Manchester Communication Academy

YEAR 8 REVISION BOOKLET

Autumn Term | Assessment Preparation

RESPECT
RESPONSIBILITY
RESILIENCE



WITH YOU... FOR YOU... ABOUT YOU...



Welcome to your Year 8 Revision Booklet

Revision is about **understanding and remembering**, not just making your notes look colourful. Simply highlighting text does not help you learn, because it does not make your brain process the information. Instead, use the **RTR approach** to make your revision active and successful.

READ	TRANSFORM	REMEMBER
Read the material carefully and write a quick summary of each section or paragraph. Look up any words you do not understand and write down their meanings.	Put the information into your own format: Cornell notes, flashcards or spider diagrams. This helps you organise and personalise it, so it is easier to remember.	Use Look, Cover, Write, Check, Repeat. Test yourself by covering the information and writing what you remember. Ask a friend or family member to quiz you.

Make your revision time count

- Revisit each topic **every couple of days**. Small tests over time make a big difference to how much you remember.
- Set a timer on your phone and **leave the phone on the other side of the room**.
- Work in **two focused slots of 25 minutes** with a short break in between. This is much better than hours of revision where you are distracted or multitasking.
- Start now and stay consistent. Active revision and regular recall are the most effective ways to prepare for your assessments.

My revision tracker

Tick each box when you have completed a revision session on that subject.

Subject	What is covered	Page	Session 1	Session 2	Session 3
English	Reading, annotating and analysing a Jane Eyre extract: intimidating settings	4	☐	☐	☐
Maths	Mid-year revision checklist	8	☐	☐	☐
Science	Key knowledge: Fundamentals, Acids and Alkalis, Periodic Table, Waves and Sound, Variation and Evolution, The Earth	11	☐	☐	☐
Geography	Asian biomes (tundra, Gobi Desert, mountains), the greenhouse effect and adapting to climate change	18	☐	☐	☐
History	The Age of Discovery, reasons for exploration, enslaved peoples, using evidence	22	☐	☐	☐
RE	Should we sell religious buildings to feed the poor?	29	☐	☐	☐
Spanish	Term 1: describing past holidays (the preterite tense)	34	☐	☐	☐
French	Term 1: holidays, past and present (the perfect tense)	37	☐	☐	☐

Name: _____ **Form:** _____

How to use this booklet

1	2	3	4
PLAN	**LEARN**	**TEST**	**FIX**
Fill in the planner below. Aim for two 25-minute slots a day. Start with the topics you are least confident about.	Read the boxes and key words. Turn them into flashcards, spider diagrams or Cornell notes. Do not just copy.	Cover the Answers column and write your answers. Tick “1st” if you were right. Come back two days later for “2nd”.	Any question without a tick? Look it up, write the answer in your own words, then test yourself again.

Command words: what are you being asked to do?

Command word	What to do
State / Name	Give a short answer. No explanation needed.
Define	Give the exact meaning of a word or term.
Describe	Say what something is like, or what happens, step by step.
Explain	Give reasons. Use the word “because”.
Calculate	Work it out using numbers. Show your working and include units.
Compare	Write about similarities and differences.
Use evidence / quote	Back up your point with an example from the text, source or data.
How far do you agree?	Weigh up both sides, then give a judgement and say why.

My revision planner

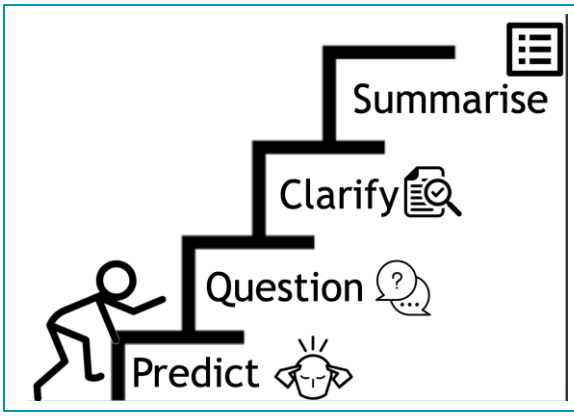
Date	Subject	Topic	Slot 1	Slot 2
			☐	☐
			☐	☐
			☐	☐
			☐	☐
			☐	☐
			☐	☐
			☐	☐
			☐	☐

ENGLISH

To help prepare you for your assessment, these mini activities cover each of the different areas that will be on the assessment. Complete all of the tasks.

Reading activity

Task 1: Read the extract and make sure you annotate it using the reading steps below.



The reading steps

Predict comes before reading. Use the context box and title to link to anything you might know about the text.

Question comes during reading. Question any new vocabulary or any surprising shifts in the text.

Clarify comes during or after reading. You may find answers to your questions further into the text or through class discussion.

Summarise can be done during or after reading. During reading, summarise each paragraph in one or two key words. After reading, summarise the whole extract.

Jane Eyre by Charlotte Brontë. This extract is from near the start of the novel, about a young girl called Jane. The book is about her traumatic childhood and how she grows up in adverse conditions. In this extract, she has been punished by her aunt and locked into what is called 'The Red Room'.

Task 2: Make notes beside each paragraph

Annotate the extract, then make brief notes beside each paragraph explaining what is going on.

Jane Eyre: the red-room	Notes
The red-room was a square chamber, very seldom slept in, I might say never, indeed, unless when a chance influx of visitors at Gateshead Hall rendered it necessary to turn to account all the accommodation it contained: yet it was one of the largest and stateliest chambers in the mansion. A bed supported on massive pillars of mahogany, hung with curtains of deep red damask, stood out like a tabernacle in the centre; the two large windows, with their blinds always drawn down, were half shrouded in festoons and falls of similar drapery; the carpet was red; the table at the foot of the bed was covered with a crimson cloth; the walls were a soft fawn colour with a blush of pink in it; the wardrobe, the toilet-table, the chairs were of darkly polished old mahogany. Out of these deep surrounding shades rose high, and glared white, the piled-up mattresses and pillows of the bed, spread with a snowy Marseilles counterpane. Scarcely less prominent was an ample cushioned easy-chair near the head of the bed, also white, with a footstool before it; and looking, as I thought, like a pale throne.	
This room was chill, because it seldom had a fire; it was silent, because remote from the nursery and kitchen; solemn, because it was known to be so seldom entered. The house-maid alone came here on Saturdays, to wipe from the mirrors and the furniture a week's quiet dust: and Mrs. Reed herself, at far intervals, visited it to review the contents of a certain secret drawer in the wardrobe, where were stored divers parchments, her jewel-casket, and a miniature of her deceased husband; and in those last words lies the secret of the red-room—the spell which kept it so lonely in spite of its grandeur.	
Mr. Reed had been dead nine years: it was in this chamber he breathed his last; here he lay in state; hence his coffin was borne by the undertaker's men; and, since that day, a sense of dreary consecration had guarded it from frequent intrusion.	
My seat, to which Bessie and the bitter Miss Abbot had left me riveted, was a low ottoman near the marble chimney-piece; the bed rose before me; to my right hand there was the high, dark wardrobe, with subdued, broken reflections varying the gloss of its panels; to my left were the muffled windows; a great looking-glass between them repeated the vacant majesty of the bed and room. I was not quite sure whether they had locked the door; and when I dared move, I got up and went to see. Alas! yes: no jail was ever more secure. Returning, I had to cross before the looking-glass; my fascinated glance involuntarily explored the depth it revealed. All looked colder and darker in that visionary hollow than in reality: and the strange little figure there gazing at me, with a white face and arms specking the gloom, and glittering eyes of fear moving where all else was still, had the effect of a real spirit: I thought it like one of the tiny phantoms, half fairy, half imp, Bessie's evening stories represented as coming out of lone, ferny dells in moors, and appearing before the eyes of belated travellers. I returned to my stool.	
Superstition was with me at that moment; but it was not yet her hour for complete victory: my blood was still warm; the mood of the revolted slave was still bracing me with its bitter vigour; I had to stem a rapid rush of retrospective thought before I quailed to the dismal present.	
All John Reed's violent tyrannies, all his sisters' proud indifference, all his mother's aversion, all the servants' partiality, turned up in my disturbed mind like a dark deposit in a turbid well. Why was I always suffering, always browbeaten, always accused, for ever condemned? Why could I never please? Why was it useless to try to win any one's favour? Eliza, who was headstrong and selfish, was respected. Georgiana, who had a spoiled temper, a very acrid spite, a captious and insolent carriage, was universally indulged. Her beauty, her pink cheeks and golden curls, seemed to give delight to all who looked at her, and to purchase indemnity for every fault. John no one thwarted, much less punished; though he twisted the necks of the pigeons, killed the little pea-chicks, set the dogs at the sheep, stripped the hothouse vines of their fruit, and broke the buds off the choicest plants in the conservatory: he called his mother "old girl," too; sometimes reviled her for her dark skin, similar to his own; bluntly disregarded her wishes; not unfrequently tore and spoiled her silk attire; and he was still "her own darling." I dared commit no fault: I strove to fulfil every duty; and I was termed naughty and tiresome, sullen and sneaking, from morning to noon, and from noon to night.	
My head still ached and bled with the blow and fall I had received: no one had reproved John for wantonly striking me; and because I had turned against him to avert farther irrational violence, I was loaded with general opprobrium.	

