

Home Learning Booklet



Knowledge Goals Year 8 Half Term 2

How to self-test

Mind mapping

- Mind mapping is simply a diagram to visually represent or outline information.
- Use information gathered from your knowledge goals booklet to create mind maps, make sure to use colour and images, keep writing to the bare minimum.

How to mind map:



Information for parents on knowledge retrieval



Flash cards

Use your knowledge goals booklet to make flash cards. Write the questions on one side and on the other record the answer. Test yourself or work with a friend to make sure you know all the key information for each topic.

How to mind map:



How should students use the Knowledge Goals booklets?

Your Knowledge Goals booklet provide the essential knowledge that you need to learn in each subject this half term. You are **expected to spend 30 minutes per subject per week 'learning' the content**. You will be assessed during lessons using 'low stake' quizzing. **Your teacher may choose to set you additional homework.**

How can parents support?

- Read through the organiser with your child – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect. Get them to make a glossary (list) of key words with definitions or a list of formulae.
- Read sections out to them, missing out key words or phrases that they must fill in. Miss out more and more until they are word perfect.

Subject Index

Suggested Homework Schedule (1 hour of independent study per night).

To help you get organized, we have planned out your weekly home learning to cover all subjects. You may choose to create your own version:

Week A

Day	Subject 1 (20mins)	Subject 2 (20mins)	Subject 3 (20mins)
Monday	Art	English Language	Physics
Tuesday	Biology	Technology	Maths
Wednesday	Chemistry	Spanish	Music
Thursday	Computer Science	Geography	RS
Friday	Design Technology	History	PE

Week B

Day	Subject 1 (20mins)	Subject 2 (20mins)	Subject 3 (20mins)
Monday	Drama	Personal Development	Teir 2 Vocab
Tuesday	Maths	English	Physics
Wednesday	Chemistry	English	Music
Thursday	Teir 2 Vocab	Maths	Biology
Friday			

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Literacy Tier 2 Vocabulary

These words are all 'tier 2' words; in other words, they are seen as 'academic vocabulary' and if you know them, can understand them and use them, you will do better in your exams and be able to communicate more precisely and effectively in life.

#	Key word	Definition
1	Significant	
2	Regional	
3	Analogy	
4	Implication	
5	Enquiry	
6	Pressure	
7	Adjacent	
8	Enhance	
9	Formal	
10	Impact	

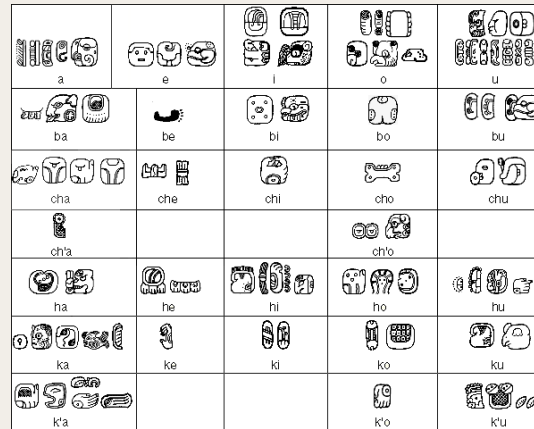
Knowledge Goals: Art

The Mayans

The Mayan civilization lasted from about **500 BC to 1200 AD..**

Examples of the script have been found **carved in stone and written on bark, wood, jade,** ceramics, and a few manuscripts in **Mexico,** Guatemala and northern Belize.

The script was usually written in paired **vertical columns** reading from left to right and top to bottom in a zigzag pattern.



Overview

Firstly you will research the use of symmetry in branded logo design. You will then research Mayan culture, including hieroglyphs. You will design a symmetrical logo based on their name and create poly prints from it. You will develop your logo design using pen, and create a range of colourful backgrounds for your prints.

Find out more about the Mayans here

<https://www.youtube.com/watch?v=NTCSTUfRTMA>

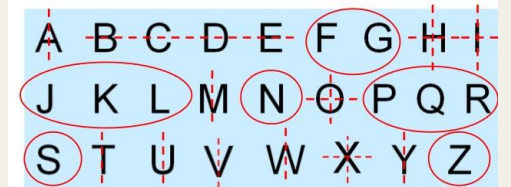
Key terms

Line of symmetry - An imaginary line that divides an image into two halves causing one half to be the reflection of the other

Print - Transferring an image from one surface to another

Shape - A 2D or flat element which is defined by line

Symmetry in Letters !



Knowledge Goals: Biology – Digestion

DIGESTIVE SYSTEM

Mouth	Food is chewed and mixed with saliva. Teeth help to break the food into smaller chunks.
Gullet	Food passes down this tube.
Stomach	Food is mixed with digestive juices and acids.
Small intestine	Digestive juices from the liver and pancreas are added and digestion is completed. Small molecules of nutrients pass through the intestine wall into the bloodstream.
Large intestine	Only food that cannot be digested gets this far. Water passes back into the body, leaving a solid waste of undigested food called faeces.
Rectum	Faeces are stored here until they leave the body.
Anus	This is a muscular ring through which faeces pass out of the body.

The small intestine has a thin wall, covered in villi. These structures increase the surface area for absorption. They also contain blood capillaries to carry away absorbed food molecules.

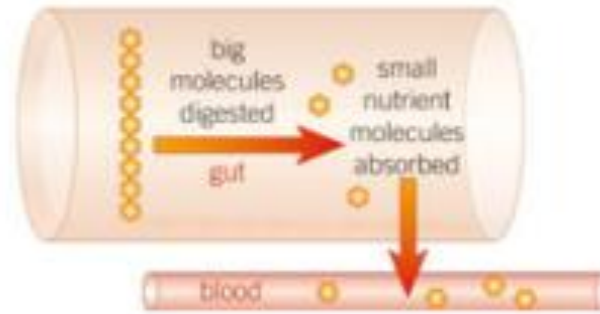
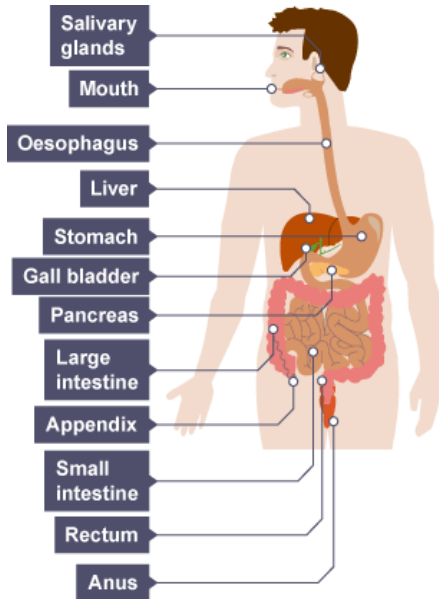
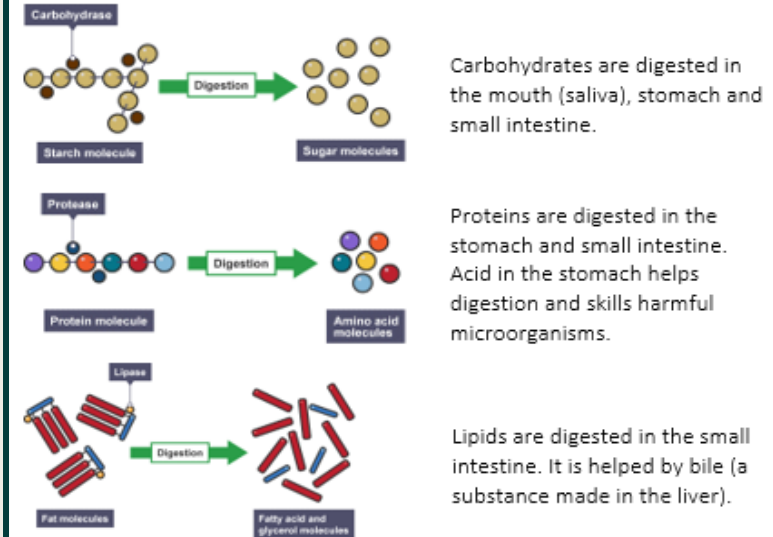
UNHEALTHY DIET

- Energy in food is measured in joules or kilojoules (1 kilojoule = 1000 joules).
- The amount of energy you need depends on your age, body size, gender and fitness.
- If energy in food is less than the energy you use, you will lose body mass (become underweight). Underweight people suffer from health problems, lack energy and are likely to have mineral deficiencies.
- Overweight people have an increased risk of heart disease, stroke, diabetes and some cancers.
- Vitamin and mineral deficiencies can damage a person's health; vitamin D deficiency can lead to weak bones (rickets).

