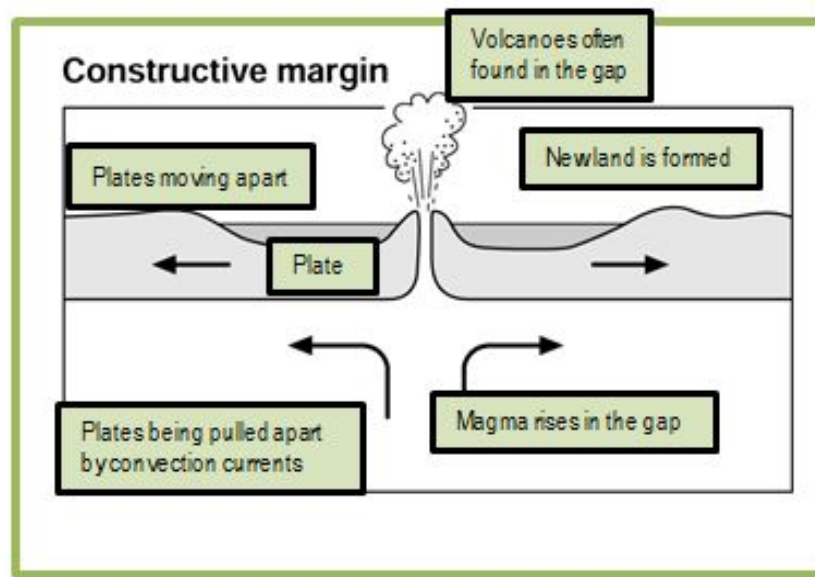
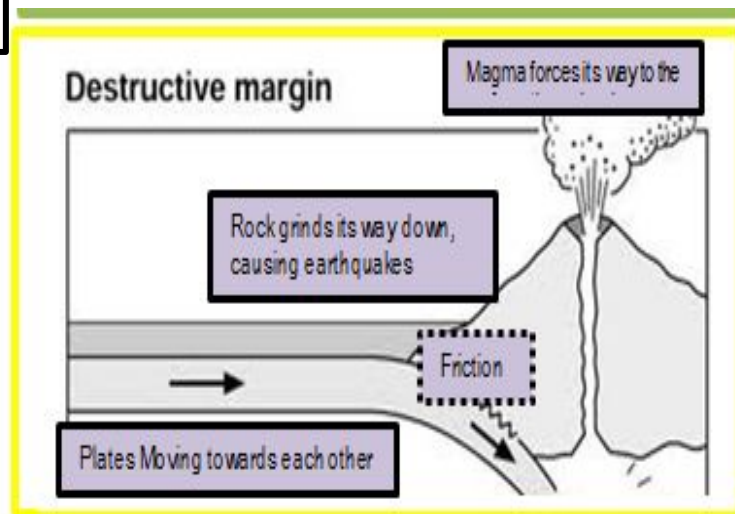
The outer layer of the Earth (the **CRUST**) is like a jigsaw. It is broken into great big slabs called **PLATES**.

Each plate moves in different directions and this impacts on other plates, which leads to natural disasters in some parts of the world.



ACTIVITIES – Choose **one** of the following activities (you can do more if you like!)

1. In your own describe the earth's crust and explain how it is split into different pieces
2. Can you name any real-life examples of hazards that occur along these plate margins?
3. Create a leaflet that shows the three different types of plates, how they move and what is created





This Home Learning will be checked by your teacher in a lesson during Week A beginning **Monday 12th October 2026**.

Mine will be checked on _____ period _____.

Supervolcanoes

A supervolcano is a volcano on a massive scale. It is different from a volcano because:

it erupts at least 1,000 km³ of material (a large volcano erupts around 1 km³)

it forms a depression, called a caldera (a volcano forms a cone shape)

a supervolcano often has a ridge of higher land around it

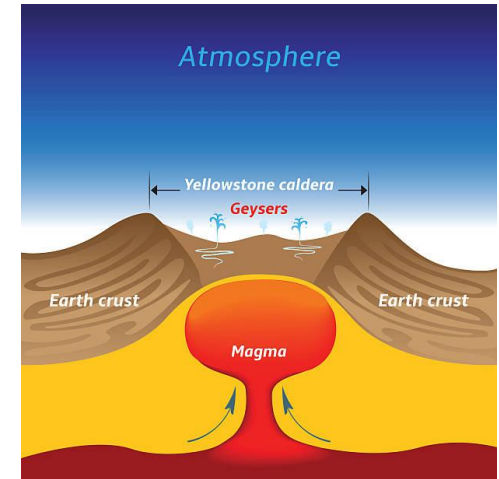
a supervolcano erupts less frequently - eruptions are hundreds of thousands of years apart

Yellowstone is one example of a supervolcano. Three huge eruptions have happened in the last 3 million years. The last eruption was 630,000 years ago and was 1,000 times bigger than the Mount St Helens eruption in 1980.

The large volume of material from the last Yellowstone eruption caused the ground to collapse, creating a depression called a caldera. The caldera is 55 km by 80 km wide. The next eruption is predicted to have catastrophic worldwide effects.

The supervolcano at Yellowstone is formed because of a volcanic hotspot.

Every year millions of visitors come to see the related features, such as geysers and hot springs. Old Faithful is one example of a geyser.



ACTIVITIES – Choose **one** of the following activities (you can do more if you like!)

1. Explain what a supervolcano is and how it is different from a 'normal' volcano
2. Describe the location of Yellowstone and outline the features of its supervolcano
3. Find out some more about one of the other Supervolcanoes in the world – create a factfile on this supervolcano
4. Explain what would happen if there was a super volcanic eruption – try to explain in a variety of scales (local, national, global)



This Home Learning will be checked by your teacher in a lesson during
Week A beginning **Monday 2nd November 2026**.

Mine will be checked on _____ period ____.

Geography in the News!

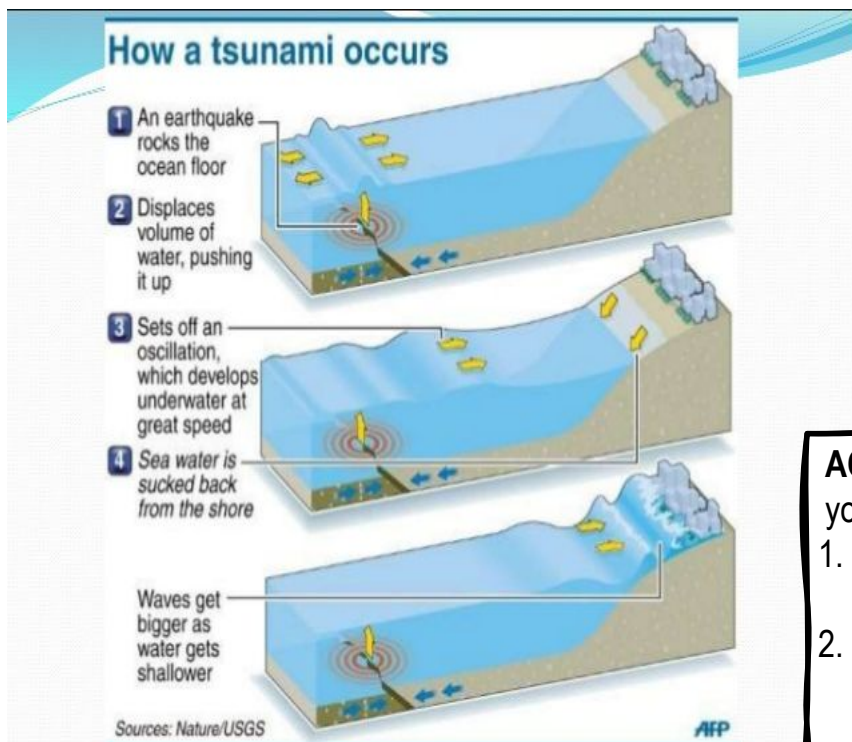
This week you will be need to research a recent world event/issue that connects to Geography.
Write a small report about this event/issue and explain how it connects to Geography



This Home Learning will be checked by your teacher in a lesson during Week A beginning **Monday 16th November 2026**.