Task 3: Summarise the extract

Complete a summary of the whole extract below.

Task 4: Plan your answer

Complete the plan as you have been practising in lessons.

Question: How does the writer use language to create an intimidating setting?

What conflict type is being explored?

What kinds of 'intimidating setting' are being shown?
List the different ones in the space below. This could be a series of inferences OR types. (No quotes here please.)

Quote #1	Quote #2
How does Brontë articulate the inference or type of 'intimidating setting' you stated, and in what section? How does the writer use language to create an intimidating setting?	How does Brontë articulate the inference or type of 'intimidating setting' you stated, and in what section? How does the writer use language to create an intimidating setting?

Why does Brontë choose to show / construct / create the intimidating setting in this particular way? Why does this impact you as a reader? Add your notes here.

Task 5: Write your answer

Write up your **2 analytical paragraphs** below, using your plan.

Paragraph 1

Paragraph 2

Subject checkpoint

I feel confident about: _____

I still need to practise: _____

My next step is: _____

MATHS

Use this checklist to direct your revision. Tick **Revised** once you have gone back over a topic, **Practised** once you have done questions on it, and **Confident** when you can do it without help.

Mid-year revision checklist

Algebra	Revised	Practised	Confident
Types of sequences	☐	☐	☐
Continuing sequences	☐	☐	☐
Function machines	☐	☐	☐
Substitution	☐	☐	☐
Solving equations	☐	☐	☐
Form and simplify expressions	☐	☐	☐
Expanding brackets	☐	☐	☐
Factorising brackets	☐	☐	☐
Plotting linear graphs	☐	☐	☐

Four operations	Revised	Practised	Confident
Add and subtract integers and decimals	☐	☐	☐
Multiply and divide integers and decimals	☐	☐	☐
Order of operations	☐	☐	☐

Number	Revised	Practised	Confident
Place value	☐	☐	☐
Rounding to the nearest whole, 10, 100 and 1000	☐	☐	☐
Rounding to decimal places	☐	☐	☐
Rounding to significant figures	☐	☐	☐
Estimation	☐	☐	☐
Factors, multiples and primes	☐	☐	☐
Negative numbers	☐	☐	☐

Statistics	Revised	Practised	Confident
Mean	☐	☐	☐
Median	☐	☐	☐
Mode	☐	☐	☐
Range	☐	☐	☐
Bar charts	☐	☐	☐
Scatter graphs	☐	☐	☐

Fractions	Revised	Practised	Confident
Fraction of an amount	☐	☐	☐
Adding and subtracting fractions	☐	☐	☐
Equivalent fractions	☐	☐	☐

Geometry	Revised	Practised	Confident
Area of 2D shapes	☐	☐	☐
Perimeter of 2D shapes	☐	☐	☐
Angle facts	☐	☐	☐

Ratio and proportion	Revised	Practised	Confident
Simplifying ratio	☐	☐	☐
Sharing in a ratio	☐	☐	☐
Conversion graphs	☐	☐	☐
Currency conversions	☐	☐	☐
Unit conversions	☐	☐	☐
Similar shapes	☐	☐	☐

Quick reminders

#	Cover the answer and test yourself	Answers	1st	2nd
1	How do you find the mean?	Add up all the numbers, then divide by how many numbers there are. e.g. 4, 5, 6: 15 ÷ 3 = 5	☐	☐
2	How do you find the median, mode and range?	Median: the middle value when the numbers are in order. Mode: the value that appears most often. Range: largest value − smallest value.	☐	☐
3	What does BIDMAS stand for?	Brackets, Indices, Division and Multiplication, Addition and Subtraction (work through them in this order).	☐	☐
4	Expand 3(x + 4)	Multiply everything inside the bracket by the number outside: 3x + 12	☐	☐
5	Factorise 6x + 9	Find the biggest number that goes into both terms and take it outside the bracket: 3(2x + 3)	☐	☐
6	Angle facts: what do angles add up to on a straight line, around a point, in a triangle and in a quadrilateral?	Straight line: 180°. Around a point: 360°. Triangle: 180°. Quadrilateral: 360°.	☐	☐
7	How do you simplify a ratio?	Divide every part of the ratio by the same number (their highest common factor). e.g. 6 : 9 = 2 : 3	☐	☐
8	How do you share £20 in the ratio 1 : 3?	Add the parts (1 + 3 = 4). £20 ÷ 4 = £5 for one part. So £5 and £15.	☐	☐
9	Round 1.363 to one decimal place. Round 9320 to one significant figure.	1.4 and 9000	☐	☐
10	What is area and what is perimeter?	Area is the space inside a 2D shape. Perimeter is the distance all the way around the outside.	☐	☐

Now try it yourself: use the space below to write and answer your own practice questions on the topics you ticked least.

Subject checkpoint

I feel confident about: _____

I still need to practise: _____

My next step is: _____

SCIENCE

Year 8 Key Knowledge Questions

How to revise: ACT

A	**Activate:** test yourself on the topic using the key knowledge questions. Self-assess your answers. Which questions did you struggle with? Which topic do you need to revisit?
C	**Condense:** write concise notes on the topics you struggled with. Repackage the information into bullet points, diagrams, flow charts or mind maps. Do not just copy out the text.
T	**Test:** test yourself again using the key knowledge questions to check you have filled your gaps. You can then test yourself on the topic on Tassomai.

Cover the Answers column with a piece of paper, answer each question out loud or in writing, then slide the paper down to check.

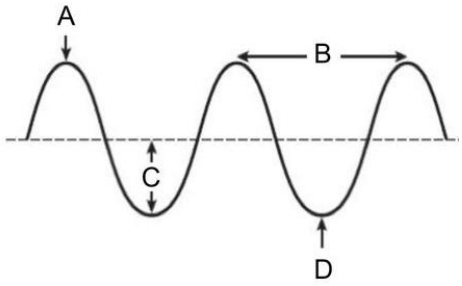
#	Science fundamentals	Answers	1st	2nd
1	State the unit for mass	kilograms (kg)	☐	☐
2	State the unit for distance	metres (m)	☐	☐
3	State the unit for temperature	degrees Celsius (°C)	☐	☐
4	State the unit for force	Newtons (N)	☐	☐
5	State the unit for energy	Joules (J)	☐	☐
6	State the equipment used for evaporation.	Bunsen burner, tripod, heat proof mat, evaporating basin	☐	☐
7	State the equipment used for filtration	Filter funnel, filter paper, beaker / test tube	☐	☐
8	State the equipment used for distillation	Round bottom flask, thermometer, Liebig condenser, beaker	☐	☐
9	Describe how to convert from km to m.	×1000	☐	☐
10	State the most appropriate piece of equipment for measuring the distance a person runs in the yard.	Tape measure / trundle wheel	☐	☐
11	Explain why we repeat investigations.	To make results reliable	☐	☐
12	State two safety precautions for heating water using a Bunsen burner.	Stand up, tie long hair back, use tongs to handle hot equipment	☐	☐
13	Calculate a mean of 4, 5, 6	Add the numbers up: 4 + 5 + 6 = 15. Divide by how many numbers there are: 15 ÷ 3 = 5	☐	☐
14	Round 1.363 to one decimal place.	1.4	☐	☐
15	Round 9320 to one significant figure.	9000	☐	☐
16	State the piece of equipment used to measure mass	Balance	☐	☐
17	State the piece of equipment used to measure force	Newton meter / force meter	☐	☐
18	State the most appropriate piece of equipment used to measure the length of a table	Tape measure	☐	☐

#	Science fundamentals	Answers	1st	2nd
19	State the most appropriate piece of equipment used to measure the length of a pencil	Ruler	☐	☐