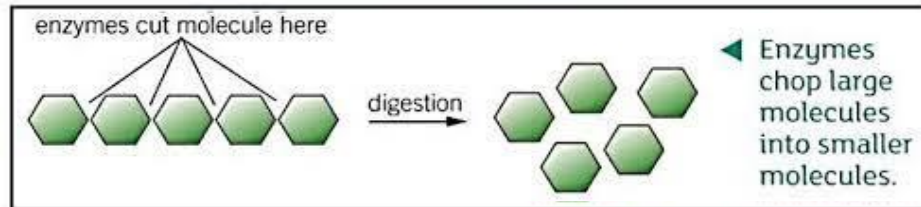
There are 7 different types of nutrients;

1. Carbohydrates; simple carbohydrates provide a quick source of energy. Complex carbohydrates release energy more slowly.
2. Lipids (fats and oils)
3. Proteins
4. Vitamins
5. Minerals
6. Water (needed in all cells and body fluids)
7. Dietary fibre

DIFFERENT TYPES OF ENZYMES: different enzymes break down different nutrients.

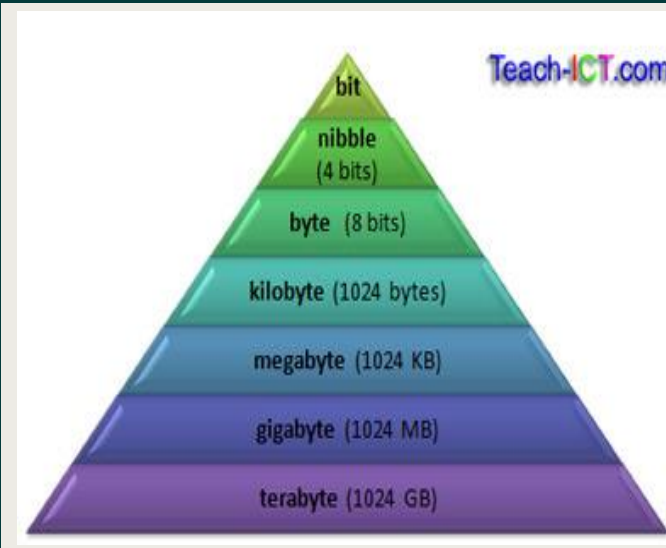


Gut bacteria make important vitamins (vitamin K) and help break down food.



Knowledge Goals: Computer Science – Data Representation

Character sets, such as ASCII and Unicode, are used in computers to represent symbols such as letters, numbers and punctuation marks in binary.



In binary, 8 bits (individual 1s and 0s) make up a byte. The prefixes:

- kilo
- mega
- giga
- tera

are used to express increasingly large quantities of bytes.

Bitmap images

Bitmap images use a grid of pixels, each with an assigned colour, to represent an image.

00	00	00	00	00
00	11	11	11	00
00	11	11	11	00
00	00	10	00	00
00	00	10	00	00
01	01	01	01	01

A bitmap image with a colour depth of 2 bits and a resolution of 5x6

Metadata is text information about an image. For example:

- Date
- GPS Location
- Camera model

Converting denary (base 10) to binary (base 2)

Converting 30 to binary

Step 1: Write down the binary placeholders.

32	16	8	4	2	1

Step 2: Find the largest placeholder that is less than or equal to the denary number. Write a 1 underneath this placeholder.

32	16	8	4	2	1
	1				

Step 3: Subtract placeholder from the original number

30-16 = 14

Step 4: Repeat this process with the result until you're left with 0

32	16	8	4	2	1
	1	1			

14-8 = 6

32	16	8	4	2	1
	1	1	1		

6-4 = 2

32	16	8	4	2	1
	1	1	1	1	

Converting binary (base 2) to denary (base 10)

Converting 100101 to denary

Step 1: Write the placeholders over your binary number (start on the right):

32	16	8	4	2	1
1	0	0	1	0	1

Step 2: List all the placeholders with 1 underneath:

- 32
- 4
- 1

Step 3: Add up your list

32+4+1 = 37

Converting denary (base 10) to binary (base 2) - continued

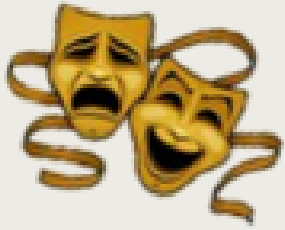
32	16	8	4	2	1
	1	1	1	1	

2-2 = 0

Step 5: Fill in the remaining placeholders with 0s

32	16	8	4	2	1
0	1	1	1	1	0

Therefore 30 in base 2 is **011110**



Knowledge Goals: Drama

Victorian Melodrama

Example of a loop dialogue:

- A: So, are you coming to the party?
B: Party? I haven't been invited.
A: Haven't been invited? Doesn't matter, just turn up.
B: Just turn up? Where are we meeting?
A: Meeting at the bowling alley, then going to Dan's.
B: Dan's house? What about his parents?
A: Parents aren't invited, plus his are away.
B: Away? When are they back?
A: Back sometime on Sunday
B: Sunday I have lunch at my grandparents
A: Grandparents like to dance, they can come
B: Come to the party? I don't think so

Exaggerated facial expression and body language are essential for this unit of work!

Victorian Theatre:

- A time in history where theatre evolved to become more grotesque (meaning shocking to the audience, exploring themes that weren't previously explored such as human suffering or illness on stage).
- Use of stock characters to create recognizable characters in performance that the audience can relate to.
- Use of loop dialogue, a short script which can be repeated on a loop to create pace in performance.
- This scheme is all about you creating and constructing narrative which clearly defines the plot for the audience.

Styles of Theatre:

Tragedy – where the plot follows the downfall of the protagonist and ultimately ends in sadness and suffering.

Comedy – where the characters and storylines are funny to watch, they often involve elaborate storylines and are very over the top!

Melodrama – a style of theatre where facial expression and body language is exaggerated. The storyline is focused on physical action.



Knowledge Goals: Drama

Victorian Melodrama

Stock Characters:

Hero, villain, side-kick, the damsel in distress, the princess or prize, the obstacle, a servant.

Facial Expression:

Frowning, widening of the eyes, scowling, pursing of the lips.

Body Language:

Posture, gesture, stance, eye contact, gait, movement, positioning.

Half Term 2: Tier 3 Vocabulary

	Key word	Definition
1	Melodrama	A style of theatre recognised by its over-the-top physicality and facial expressions/plot.
2	Collaborative	Working together as a group.
3	Loop Dialogue	A short script that can be repeated over and over again without stopping.
4	Body Language	The way we use our body to convey information to the audience. This may be through posture, gesture, tension.
5	Facial Expression	The way we use our face to convey information to the audience.
6	Stock Characters	Types of characters that we see in every form of theatre style.

Knowledge Goals: Electronics


Health and Safety
It is really important we **ASSESS** the **RISK** and **REDUCE** the **RISK** of Injury by **LISTENING** To the **TRAINING** and following the correct PPE usage

- Hair must be tied up in the workshop
- Blazers and ties must be removed
- Jewellery must be removed
- Only use machines you have been told to use and have been demonstrated to you
- Ensure you know where the emergency stop button is
- Do not eat or drink in the workshop
- No running


Input	Function	Use
Light-dependent resistor (LDR)	The resistance changes as the light level changes, and the change in resistance can be used as an input	Solar garden lights and street lighting
Thermistor	The resistance changes as the temperature changes, and the change in resistance can be used as an input	Fridges, central heating systems and freezers to maintain temperatures

Process	Function	Use
Switch	A switch can either allow or prevent electrical power from flowing round a circuit	Any device that needs power to be turned on and off
Resistor	To limit the flow of current - they are made to restrict current flow in varying degrees (resistance)	It helps control the flow of current and protects delicate components from being overloaded

Output	Function	Use
Speaker	Uses pulses of electricity to move an electromagnet that vibrates to create sound	Headphones and radios
Light-emitting diode (LED)	A long-lasting, low-power light	Torches, lamps and power indicators



Wire strippers: Remove the plastic coating from the wire to expose the wire to attach with soldering to other components



Solder- using a soldering iron it attaches two components together

KEY TERMS

Types of plastics

Thermosetting
Plastics **cannot be reheated** and **reshaped** due to a chemical reaction that occurs when they are first manufactured.

- Initially **set by heat**
- Cannot be **reshaped once set**
- Extremely **strong and durable**
- **CANT** be recycled

Thermoforming
Plastics **can be reheated** and therefore **reshaped**.