Mine will be checked on _____ period _____.

Tsunami is a Japanese word which means 'harbour wave'. A tsunami is a large sea wave caused by the displacement of a large volume of water. They can be caused by earthquakes triggered by moving sections of the Earth's crust under the ocean.



Read through the next page also which is about a tsunami in Japan in 2011

What causes a tsunami?

Most tsunamis are caused by earthquakes at destructive plate boundaries. Here, an oceanic plate is subducted into the mantle beneath a continental plate. This movement causes friction, which in turn causes the plates to stick. Energy accumulates, like that of a compressed spring. When the energy exceeds the friction, the plates snaps back into position. This movement thrusts the water above causing a wave to form. The waves can travel large distances. When the waves reach shallower water, the following happens:

- the shallow water slows the waves
- the height of the waves can increase by several metres
- the waves get closer together

Water retreating is a sign that a tsunami is approaching a coast. Shortly after this happens, the waves reach the shore. This is actually the trough of the wave following behind.

ACTIVITIES – Choose **one** of the following activities (you can do more if you like!)

1. Describe what a tsunami is and use a set of labelled diagrams to show how they are formed
2. Read through the information on the next page which is a case study of the Japanese tsunami in 2011. Write a newspaper article about this natural disaster
3. Find out about another tsunami – use the Japanese example as a template

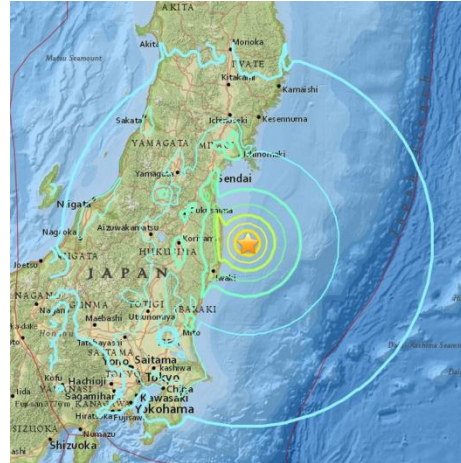
Case study - Japan Tsunami, 2011

On Friday, March 11 2011, at 2.46 PM, an earthquake of magnitude 9.0 on the Richter scale occurred. It was at the point where the Pacific tectonic plate slides beneath the North American plate. The epicentre was 30 kilometres below the Pacific Ocean seabed and 129 kilometres off the east coast of Honshu, Japan. This triggered a tsunami. Waves were generated and travelled across the Pacific Ocean. The area worst affected by the tsunami was the east coast of Honshu in Japan.

Responses to the disaster

The country recently unveiled a newly-installed, upgraded tsunami warning system.

Earthquake engineers examined the damage, looking for ways to construct buildings which are more resistant to quakes and tsunamis. Studies are ongoing.



Effects

Infrastructure

- The wave travelled as far as 10 km inland in Sendai.
- The tsunami flooded an area of approximately 561 km².
- The waves destroyed protective tsunami seawalls at several locations.
- The massive surge destroyed three-storey buildings where people had gathered for safety.
- A state of emergency was declared at the Fukushima nuclear power plant, where a cooling system failed and released radioactive materials into the environment.
- In July 2013, TEPCO, the Tokyo Electric Power Company, admitted that about 300 tons of radioactive water continued to leak from the plant every day into the Pacific Ocean.

Social and economic

- Four years after the earthquake, around 230,000 people who lost their homes were still living in temporary housing.
- The total damages from the earthquake and tsunami are estimated at 300 billion dollars (about 25 trillion yen), according to the Japanese government.
- The number of confirmed deaths as of April 10, 2015 is 15,891. Most people died by drowning. More than 2,500 people are still reported missing.



This Home Learning will be checked by your teacher in a lesson during Week A beginning **Monday 30th November 2026**.
 Mine will be checked on _____ period _____.

Flooding is the most common environmental hazard worldwide because of the vast geographical distribution of river floodplains and low-lying coastal areas around the world.

Flooding affects many parts of the world – both developed and less developed.

It is difficult to define exactly a flood is, but is largely classified as 'an overflowing of water onto normally dry land'

A variety of factors can increase the likelihood of flooding.

Physical causes of flooding:

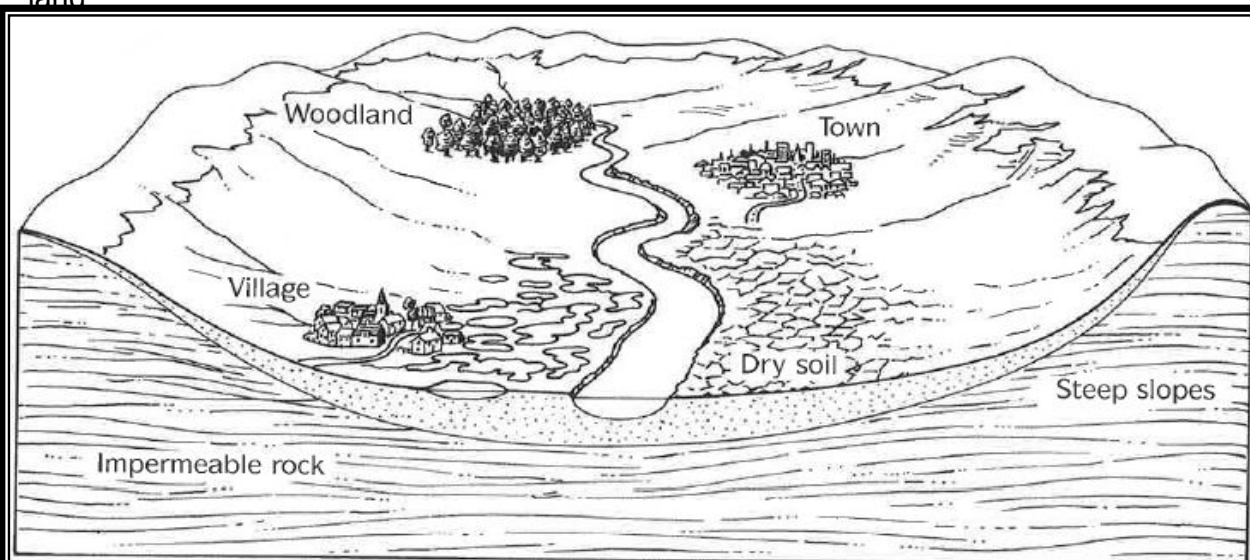
- heavy rainfall
- long periods of rain
- snowmelt
- steep slopes
- impermeable rock (doesn't allow water through)
- very wet, saturated soils
- compacted or dry soil

Human factors increasing flood risk:

- urbanisation, because towns and cities have more impermeable surfaces
- deforestation, because removing trees reduces the amount of water intercepted and increases run-off



Created by WEBTECHOPS LLP
from the Noun Project



ACTIVITIES – Choose **one** of the following activities (you can do more if you like!)

