



Knowledge Organiser

Year 7

Lent 2



Name	
Form	



How to use your Knowledge Organiser -

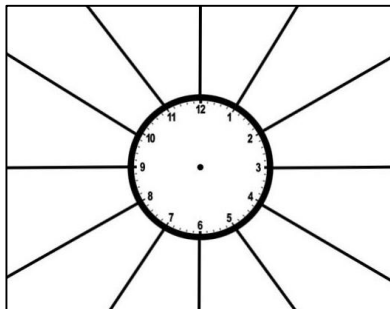


How to use your knowledge organiser... Look, cover, write, check

- Read a line, or a few lines, from a section of your Knowledge Organiser
- Try to memorise what you have read
- Cover the section with your hand
- Try to write what you have memorized
- Remove your hand
- Check to see if what you have written is accurate
- Correct anything you got wrong

How to complete... Diagrams

- Using your Knowledge Organiser for a particular topic in a subject, draw and label diagrams to help you remember content
- This could include copying drawings or diagrams that are on your Knowledge Organiser for example
- This could include creating a diagram to represent an idea or some key knowledge



How to complete... Revision Clocks

- Revision clocks can be used alongside notes to provide summaries
- Allow 5 minutes to write as much as you can about a unit / topic from memory
- You can create headings based on key word / vocabulary lists; this helps retrieval practice

How to complete... A-Z

- Write A, B, C, D etc. through to Z one per line in the margin of your lined paper
- Using your knowledge organiser for a particular topic in a subject and your knowledge of that topic, try to write a key word and a definition for that word beginning with A, B, C, D and so on, through to Z



How to complete... Make a test

- Using your Knowledge Organiser, write some questions to test your knowledge
- Number the questions
- Once you have got to 10 questions, answer the questions on another piece of lined paper
- You can use the following question stems to help you create questions: Who? What? Why? How? When?



Strategy	Tick off the number of times you have used the strategy -
Look, cover, write, check	
A – Z	
Turn it into a diagram	
Make a test	
Complete a revision clock	



Year 7 – Art Textiles – Lent 2

A Formal Processes		
1	Appliqué	- means sewing a small piece of fabric onto a bigger piece of fabric. You could experiment with cutting out the same shape in different fabrics and arranging these into patterns. You could also experiment with using different coloured threads.
2	Embroidery	uses thread to stitch onto a piece of fabric to create a shape or design. You can do this by hand or by using a sewing machine.

B Equipment		
1	Sewing Machine	












C Materials/Techniques/Equipment		
1	Needles	a very fine piece of metal with a point at one end and a hole or eye for thread at the other, used in hand sewing
2	Running stitch	a hand embroidery stitch with small gaps in between
3	Back stitch	a hand embroidery stitch with no gaps in between
4	Un-picker	a seam ripper is a small tool used for unpicking stitches
5	Pin	consisting of a short straight stiff piece of wire with a pointed end; used to fasten pieces of cloth or paper together
6	Thread	a long, thin strand of cotton, nylon, or other fibres used in sewing or weaving
7	Cotton	a soft white fibrous substance which surrounds the seeds of the cotton plant and is made into textile fibre
8	Embroidery hoop	frames used to keep fabric taut while sewing












D Designers		
1	Lucky Jackson	a self-taught Canadian artist, Lucky embarked herself on a project called "365 Lucky Days" – where she would create one piece of artwork, everyday, for a year
2	Laura McCafferty	uses drawing, textile and performance to set up tensions between the trivial and serious. Obsessively gathering images of incidental peculiarities from the ordinary and popular culture



Practice your stitching by stitching one of the key terms onto a piece of fabric.