- **Soften** when heated
- Can be **reshaped**
- More commonly used in **school**
- **CAN** be recycled


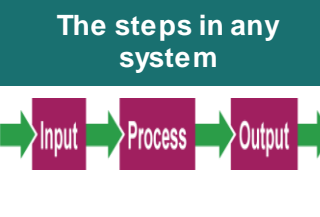
Think of the word "set" what does it mean?
(Put something in a set position)

JIG: A production aid to make sure that every time the material is shaped to the same angle

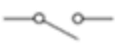



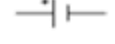









CAM
Computer Aided Manufacture

Laser cutter

Laser cutting works by directing the output of a high-power laser. The focused laser beam is directed at the material, which then cuts the material leaving an edge with a high-quality surface finish. In school we mainly cut and engrave on Plywood and Acrylic

Symbols to recognise

	Switch (Open)		Lamp
	Switch (Closed)		Fuse
	Cell		Voltmeter
	Battery		Ammeter
	Diode		Thermistor
	Resistor		LDR
	Variable Resistor		LED

Knowledge Goals: English Lang

TEXT SELECTION	CORE ASSESSMENT SKILLS AND WHAT STUDENTS ARE AIMING TO BE ABLE TO WRITE:				
<ul style="list-style-type: none"> • War of the Worlds • Northern Lights • Boy in Striped Pyjamas - TMA • Buddy • Coran Boy • Fat Boy Swim • Mortal Engines • The Machine Gunners • Across the Barricade • The Outsiders • Face • Role of Thunder Hear My Cry • Refugee Boy 	<p>(WTL/S) Analyse writer's techniques – language and structure (ST) Use subject terminology (E) Use of evidence to support points (ERA): Explore effect on reader/audience</p> <p>Throughout the extract, the focus shifts from the outward description of Iorek Byrnison, his behaviour and dialogue, to the fearful reaction of the humans around him. This shift in focus encourages the readers to feel the fear that Iorek inspires. Pullman describes how Lyra's heart thumped and skin shivered all over in terror, after Farder Coram calls to Iorek. The focus also shifts to the reaction of the bartender who shuts the door in alarm as Iorek lurches towards him. The focus shift to the reaction of those around Iorek creates a sense of fear for the reader and helps them empathise with the other characters. Because the focus is on the characters' fear of Iorek, it creates an atmosphere of dread and anxiety.</p>				
<p>Home Learning Tasks:</p> <ol style="list-style-type: none"> 1) Complete 15 minutes of reading every night, using your AR book. 2) Complete the vocabulary acquisition quizzes, set on Teams every fortnight. 3) Using this knowledge organiser, learn and review the key ingredients of crafting effective narratives. 4) Read at least one text from the wider reading list! 	<p>Hitchhiker's Guide to the Galaxy: The Trilogy of Four by Douglas Adams</p>	<p>All the Light We Cannot See by Anthony Doerr</p>	<p>All the Broken Places- John Boyne</p>	<p>Once by Morris Gleitzman</p>	<p>Explorers: Amazing Tales of the World's Greatest Adventurers (DK Explorers) by Nellie Huang</p>
	<p>Dosh by Robert Swindells</p>	<p>The Amber Spyglass by Philip Pullman (Young Adult)</p>	<p>La Belle Sauvage by Philip Pullman (Young Adult)</p>	<p>Jane Eyre by Charlotte Bronte</p>	
	<p>Number The Stars by Lois Lowry</p>	<p>Dear Nobody by Berlie Doherty</p>	<p>The Book Thief by Markus Zusak</p>	<p>The Diary of a Young Girl by Anne Frank</p>	<p>Weirdstone of Brisingamen by Alan Garner</p>
	<p>The Subtle Knife by Philip Pullman (Young Adult)</p>	<p>Northern Lights: The definitive guide to auroras by Tom Kerss</p>	<p>The Unbeliever by Robert Dale Parker</p>	<p>The Lion, the Witch and the Wardrobe by C. S. Lewis</p>	<p>Feather Boy by Nicky Singer</p>

Knowledge Goals: Food Technology

Seasonality and Food Miles

What are seasonal foods?

Seasonal food is the time of year when food is at its best, in terms of flavour or harvest.

Many foods are available all year, as they are imported from other countries.

When local seasonal food is available it tends to be fresher and cheaper - there has been less travel/storage from farm to fork.

Food - a fact of life 2012

REDUCING FOOD MILES!

Food Miles are how we calculate how far food has to travel before it reaches our plates.

How To HELP!

- 1) Buy local products
- 2) Recycle food scraps
- 3) Grow your own
- 4) Eat foods in season
- 5) No plastic packaging
- 6) Buy foods that have good assurance logos, for example FAIRTRADE

Micronutrients

Needed in small amounts to help the body function properly

Vitamin	Food Sources
Vitamin A	Carrot, sweet potato, milk, eggs
Vitamin B complex	Whole grains, legumes, nuts and seeds, meat, eggs, dairy
Vitamin C	Citrus fruits, strawberry, bell peppers, tomatoes
Vitamin D	Fatty fish, fish liver oil, egg yolk, mushrooms
Vitamin E	Wholegrain foods, nuts and seeds, avocado
Vitamin K	Green leafy vegetables, broccoli, cauliflower, cabbage, meat, fish, eggs

Macronutrients

Needed in large amounts to help the body to function properly

Fat

Function: Energy, Warmth, Protection of organs

Sources:

Saturated Fat (Bad Fats)	Unsaturated Fat (Good Fats)
Meat	Avocado
Processed Foods	Nuts
Lard	Olive oil

Saturated Fats - solid at room temperature and are from animal sources. **Unsaturated fats** are liquid at room temperature and are vegetable sources.

Too much	Too little
<ul style="list-style-type: none"> • Obesity • Type 2 diabetes • Heart Disease 	<ul style="list-style-type: none"> • Fat soluble vitamin deficiencies

Carbohydrates

Function: Energy

Sources: Bread, Pasta, Rice, Wheat, Potatoes, Cereals

Sugars: Cakes, Sweets, Fizzy drinks

We should consume no more than 30g of sugar per day

Too much	Too Much
<ul style="list-style-type: none"> • Obesity • Type 2 diabetes • Heart Disease 	<ul style="list-style-type: none"> • Tooth decay • Type two diabetes • Obesity

Protein

Function: Growth and Repair, Energy

Sources:

Plant	Animal
Nuts	Eggs
Quorn	Fish
Beans	Meat
Lentils	

Too much	Too little
<ul style="list-style-type: none"> • Turns to fat if not turned into energy 	<ul style="list-style-type: none"> • Anaemia • Slow growth in children

Water
Keeps us hydrated.

Source
Drinks, fruit and vegetables, soup.

<p>Function</p> <ul style="list-style-type: none"> • Controls body temperature. • Gets rid of waste in the body. 	<p>Too little</p> <ul style="list-style-type: none"> • Dehydration leads to headaches, irritability and loss of concentration.
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Fibre

Function: It helps with digestion it helps to get rid of waste

Source: Wholegrain, Whole wheat, Wholemeal cereals, Peas and beans

Too Little
<ul style="list-style-type: none"> • Constipation • Bowel Cancer

Vegetarianism

Lacto-ovo-vegetarians

- Eggs
- Milk
- Honey
- Plant food

Lacto-vegetarians

- Eggs
- Milk
- Honey
- Plant food

Ovo-vegetarians

- Eggs
- Milk
- Honey
- Plant food

Vegans

- Eggs
- Milk
- Honey
- Plant food

+
Yes, they eat these foods

-
No, they do not eat these foods

Food Poisoning

Types of Food Poisoning

Food poisoning comes from many sources, including bacteria, viruses, and fungi.

Listeria
fresh milk, unwashed produce

E. coli
fecal contamination

Campylobacter
undercooking, unhygienic kitchen

Salmonella
undercooking, poor hygiene

Abdominal pain **Diarrhea** **Fever** **Nausea Vomiting**

Knowledge Goals: French

Où vas-tu en vacances? *Where are you going for the holidays?*

Je vais ...	<i>I'm going ...</i>
au bord de la mer	<i>to the seaside</i>
à la campagne	<i>to the country</i>
à la montagne	<i>to the mountains</i>
au Parc Disneyland	<i>to Disneyland</i>
à Paris	<i>to Paris</i>
dans les Pyrénées	<i>to the Pyrenees</i>
sur la Côte d'Azur	<i>to the Côte d'Azur</i>
en Bretagne	<i>to Brittany</i>
dans les Alpes	<i>to the Alps</i>
en Provence	<i>to Provence</i>
dans le Jura	<i>to the Jura mountains</i>
Je reste à la maison.	<i>I'm staying at home.</i>

Pour combien de temps? *For how long?*

Pour ...	<i>For ...</i>
un week-end	<i>a weekend</i>
une semaine	<i>a week</i>
dix jours	<i>ten days</i>
deux semaines	<i>two weeks</i>
un mois	<i>a month</i>

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

Je vais ...	<i>I'm going ...</i>
aller à la pêche	<i>to go fishing</i>
faire une balade à vélo	<i>to go for a bike ride</i>
faire du camping	<i>to go camping</i>
faire du cheval	<i>to go riding</i>
faire de la natation	<i>to go swimming</i>
faire de la planche (à voile)	<i>to go windsurfing</i>
jouer aux cartes	<i>to play cards</i>
jouer avec mes copains	<i>to play with my friends</i>
jouer au foot(ball)	<i>to play football</i>
jouer à l'ordinateur	<i>to play on the computer</i>
jouer au tennis	<i>to play tennis</i>
jouer au volley(-ball)	<i>to play volleyball</i>

C'est dans quelle direction?