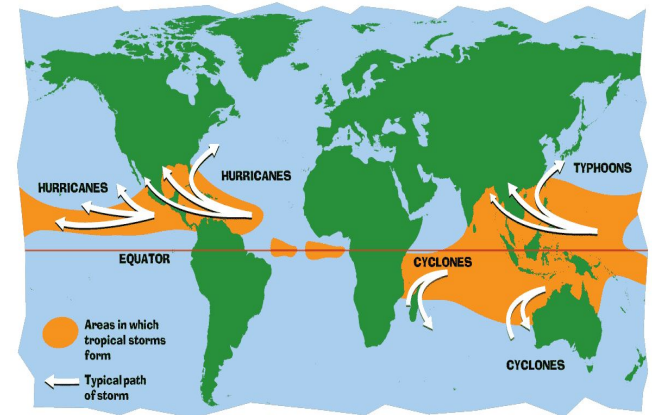
1. Explain what flooding is and the parts of the world it affects.
2. Draw a diagram to show why flooding might occur – include both human and physical reasons
3. You are an expert in flooding. Write a report on the risks that face both the village and the town in the diagram opposite



This Home Learning will be checked by your teacher in a lesson during Week A beginning **Monday 14th December 2026**.
Mine will be checked on _____ period _____.

A hurricane is an intense low pressure weather system, that can last for days to weeks within the tropical regions of our planet.

They are known by many names, including **HURRICANES** (North America), **CYCLONES** (India) and **TYPHOONS** (Japan and East Asia).



How do tropical storms form?

- Hurricanes need a lot of heat to form, which is why they usually occur over tropical seas (at least 26°C).
- The sun is close to the equator, providing energy to heat the ocean.
- The warm ocean heats the air above it causing it to rise rapidly.
- Water evaporates quickly from the hot surface of the ocean, so the rising air contains great amounts of water vapour.
- The rising air starts to spin (anti-clockwise in the northern hemisphere)
- The centre of the storm - the eye - is calm.
- As the air rises it cools, condenses and forms towering cumulonimbus clouds.
- The rapidly rising air creates an area of intense low pressure. The low-pressure sucks in air, causing very strong winds.
- Once the storm moves over land it starts to lose energy and fades.

ACTIVITIES – Choose **one** of the following activities (you can do more if you like!)

1. Find out about tropical storms that have occurred this year (the season has just begun). What have been the names so far, have they caused any damage?
2. Design an information poster showing how tropical storms form.
3. Read through the information about Hurricane Katrina on the next page. Either write a news report about this hurricane or find out about another tropical storm and write a news report about when it happened and the effects that occurred.

Case study: Hurricane Katrina

Hurricane Katrina was a devastating storm that hit the area around New Orleans, USA, on 25 August 2005. It had social, economic and environmental impacts:

Social impacts of the hurricane (effects on people)

- 1,800 people died.
- 300,000 homes were destroyed.
- 3 million people were left with no electricity.
- People had to move out of the area.

Economic impacts of the hurricane (effects on money and jobs)

- Oil platforms were destroyed.
- Shops were looted.
- Fuel prices rose.
- Tourism decreased

Environmental impacts of the hurricane

- The storm surge flooded large areas of the coast.
- 80% of New Orleans flooded as man-made levees, overwhelmed by extra water, broke.
- Cotton and sugarcane crops were destroyed.
- Delicate coastal habitats were destroyed.
- Tornadoes were created.



Fast facts: 2005 Hurricane Katrina

- Affected about 15 million people.
- Impacted 90,000 square miles of territory from central Florida to eastern Texas.
- Winds topped 175 mph at its peak as a Category 5 hurricane.
- Storm surge on the Mississippi coast reached 30 feet.
- Produced 33 tornadoes.

History Home Learning:

Please find the Home Learning activities for History for the Autumn Term. There are 12 different challenges for the next 14 weeks.

The relevant activity will be highlighted by your child's class teacher on their Google Classroom.

At times, your child's History teacher may set an additional, optional Home Learning activity. This will link directly to the lesson they have just completed.

Any questions, please contact Mr Hammond (ahammond@stcm.torbay.sch.uk) for advice.

Thank you for the continued support of your child's education,

The History Department

Challenges:

w/c 07/09 Task One: The Renaissance was full of famous artists, architects, scientists and philosophers (such as Leonardo, Raphael, Michelangelo and Donatello). Research one of these individuals and create a 'Fact File' with at least 10 pieces of information.

w/c 21/09 Task Two: The Wars of the Roses is unique in English history due to the prominent role played by many women. Research one of the following:

- Margaret of Anjou
- Elizabeth Woodville
- Margaret Beaufort
- Elizabeth of York

Find out their role in the Wars of the Roses, which side they were on, who they married, if they had any children and whether they survived or met a grisly end!

w/c 05/10 Task Three: The Wars of the Roses saw many monarchs - Henry VI, Edward IV, Edward V, Richard III and Henry VII. Create a set of 'Top Trumps' for them. Consider your categories carefully, for example, how long did they rule for, how many battles did they win, how did they die, how popular were they?

Challenges:

w/c 19/10 Task Four: Henry VIII is well known for having six wives! Research them, and create a letter to Henry explaining which of these would be the best to marry and why. Remember, the main criteria for Henry was looks, money and most importantly, the ability to produce children.

w/c 02/11 Task Five: During the Reformation, the appearance of churches changed greatly in England. Create two images (either drawn or from the internet) showing the inside of a Catholic and the inside of a Protestant church and explain the main differences between them. As an extension, consider which you would rather spend time in and why.

w/c 09/11 Task Six: The Dissolution of the Monasteries affected many sites in Devon. Research one of the local monasteries (this could be Torre, Totnes, Buckfast, Teignmouth, Buckland or Exeter). Consider:

- When was it originally founded?
- When was it 'dissolved'?
- Who purchased the land?
- What happened to the monastery?
- Are there still ruins / building left?

Challenges:

w/c 16/11 Task Seven: The Nursery Rhyme 'Mary, Mary, Quite contrary', is based on the reign of Mary I. Research at least two other nursery rhymes that have a historic basis and explain which event / figure in History has inspired it.

w/c 23/11 Task Eight: It is often said that 'History is written by the winners'. This is certainly the case for Mary I. She is known as 'Bloody Mary' (even though she executed fewer people than any of the other Tudors!) As a Catholic, there was a great deal of propaganda against her. Research 'Foxe's Book of Martyrs'. This was crucial in creating the image of an 'evil Mary'. Find at least two images from the book and explain why you think there were so effective in creating a negative image of Mary.

w/c 30/11 Task Nine: Mary I is often viewed as the first female monarch to rule England. Research all the female monarchs who have ruled England, creating a timeline with the dates of their rule and at least three facts about each of them.

w/c 07/12 Task Ten: The patron saint of our school, Cuthbert Mayne, was a victim of Elizabeth I's religious persecutions. Research Cuthbert Mayne and produce one of the following:

- Fact File with at least 10 key facts.
- A comic strip highlighting the key moments in his life.
- An Obituary.