#	Acids and alkalis	Answers	1st	2nd
1	State the name of this hazard symbol 	Corrosive	☐	☐
2	State the name of this hazard symbol 	Flammable	☐	☐
3	State the name of this hazard symbol 	Oxidising	☐	☐
4	State the pH of acidic substances	1–6	☐	☐
5	State the pH of alkali substances	8–14	☐	☐
6	State the pH of neutral substances	7	☐	☐
7	State an example of a household acid	Lemon juice	☐	☐
8	State an example of a household alkali	Soap / cleaning products	☐	☐
9	State an example of a household neutral substance	Water	☐	☐
10	Define the term indicator	A substance that tells us information about a substance	☐	☐
11	State what happens to red litmus paper when it is added to an acidic solution	It stays red	☐	☐
12	State what happens to red litmus paper when it is added to an alkaline solution	It turns blue	☐	☐
13	State what happens to blue litmus paper when it is added to an acidic solution	It turns red	☐	☐
14	State what happens to blue litmus paper when it is added to an alkaline solution	It stays blue	☐	☐
15	State the piece of equipment that measures pH	pH meter	☐	☐
16	State the colour universal indicator turns in a strong acid	Red	☐	☐
17	State the colour universal indicator turns in a weak acid	Orange / yellow	☐	☐

#	Acids and alkalis	Answers	1st	2nd
18	State the colour universal indicator turns in a strong alkali	Purple	☐	☐
19	State the colour universal indicator turns in a weak alkali	Light blue	☐	☐
20	State the colour universal indicator turns in a neutral substance	Green	☐	☐
21	State the general word equation for neutralisation	Acid + Alkali → Salt + Water	☐	☐
22	State the salt made by hydrochloric acid	Chloride	☐	☐
23	State the salt made by nitric acid	Nitrate	☐	☐
24	State the salt made by sulfuric acid	Sulfate	☐	☐
25	Write the word equation for a reaction between sulfuric acid and potassium hydroxide	Sulfuric acid + Potassium hydroxide → Potassium sulfate + water	☐	☐

#	Periodic Table	Answers	1st	2nd
1	State how Mendeleev ordered his first Periodic Table	In order of increasing atomic mass	☐	☐
2	Explain why Mendeleev left gaps in his Periodic Table	For elements that had not been discovered	☐	☐
3	Explain how Mendeleev could predict properties of elements that were not discovered yet	By looking at the properties of the elements around the gaps	☐	☐
4	State the name of the columns in the Periodic Table	Groups	☐	☐
5	State the name of the rows in the Periodic Table	Periods	☐	☐
6	State the name of group 1 in the Periodic Table	Alkali metals	☐	☐
7	State the name of group 7 in the Periodic Table	Halogens	☐	☐
8	State the name of group 0 in the Periodic Table	Noble gases	☐	☐
9	Describe what happens to the reactivity of group 1 elements as you move down the group	As you move down the group, the elements become more reactive	☐	☐
10	State the properties of group 0 elements	They are unreactive	☐	☐
11	State some physical properties of group 1 elements	They are soft and shiny	☐	☐
12	Define the term effervescence	Fizzing	☐	☐

#	Waves and sound	Answers	1st	2nd
1	Label parts A, B, C and D on the wave diagram 	A: Crest / peak B: Wavelength C: Amplitude D: Trough	☐	☐
2	State some examples of waves	Light, sound, water	☐	☐
3	Complete the sentence. Waves transfer _____ and _____.	energy and information	☐	☐
4	Define the term frequency	The number of waves per second	☐	☐
5	State the unit of frequency	Hertz (Hz)	☐	☐
6	Define the term high pitch	A wave with a high frequency	☐	☐
7	State how sound waves are caused	Vibration of air particles along the direction of the wave	☐	☐
8	Define the term vacuum	A space with no particles in it	☐	☐
9	Explain why a sound cannot travel through a vacuum	There are no particles to vibrate	☐	☐
10	State the speed of sound in air with units	330 m/s	☐	☐
11	Explain why a loud sound has a high amplitude	Bigger vibrations transfer more energy	☐	☐
12	State some dangers of sound waves	Hearing damage and noise pollution	☐	☐
13	State how our body detects sound waves	The ear drum detects vibrations	☐	☐
14	State the frequencies that humans can hear	20–20,000 Hz	☐	☐
15	Describe what happens to a wave that is reflected	The wave bounces off an object	☐	☐
16	Describe what happens to a wave that is transmitted	The wave travels through an object	☐	☐
17	Describe what happens to a wave that is absorbed	The wave gets taken in by the object	☐	☐
18	Describe how bats use echolocation	They emit a wave that reflects off their environment and then back to them to form an image of what their surroundings are like	☐	☐
19	What happens to the amplitude if two waves join at a peak	The amplitude doubles	☐	☐
20	Describe how water waves can be dangerous to humans and land	Coastal erosion of land	☐	☐

#	Celebrating Manchester's diversity	Answers	1st	2nd
1	Define the term variation	The differences between individuals in a species	☐	☐
2	State an example of variation caused by genetic factors	Eye colour, natural hair colour	☐	☐
3	State an example of variation caused by environmental factors	Scars, tattoos	☐	☐
4	Define the term continuous variation	Variation that can be measured using a number, e.g. height, mass	☐	☐
5	Define the term discontinuous variation	Variation that can be put into categories, e.g. eye colour, hair colour	☐	☐
6	State how to represent continuous variation	Histogram	☐	☐
7	State how to represent discontinuous variation	Bar chart	☐	☐
8	Define evolution	The change in a species over time	☐	☐
9	Organisms with the best adapted _____ are most likely to survive	characteristic	☐	☐
10	State the stages of natural selection	1. Variation 2. Selection pressure 3. Survival of the fittest 4. Reproduction	☐	☐
11	Define the term extinct	When all individuals in a species die out	☐	☐
12	State the shape of DNA	Double helix	☐	☐
13	State where DNA is found in a cell	Nucleus	☐	☐
14	Define the term gene	A short section of DNA that codes for a protein	☐	☐
15	Define the term chromosome	How DNA is stored within the nucleus	☐	☐

#	The Earth	Answers	1st	2nd
1	State the three main layers of the Earth	Crust, mantle and core	☐	☐
2	Describe the rock cycle	A continuous process that describes how rocks are transformed from one type to another over time	☐	☐
3	State how igneous rocks are formed	Formed when molten rock (magma or lava) cools and solidifies	☐	☐
4	State how sedimentary rocks are formed	Created from the compaction and cementation of sediments (small rock pieces) over time	☐	☐
5	State how metamorphic rocks are formed	Produced when existing rocks (igneous or sedimentary) are subjected to high heat and pressure	☐	☐
6	Describe the greenhouse effect	The warming of the Earth's surface caused by greenhouse gases trapping heat from the Sun	☐	☐

#	The Earth	Answers	1st	2nd
7	Describe climate change and state what causes it	Long-term changes in temperature and weather patterns, caused by increased levels of greenhouse gases from human activities like burning fossil fuels and deforestation	☐	☐
8	Describe the carbon cycle	The movement of carbon dioxide through the atmosphere via photosynthesis, respiration, decomposition and combustion	☐	☐