Pour aller ...?	<i>How do I get ...?</i>
au marché	<i>to the market</i>
à la gare	<i>to the station</i>
à l'église	<i>to the church</i>
aux magasins	<i>to the shops</i>
Vous ...	<i>You ...</i>
allez tout droit	<i>go straight ahead</i>
tournez à gauche	<i>turn left</i>
tournez à droite	<i>turn right</i>

Which way is it?

<i>How do I get ...?</i>
<i>to the market</i>
<i>to the station</i>
<i>to the church</i>
<i>to the shops</i>
<i>You ...</i>
<i>go straight ahead</i>
<i>turn left</i>
<i>turn right</i>

Où?

à côté du cinéma	<i>beside the cinema</i>
après le pont	<i>over the bridge</i>
dans le jardin public	<i>in the park</i>
derrière la poste	<i>behind the post office</i>
devant la gare	<i>in front of the station</i>
en face de l'église	<i>opposite the church</i>
entre l'hôtel et la banque	<i>between the hotel and the bank</i>
sur la place du marché	<i>on the market square</i>

Where?

<i>beside the cinema</i>
<i>over the bridge</i>
<i>in the park</i>
<i>behind the post office</i>
<i>in front of the station</i>
<i>opposite the church</i>
<i>between the hotel and the bank</i>
<i>on the market square</i>

Encore des nombres

Some more numbers	
soixante	60
soixante-cinq	65
soixante-dix	70
soixante-quinze	75
quatre-vingts	80
quatre-vingt-un	81
quatre-vingt-cinq	85
quatre-vingt-dix	90
quatre-vingt-quinze	95
cent	100

Au camping

une caravane	<i>a caravan</i>
un pique-nique	<i>a picnic</i>
la plage	<i>the beach</i>
l'eau	<i>the water</i>

En ville

l'arrêt de bus	<i>the bus stop</i>
la banque	<i>the bank</i>
la boulangerie	<i>the baker's</i>
le centre commercial	<i>the shopping centre</i>
le cinéma	<i>the cinema</i>
l'église	<i>the church</i>
la gare	<i>the station</i>
l'hôtel	<i>the hotel</i>
l'hôtel de ville	<i>the town hall</i>
le jardin public	<i>the park</i>
le marché	<i>the market</i>
le parking	<i>the car park</i>
la piscine	<i>the swimming pool</i>
le pont	<i>the bridge</i>
la poste	<i>the post office</i>
le restaurant	<i>the restaurant</i>
le supermarché	<i>the supermarket</i>
le théâtre	<i>the theatre</i>

In town

<i>the bus stop</i>
<i>the bank</i>
<i>the baker's</i>
<i>the shopping centre</i>
<i>the cinema</i>
<i>the church</i>
<i>the station</i>
<i>the hotel</i>
<i>the town hall</i>
<i>the park</i>
<i>the market</i>
<i>the car park</i>
<i>the swimming pool</i>
<i>the bridge</i>
<i>the post office</i>
<i>the restaurant</i>
<i>the supermarket</i>
<i>the theatre</i>

J'achète ...

une BD	<i>a comic book</i>
des bonbons	<i>some sweets</i>
une bouteille de parfum	<i>a bottle of perfume</i>
un CD	<i>a CD</i>
du chocolat	<i>some chocolate</i>
une montre	<i>a watch</i>
un porte-clés	<i>a key ring</i>
un poster	<i>a poster</i>
un souvenir	<i>a souvenir</i>
un tee-shirt	<i>a T-shirt</i>

I am buying ...

<i>a comic book</i>
<i>some sweets</i>
<i>a bottle of perfume</i>
<i>a CD</i>
<i>some chocolate</i>
<i>a watch</i>
<i>a key ring</i>
<i>a poster</i>
<i>a souvenir</i>
<i>a T-shirt</i>

Les courses

Bonjour, monsieur/ madame/ mademoiselle.	<i>Hello (sir/madam/ miss).</i>
Vous désirez?	<i>What would you like?/ Can I help you?</i>
Je voudrais ...	<i>I'd like ...</i>
... un cadeau pour ...	<i>... a present for ...</i>
... s'il vous plaît.	<i>... please.</i>
Voilà.	<i>Here you are.</i>
Ça fait combien?	<i>How much is it?</i>
Merci.	<i>Thank you.</i>
Au revoir.	<i>Goodbye.</i>

Shopping

<i>Hello (sir/madam/ miss).</i>
<i>What would you like?/ Can I help you?</i>
<i>I'd like ...</i>
<i>... a present for ...</i>
<i>... please.</i>
<i>Here you are.</i>
<i>How much is it?</i>
<i>Thank you.</i>
<i>Goodbye.</i>

Au Quick

Vous désirez?	<i>What would you like?</i>
Je voudrais ...	<i>I'd like ...</i>
un poulet-dip	<i>chicken fingers</i>
un hamburger	<i>a burger</i>
un fishburger	<i>a fishburger</i>
un cheeseburger	<i>a cheeseburger</i>
un toastie	<i>a toasted sandwich</i>
avec ...	<i>with ...</i>
des cornichons	<i>gherkins</i>
du fromage	<i>cheese</i>
du jambon	<i>ham</i>
du ketchup	<i>ketchup</i>
des oignons	<i>onions</i>
de la salade	<i>salad</i>

At the fast-food restaurant

<i>What would you like?</i>
<i>I'd like ...</i>
<i>chicken fingers</i>
<i>a burger</i>
<i>a fishburger</i>
<i>a cheeseburger</i>
<i>a toasted sandwich</i>
<i>with ...</i>
<i>gherkins</i>
<i>cheese</i>
<i>ham</i>
<i>ketchup</i>
<i>onions</i>
<i>salad</i>

Et avec ça?

un Coca	<i>a Coca-Cola</i>
un café	<i>a coffee</i>
une eau minérale gazeuse/ non gazeuse	<i>a mineral water fizzy/still</i>
C'est tout?	<i>Is that all?</i>
Oui, c'est tout.	<i>Yes, that's all.</i>

And to go with it?

<i>a Coca-Cola</i>
<i>a coffee</i>
<i>a mineral water fizzy/still</i>
<i>Is that all?</i>
<i>Yes, that's all.</i>

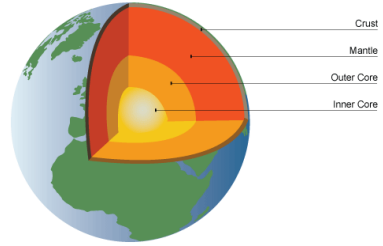


Knowledge Goals: Geography

I'm all shook up!



Layers of the Earth



Haiti – Earthquake case study

On the 12 Jan 2010, a devastating earthquake measuring 7 on the Richter scale struck close to Haiti's capital, Port-au-Prince. The earthquake occurred close to a destructive plate boundary, between the Caribbean and North American plates. The earthquake's focus was 13 km underground with the epicentre just 25 km from Port-au-Prince. Haiti suffered a large number of serious aftershocks following the main

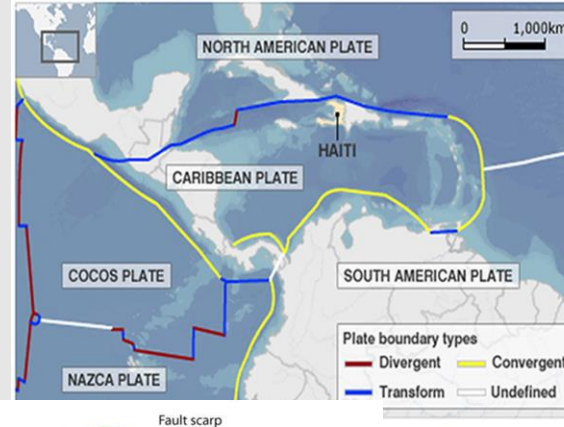
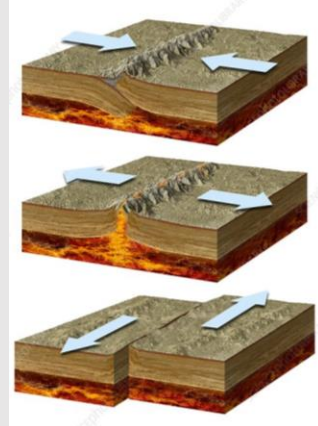
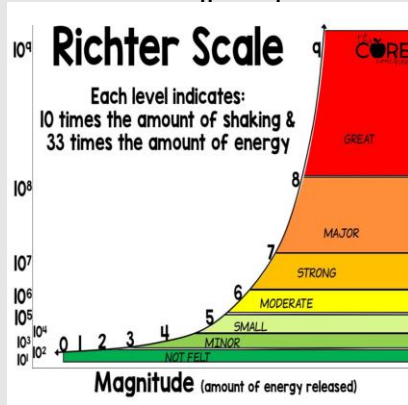