Challenges:

w/c 14/12 Task Eleven: Elizabeth I is famous for the number of portraits she had produced. She used symbolism and imagery to persuade / convince the people of England of her power and abilities.

Create a new portrait of Elizabeth I and write a paragraph explaining the symbolism / imagery you have included. What message are you trying to create? Why might this message matter to Elizabeth?

w/c 14/12 Task Twelve: . Research one of the following women from the Tudor period:

- Bess of Hardwick
- Elizabeth Blount
- Elizabeth of York
- Lady Jane Grey

Imagine you have been asked to produce a documentary on the lives of one of these women. Create a storyboard to show the key events in their lives that you would discuss in your programme.

Maths

The power of Sparx for students, parents and carers.

Be empowered to become a pivotal part of your child's education.

The challenge

Engaging young people with any homework can be tough, let alone tackling maths. At Sparx, we know that parents and carers can be very influential when it comes to homework, and that is why we are so keen for you to be involved in their maths learning journey.

What is Sparx?

In schools, Sparx Maths Homework automatically sets one hour of personalised learning for every student, every week.

Unique content, covering the KS3 and GCSE maths curriculum, is devised and written by our in-house teams. Over 33,000 hand-written questions are supported by more than 7,800 tutorial videos, which help explain concepts and encourage independent learning.

Home Learning is set weekly and the platform will email you with deadlines, reminders and updates during the week.

If you do not have access to a computer at home, please speak to your Maths teacher in the first instance who will be able to provide alternative work.

If you forget your password: Click on the 'Forgot login details' button on SPARX login page and reset your own password.

SPARX support, supervised by the Maths Department, is available every Monday lunchtime and Wednesday lunchtime and after school in W2IT. This is open to anyone who may have issues logging in or would like help on any aspect of their home learning.



Receive reassurance

You will receive a weekly email keeping you up-to-date with your child's homework hand-in dates and what they are studying in the coming week.



Helpful videos

Your weekly emails contain a link to a topic-based video that can help you to understand the topic your child will be covering.



Personalised learning for every student

Our technology learns where students' strengths and weaknesses lie, and how long they take to complete different types of questions. It then determines which homework questions would help improve and consolidate their learning. Question difficulty is gradually increased to suit the learner and topics are repeated during the year to help them fully understand the skill for the long term.



Improves attainment

Additional teacher time and a bespoke learning experience drive both progress and attainment in maths.



Supports mental health

Progress in core subjects such as maths has a recognised effect on overall attainment. Tackling issues such as 'maths anxiety' and rewarding progress for all students creates confidence that is evidenced at a school-wide level.



Keeps your child motivated

Students collect XP (experience points) and are rewarded with mini-games.

"I used to hate maths, now I want to do maths every day"

Student from
All Saints Academy

RE Home Learning

Your RE home learning will be completed on Google Forms.

This will be posted every week into your Google Classroom.
(you should be invited to join your Google Classroom at the beginning of the term)

The Google Form will be posted every Monday week B and will be due in the following Wednesday week A.

If you are unable to access the Google Form then you must tell your teacher so they can give you a paper copy or an alternative piece of home learning.

If you wish to stretch and challenge yourself then please see the following pages where further RE home learning tasks can be found.

RE Year 8 Autumn Term: Extension Task 1

Judaism began nearly 4,000 years ago in a place called the Middle East. This is a large area on the border of Asia, Africa and Europe.

Jews believe that there is only one God. They believe they have a special agreement with God called a covenant. Jews promise to obey God's laws to say thank you to him for looking after them.

How did Judaism begin?

Judaism began when **Abraham** made a **covenant** with God.

Abraham was a good and thoughtful man. God spoke to him and asked him to make some promises. In return God promised some things to Abraham too.

Abraham did as he had promised and soon God began to fulfil his side of the promise – Abraham was given a son, Isaac, which was a surprise as Abraham and his wife were old and thought they would never have children.

God asks Abraham to sacrifice Isaac!

When Isaac was still a boy, God told Abraham to take him up a mountain and kill him as a sacrifice to prove he would keep his promise to obey and worship God. When they reached the top of the mountain, God sent an angel to stop the sacrifice and told Abraham it was a test to see if he would keep his promise.

The Exodus- with God's help, Moses rescues the Hebrews from Egypt.

Hundreds of years later, Abraham's descendants eventually became slaves in Egypt and were known as the Hebrews. God chose one Hebrew man, Moses, to lead their rescue. Moses told the Pharaoh (the ruler of Egypt) to let the Hebrew people go, but Pharaoh refused. God sent ten plagues of terrible events to punish the Egyptians and force Pharaoh to give in. But it was only when he sent the last plague that Pharaoh agreed to Moses' demands. God sent the Angel of Death to kill the firstborn sons in every Egyptian family. The Angel passed over the Hebrew families because Moses had warned them to paint lambs' blood on their doors as a sign. Pharaoh finally let the Hebrews go, but in order for them to escape, God had to help Moses to part the Red Sea so they could cross it safely.

God's covenant with Abraham

God promised Abraham	Abraham promised God
- That he would have a son - That he would have more descendants than the stars in the sky - That Abraham's descendants would be God's chosen people - That he would give Abraham's descendants a special land of their own.	- That he would believe in him - That he would obey him - That he would worship him and only him - That he would tell his family about him - That he would take his family on a long journey, guided by God to their special land.

Tasks:

1. Write down the life of Abraham in at least 6 bullet points
2. Write a paragraph about God's covenant with Abraham.
3. Draw 4 pictures (with captions) to show the life of Moses

RE Year 8 Autumn Term: Extension Task 2

ORTHODOX Judaism

- Believe God gave the Torah at Mount Sinai and Jews must follow it.
- Rigid in their beliefs & practices
- Society may change but Jewish teachings don't
- For an Orthodox Jew, one of the most important things is the continuation of ancient Jewish traditions
- The Jewish laws came from God whose words must be obeyed rather than interpreted.
- The orthodox try to observe the 613 mitzvot. These commandments are constant.

Tasks:

1. Draw a table with two columns, one "Orthodox Judaism" and the other "Reform Judaism". Fill the table in with information about these different types of Jews.

2. Can you think of any examples of how our society in 2024 is different to the past?

SOME DIFFERENCES

- In Reform Judaism prayers are shorter than those read in an Orthodox synagogue, and some are read in English rather than in Hebrew alone.
- In Reform Judaism men and women sit together in the synagogue, they sit separately in Orthodox synagogues.
- Some Reform synagogues have women as rabbis, this would not be the case in Orthodox synagogues.

REFORM Judaism

- Believe that practices have to be harmonised with modern life
- Most reform Jews believe only ethical laws of the **Torah** are binding - Believe religion should move with the time.
- Don't take all teachings literally - you can interpret them to see how they suit your life and the modern world

RE Year 8 Autumn Term: Extension Task 3

Tasks:

1. Write a paragraph explaining what a Bar Mitzvah is.
2. Write a paragraph explaining what a Bat Mitzvah is.
3. Design an invitation to a Bar;/Bat Mitzvah! Explain what they are being invited to and add drawings/decorations!