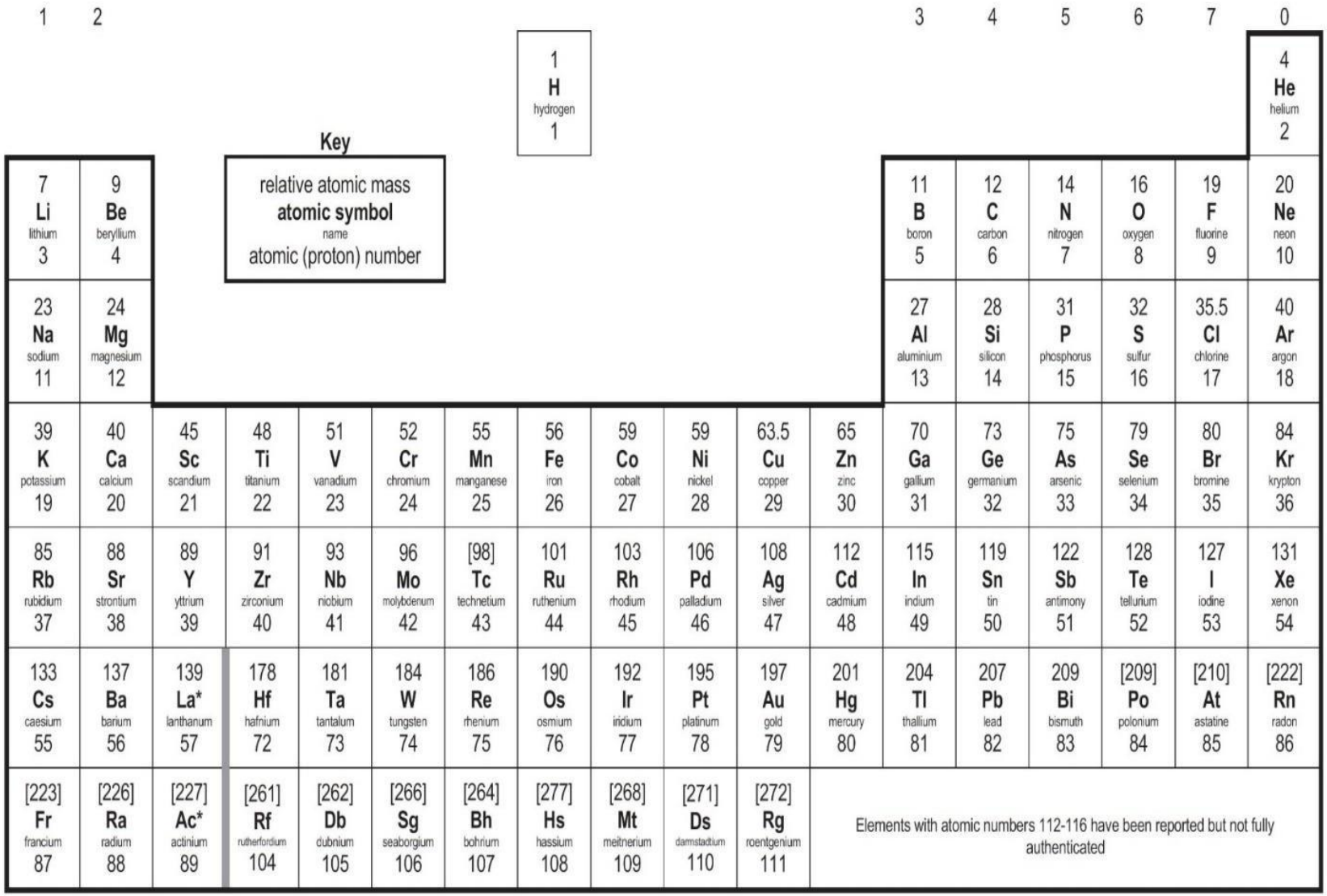
Subject checkpoint

I feel confident about: _____

I still need to practise: _____

My next step is: _____

The Periodic Table of the Elements



GEOGRAPHY

Use the boxes to learn the key facts about Asian biomes and climate change, then test yourself on the key words and questions. Cover, write, check, repeat.

Biomes of Asia

Tundra biome

Location: North Asia (Russia, Siberia).

Climate: cold and dry.

Characteristics: permafrost, few plants and animals.

Adaptations: polar bears adapt to this environment by growing thick fur. The bearberry bush grows close to the ground to protect itself from the cold winds.

How is climate change affecting the biome? Permafrost is melting (this releases methane into the atmosphere). Buildings and roads are being damaged because the land is melting. Permafrost could disappear by 2050.

Gobi Desert biome

Location: East Asia (Mongolia, China).

Climate: cold and dry, little rainfall.

Characteristics: dry, cold, little rain.

Adaptations: camels store fat and energy in their humps in case they cannot find a food source. Shrubs and trees remain small here, as the smaller they are the less energy they need to survive.

How is climate change affecting the biome? The Gobi Desert is growing by 2500 miles a year (a process called desertification). Plants and animals can find less and less water, so they are dying out, and the ground is becoming so dry that it cracks and turns to dust. People living in the Gobi can no longer farm crops.

Mountain biome

Location: Himalayas, Nepal.

Climate: cold, snow.

Characteristics: snow, precipitation below freezing.

Adaptations:

• **Snow leopard:** thick fur, claws to grip onto the snow, and large lungs to allow it to breathe at high altitudes.

• **Bearberry bush:** grows low to the ground to try and avoid the wind chill. It has red berries so birds can see them, eat them and spread the seeds.

Map of Asia

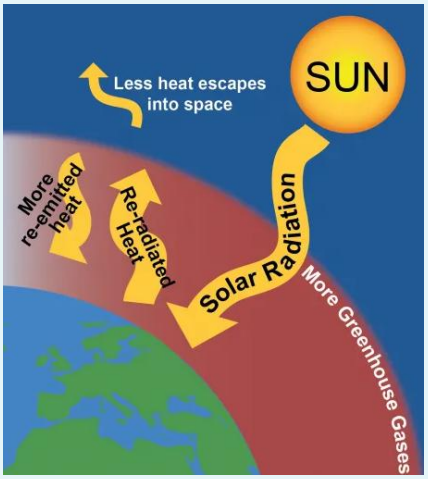


Climate change

What is the enhanced greenhouse effect?

We burn fossil fuels like coal, oil and gas in power plants to make electricity, or we put petrol in our cars. This releases carbon dioxide, a greenhouse gas.

These gases trap the sun's heat and stop it returning to space, so it heats up the world over time.



How can humans adapt to climate change?

Another area of Asia that has been very hard hit by climate change is **Bangladesh**. The land there is very flat and is nearly at the same level as the sea. Since sea levels and rivers are rising due to glaciers melting from rising temperatures, these areas are flooding more and more.

The people in Bangladesh do not have lots of money to create huge projects to help them, so they have adapted to climate change. They have built their houses on stilts or started to farm crops on little floating platforms. They have even built whole buildings that float!

Key words

Key word	Meaning	1st	2nd
Ecosystem	Where plants, animals and non-living things (e.g. climate) interact.	☐	☐
Biome	A large ecosystem.	☐	☐
Climate	Temperature and precipitation.	☐	☐
Precipitation	Rain, snow, hail, sleet.	☐	☐
Permafrost	Ground frozen for 2+ years.	☐	☐
Desertification	Where deserts get bigger and take over areas next to deserts.	☐	☐
Adaptation	Where plants and animals change to suit their environment.	☐	☐
Global warming	Where the Earth traps the sun's heat.	☐	☐
Climate change	Where global temperatures rise and weather patterns change.	☐	☐
Greenhouse gas	A gas that makes global warming happen faster.	☐	☐

What can I do with this information?

- Read the key words, cover them up and try to write them out. Test yourself or get someone to test you.
- Make two mind maps, one for the Gobi Desert and one for the tundra. Around each mind map add the climate, location, adaptations of 1 plant and 1 animal, and how the biome is affected by climate change. Test yourself by trying to recall the facts to someone at home or a friend.
- Have a go at the questions below.

1. Where is the tundra biome located?

2. What is permafrost, and why is it important in the tundra biome?

3. Explain two ways animals or plants have adapted to survive in the tundra biome.

4. Describe how climate change is affecting the Gobi Desert and what this means for people living there.

5. What is the enhanced greenhouse effect, and how does it make the Earth warmer?

6. Bangladesh is affected by rising sea levels. Explain two ways people there have adapted to climate change.

Mind map: the Gobi Desert

Mind map: the tundra

Subject checkpoint

I feel confident about: _____

I still need to practise: _____

My next step is: _____

HISTORY

Why did the Tudors embark on an 'Age of Discovery'?

Keyword	Meaning	1st	2nd
Age of discovery / age of exploration	From the 15th to the 17th century, when European countries (such as Portugal, Spain, England and France) began actively exploring the world.	☐	☐
Empire	A country that controls many other areas and smaller countries to expand its power.	☐	☐
Colonisation	When one country takes control of another country or region, establishing a colony.	☐	☐
Colonise	To take control of an area or country.	☐	☐
Slavery	The act of forcing a person to work for no pay, to obey commands, and taking away his or her freedom.	☐	☐
Enslaved	People who are being or have been treated in the way described as slavery.	☐	☐
Plantation	A large farm where enslaved people were forced to work.	☐	☐
Middle Passage	The journey of enslaved Africans across the Atlantic from Africa to America.	☐	☐

People



Elizabeth I

Sent out privateers such as Drake to challenge Spanish dominance and wealth.



Sir Francis Drake

Stole from Spain and sailed around (circumnavigated) the globe.



Sir Walter Raleigh

Sent by Elizabeth to set up the first English colony, Roanoke.

King James I sent a group of colonisers to North America in **1607**. They successfully set up a permanent home they named **Jamestown**.

Reasons for increased exploration

There were many reasons why European countries explored the world. Learn them using Look, Cover, Write, Check, Repeat. Can you group them into reasons about **money**, **technology**, **belief**, **power** and **fame**?