Year 7 – Design and Technology – Lent 2

A Materials and Characteristics					
Hard Woods	Name of Hard Woods	Appearance	Image	Characteristics	Examples
1	Ash	Pale Brown		Flexible, tough, shock resistant	Sports equipment and handles
2	Beech	Dense/close grain		Fine finish, tough and durable	Children's toys & furniture
3	Mahogany	Rich reddish brown		Easily worked and durable. Good finish	High end furniture
4	Oak	Light brown with an interesting grain		Very tough and light weight	Flooring, furniture
Soft Woods	Name of Soft Woods	Appearance	Image	Characteristics	Examples
5	Larch	Pale to reddish brown		Durable & good water resistance	Exterior joinery
6	Pine	Pale yellow with grain that darkens with age		Light weight and easy to work with but can split	Interior construction, economical furniture
7	Spruce	Cream with fine grain		Easy to work with but variable results with finish	Construction and musical instruments
Plastics	Name of Plastics	Appearance	Image	Characteristics	Examples
8	Acrylic	Thick or thin sheets. Huge range of colours		Tough but brittle when thin. Easily scratched.	Car lights, displays, modern baths, clothing
9	High Impact Polystyrene	Flat, clear or coloured. Can be vacuum formed		Flexible, impact resistant, lightweight and food safe	All vacuum products, yoghurt pots, food packaging
10	Polypropylene	Available in sheets or shapes & easily coloured		Flexible, tough, light weight & chemically resistant	Kitchen, medical and stationary products
11	Polyvinylchloride	Many colours and has a high gloss.		Tough and easily extruded and very chemically resistant	Pipes, electrical tape, shoe soles

B Tools			
	Name	Image	Use
1	Steel Rule		Measuring and helping draw straight lines
2	Tri Square		Measures 90 angles
3	Pencil		Marking out on wood
4	Marker Pen		Marking out on plastic and fabric
5	Scriber		Marking out on metal
6	Marking Gauge		Marking out lines on wood parallel to edge
7	Centre Punch		Marks a point where metal is to be drilled
8	Coping Saw		Cutting straight and curved lines in wood & plastic
9	Hack saw		Cutting straight lines in metal & plastic
10	Junior Hacksaw		Cutting straight lines in metal & plastic
11	Tenon Saw		Straight lines in wood



Take photos of the different materials found in your home and complete a collage.



Year 7 – English – Lent 2

A Crime and Punishment- Characters		
1	Robert Peel	formation of the police force (1829)
2	Sherlock Holmes-	<i>The Sign of Four</i> (1890)
3	Jack the Ripper-	<i>London</i> (1988)
4	Oscar Wilde	(1854- 1900)
5	Abel Magwitch and Pip	<i>Great Expectations</i> (1860)
6	Derek Bentley	1933- 1953
7	Albert Pierrepoint-	a hangman
8	Charlotte Nokes	(<i>IPS</i> indefinite prison sentences)
9	Shaun Lloyd	(<i>IPP</i> - imprisonment for public protection)

B Crime and Punishment- Key Words		
1	Peelers	professional police officers
2	Jack the Ripper	an unidentified serial killer.
3	The crank and the treadmill	strict forms of Victorian punishment
4	Knuckle duster	a metal guard worn over knuckles when fighting
5	Hangman	an executioner who hangs condemned people.
6	Capital punishment	the legally authorised killing of someone as punishment for a crime.
7	IPS	Indefinite prison sentence.
8	IPP	Imprisonment for Public Protection.

C Descriptive Writing Techniques		
1	Senses	sight, sound, smell, taste, touch e.g. "The aroma of freshly baked bread wafted through the air"
2	Adjective	a word to describe a noun e.g. "happy"
3	Metaphor	when you say something is something else e.g. "She is an angel"
4	Onomatopoeia	a word to describe a noise e.g. "bang"
5	Simile	comparing two things using 'like' or 'as' e.g. "as tall as a mountain"
6	Alliteration	when two or more words next to each other start with the same letter (on purpose!) e.g. "The towering teacher terrified the Year 7 students"
7	Personification	giving something that is not a person human qualities e.g. "The trees danced in the wind"
8	Adverb	describing how a verb (action) is done e.g. "He ran <u>quickly</u> "

D Persuasive Writing Techniques		
1	Imperative	a commanding verb e.g. " <u>Give</u> me that pen!"
2	Second person	using "you"
3	Alliteration	e.g. "The towering teacher terrified the pupils"
4	Facts	something that is true e.g. "The grass is green"
5	Opinion	someone's point of view e.g. "Gaming is amazing"
6	Rhetorical question	a question that doesn't need answering e.g. "How could you do that?"
7	Repetition	the same word or phrase more than once e.g. "The list got longer and longer"
8	Emotive language	words used to make the reader feel a certain way e.g. "This poor, helpless puppy needs your help"



Complete a short piece of creative writing. How many of these techniques can you include?