Bar/Bat Mitzvah

- Bar Mitzvah means 'Son of the Law'
- Bat Mitzvah means 'Daughter of the Law'
- This takes place usually when a boy is 13 and a girl is 12
- It marks the time when the boy or girl is considered mature enough to take responsibility for their own choices, behaviour and religious beliefs. From now on, they are an adult in the eyes of their religion.
- It is usually celebrated with a public service when the boy or girl will read from the Torah in the Hebrew language. This mostly happens in the synagogue but in some traditional (Orthodox) communities, the girls will have a more private ceremony as they are not allowed to lead the service in the synagogue. They will practise and study for this with the rabbi for a long time beforehand!
- It is a time of celebration for the family and often there is a party afterwards. One tradition is for the boy or girl to be showered with sweets to represent the idea that they will be showered with blessings.



A Bar Mitzvah happens around a boy's 13th birthday and is part of a service in the synagogue. The boy, who has prepared for the ceremony by spending a lot of time studying it, reads from the Torah. The boy puts on the tefillin for the first time.

The rabbi gives a talk, speaking to both the boy and his family and to the rest of the community. The boy might also give a talk to the people gathered.

It is traditional for the boy's father to recite a prayer of thanks to God for bringing his son to maturity. The boy receives gifts and there is a celebratory meal.

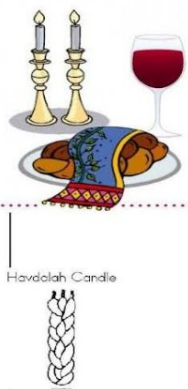
RE Year 8 Autumn Term: Extension task 4

Task:

Imagine an alien landed from space and asked you "What is Judaism?" Draw a cartoon strip that shows your answer (explaining what the religion is all about)

Shabbat (Sabbath)

- Lasts from sunset on Friday until just after sunset on Saturday every week.
- Remembers that God created the world in 6 days then rested on the seventh day and links to one of the Ten Commandments.
- Starts with a special meal which begins with the lighting of candles, prayers and blessings.
- No work of any kind is allowed - this includes writing, switching on electrical items, carrying things and driving. All the preparations for Shabbat must be completed before it begins.
- A time to rest, spend with family and worship God.
- Jewish people will go to the synagogue to worship together.
- Ends with the Havdalah ceremony which involves a special plaited candle, sweet spices, wine and saying prayers. Jewish people say goodbye to the sweetness and specialness of Shabbat and return to their everyday lives.



Do not worship
any other gods

Do not make
any idols

Do not misuse
God's name

Keep the
sabbath holy

Honour your
father & mother

Do not murder
Do not commit
adultery

Do not steal

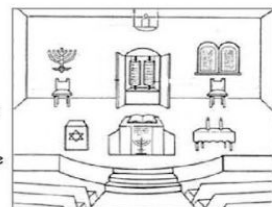
Do not lie
Do not covet

David & the star of David

The Star of David is a 6 pointed star that is used as a symbol to identify Jewish communities and refers back to King David's shield. King David was a shepherd boy who beat the giant Goliath in a fight, before growing up to become King. Today, the symbol is religiously important for Jews, but is also on the Israeli flag as a national symbol.

Synagogue

- Jewish place of worship
- Built so that it faces Jerusalem, the Jewish holy city
- Usually contains the following:
- The Ark - a cupboard where the Torah scrolls are kept - these are the Jewish holy books.
- The Bimah - a platform from where the Torah is read to the people
- The Ner Tamid - an everlasting light that hangs over the Ark
- The Ten Sayings (Ten Commandments) are displayed on the wall
- A menorah - a candlestick with seven branches, a reminder of the Temple where Jews used to worship
- The Star of David - a symbol which represents Judaism
- Seats for the people to sit in, facing the Ark. In a traditional (Orthodox) synagogue, there will be separate seating areas for men and women, but in a Reform synagogue, men and women will sit together
- What happens in a synagogue?
- Men will cover their heads and wear a prayer shawl called a tallit. Sometimes women do this as well
- The service is led by a rabbi (religious teacher) and chazzan (prayer leader)
- There will be a reading from the Torah scrolls, which are taken out of the Ark in a ceremony
- The people will pray and listen to the rabbi give a talk



Home learning will be set on Sparx on a Friday at 15.30 and should be completed by the following Friday morning at 07.30

Come along to home learning support on a Wednesday after school or Sparx support sessions in W2IT on a Wednesday lunchtime to access help with completing the task.

Stuck with logging in? See your Science teacher for support

Year 8 Spanish - Need To Know - Autumn Term

Viva 1, Module 4 - Mi Familia y mis amigos (My family and friends)

- The vocabulary in this Spanish section covers the basics of *all of the words and phrases that you will need to succeed in Spanish lessons and in Spanish homework tasks*.
- Your home learning for Spanish is set fortnightly. It is set **every two weeks on a Friday and is due in on the Thursday 2 weeks later, at 8am.**
- Each page has words, phrases and sentences in Spanish and English, and will also be the vocabulary that is tested in assessments.
- There are some sentence builder boxes after the vocabulary lists to show you how to make sentences with what you have learned. You use these sentence builders in lessons.
- Learning a language is only successful if you do it '*little but often*'.
- Home learning will be a mixture of Active Hub tasks, vocabulary learning from your Need to Know booklet, and other assignments your teacher will set you on Google Classroom and Class Charts.
- You must learn the vocabulary, there are ideas to help you do this on the next page.

Languages are best studied
'little and often'

**The conquest of
learning is achieved
through the knowledge
of languages.**



Pearson
ActiveHub

Become an independent learner...

- Revise vocabulary from previous topics regularly
- Try different strategies for memorising words
- Use the DuoLingo app on your phone and achieve praise points for streaks!



Ask Ms Rowbury or Ms Dowler Cross if you have any questions.

You must spend up to 30 minutes of effort each fortnight

If you are stuck with French homework then you can attend the support club - posters are displayed with details.

You live a new life for every new language you speak. If you know only one language, you live only once.

How do I learn new words?

Try a different technique each time you have to learn new vocabulary.

Enter the date you tried it and then provide feedback.



	<i>I used it on ...</i>	<i>My opinion</i> (e.g. useful, did not help me, boring, easy, difficult)	<i>Will I use this technique again?</i>
<i>I read and repeat the words in my head.</i>			
<i>I read and repeat the words aloud.</i>			
<i>I repeat the words with a rhythm / song tune.</i>			
<i>I record myself saying/singing the words and then listen to the recording.</i>			
<i>I do mind-maps or spider diagrams.</i>			
<i>I create and use my own flashcards / memory cards.</i>			
<i>I write the words in the target language and English (several times).</i>			
<i>I test myself by looking at, saying, covering, writing, checking the word.</i>			
<i>Someone in my family tests me.</i>			
<i>I study with my friend/s and we ask each other.</i>			

¿Cuántas personas hay en tu familia? How many people are there in your family?