Plate boundaries – there are three main types of plate boundary: destructive, constructive and conservative. As plates meet, they interact in different ways, depending on the directions the plates are travelling in and whether they are made up of

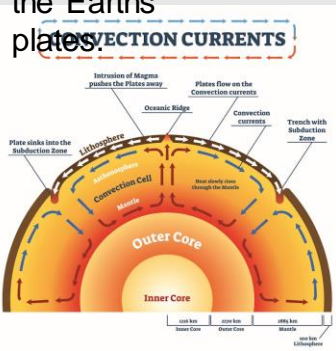
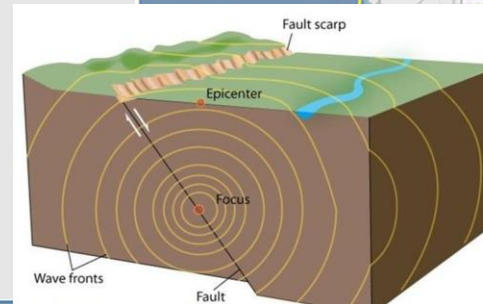


continental or oceanic crust. Most tectonic hazards (earthquakes, volcanic eruptions, tsunamis etc) occur along plate boundaries. The map below shows the distribution of earthquakes and volcanoes, as well as the outline of the Earth's major tectonic plates.

Convection currents are movements in the mantle driven by the heat from the core. These currents in the mantle are thought to be the mechanism behind the movements of the Earth's plates.

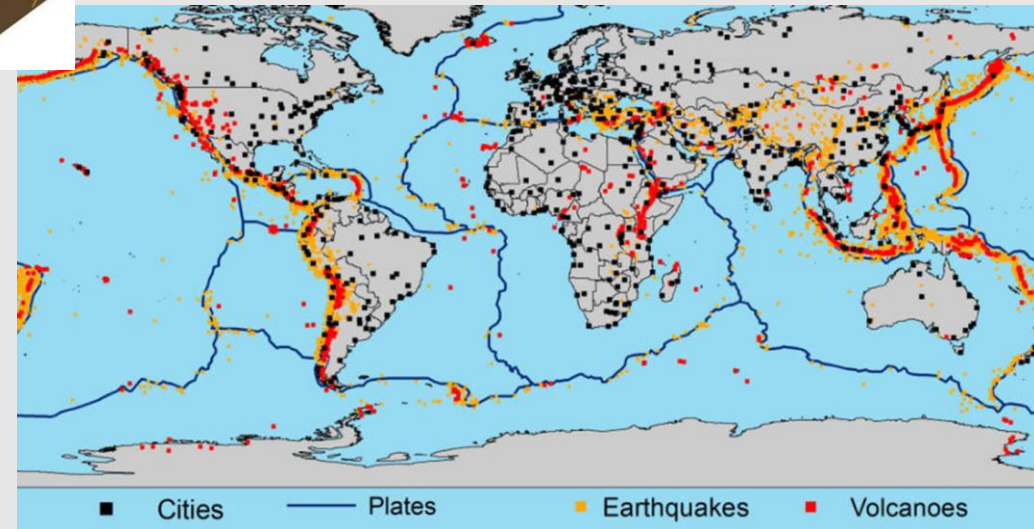
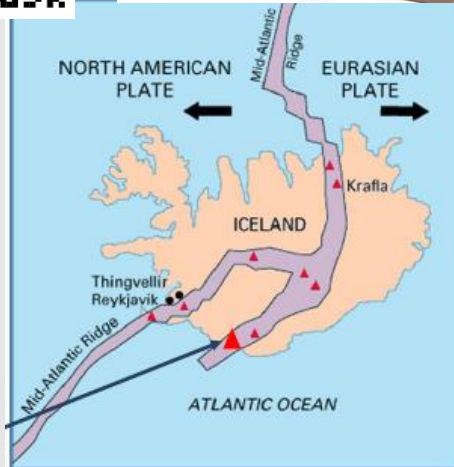


Find out more!



Eyjafjallajökull – Volcanic eruption case study

In 2010, an eruption began at Eyjafjallajökull volcano in Iceland. To find out more about the impacts and responses to this eruption, follow the QR code!



Year 8 Knowledge Goals – Enslavement



c. 1200
The beginning of the Kingdom of Benin

1492
Christopher Columbus arrives in Caribbean

1564
John Hawkins begins enslaving Africans

1672
Royal African Company set up

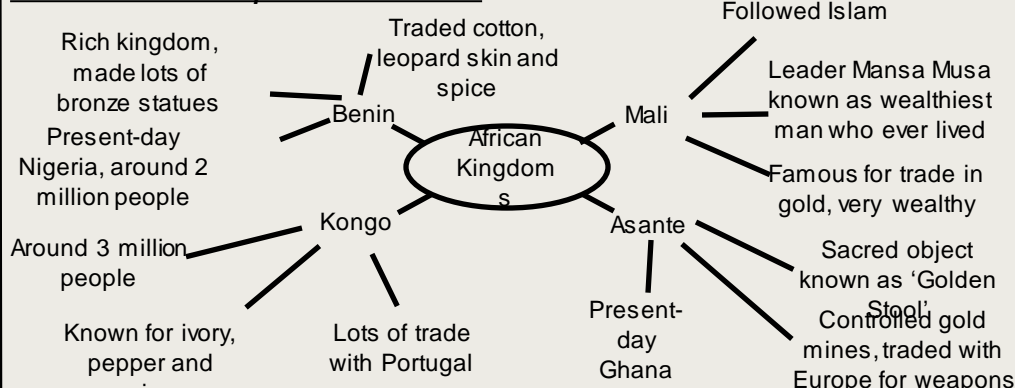
1713
Treaty of Utrecht

1787
Society for the Abolition of the Slave Trade

1791
Haitian Revolution begins

1807
Abolition of the Slave Trade Act

What was life like in pre-colonial Africa?



How did people resist enslavement?



Examples of open resistance against enslavement:

- Antigua (1736)
- Tacky's Revolt (1760)
- Haitian Revolution (1791-1804)
- Grenada (1796)



What caused the transatlantic slave trade and how was it organised?

- 1492: Christopher Columbus arrived in Caribbean, made Europeans aware of Americas.
- Could provide economic benefit – Portugal and Spain began to set up colonies.
- 1500 onwards: Portuguese and Spanish begin to take people from Africa.
- Wanting to challenge Spanish, Elizabeth I sent John Hawkins to raid Spanish ships. Began to enslave Africans too.
- As British colonies grew, more labour was needed.
- Triangular trade used.

What was life like for the enslaved?

- 1500-1800: largest forced migration in history.
- Upon arrival in Americas, many sold at auctions. Traders put oil on skin to make them look healthier.
- Often branded.
- Worked on plantations. From 1798, could only work for 14 hours a day.
- However, most plantation owners ignored and days were more likely 18 hours long.
- In producing sugar, had to work with dangerous machinery that could severely injure.
- Harsh punishments if they did not do as asked by the plantation owners.

What was Lancaster's role in the transatlantic slave trade?

- 1700-1800: 122 ships sailed from Lancaster to Africa.
- Fourth-largest port during transatlantic slave trade.
- Ships built in Brockbank's shipyard in the city.
- Merchants linked to Lancaster involved in capture and sail of around 30,000 people.
- Goods came from the West Indies – sugar, dyes, rice, spices, coffee, rum and later cotton.
- Young men from Lancaster's slave-trading families worked as agents in West Indies.
- Profits financed much of the building in the city.

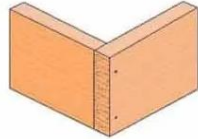
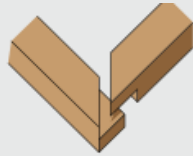
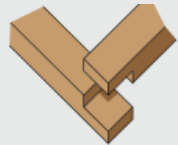
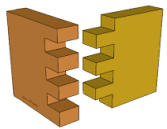
What caused the abolition of the slave trade in Britain?