Year 7 – Food and Nutrition – Lent 2

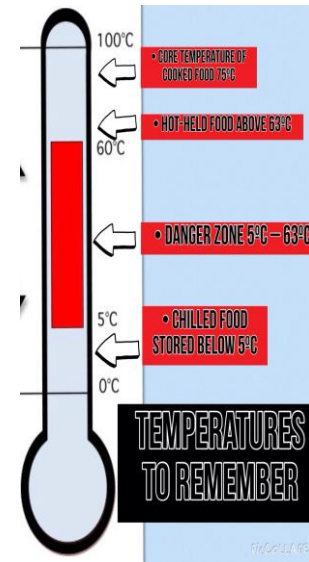
A Cooking Methods		
1	Simmering	A method of cooking in deep water just below boiling point – small bubbles.
2	Frying	Cooking method where food is cooked and browed in hot fat – amounts of fat vary.
3	Baking	Cooking food in an oven with dry heat.
4	Grilling	Method of cooking under intense heat which can be from the top or bottom.
5	Boiling	Cooking in deep liquid at 100 degrees – large rapid bubbles.
6	Sauté	A method of cooking food by tossing it in fat.

B Making Techniques		
1	Rubbing In	A method used for making pastry/cakes/crumble where fat is rubbed into flour using finger tips.
2	Bridge and claw cutting technique	Arch hand to create a bridge when holding food and hold with claw like grip.
3	Folding	Gentle mixing of ingredients usually done with a plastic spatula.
4	Mixing	The combining of ingredients.
5	Forming/shaping	Process of putting combined ingredients into a shape e.g. dough into a ball.
6	Chopping	To cut something into pieces.

C Food Hygiene		
1	Food poisoning	Illness caused from eating contaminated foods.
2	Bacteria	Microscopic living organisms.
3	High risk foods	Foods that provide the best conditions for the growth of bacteria.

D Nutrients		
1	Carbohydrates	Main source of energy for the body.
2	Vitamins/ Minerals	Required in small amount to maintain good body health – each vitamin/mineral does a different job.
3	Fats	Secondary source of energy but required as insulation for the body.
4	Fibre	Vital for the body as it absorbs water and helps you go for a poo.
5	Protein	Needed for growth and the building and repair of body cells.
6	Dairy	Products made from milk e.g. yoghurt, creams and cheese.

E Food Safety	
1	<p>Food Safety Health and Safety in the Food Room: Personal Hygiene Wash hands in hot soapy water: Tie long hair back Wear apron and tuck tie in Roll back sleeves Remove jewellery</p>  <p>Cross Contamination Use correct coloured chopping boards when preparing ingredients Red = raw meat Green = fruit and vegetables</p> <p>Hazards Physical – hair in food, glass found in packaging or nail varnish Chemical – bleach spillage, surface cleaners or washing up liquid Biological – Sneezing in or on food, coughing or not washing hands. Carrying knives with the blade downwards. No running. Teamwork to get the job done together smoothly.</p> <p>Food Storage temperatures: Fridge 0 – 5 degrees Freezer -18 degrees</p>  <p>The 4 C's – cooking, cleaning, chilling, cross contamination.</p>

F Key Temperatures	
1	



Create a dinner menu and write down all of the techniques you would use to make it and the nutrients in each dish.



Year 7 – French – Lent 2

A		
1	Use regular – er verbs (je, tu, il, elle, forms)	J'aime les chats. Tu aimes les spaghettis? Il/Elle aime le foot.
2	Use ne ... pas:	Je n'aime pas le rugby, les reptiles, ...
3	Use the connectives et, mais and aussi.	J'aime le skate et aussi le reggae, mais je n'aime pas les araignées.

B		
1	Talk about what is in my survival kit:	J'ai un portable.
2	Say what is important to me:	Un portable, c'est important pour moi.
3	Use Qu'est-ce que...:	Qu'est-ce que tu aimes? Qu'est-ce que tu as dans ton kit de survie?
4	Use avoir (je, tu, il/elle forms):	J'ai une gomme et un baton de colle.

C		
1	Describe myself:	Je suis gentil et je suis très curieux.
2	Use être (je, tu, il/elle forms):	Tu es d'accord?
3	Use singular adjectives:	Je suis intelligent/intelligente.
4	Use the intensifiers très and assez:	Je suis assez modeste.

D		
1	Describe someone else:	Il est de taille Moyenne.
2	Use plural adjectives:	Ella a les yeux bleus et les cheveux noirs.
3	Use possessive adjectives:	Mon frère s'appelle Antonin et ma soeur s'appelle Léa.

E		
1	Describe a musician:	Il s'appelle Adrien. Il chante et il joue de la guitare.
2	Use je, tu, il and elle forms of regular –er verbs + avoir and être:	J'aime le hip-hop. Tu as les cheveux bruns? Il est cool.