En mi familia hay... personas.	In my family, there are... people.	mis primos	my cousins
mis padres	my parents	¿Cómo se llama tu madre?	What is your mother called?
mi madre	my mother	Mi madre se llama...	My mother is called...
mi padre	my father	¿Cómo se llaman tus primos?	What are your cousins called?
mi abuelo	my grandfather	Mis primos se llaman... y...	My cousins are called... and...
mi abuela	my grandmother	su hermano	his/her brother
mi bisabuela	my great-grandmother	sus hermanos	his/her brothers
mi tío	my uncle		
mi tía	my aunt		

Los números 20 - 100 Numbers 20 - 100

veinte	20	setenta	70
treinta	30	ochenta	80
cuarenta	40	noventa	90
cincuenta	50	cien	100
sesenta	60		

¿Cuántas personas hay en tu familia? *How many people are there in your family?*

En mi familia están
In my family, there are

mis padres *my parents*

mi madre *my mother*

mi padre *my father*

mi abuelo *my grandfather*

mi abuela *my grandmother*

mi bisabuela *my
great-grandmother*

mi tío *my uncle*

mi tía *my aunt*

mis primos *my cousins*

y *and*

y también *and also*

mis padres. *my parents.*

mi madre. *my mother.*

mi padre. *my father.*

mi abuelo. *my grandfather.*

mi abuela. *my grandmother.*

mi bisabuela. *my great-grandmother.*

mi tío. *my uncle.*

mi tía. *my aunt.*

mis primos. *my cousins.*



¿Cómo se llaman? <i>What are they called?</i>				
¿Cómo se llama tu madre? <i>What is your mother called?</i>	Mi madre se llama Rochelle. <i>My mother is called Rochelle.</i>	Tiene <i>He/She has</i>	veinte 20	años. <i>years old.</i>
¿Cómo se llama tu padre? <i>What is your father called?</i>	Mi padre se llama Mo. <i>My father is called Mo.</i>		treinta 30	
¿Cómo se llaman tus hermanos? <i>What are your brother and sister called?</i>	Mis hermanos se llaman Omar y Lara. <i>My brother and sister are called Omar and Lara.</i>	Tienen <i>They have</i>	cuarenta 40	
			cincuenta 50	
¿Cómo se llaman tus primos? <i>What are your cousins called?</i>	Mis primos se llaman Alisha y Rohan. <i>My cousins are called Alisha and Rohan.</i>		sesenta 60	
			setenta 70	
		ochenta 80		
			noventa 90	
			cien 100	

¿De qué color tienes los ojos? What colour are your eyes?

Tengo los ojos...	I have... eyes.	marrones	brown
azules	blue	verdes	green
grises	grey	Llevo gafas.	I wear glasses.

¿Cómo tienes el pelo? What's your hair like?

Tengo el pelo...	I have... hair.	rizado	curly
castaño	brown	largo	long
negro	black	corto	short
rubio	blond	Soy pelirrojo/a.	I am a redhead.
azul	blue	Soy calvo.	I am bald.
liso	straight		



¿Cómo tienes el pelo? <i>What's your hair like?</i> ¿De qué color tienes los ojos? <i>What colour are your eyes?</i>				
Tengo <i>I have</i>	el pelo <i>hair.</i>	azul <i>blue</i> castaño <i>brown</i> negro <i>black</i> rubio <i>blond</i>	y <i>and</i>	corto. <i>short</i> largo. <i>long</i> liso. <i>straight</i> rizado. <i>curly</i>
	los ojos <i>eyes.</i>	azules. <i>blue</i> grises. <i>grey</i> marrones. <i>brown</i> verdes. <i>green</i>		

¿Cómo tienes el pelo? <i>What's your hair like?</i> ¿De qué color tienes los ojos? <i>What colour are your eyes?</i>					
Tengo <i>I have</i> Tienes <i>You have</i> Tiene <i>He/She has</i> Tenemos <i>We have</i> Tenéis <i>You (plural) have</i> Tienen <i>They have</i>	el pelo <i>hair</i>	azul <i>blue</i> castaño <i>brown</i> negro <i>black</i> rizado <i>curly</i> rubio <i>blond</i>	y <i>and</i>	los ojos <i>eyes.</i>	azules. <i>blue</i> marrones. <i>brown</i> verdes. <i>green</i>

¿Cómo eres? <i>What are you like?</i>	
Soy <i>I am</i>	pelirrojo/a. <i>a redhead.</i>
Eres <i>You are</i>	calvo/a. <i>bald.</i>
Es <i>He/She is</i>	
Somos <i>We are</i>	pelirrojos/as. <i>redheads.</i>
Sois <i>You (plural) are</i>	calvos/as. <i>bald.</i>
Son <i>They are</i>	



¿Cómo es? What is he/she like?

Es...	He/She is...	inteligente	intelligent
No es muy...	He/She isn't very...	joven	young
alto/a	tall	viejo/a	old
bajo/a	short	Tiene pecas.	He/She has freckles.
delgado/a	slim	Tiene barba.	He has a beard.
feo/a	ugly	mis amigos	my friends
gordo/a	fat	mi mejor amigo/a	my best friend
guapo/a	good-looking, attractive	su mejor amigo/a	his/her best friend

Palabras muy frecuentes High-frequency words

además	also, in addition	un poco	a bit
bastante	quite	mi/mis	my
porque	because	tu/tus	your
muy	very	su/sus	his/her
¿Quién...?	Who?		

¿Cómo es tu mejor amigo/a? What's your best friend like?

Mi mejor amigo es <i>My best (male) friend is</i>	un poco <i>a bit</i>	alto <i>tall</i> bajo <i>short</i> delgado <i>slim</i> gordo <i>fat</i> guapo <i>good-looking, attractive</i> inteligente <i>intelligent</i> joven <i>young</i> viejo <i>old</i>	y <i>and</i>	tiene barba. <i>has a beard.</i> tiene bigote. <i>has a moustache.</i> tiene pecas. <i>has freckles.</i> lleva gafas. <i>wears glasses.</i>
Mi mejor amiga es <i>My best (female) friend is</i>	bastante <i>quite</i> muy <i>very</i>	alta <i>tall</i> baja <i>short</i> delgada <i>slim</i> gorda <i>fat</i> guapa <i>good-looking, attractive</i> inteligente <i>intelligent</i> joven <i>young</i> vieja <i>old</i>		tiene pecas. <i>has freckles.</i> lleva gafas. <i>wears glasses.</i>

¿Cómo es tu casa o tu piso? What is your house or flat like?