Causes	Detail and Evidence
Abolitionist campaign	<ul style="list-style-type: none"> • Petitions sent to Parliament – 519 sent in 1792. • Societies set up to promote abolitionist cause – 1787. • Individuals – William Wilberforce, Thomas Clarkson, Granville Sharpe, Hannah Moore.
Formerly enslaved	<ul style="list-style-type: none"> • Olaudah Equiano – book published in 1789 detailing his experiences. • Ignatius Sancho – Wrote letters detailing enslaved life, published in 1780.
Enslaved rebellions	<ul style="list-style-type: none"> • Created fear of revolts by enslaved. • Defeat of British in Saint Domingue (Haiti) in 1798 created concern.
Economic reasons	<ul style="list-style-type: none"> • Price of buying enslaved in Africa rising, but selling price not rising as quick. • World over-supply of sugar, cheaper could be bought from Brazil and Cuba. • Wage-labour brought more profit for people.
Religious	<ul style="list-style-type: none"> • Evangelical Christian movement challenged morality of slavery.

Knowledge Goals: Materials

Wood Joints

Finger Half-Lap Half-Lap Mitre Butt



Scales of production

One off production – These products are expensive at cost price, sometimes bespoke, and often take a long time to make and cost of materials & labour are high. Many prototypes are 'one off products'.

Batch production – these products are identical and produced in small batches, daily, weekly, monthly or when needed. They can range in cost priced. Production normally runs from between 2 - 10k.

Mass production – These products are produced in very high volumes, 10k +. They are normally products that are in high demand and can range in expense, cars are a good example.

Continuous production – These items are normally very cheap to but make and could be considered 'throwaway'. These factories are often found in developing countries where land for factories and equipment are cheaper.

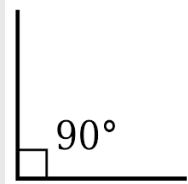
Just in time production (JIT) – This scale of production relies on the product been manufactured to a time schedule. This allows raw materials to be delivered at an exact time for production and then manufactured and are shipped straight to distribution /retailers. Apple INC uses JIT production.



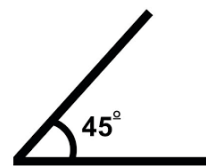
Plan of Manufacture: The steps to manufacture the product in order including health and safety and Quality Control

Maths

90 degrees



45 degrees



Saws

Tenon Saw
For straight lines



Mitre Saw
Sawing 45 degrees



Health and Safety

It is really important we **ASSESS** the **RISK** and **REDUCE** the **RISK** of Injury by **LISTENING** To the **TRAINING** and following the correct **PPE** usage

- Hair must be tied up in the workshop
- Blazers and ties must be removed
- Jewellery must be removed
- Only use machines you have been told to use and have been demonstrated to you
- Ensure you know where the emergency stop button is
- Do not eat or drink in the workshop
- No running

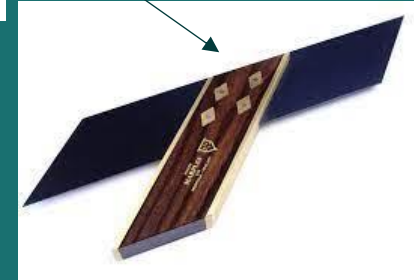


Cross-headed screwdriver

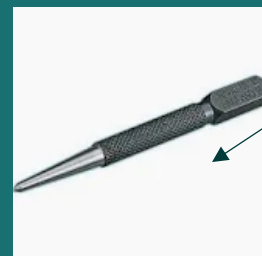


Engineers square

Mitre-Square



Scribe



Router



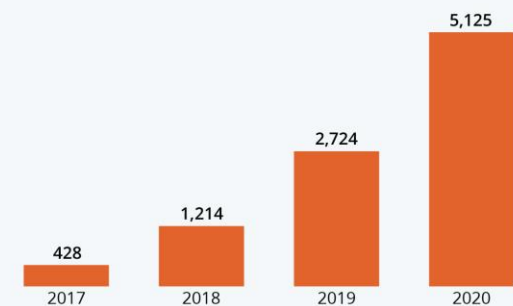


Knowledge Goals: PDEV



U.S. Experiences Surge in White Supremacist Propaganda

Incidents involving the distribution of white supremacist propaganda in the U.S.



Source: Anti-Defamation League



NATIONALISM VS PATRIOTISM

NATIONALISM

Nationalism is a belief that your nation sits at the top of a hierarchy of nations. You believe your nation's interests are inherently more important than those of any other country in the world. Nationalists in government are reluctant to engage in global cooperation because they see geopolitics as a zero-sum battle of nations.

PATRIOTISM

Patriotism is the love of your country and culture. Patriots know that you can love your own nation without thinking it's objectively better than anyone else's. Patriots will usually engage in global cooperation because they believe cooperation, trade treaties, and the global spread of ideas can benefit everyone.

HELPFULPROFESSOR.COM

HOW TO PREVENT DISCRIMINATION IN SCHOOLS

- Be a communicator
- Support anti-bullying policies
- Report discrimination
- Follow school rules

INDICATORS OF RADICALISATION

- Increased amount of time spent talking to people with extreme views
- Change in style of dress or personal appearance
- Lost interest in friends and activities
- Have material or symbols associated with an extreme cause
- Attempts to recruit others to join the cause

What Is Prejudice?

Prejudice can be conscious or unconscious and involves stereotypes, prejudgments, and beliefs (which are usually negative) about a group of people. These beliefs can be based on: race, sex, gender, religion, culture, disability, sexuality, etc.

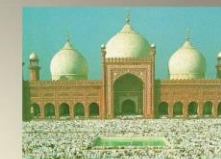
RELIGION VS CULT

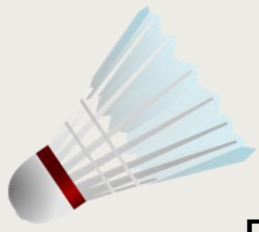
Enter your sub headline here

Religion	Parameters of Comparison	Cult
Not linked with negative and pejorative connotations	Connotations	Often associated with negative and pejorative connotations
Longer history	Duration	Newer
More followers are in religion in comparison to the cult	Followers	Fewer compared to religion
More accepted	Views	Might be viewed as wicked, abnormal, and abusive
Established and organized	Nature	Not established and less organized

Basic Facts of Islam

- Islam is the **third** in succession of the three great monotheistic faiths born in the Middle East (Judaism, Christianity, Islam)
- Islam is the **second** largest religion in world (1.2 billion adherents)
- Islam is the **fastest** growing religion in the world





Badminton

- Serving** – I know the rules concerning service areas .I can perform both the Backhand and Forehand serves over a modified net.
- The Clears** – I can hit the shuttle high and with power over a modified net.
- The Drop Shot** – I can land the shuttle towards the front of the court, over a modified net.
- The Smash** – I can perform the smash using good technique and clear the modified net.
- Net Play**– I show good technique and land the shuttle close to the net.
- Game Play** – I am able to score correctly during a game



Hockey

- Ball Control** – I consistently use the stick to control the ball at increasing speeds and demonstrate changes of direction and pace in my work.
- Passing** – I can assess the technique of others and can offer assistance to improve technique. My reception position is low providing a "long bar" to stop the ball.
- Dribbling** – I can move with the ball in front of me either using short taps or rolling the ball with increasing speed.
- Tackling** – I can increasingly use the block tackle effectively in structured practice to breakdown another player's control of the ball.
- Game Situations** – I take advantage of taking free hits quickly to help my team gain ground up the pitch.

Knowledge Goals: PE

Football



- Ball Control** – I can control the ball comfortably with my feet and use other body parts but not always with control.
- Passing** – I can pass the ball accurately using my inside foot while not under pressure over a moderate distance.
- Defending** – I can *pressure* an opponent quickly and successfully tackle them in a 1v1.
- Dribbling** – I can dribble the ball with control when it is close to me and not under *pressure*.
- Shooting** – I can accurately shoot from a moderate distance using the inside of my foot.
- Game Situations** – I move into space in games and communicate with teammates and can maintain *possession* for short periods when the ball is at my feet.



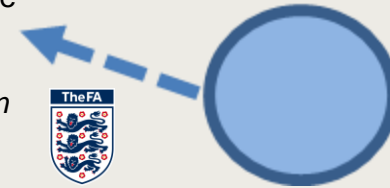
Netball

- Passing** – I am able to pass the ball accurately using a chest, shoulder and bounce pass and identify what pass should be selected for certain situations.
- Footwork** – I am able to demonstrate a good pivot technique when catching the ball and looking for my next pass.
- Attacking skills** – I can change direction to create a space to receive the ball.
- Defending skills** – I am able to mark a player with a ball demonstrating a knowledge of the rules; i.e. a 3 foot mark.
- Game Situations** – I can demonstrate an understanding of both an attacking and a defending position and where all positions can go on the court.