No.	Reason	What happened
1	**Power and glory**	European countries competed to find new land around the world because this would give them more power and glory.
2	**Better ships**	Ship building was more advanced. Stronger sails and stronger wooden hulls (the body of the ship) meant ships could travel longer distances and carry more people and goods.
3	**Overland travel was hard**	It became difficult for explorers to travel by land to new places. Often, local tribes charged money to pass through their land. Explorers needed a cheaper and safer alternative.
4	**Brave explorers**	European explorers were skilled and seen as brave. Many people still believed in giant sea monsters which could swallow ships whole, so explorers had to be fearless people.
5	**The astrolabe**	An astrolabe was a new piece of navigation equipment which helped sailors work out how far north or south they were.
6	**Royal support**	King Henry VII of England gave his support and money to Italian explorer John Cabot. Cabot went on to discover parts of modern-day Canada.
7	**Famous journals**	Many explorers wrote about their voyages. Their journals were then published and they became famous. They inspired other explorers to do the same.
8	**Magellan**	Portuguese explorer Ferdinand Magellan proved the world was a sphere when he and his crew were the first to sail around the world between 1519 and 1522.
9	**Riches from Asia**	Explorers had already travelled by land to India and China where they had bought silk cloth, spices and jewels. These were sold for a fortune back in Europe and made explorers rich.
10	**The caravel**	The Portuguese designed a ship which could sail against the wind and in any direction. Ships no longer had to wait for the wind to change direction and could sail at any time.
11	**A round Earth**	More people were beginning to believe that the Earth was shaped like a sphere (round) rather than flat. Explorers were confident they could travel longer distances by sea without the fear of falling off the edge!
12	**Exotic new goods**	Explorers were motivated by the exotic new goods they could bring back from their voyages which had never been seen in Europe, for example tomatoes, pineapples, potatoes, tobacco and cocoa.
13	**Spreading Christianity**	European explorers believed they could spread the idea and beliefs of Christianity to the tribes and new people they met on their travels.
14	**Cannons**	Ships were built to carry cannons. Sailors could now defend themselves if they were attacked by pirates or the natives of the land they found.
15	**Gold for a queen**	Queen Isabella of Spain was promised vast amounts of gold and spices by the known explorer Christopher Columbus. This meant she funded his journey across the Atlantic.
16	**Fame and fortune**	Young wealthy noblemen could read about the famous voyages of discovery. They were inspired to head off on their own adventures to become a hero and make their fortune.

The Trade Triangle and enslaved peoples

Year 8 Knowledge Organiser: Enslaved Peoples

What is slavery?

Slavery: the act of forcing a person to work for no pay, to obey commands, and taking away his or her freedom.

People who are being or have been treated in this way are **enslaved**.



Source A: Enslaved people building the pyramids in Egypt.



Source B: A mosaic showing enslaved people in Ancient Rome.

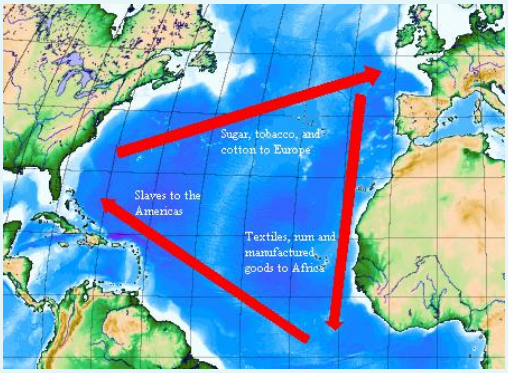
Sources A and B show us that slavery has existed at different times in different civilisations.

Why did the Trade Triangle develop?

Between the 17th and 19th centuries, a system of trade developed which was known as the **Transatlantic Slave Trade** or the **Trade Triangle**.

During the 17th century, European countries like Spain, Portugal and Britain began to **colonise** the continent of America. They discovered that crops like **sugar, tobacco** and **cotton** could be grown in tropical areas like the Southern States of America and the Caribbean. These luxury crops could then be sold for a high price in Europe.

A large amount of workers were needed to grow these crops. As Europeans were already trading goods like weapons and textiles with Africa, a trade developed in which **enslaved people from the West Coast of Africa were traded to work on plantations in America and the Caribbean**. Between 12 and 15 million enslaved African people were forced to leave their homes and were **transported across the Atlantic** in horrific conditions. This journey from Africa to America was known as the **Middle Passage**.



Source C: The Trade Triangle. Sugar, tobacco and cotton go to Europe; textiles, rum and manufactured goods go to Africa; enslaved people go to the Americas.

What was life like for enslaved people on plantations?

Plantation: a large farm where enslaved people were forced to work.

Enslaved people who survived the horror of the Middle Passage were sold to plantation owners in the Southern States of America or the Caribbean. They were **forced to work growing crops like sugar, cotton and tobacco**. This work was **very physically demanding**, especially in the tropical climate, and enslaved people would be **severely punished, often by being whipped**, if they did not work hard enough.

Enslaved people on plantations lived in very overcrowded wooden cabins, with very little or no furniture. Food was usually very basic: vegetables and corn patties and sometimes pork rinds. Some enslaved people had a small garden around their cabin where they could grow extra vegetables. A small number of enslaved people worked as domestic servants or gardeners in the plantation house or “Big House” as it was known. This meant that they might have slightly better food and housing.



Source D: A sugar plantation in 1823.

Using evidence: source analysis

Use these headings to analyse any source.

Heading	Meaning	1st	2nd
Content	Picture source: what you can see in the source. Written source: what the text is telling you.	☐	☐
Nature	What the source physically is: a coin, helmet, diary extract, etc.	☐	☐
Origin	When, where and who produced the source.	☐	☐
Purpose / audience	Why might the source have been made? Who was meant to see it? Why? Can we fully trust it to be accurate and truthful?	☐	☐
Inference	What can you learn from the source? What does it suggest? An educated guess based on the evidence.	☐	☐

Practise: Source A

Source A: Christopher Columbus landing in America. Painting, 1942.



Content	
Nature	
Origin	
Purpose / audience	
Inference	

Practise: Source B

Source B: A Spanish stamp created in 1590, showing Christopher Columbus arriving in the 'New World'.



Purpose / audience	
Content	
Nature	
Origin	
Inference	

Active revision

Use this space and the back of the page to **actively** revise.

Create a spider diagram

Suggested ideas: What led to increased exploration? What was life like for enslaved people?

Practise key word meanings

Write each key word on the left, cover the meaning, and test yourself.

Write some recall questions for yourself

Write a question and its answer, then swap with a friend or family member. Try: Why did some Africans become African Americans?

Subject checkpoint

I feel confident about: _____

I still need to practise: _____

My next step is: _____

RELIGIOUS EDUCATION

Year 8: Should we sell religious buildings to feed the poor?

Key words

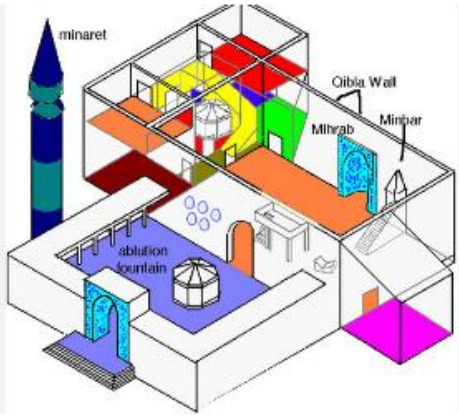
Learn these using Look, Cover, Write, Check, Repeat.

Key word	Meaning	1st	2nd
Charity	Giving help, money or support to those in need.	☐	☐
Community	A group of people who share something in common.	☐	☐
Gurdwara	Sikh place of worship.	☐	☐
Guru Granth Sahib	The holy scripture in Sikhi, considered the eternal living Guru.	☐	☐
Mosque	Muslim place of worship.	☐	☐
Kirat Karni (work)	Earning an honest living through hard work while staying truthful and moral.	☐	☐
Langar	Community kitchen in a Gurdwara where everyone is welcome to share a meal.	☐	☐
Naam Japna (prayer)	Remembering and repeating God's name to stay focused on goodness and spiritual awareness.	☐	☐
Poverty	When people don't have enough money or things they need like food or clothes.	☐	☐
Qur'an	Holy book for Muslims.	☐	☐
Sacred	Something holy or very special to a religion.	☐	☐
Sikh dharma	Living with a good moral code.	☐	☐
Values	Important beliefs that guide how people live.	☐	☐
Vand Chakna (giving)	Sharing what you have, especially food, time or money, with others who need it.	☐	☐
Waheguru	God, the divine (Sikhi).	☐	☐
Worship	Showing love and respect to God through prayer or rituals.	☐	☐
Zakat	Obligatory form of charity in Islam, requiring Muslims to give 2.5% of their wealth to those in need.	☐	☐

Zakat in Islam

Zakat is one of the **five main pillars of Islam**. It is a special rule that teaches Muslims to share a part of their money with people who need it. The word “zakat” means “**to purify**”, because giving it helps keep your money and heart pure.

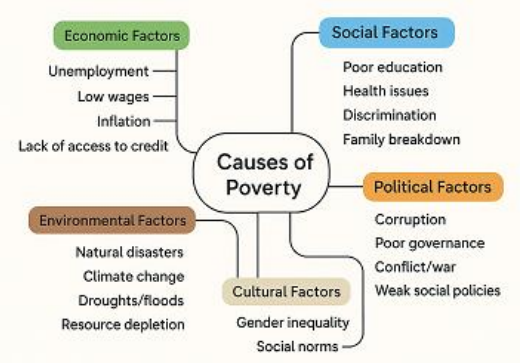
- Muslims who have extra money (after taking care of their needs) give about **2.5%** of it each year.
- This money is given to people who are **poor, sick, or struggling** in their communities.