Vivo en...	I live in...	cómodo/a	comfortable
una casa	a house	grande	big
un piso	a flat	moderno/a	modern
antiguo/a	old	pequeño/a	small
bonito/a	nice, pretty		

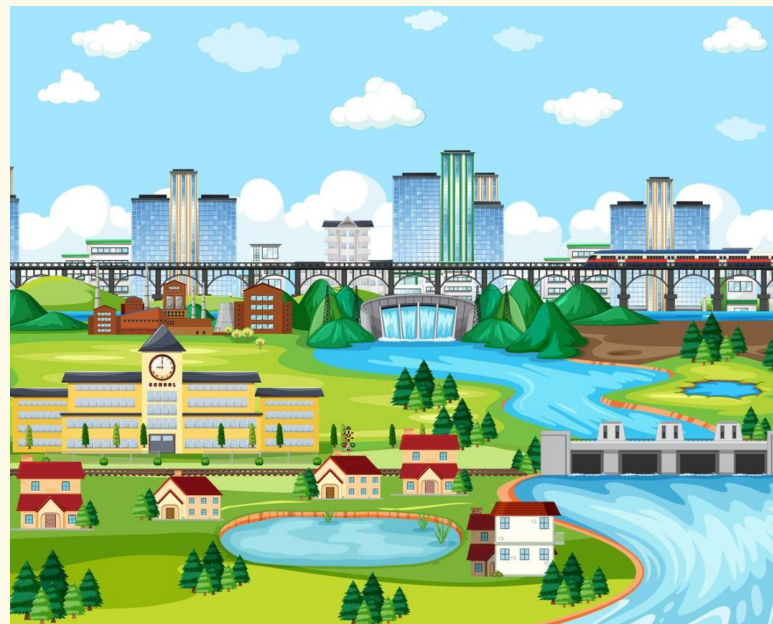
¿Dónde está? Where is it?

Está en...	It is in/on...	un pueblo	a village
el campo	the countryside	el norte	the north
la costa	the coast	el sur	the south
una ciudad	a town	el este	the east
el desierto	the desert	el oeste	the west
la montaña	the mountains	el centro	the centre

¿Cómo es tu casa o tu piso? What is your house or flat like?

Vivo en I live in	una casa a house.	antigua. old bonita. nice, pretty cómoda. comfortable grande. big moderna. modern pequeña. small tranquila. quiet, calm	Me gusta porque es I like it because it is	antiguo/a old bonito/a nice, pretty cómodo/a comfortable grande big moderno/a modern pequeño/a small tranquilo/a quiet, calm	y and y también and also pero no but not	antiguo/a. old. bonito/a. nice, pretty. cómodo/a. comfortable. grande. big. moderno/a. modern. pequeño/a. small. tranquilo/a. quiet, calm.
	un piso a flat.	antiguo. old bonito. nice, pretty cómodo. comfortable grande. big moderno. modern pequeño. small tranquilo. quiet, calm				

¿Dónde está? <i>Where is it?</i>	
Está <i>It is</i>	en el norte. <i>in the north.</i>
	en el sur. <i>in the south.</i>
	en el este. <i>in the east.</i>
	en el oeste. <i>in the west.</i>
	en el centro. <i>in the centre.</i>
	en el campo. <i>in the countryside.</i>
	en el desierto. <i>in the desert.</i>
	en un pueblo. <i>in a village.</i>
	en una ciudad. <i>in a town/city.</i>
	en la montaña. <i>in the mountains.</i>
	en la costa. <i>on the coast.</i>



¿Qué hay en tu ciudad? What is there in your town?

Hay...	There is...	una universidad	a university
un castillo	a castle	En...	In...
un centro comercial	a shopping centre	mi barrio	my neighbourhood
un estadio	a stadium	mi ciudad	my town, my city
un mercado	a market	mi pueblo	my village, my small town
un museo	a museum	No hay museo.	There isn't a museum.
un parque	a park	No hay nada.	There's nothing.
una piscina	a swimming pool	unos museos	some museums
una plaza	a square	unas tiendas	some shops
un polideportivo	a sports centre	muchos museos	a lot of museums
un restaurante	a restaurant	muchas tiendas	a lot of shops
una tienda	a shop		

¿Te gusta vivir en...? Do you like living in...?

Me gusta mucho vivir en...	I like living in... a lot.	porque hay	because there is/there are...
No me gusta nada vivir en...	I don't like living in... at all.	porque es...	because it is...

¿Qué hay en tu pueblo o ciudad? <i>What is there in your village or town?</i>			
En mi ciudad <i>In my town/city</i> En mi pueblo <i>In my village</i> En mi barrio <i>In my neighbourhood</i>	hay <i>there is</i> there are	un a	centro comercial. <i>shopping centre.</i> castillo. <i>castle.</i> estadio. <i>stadium.</i> mercado. <i>market.</i> polideportivo. <i>sports centre.</i>
		una a	piscina. <i>swimming pool.</i> universidad. <i>university.</i>
		unos some muchos many	museos. <i>museums.</i> parques. <i>parks.</i> restaurantes. <i>restaurants.</i>
		unas some muchas many	plazas. <i>squares.</i> tiendas. <i>shops.</i>



¿Qué hay en tu pueblo o ciudad? What is there in your village or town?

En mi ciudad *In my town/city*

En mi pueblo *In my village*

En mi barrio *In my neighbourhood*

no hay *there isn't*
there aren't

centro comercial. *a shopping centre.*

castillo. *a castle.*

estadio. *a stadium.*

mercado. *a market.*

piscina. *a swimming pool.*

polideportivo. *a sports centre.*

universidad. *a university.*

museos. *any museums.*

parques. *any parks.*

plazas. *any squares.*

restaurantes. *any restaurants.*

tiendas. *any shops.*

no hay nada. *there's nothing.*

¿Te gusta vivir en un pueblo o una ciudad? Do you like living in a village or town?

Me gusta vivir en <i>I like living in</i>	un pueblo <i>a village</i> una ciudad <i>a town/city</i>	porque (en mi barrio) hay <i>because (in my neighbourhood) there is/are</i>	un centro comercial, <i>a shopping centre,</i> un estadio, <i>a stadium,</i> una plaza, <i>a square,</i> monumentos, <i>monuments,</i> museos, <i>museums,</i>	y es <i>and it is</i> pero es <i>but it is</i>	demasiado <i>too</i> muy <i>very</i> un poco <i>a bit</i>	aburrido. <i>boring.</i> antiguo. <i>old.</i> bonito. <i>nice, pretty.</i> ruidoso. <i>noisy.</i> tranquilo. <i>quiet, calm.</i>
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¿Qué hora es? What time is it?

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.

Son las ocho menos veinte.	It's twenty to eight.
Son las nueve menos cuarto.	It's quarter to nine.
Son las diez menos diez.	It's ten to ten.
Son las once menos cinco.	It's five to eleven.
Son las doce.	It's twelve o'clock.
¿A qué hora?	At what time?
a la una	at one o'clock
a las dos	at two o'clock

¿Qué haces en la ciudad? What do you do in town?

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
de compras	shopping
de paseo	for a walk
No hago nada.	I do nothing.

¿Qué hora es? *What time is it?*

Es **la** una. *It's one o'clock.*

Son **las** dos. *It's two o'clock.*

Son **las** tres. *It's three o'clock.*

Son **las** cuatro. *It's four o'clock.*

Son **las** cinco. *It's five o'clock.*

Son **las** seis. *It's six o'clock.*

Son **las** siete. *It's seven o'clock.*

Son **las** ocho. *It's eight o'clock.*

Son **las** nueve. *It's nine o'clock.*

Son **las** diez. *It's ten o'clock.*

Son **las** once. *It's eleven o'clock.*

Son **las** doce. *It's twelve 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.*

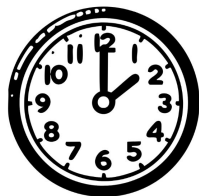
Es **la** una menos cinco. *It's five to one.*

Son **las** siete menos diez. *It's ten to seven.*

Son **las** ocho menos cuarto. *It's quarter to eight.*

Son **las** nueve menos veinte. *It's twenty to nine.*

Son **las** diez menos veinticinco. *It's twenty-five to ten.*



¿Qué haces en la ciudad? What do you do in town?