Gymnastics



- Floor** – I can perform an individual 6-8 action sequence including a variety of balances and linking movements, showing control and tension.
- Jumps** – I can perform flight movements (pike & straddle) from the springboard or trampette.
- Apparatus** – I can perform an astride, through vault and a neckspring off the end of the box.
- Performance** - I can perform simple movements and balances as part of a pair.



Rugby

- Evasion/Support Play** – I understand the 2nd 'principle of play' – support and can demonstrate this during drills.
- Passing & Catching** – I can catch a ball on the move that is passed accurately to me and then pass it to a team mate holding depth in attack and moving onto the ball at pace I can perform a 'loop' pass and manipulating defences
- Tackling/Defensive Strategies** – I can tackle an opponent using the side tackle and front tackle at speed
- Rucks & Mauls** – I can form a ruck and maul to successfully secure possession.
- Game Play** – I understand the different positions and the attributes needed to perform them. I understand the setup of 3-man uncontested scrums.

Knowledge Goals: Physics – Pressure

Pressure on solid surfaces

When the weight of an object presses down the ground, a pressure is exerted.

Low pressure is when weight is acting over a large area.

A camel's feet have a large area in contact with the ground to stop them sinking in the sand.



High pressure is when a weight is acting over a small area.

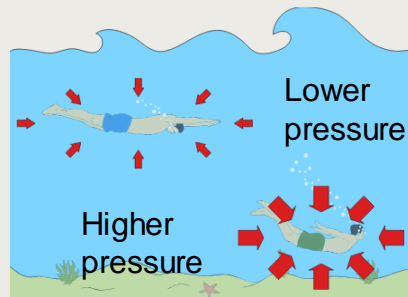
A butter knife has a small area in contact with the butter, so it can cut through easily.



Pressure in a liquid

Objects placed in liquids feel a pressure from the weight of the gas or liquid particles pressing down.

As a diver swims deeper under the water, the weight of water above them increases, and so does the pressure they feel.



Calculating pressure

- Pressure tells us how much force is applied over an area.
- We use a formula to calculate pressure.

$$\text{pressure} = \text{force} \div \text{area}$$

- The formula can be rearranged in three ways:

$$\text{pressure} = \text{force} \div \text{area}$$

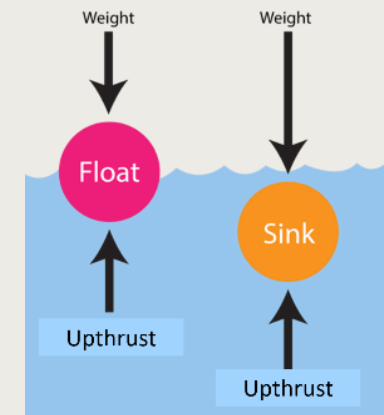
$$\text{force} = \text{pressure} \times \text{area}$$

$$\text{area} = \text{force} \div \text{pressure}$$

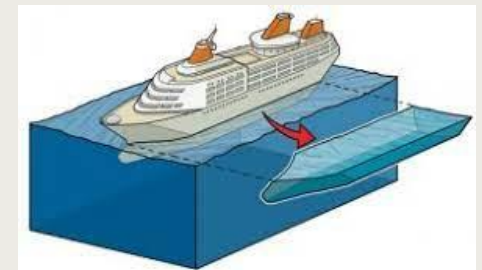
- Pressure can be measured in many units such as newtons per square metre (N/m^2), pascals (Pa), or atmospheres (atm).

Floating and sinking

- The density of a material compared to water allows you to decide if it will float or sink.
- If a material is denser than water, it will sink; if a material is less dense than water, it will float.
- When an object is in water, the water provides a buoyancy force called upthrust. Even objects that sink feel a buoyancy force.



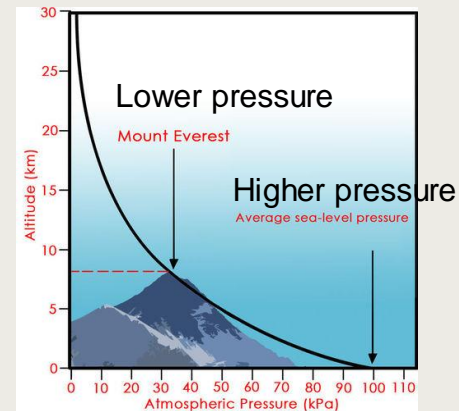
- Even materials denser than water can be made to float, if it is made into a shape which displaces a volume of water equal to its own weight. This is how ships made of steel can float.



Atmospheric pressure

Objects in the atmosphere feel a pressure from the weight of the air molecules pressing down.

If a mountaineer climbs to the top of a tall mountain, the weight of air above them decreases, and so does the pressure they feel.



Knowledge Goals: Maths

Unit 3 – Algebraic Manipulation

Topic	Video	Resource
Using the conventions of algebra	Watch this	Complete this Check your work
Simplifying expressions (collecting like terms)	Watch this	Complete this Check your work
Expanding a bracket	Watch this	Complete this Check your work
Factorising	Watch this	Complete this Check your work
Simple substitution	Watch this	Complete this Check your work

Using letters to represent numbers

$5 + 5 + 5$	$y + y + y + y$	$20 - h$
3×5	$y \times 4$	$\frac{20}{h}$
5×3	$4 \times y$	
	$4y$	
	↑	↑
Addition and multiplication can be done in any order	4 lots of 'y'	20 shared into 'h' number of groups
Commutative calculations		

Substitution into expressions

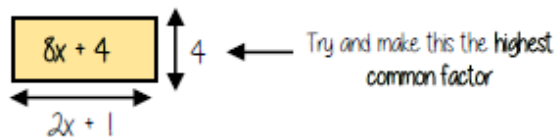
$4y$ ← 4 lots of 'y'

If $y = 7$ this means the expression is asking for 4 'lots of' 7

4×7 OR $7 + 7 + 7 + 7$ OR 7×4 = 28

eg: $y = 2$
 $= 7 - 2 = 5$

Factorise into a single bracket $8x + 4$

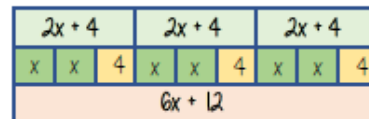
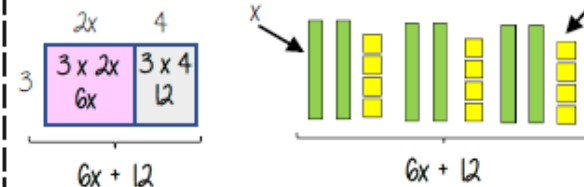


The two values multiply together (also the area) of the rectangle

$$8x + 4 \equiv 4(2x + 1)$$

Note:
 $8x + 4 \equiv 2(4x + 2)$
 This is factorised but the HCF has not been used

Multiply single brackets $3(2x + 4)$



Different representations of $3(2x+4) = 6x + 12$

Knowledge Goals: Maths

Unit 4 – Solving Linear Equations

Topic	Video	Resource
Solving one step equations	Watch this	Complete this Q1 only Check your work
Solving two step equations	Watch this	Complete this Q2- Q5 Check your work
More difficult	Watch this	Complete this Check your work
Forming and Solving Equations	Watch this	Complete this Check your work
Inequalities	Watch this	Complete this Check your work

Simple Inequalities

$<$ less than \leq Less than or equal to
 $>$ More than \geq More than or equal to

$x < 10$
 Say this out loud
 "x is a value less than 10"

$10 > x$
 Say this out loud
 "10 is more than the value"

Note:
 $x < 10$ and $10 > x$
 represent the same values

$x + 2 \leq 20$
 "my value + 2 is less than or equal to 20"
 $x \leq 18$
 The biggest the value can be is 18

Form and solve inequalities



Two more than treble my number is greater than 11

Find the possible range of values

Form

$$x \rightarrow x \times 3 \rightarrow +2 \rightarrow 11$$

$$3x + 2 > 11$$

Solve

$$x \leftarrow -3 \leftarrow -2 \leftarrow 11$$

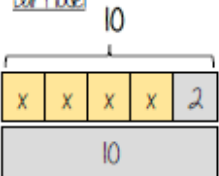
$$x > 3$$

Check

This would suggest any value bigger than 3 satisfies the statement
 $3 \times 3 + 2 = 11 \checkmark$ $10 \times 3 + 2 = 32 \checkmark$

Two-step equations

Bar Model



$$4x + 2 = 10$$

$$10 - 4x = 2$$

Representing the same question (use fact families)

Function machine



Solve equations with brackets



$$3(2x + 4) = 30$$

$$3(2x + 4) = 30$$

Expand the brackets

$$6x + 12 = 30$$

$$-12 \quad -12$$

$$6x = 18$$

$$-6 \quad -6$$

Substitute to check your answer. This could be negative or a fraction or decimal

$$x = 3$$

Knowledge Goals: Music

Gamelan Music

What does Music from Indonesia sound like?