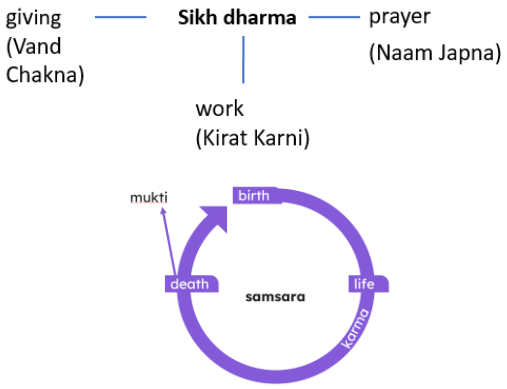


A mosque: minaret, qibla wall, mihrab, minbar and ablution fountain.



A Gurdwara floorplan.





Should we sell religious buildings to feed the poor?

Possible reasons to sell religious buildings	Possible reasons to not sell religious buildings
• **Helping the poor:** money from selling buildings could pay for food, homes and support. • **Jesus' teachings:** many Christians believe Jesus cared most about helping the poor. • **Underused buildings:** some buildings are rarely used and cost money to maintain. • **Practical help:** food, shelter and healthcare may save lives. • **Religion teaches kindness:** many religions say helping others is a duty.	• **Sacred spaces:** religious buildings are important for worship, prayer and community support. • **Community hubs:** they host events, youth groups, food banks and support services. • **History and identity:** many buildings are old and special to communities. • **Spiritual needs:** people need places for reflection, guidance and peace. • **Long-term help:** a building can support charity work for many years.

Religious teachings

- "And be steadfast in prayer and regular in charity: and whatever good you send out for your souls before you, then you shall find it with Allah." (**Qur'an 2:110**)
- "Those who share their wealth with others, and perform selfless service, are truly blessed." (**Guru Nanak**)
- "Langar is the true service of God; feed all beings without discrimination." (**Guru Granth Sahib**)
- "It is more blessed to give than to receive." (**Acts**)

Test yourself

Answer in full sentences, then check against the key words and boxes in this section.

1. **What is zakat, and how much do Muslims give?**

2. **What is a langar, and what does it show about Sikh values?**

3. **Explain what Vand Chakna, Naam Japna and Kirat Karni mean.**

4. **Give two reasons why some people think religious buildings should be sold to feed the poor.**

5. **Give two reasons why some people think religious buildings should not be sold.**

6. **Choose one religious teaching from this section and explain how it could be used in this debate.**

Extended answer: Should we sell religious buildings to feed the poor?

Give arguments for and against, use a religious teaching, and finish with your own conclusion and a reason for it.

Subject checkpoint

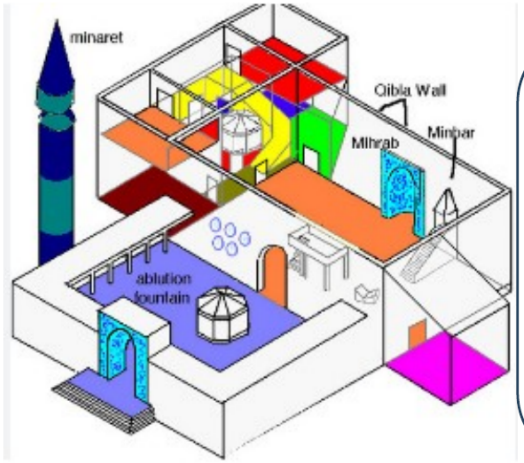
I feel confident about: _____

I still need to practise: _____

My next step is: _____

Key Words	
Charity	Giving help, money or support to those in need.
Community	A group of people who share something in common.
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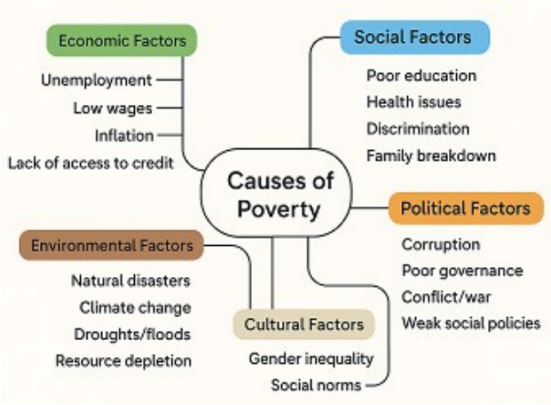
Year 8 – Should we sell religious buildings to feed the poor?



Zakat is one of the five main pillars of Islam. It's like a special rule that teaches Muslims to share a part of their money with people who need it. The word "zakat" means **"to purify"**, because giving it helps keep your money and heart pure. Here's how it works:

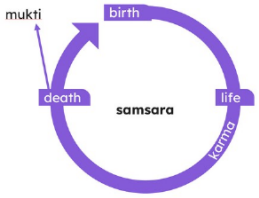
- Muslims who have extra money (after taking care of their needs) give **about 2.5%** of it each year.
- This money is given to **people who are poor, sick, or struggling** in their communities.

Possible reasons to sell religious buildings:	Possible reasons to not sell religious buildings:
• **Helping the poor:** Money from selling buildings could pay for food, homes, and support. • **Jesus' teachings:** Many Christians believe Jesus cared most about helping the poor. • **Underused buildings:** Some buildings are rarely used and cost money to maintain. • **Practical help:** Food, shelter, and healthcare may save lives. • **Religion teaches kindness:** Many religions say helping others is a duty.	• **Sacred spaces:** Religious buildings are important for worship, prayer, and community support. • **Community hubs:** They host events, youth groups, food banks, and support services. • **History and identity:** Many buildings are old and special to communities. • **Spiritual needs:** People need places for reflection, guidance, and peace. • **Long-term help:** A building can support charity work for many years.









Religious Teachings:

- And be steadfast in prayer and regular in charity: And whatever good you send out for your souls before you, then you shall find it with Allah' **(Qur'an 2:110)**
- "Those who share their wealth with others, and perform selfless service, are truly blessed." **Guru Nanak**
- "Langar is the true service of God; feed all beings without discrimination." **Guru Granth Sahib**
- "It is more blessed to give than to receive." **Acts**

SPANISH

Year 8 Spanish Term 1

This revision section focuses on **describing past trips**. It covers vocabulary for destinations, companions, activities and opinions. The main grammar point is the **preterite tense** for key verbs like ir (to go), visitar, comer and salir. Use the vocabulary pages at the back of this booklet to help you.

Task 1: The destination and travel match-up (SB1)

Match the Spanish phrase in Column A with its correct English meaning in Column B.

A (Spanish)	Match (letter)	B (English)
1. Fui a Gales		A. By coach
2. En avión		B. I went to Greece
3. En barco		C. I went to Wales
4. Fui a Grecia		D. By car
5. En autocar		E. By plane
6. En coche		F. By boat / ferry

Task 2: Translate into English

Translate the following four Spanish sentences into English:

1. **Fui a Italia con mis padres, pero no compré nada.**

2. **¡Me encantó! Fue flipante.**

3. **El último día por la mañana conocí a un chico guapo y bebí una limonada.**

4. **No hice nada. ¡Qué rollo!**

Task 3: Translate into Spanish

Translate the following English sentences into Spanish. Use the **preterite tense**, the connective **pero** (but), and the negative structure **no…**

1. **I went to Spain with my parents, but I didn't visit monuments.**

2. **I took photos and sunbathed, but I didn't buy anything.**

3. **I danced with my friends, but I didn't meet a good-looking boy.**

Task 4: The longest sentence

Using the activities and connectives, create the **longest sentence in Spanish** that you can!

Connectives	Past tense activities
y (and) y luego (and then) y después (and afterwards) y más tarde (and later) y además (and in addition) pero (but) porque (because)	bailé (I danced) bebí una limonada (I drank a lemonade) comí paella (I ate paella) compré una camiseta (I bought a T-shirt) conocí a un chico guapo / una chica guapa (I met a good-looking boy / girl) descansé en la playa (I relaxed on the beach) escribí SMS / mandé un SMS (I wrote / sent a text) monté en bicicleta (I rode a bike) nadé en el mar (I swam in the sea) salí con mi hermano/a (I went out with my brother / sister) saqué fotos (I took photos) tomé el sol (I sunbathed) vi un castillo interesante (I saw an interesting castle)

Task 5: Answer the questions

Answer the following four Spanish questions in full sentences, using different elements from the vocabulary pages (time, destination, companion, transport).

1. **¿Adónde fuiste de vacaciones? (Where did you go on holiday?)**
Must include a time phrase + destination, e.g. El verano pasado fui a Francia.