A la una y cinco <i>At five past one</i> A las dos y veinticinco <i>At twenty-five past two</i> A las tres menos cuarto <i>At quarter to three</i> A las seis menos veinte <i>At twenty to six</i> A las ocho y media <i>At half past eight</i> A las doce menos diez <i>At ten to twelve</i>	voy <i>I go/I am going</i>	al <i>to the</i>	cine <i>cinema</i>	con mi familia. <i>with my family.</i> con mis amigos/as. <i>with my friends.</i>
	vas <i>you go/you are going</i>		parque <i>park</i>	
	va <i>he/she goes/he/she is going</i>	a la <i>to the</i>	bolera <i>bowling alley</i>	
	vamos <i>we go/we are going</i>		cafetería <i>café</i>	
	vais <i>you (plural) go/you are going</i>		playa <i>beach</i>	
	van <i>they go/they are going</i>	de paseo <i>for a walk</i>		
		de compras <i>shopping</i>		
salgo <i>I go out</i>				
no hago nada. <i>I do nothing.</i>				

En la cafetería In the café

Yo quiero...	I want...
bebidas	drinks
un batido de chocolate/ de fresa	a chocolate/strawberry milkshake
un café	a coffee
una Coca-Cola	a Coca-Cola
una Fanta limón	a lemon Fanta
un granizado de limón	an iced lemon drink
un té	a tea
raciones	snacks
una ración de	a portion of
calamares	squid

croquetas	croquettes
gambas	prawns
jamón	ham
pan con tomate	tomato bread
patatas bravas	spicy potatoes
tortilla	Spanish omelette
¿Algo más?	Anything else?
No, nada más.	No, nothing else.
¿Y de beber?	And to drink?
¿Cuánto es, por favor?	How much is it, please?
Son cinco euros setenta y cinco.	That's 5,75 €.



¿Qué quieres? What do you want?

Quiero <i>I want</i>	una ración de <i>a portion of</i>	calamares <i>squid</i> croquetas <i>croquettes</i> gambas <i>prawns</i> jamón <i>ham</i> pan con tomate <i>tomato bread</i> patatas bravas <i>spicy potatoes</i> tortilla <i>Spanish omelette</i>	y también <i>and also</i>	un a	batido de chocolate/fresa, <i>chocolate/strawberry milkshake</i> , café, <i>coffee</i> , granizado de limón, <i>iced lemon drink</i> , té, <i>tea</i> ,	por favor. <i>please.</i>
				una a	Coca-Cola, <i>Coca-Cola</i> , Fanta limón, <i>lemon Fanta</i> , limonada, <i>fresh lemonade</i> ,	

¿Qué quieres? What do you want?

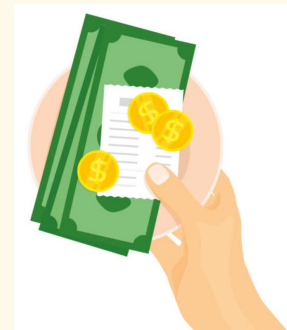
Quiero <i>I want</i> Quieres <i>You want</i> Quiere <i>He/She wants</i> Queremos <i>We want</i> Queréis <i>You (plural) want</i> Quieren <i>They want</i>	una ración de <i>a portion of</i>	calamares. <i>squid.</i> croquetas. <i>croquettes.</i> gambas. <i>prawns.</i> jamón. <i>ham.</i> pan con tomate. <i>tomato bread.</i> patatas bravas. <i>spicy potatoes.</i> tortilla. <i>Spanish omelette.</i>
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¿Algo más? *Anything else?*

¿Y de beber? *And to drink?*

Por favor *Please*

¿Cuánto es? <i>How much is it?</i>			
Es <i>It is</i>	un 1	euro <i>euro</i>	veinte. 20. treinta. 30.
Son <i>It is</i>	dos 2	euros <i>euros</i>	cuarenta 40.
	tres 3		cincuenta. 50.
	cuatro 4		sesenta. 60.
	cinco 5		setenta. 70.
			ochenta. 80. noventa. 90.



¿Qué vas a hacer? What are you going to do?

Voy a salir con mis amigos.	I am going to go out with my friends.	Vamos a jugar al voleibol.	We are going to play volleyball.
Vas a ver la televisión.	You are going to watch TV.	Vais a chatear.	You (plural) are going to chat online.
Va a ir de paseo.	He/She is going to go for a walk.	Van a hacer los deberes.	They are going to do their homework.

¿Cuándo? When?

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

Palabras muy frecuentes High-frequency words

aquí	here	hasta	until
a ver	let's see	más	more
con	with	si	if

¿Qué vas a hacer? What are you going to do?

El lunes <i>On Monday</i>	primero <i>first</i> por la mañana <i>in the morning</i> por la tarde <i>in the afternoon</i>	voy <i>I am going</i> vas <i>you are going</i> va <i>he/she is going</i> vamos <i>we are going</i> vais <i>you (plural) are going</i> van <i>they are going</i>	a to	ir <i>go</i>	de paseo. <i>for a walk.</i> de compras. <i>shopping.</i>	Va a ser <i>It is going to be</i>	divertido. <i>fun.</i> guay. <i>cool.</i> aburrido. <i>boring.</i>
El martes <i>On Tuesday</i>				hacer <i>do</i>	muchas cosas. <i>lots of things.</i> los deberes. <i>homework.</i>		
El miércoles <i>On Wednesday</i>				jugar <i>play</i>	al fútbol. <i>football.</i> al voleibol. <i>volleyball.</i>		
El jueves <i>On Thursday</i>				salir <i>go out</i>	con amigos/as. <i>with friends.</i>		
El viernes <i>On Friday</i>				ver <i>watch</i>	la televisión. <i>TV.</i>		
El sábado <i>On Saturday</i>				montar <i>ride</i>	en bici. <i>a/my bike.</i>		
El domingo <i>On Sunday</i>				navegar <i>surf</i>	por Internet. <i>the net.</i>		
Este fin de semana <i>This weekend</i>				bailar. <i>dance.</i> chatear. <i>chat online.</i>			

Useful classroom language

¿Cómo se dice en español? – How do you say ... in Spanish?

¿Cómo se escribe? – How do you spell it?

¿Puedo hablar en inglés? – Can I speak in English?

¿Puedo ir al baño? – Can I go to the toilet?

¿Puedo beber algo? – Can I have a drink?

¿Puedo quitarme la chaqueta? – Can I take off my blazer?

¿Puede repetir, por favor? – Can you repeat please?

¿Puede ayudarme, por favor? – Can you help me please?

No entiendo – I don't understand

He terminado – I have finished

He olvidado (mi bolí) – I have forgotten (my pen)

Task instructions

Completa el texto – Complete the text

Rellena la tabla - Fill in the table

Empareja la letra con el número correcto – Match the letter to the correct number

Escoge la letra correcta - Choose the correct letter

Escribe 40 palabras - Write 40 words

Escribe 4 frases - Write 4 sentences

Escucha la entrevista – Listen to the interview

Lee la información – Read the information

Menciona dos detalles - Mention two details