Gamelan music is from Indonesia (in particular the islands of Java and Bali). Their music is very important in village life for bringing people together and it is thought to be a very spiritual experience. In this topic, you will learn about the ways that Gamelan music is written and performed. You will learn about the importance of scales and the variety of instruments that are used. You will learn what a heterophonic texture is and how it is created in the Gamelan, and then you will develop your understanding through performance and composition tasks.

What does Gamelan sound like?

Gamelan music is played at celebrations, religious events and entertainments such as dance performances. Performances are very important in village life for bringing people together and expressing their feelings in a culture where it often cannot be done publicly. The Gamelan is thought to be magical and spiritual – players treat their instruments with respect and would never step over them as they believe they are tied to heaven.

Heterophonic Texture

A heterophonic texture is created when a variation of the main melody is played at the same time (over the top of the original melody).

Some of the ways in which the melody is varied is through decoration (with the use of ornaments) or sometimes by playing the melody at a different tempo or in a different key (where the set group of notes used to play the melody is different)

What is an interlocking melody?

Interlocking melodies are achieved when different parts alternate with each other to create a complete melody. This is a common technique used in Gamelan music. You have tried this with a Western piece of music. This is a traditional piece of Gamelan known as Kotèkan.

Instruments of the Gamelan

	
BONANG	KEMPUL & GONGS
	
SARON	KENDANG

The word gamelan means ‘to hit with a hammer’ so it is not surprising that the gamelan is mainly made up of percussion instruments. Sometimes a player or singer will have the chance to ornament a melody, but they are expected to follow strict rules. The players nearly always learn the music by heart; they don’t use notes on paper to remember it.

Gamelan music uses two types of scale: the seven-note pelog scale and the five-note slendro.

Great Composers

Wayang Sasak
Rangsang

Riza Achadin
Kebo Giro

Knowledge Goals: Philosophy, Religion & Ethics

Philosophy

The moral argument



The argument states that all people have an instinctive sense of what is right and wrong. Even remote tribes which have limited contact with the outside world still have a sense of morality.

The argument claims that because all people have this sense of what is right and wrong, such a sense must have come from someone or something outside ourselves.



Find out more!

Science & Religion



What do the creation stories mean for humans?

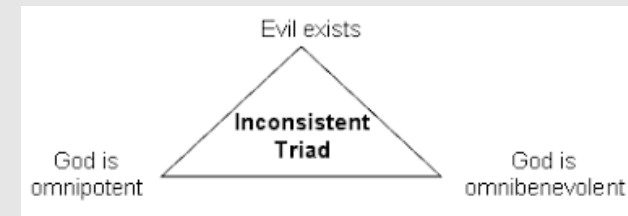
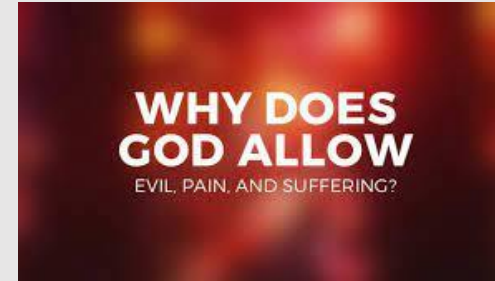
What do scientists believe?

Is the Big Bang theory compatible with Christianity?

Is the theory of evolution compatible with Christianity?



The problem of evil and suffering



Questions raised by the existence of evil and suffering in the world

What does the presence of evil and suffering say about God's love, power and purpose?

Is there a purpose to suffering?

Is suffering the price humans pay for free will?

How do different religions respond to evil and suffering?

How do individuals respond to evil and suffering?

Estrategia



Looking up new words

Dictionaries can tell you a lot about new words. Most of them use these abbreviations: *nm, nf, adj, vt, prep*. For example, *nm* tells you a word is a masculine noun; *vt* tells you it's a verb. What do you think the others tell you?

Look up the words below in a dictionary. (They are all used on page 33.) Note down what each word means and what sort of word it is. For example: **joven** = young (adjective).

- joven
- tiempo
- vida
- triste
- decir
- pensar

¿Adónde vas?

Where are you going (to)?

Voy ...
al centro comercial
al cine
al estadio
al parque
al salón recreativo

a la bolera
a la discoteca
a la playa

I'm going ...
to the shopping centre
to the cinema
to the stadium
to the park
to the amusement arcade
to the bowling alley
to the disco
to the beach

Mi semana

el lunes
el martes
el miércoles
el jueves
el viernes
el sábado
el domingo

My week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

¿Qué vas a hacer?

Voy a ...
bailar
ir de compras
jugar al fútbol
jugar al fútbolín
jugar a los bolos
tomar el sol
ver un partido de fútbol
ver una película

What are you going to do?

I'm going ...
to dance/go dancing
to go shopping
to play football
to play table football
to go bowling
to sunbathe
to see a football match
to see a film

¿Qué vas a hacer hoy?

esta mañana
esta tarde
esta noche
primero
luego
después
más tarde
por último

What are you going to do today?

this morning
this evening
tonight
first
then
afterwards
later
finally

Este fin de semana

(No) Voy a ...
Vamos a ...
escuchar música
ir al balneario
ir al casino
ir a la peluquería

This weekend

I'm (not) going ...
We're going ...
to listen to music
to go to the spa
to go to the casino
to go to the hairdresser's
to go out
to watch television

salir
ver la televisión

¿Te gustaría salir?

¿Te gustaría ...?
ir al parque
ir a la bolera

ir de compras

Would you like to go out?

Would you like ...?
to go to the park
to go to the bowling alley
to go shopping

¿A qué hora?

a la una
a las tres
a las cinco y cuarto
a las seis y media
a las siete menos cuarto
a las ocho
a las nueve

At what time?

at one o'clock
at three o'clock
at quarter past five
at half past six
at quarter to seven
at eight o'clock
at nine o'clock

¿Dónde quedamos?
delante de la discoteca
detrás del centro comercial
en el parque
en la bolera
en la calle
en tu casa

Where shall we meet?

in front of the disco
behind the shopping centre
in the park
in the bowling alley
in the street
at your house

De acuerdo.
Vale.
Muy bien.
No tengo ganas.
¡Ni hablar!
¡Ni en sueños!
Bueno ...
Pues ...

OK.
OK.
Fine.
I don't feel like it.
No way!
In your dreams!
Well ...
Well ...

A ver ...
Hasta luego.
Adiós.
Hasta pronto.

Let's see ...
See you later.
Goodbye.
See you soon.

Knowledge Goals: Spanish

¿Quieres salir?

¿Quieres ...?
chatear por internet
ir a la discoteca
ir de compras
jugar a los bolos
jugar al fútbol
salir
ver un partido de fútbol
ver una película

Do you want to go out?

Do you want ...?
to chat online
to go to the disco
to go shopping
to go bowling
to play football
to go out
to watch a football match
to watch a film

Lo siento, no puedo.
No puedo salir.
¿Por qué?
Porque ...
no quiero
no tengo dinero

I'm sorry, I can't.
I can't go out.
Why?
Because ...
I don't want to
I don't have any money

no tengo tiempo
Tengo que ...
hacer mis deberes
lavarme el pelo
ordenar mi dormitorio
pasear al perro

I don't have any time
I have to ...
do my homework
wash my hair
tidy my room
walk the dog

Los problemas ...

Tengo un problema.
¿Qué voy a hacer?
Mis padres dicen que ...
¡No es justo!
Soy demasiado joven.
¿Qué le puedo decir a mi madre?

Problems ...

I have a problem.
What am I going to do?
My parents say ...
It's not fair!
I'm too young.
What can I say to my mother?

... y las soluciones

Estoy de acuerdo con tu padre.
Eres demasiado joven para ir a la discoteca.
Tienes que ...
pensar en tu hermano
presentar el amigo a tu madre
salir más

... and solutions

I agree with your father.
You're too young to go to the disco.
You must ...
think of your brother
introduce your friend to your mother
go out more

Palabras muy útiles

primero
después
luego
a (al)
delante de
detrás de
para
¿dónde?
mi, tu, su (mis, tus, sus)

Very useful words

first
afterwards
then
to (to the)
in front of
behind
for, (in order) to
where?
my, your, his/her