2. **¿Con quién fuiste? (Who did you go with?)**
Must include a companion, e.g. Fui con mis amigos/as.

3. ¿Cómo fuiste? (How did you get there?)
Must include transport, e.g. Fuimos en avión.

4. ¿Qué hiciste en tus vacaciones de verano? (What did you do in your summer holidays?)
Must include an activity, e.g. Nadé en el mar.

Subject checkpoint

I feel confident about: _____

I still need to practise: _____

My next step is: _____

FRENCH

Year 8 French Term 1

This revision section focuses on the topic of **holidays**. Use it with the vocabulary pages at the back of this booklet to help you build sentences about past and present holiday experiences. Key themes include where and how you travelled, activities you did, and opinions about the trip, with sections for describing a disastrous trip versus an extraordinary journey.

Task 1: Match the past participle

Match the French past participle / activity (A) with the correct English translation (B).

A (French)	Match (letter)	B (English)
1. J'ai écouté		a. I met up with
2. J'ai nagé		b. I played
3. J'ai retrouvé		c. I listened
4. J'ai regardé		d. I swam
5. J'ai traîné		e. I watched
6. J'ai joué		f. I hung around

Task 2: Adjective classification

Identify whether the following descriptive adjectives are generally **positive**, **negative** or **neutral**. Tick one box for each.

Adjective	Positive	Negative	Neutral
1. Génial !	☐	☐	☐
2. Nul.	☐	☐	☐
3. Sympa.	☐	☐	☐
4. Ennuyeux.	☐	☐	☐
5. Fantastique !	☐	☐	☐
6. Un peu ennuyeux.	☐	☐	☐
7. Vraiment délicieux !	☐	☐	☐

Task 3: Sequence the disaster!

Use the connectives **D'abord, Ensuite / Puis, Après, Finalement** to put the following "Quel désastre !" events in a logical order and create a short story of things that went wrong.

Sentence	Connective	Order (1–4)
On a raté l'avion.		
J'ai perdu mon passeport.		
J'ai vomi dans le bus.		
Je suis resté(e) au lit.		

Now write your story in French:

Task 4: Translate into English

Translate the following complex phrases, using the vocabulary for travel, company and activities.

1. **Pendant les vacances, j'ai voyagé en train avec mes copains.**

2. **Normalement, je visite des monuments mais l'année dernière j'ai fait de la voile.**

3. **D'abord, j'ai pris des selfies. Ensuite, j'ai mangé un hamburger-frites.**

4. **Nous sommes allé(e)s aux États-Unis en avion. C'était super !**

Task 5: Write about your extraordinary trip

Write a short paragraph in French (at least **5 sentences**) describing an extraordinary trip (**Mon voyage extraordinaire !**). You must include:

- A time expression (e.g. L'année dernière).
- At least 3 activities you did (e.g. j'ai vu des dauphins, j'ai mangé des fruits de mer).
- Your opinion about it / each activity (e.g. c'était fascinant / génial).

Make sure you mention who you went with and use lots of connectives. Use only the vocabulary provided in your sentence builders.

Example starters

- L'année dernière, je suis allé(e) en Algérie.
- C'était _____ !

Subject checkpoint

I feel confident about: _____

I still need to practise: _____

My next step is: _____

SPANISH VOCABULARY PAGES (SB1 to SB4)

SB1 ¿Adónde fuiste de vacaciones? *Where did you go on holiday?*

<table>
<tr>
<td rowspan="2">¿Adónde fuiste de vacaciones?
Where did you go on holiday?</td>
<td>El año pasado
Last year</td>
<td rowspan="2">fui a
I went to</td>
<td rowspan="2">Escocia. Scotland.
España. Spain.
Francia. France.
Gales. Wales.
Grecia. Greece.
Inglaterra. England.
Irlanda. Ireland.
Italia. Italy.</td>
<td rowspan="10">¡Qué bien! How great!
¡Qué bonito! How nice!
¡Qué divertido! What fun!
¡Qué guay! How cool!
¡Qué suerte! What luck!
¡Qué aburrido! How boring!
¡Qué horror! How dreadful!
¡Qué lástima! What a shame!
¡Qué mal! How bad!
¡Qué rollo! How annoying!</td>
</tr>
<tr>
<td>El verano pasado
Last summer</td>
</tr>
<tr>
<td colspan="3">No fui de vacaciones. I didn't go on holiday.</td>
</tr>
<tr>
<td>¿Con quién fuiste?
Who did you go with?</td>
<td>Fui con
I went with
Fuimos con
We went with</td>
<td colspan="2">mis amigos/as. my friends.
mi clase. my class.
mi familia. my family.
mis padres. my parents.</td>
</tr>
<tr>
<td>¿Cómo fuiste?
How did you get there?</td>
<td>Fui
I went
Fuimos
We went</td>
<td colspan="2">en autocar. by coach.
en avión. by plane.
en barco. by boat/ferry.
en coche. by car.
en tren. by train.</td>
</tr>
</table>

SB2 ¿Qué hiciste en tus vacaciones de verano? *What did you do in your summer holiday?*

<table>
<tr>
<td rowspan="3">El primer día
The first day

Otro día
Another day</td>
<td rowspan="2">bailé I danced
compré una camiseta I bought a T-shirt
descansé en la playa I relaxed on the beach
mandé un SMS I sent a text
monté en bici I rode a/my bike
saqué fotos I took photos
monté en bicicleta I rode a bike
nadé en el mar I swam in the sea
tomé el sol I sunbathed</td>
<td>y
and
y luego
and then
y más tarde
and later
y después
and afterwards</td>
<td>nadé en el mar.
I swam in the sea.
saqué fotos.
I took photos.
bailé
I danced
compré una camiseta
I bought a T-shirt
descansé en la playa
I relaxed on the beach
mandé un SMS
I sent a text</td>
<td rowspan="3">¡Qué bien!
How great!
¡Qué bonito!
How nice!
¡Qué divertido!
What fun!
¡Qué guay!
How cool!
¡Qué suerte!
What luck!
¡Qué aburrido!
How boring!
¡Qué horror!
How dreadful!
¡Qué lástima!
What a shame!
¡Qué mal!
How bad!
¡Qué rollo!
How annoying!</td>
</tr>
<tr>
<td>pero
but</td>
<td>no tomé el sol.
I didn't sunbathe.
no visité monumentos.
I didn't visit monuments.</td>
</tr>
<tr>
<td colspan="3">no compré nada. I didn't buy anything.
no nadé en el mar. I didn't swim in the sea.</td>
</tr>
</table>

SB3 El último día de tus vacaciones, ¿qué hiciste? *What did you do on the last day of your holiday?*

<table>
<tr>
<td rowspan="2">El último día
The last day</td>
<td rowspan="2">por la mañana
in the morning

por la tarde
in the afternoon</td>
<td rowspan="2">bebí una limonada
I drank a lemonade

comí paella
I ate paella

conocí a un chico guapo
I met a good-looking boy

conocí a una chica guapa
I met a good-looking girl

salí con mi hermano/a
I went out with my brother/sister

escribí SMS
I Wrote a text message

vi un castillo interesante
I saw an interesting castle</td>
<td>y and

y además and in addition

y después and afterwards

y luego and then</td>
<td>escribí SMS.
I wrote texts.

salí con mi hermano.
I went out with my brother.

salí con mi hermana.
I went out with my sister.

vi un castillo interesante.
I saw an interesting castle.</td>
</tr>
<tr>
<td>pero but</td>
<td>no escribí SMS.
I didn’t write texts.

no salí con mi hermano.
I didn’t go out with my brother.

no salí con mi hermana.
I didn’t go out with my sister.

no vi un castillo interesante.
I didn’t see an interesting castle.</td>
</tr>
<tr>
<td colspan="4">no hice nada. I didn’t do anything.</td>
</tr>
</table>

SB4: ¿Cómo te fue? *How was it?*

<table>
<tr>
<td colspan="2">El año pasado Last year
El verano pasado Last summer</td>
<td>fui a Escocia I went to Scotland
fui a España I went to Spain
fui a Francia I went to France
fui a Grecia I went to Greece
fui a Italia I went to Italy</td>
<td>con with</td>
<td>mis amigos/as. my friends.
mi familia. my family.
mis padres. my parents.</td>
</tr>
<tr>
<td rowspan="3">Fue
It was</td>
<td rowspan="3">divertido fun/funny
estupendo brilliant
fenomenal fantastic
flipante awesome
genial great
guay cool
horrible horrible
horroroso terrible
raro weird
regular OK
un desastre a disaster</td>
<td rowspan="3">porque
because</td>
<td colspan="2">comí algo malo y vomité. I ate something bad and vomited.
hizo buen tiempo. the weather was good.
llovió. it rained.
perdí mi móvil. I lost my mobile.</td>
<td rowspan="3">¡Me gustó!
I liked it!

¡Me encantó!
I loved it!

¡No me gustó!
I didn’t like it!</td>
</tr>
<tr>
<td>visité I visited</td>
<td>muchos monumentos interesantes.
many interesting monuments.

muchas ruinas.
many ruins.</td>
</tr>
<tr>
<td colspan="2">no conocí a un chico guapo.
I didn’t meet a good-looking boy.

no conocí a una chica guapa.
I didn’t meet a good-looking girl.

no perdí mi pasaporte.
I didn’t lose my passport.</td>
</tr>
</table>

FRENCH VOCABULARY PAGES (SB1 to SB5 and grammar extras)

SB1 Tu as passé de bonnes vacances? *Did you have a good holiday?*

Pendant les vacances, *During the holidays,*	**j'ai acheté** *I bought*	**des baskets** *some trainers* **des BD** *some comics*	**avec** *with*	**mon demi-frère.** *my half-brother/step-brother.*
	j'ai écouté *I listened*	**de la musique** *to music* **un podcast** *to a podcast*		**mon meilleur copain.** *my best friend.*
	j'ai joué *I played*	**au football** *football* **au tennis** *tennis* **à des jeux vidéo** *video games*		**ma famille.** *my family.*
	j'ai mangé *I ate*	**de la pizza** *some pizza* **des glaces** *ice creams*		**ma meilleure copine.** *my best friend.*
	j'ai nagé *I swam*	**dans la mer** *in the sea* **dans la piscine** *in the swimming pool*		**mes amis.** *my friends.*
	j'ai regardé *I watched*	**un film à la télé** *a film on TV* **des clips vidéo** *video clips*		**mes parents.** *my parents.*
	j'ai retrouvé *I met up with*	**Anne-Laure** *Anne-Laure* **Ludovic** *Ludovic* **mes amis** *my friends*		
	j'ai traîné *I hung around*	**à la maison** *the house* **en ville** *in town*		

SB2 Qu'est-ce que tu as fait pendant les vacances? *What did you do during the holidays?*

Pendant les vacances, *During the holidays,*	**j'ai visité** *I visited*	**Futuroscope.** *Futuroscope.* **un parc d'attractions.** *a theme park.*	**C'était** *It was*	**amusant.** *fun.*
	j'ai bu *I drank*	**un coca au café.** *a cola in the café.* **un Orangina.** *an Orangina.*		**ennuyeux.** *boring.*
D'abord, *First of all,* **Ensuite,** *Then,* **Puis** *Then,* **Après,** *After(wards),* **Finalement,** *Finally,*	**j'ai fait** *I went on*	**une balade en bateau.** *a boat ride.* **tous les manèges.** *all the rides.*		**fantastique!** *fantastic!*
	j'ai mangé *I ate*	**un hamburger-frites.** *a burger and chips.* **des crêpes.** *pancakes.*		**génial!** *great!*
	j'ai pris *I took*	**beaucoup de photos.** *lots of photos.* **des selfies.** *selfies.*		**intéressant.** *interesting.*
	j'ai vu *I saw*	**un spectacle.** *a show.* **mes personnages préférés.** *my favourite characters.*		**marrant.** *funny.*
				nul. *rubbish.*
				super! *brilliant!*
				sympa. *nice.*
			Ce n'était pas mal. *It wasn't bad.*	

SB3 Tu es allé(e) …? *You went…?*

Tu es allé(e) en vacances avec qui? *Who did you go on holiday with?*	
Je suis allé(e) en vacances avec *I went on holiday with*	**ma famille.** *my family.* **mes copains.** *my friends.* **mes parents.** *my parents.*

Tu es allé(e) où en vacances? *Where did you go on holiday?*	
Je suis allé(e) *I went* **On est allé(e)s** *We went* **Nous sommes allé(e)s** *We went*	**au Maroc.** *to Morocco.* **aux États-Unis.** *to the USA.* **en Espagne.** *to Spain.* **en France.** *to France.* **en Grèce.** *to Greece.*

Tu as voyagé comment? *How did you travel?*	
J'ai voyagé *I travelled* **On a voyagé** *We travelled* **Nous avons voyagé** *We travelled*	**en avion.** *by plane.* **en bateau.** *by boat.* **en bus.** *by bus.* **en car.** *by coach.* **en train.** *by train.* **en voiture.** *by car.*

SB4 Quel désastre! *What a disaster!*

Qu'est-ce que tu as fait? *What did you do?*

L'année dernière, *Last year,*	**je suis allé(e)** *I went* **on est allé(e)s** *we went*	**en Espagne.** *to Spain.* **en Grèce.** *to Greece.* **au Maroc.** *to Morocco.* **aux États-Unis.** *to the USA.*	**D'abord,** *First of all,* **Ensuite,** *Then,* **Puis** *Then,* **Après,** *After(wards),* **Finalement,** *Finally,*	**j'ai cassé** *I broke*	**mon portable.** *my phone.* **ma tablette.** *my tablet.*
				j'ai choisi *I chose*	**le hamburger-frites.** *the burger and chips.* **le poisson.** *the fish.*
				j'ai oublié *I forgot*	**mon passeport.** *my passport.* **mes clés.** *my keys.*
				j'ai perdu *I lost*	**mon ordinateur.** *my computer.* **mon porte-monnaie.** *my purse.*
				j'ai vomi *I vomited*	**au restaurant.** *at the restaurant.* **dans le bus.** *on the bus.*
				je suis resté(e) *I stayed*	**au lit.** *in bed.* **dans la chambre.** *in my bedroom.*
				je suis tombé(e) *I fell over*	**dans l'escalier.** *on the stairs.* **sur la plage.** *on the beach.*
				on a raté *we missed*	**l'avion.** *the plane.* **le bus.** *the bus.*
				on est arrivé(e)s *we arrived*	**à onze heures.** *at 11 o'clock.* **en retard.** *late.*

Quel désastre! *What a disaster!* | **Quelle horreur!** *How horrible!*

SB5 Mon voyage extraordinaire! *My extraordinary trip!*

Qu'est-ce que tu fais pendant les vacances? *What do you do during the holidays?*		
Normalement, pendant les vacances, *Normally, during the holidays,*	**je fais du sport.** *I do sport.* **je mange des hamburgers-frites.** *I eat burgers and chips.* **je nage dans la piscine.** *I swim in the pool.* **je vais à la campagne.** *I go to the countryside.* **je visite des monuments.** *I visit monuments.* **je voyage en car.** *I travel by coach.*	**C'est assez sympa.** *It's quite nice.* **C'est complètement nul!** *It's completely rubbish!* **C'est un peu ennuyeux.** *It's a bit boring.*
Mais l'année dernière, *But last year,*	**j'ai fait de la voile.** *I went sailing.* **j'ai mangé des fruits de mer.** *I ate seafood.* **j'ai nagé dans la mer.** *I swam in the sea.* **j'ai voyagé en avion.** *I travelled by plane.* **j'ai vu des dauphins.** *I saw dolphins.* **je suis allé(e) en Algérie.** *I went to Algeria.*	**C'était fascinant!** *It was fascinating!* **C'était vraiment délicieux!** *It was really delicious!* **C'était vraiment génial!** *It was really great!*

Grammar extras – avoir, aller and high-frequency words

Perfect tense with avoir	
J'ai *I*	**acheté** *bought*
	écouté *listened*
Tu as *You*	**joué** *played*
	mangé *ate*
Il a *He* **Elle a** *She* **On a** *We*	**nagé** *swam*
	regardé *watched*
Nous avons *We*	**retrouvé** *met up with*
	traîné *hung around*

Perfect tense with être	
Je suis allé(e) *I went*	**à Paris.** *to Paris.*
Tu es allé(e) *You went*	**au Maroc.** *to Morocco.*
Il est allé *He went* **Elle est allée** *She went* **On est allé(e)s** *We went*	**aux États-Unis.** *to the USA.*
	en Grèce. *to Greece.*
Nous sommes allé(e)s *We went*	**en vacances.** *on holiday.*

Les mots essentiels *High-frequency words*

Qualifiers

assez	*quite*
très	*very*
trop	*too*
un peu	*a bit*
complètement	*completely*
vraiment	*really*

Sequencing words

d'abord	*first of all*
ensuite / puis	*then*
après	*after(wards)*
finalement	*finally*

Connectives

où	*where*
avec	*with*

Prepositions

au (+ masculine country)	*to / in*
en (+ feminine country)	*to / in*
aux (+ plural country)	*to / in*
chez Tom	*at Tom's home*

Time expressions

pendant	*during*
normalement	*normally*
l'année dernière	*last year*