Write a conversation using as many of the key terms as possible.

Year 7 – Geography – Lent 2

A	Key Words	
1	Acid Lake	Harmful chemicals from the volcano create a lake of acid.
2	Bombs	Lumps of hard lava propelled out of the top of a volcano.
3	Continental Drift	The gradual movement of the continents across the earth's surface through geological time.
4	Convection Currents	Circular movements of heat in the mantle.
5	Crust	Outer later of the Earth.
6	Epicentre	The place above the focus.
7	Focus	The place beneath the surface where the rock fractures.
8	Geological time scale	A system of chronologically dating the Earth.
9	Inner Core	Made of Iron and Nickel, which is <u>solid</u> . Temperatures are estimated to be 6,000°C.
10	Intensity	Strength of an earthquake.
11	Lahar	A mixture of water and ash that flows down the volcano like wet cement.
12	Mantle	The thickest section of the Earth at 2,900km thick. The mantle is made of molten rock, is hot and soft and lies between the core and the crust.

B	Location and Distribution of Volcanoes and Earthquakes
1	



Year 7 – History – Lent 2

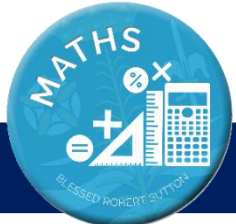
A Timeline		
1	1051	Edward the Confessor promises the English throne to William, Duke of Normandy
2	1064	Harold Godwinson allegedly swears an oath of loyalty to William, Duke of Normandy
3	1066	January Edward the Confessor dies and Harold Godwinson is crowned. September The Battle of Stamford Bridge. October The Battle of Hastings. December William I crowned King of England.
4	1069	The Harrying of the North
5	1086	William the Conqueror commissions the Domesday Book
6	1088	William the Conqueror dies. William II (Rufus) inherits the throne.
7	1100	Death of William Rufus in the New Forest. Henry I (Beauclerk) inherits the throne
8	1106	Henry I becomes King of England and Duke of Normandy.
9	1120	The sinking of the White Ship.
10	1135	Death of Henry I and the start of 'the Anarchy.'

B Key Individuals		
1	Edward the Confessor	An Anglo-Saxon King of England whose death triggered the Norman invasion.
2	Harald Hardrada	A fierce Viking warrior, who made a claim for the English throne in 1066.
3	Harold Godwinson	The last Anglo-Saxon King of England, who led the Saxons at the Battle of Hastings.
4	William, Duke of Normandy	A French duke who conquered England in 1066.

C Key Words		
1	Baron	The highest rank of medieval society, ruling land directly on behalf of the king.
2	Bayeux Tapestry	A 70-metre long embroidered cloth depicting William of Normandy's conquest of England.
3	Bishop	A clergyman with authority over a large number of priests and churches.
4	Conquest	Taking control of a place or people through military force.
5	Domesday Book	A book commissioned by William the Conqueror detailing the possessions of every settlement in England.
6	Faith	A pledge of loyalty from a feudal vassal to their lord.
7	Feudal System	The structure of medieval society, where land was exchanged for service and loyalty.
8	Heir	A person set to inherit property or a title, often used to mean next in line to the throne.
9	Hereditary	Passed through a family, from parents to their children.
10	Hierarchy	A form of social organization where people are ranking according to status or power.
11	Illegitimate	Not recognized as lawful, once used to describe someone born of unmarried parents.
12	Knight	Soldiers on horseback who belonged to the nobility.
13	Lord	A general term for a medieval landholder, or a member of the peerage today.
14	Monarch	A royal head of state, can be a king, queen or emperor.
15	Motte-and Bailey Castle	A simple fortification with an artificial hill and a defensive courtyard.
16	Noble	Member of the nobility, with land and titles that passes through the generations.
17	Normans	People from a region in Northern France, who were descended from Viking invaders.
18	Oath	A solemn promise, often said to be witnessed by God.
19	Peasant	The lowest member of medieval society, usually a farm labourer.
20	Subject	A members of a country or territory under the rule of a monarch.
21	Vassal	Anyone who was below you in medieval society, and had to call you 'my lord.'



Complete an illustrated revision timeline in the style of an Illumination using as many key words as possible.



Year 7 – Maths – Lent 2

A Directed Number: Operations with equations and directed numbers		
1	Subtract	taking away one number from another.
2	Negative	a value less than zero.
3	Commutative	changing the order of the operations does not change the result
4	Product	multiply terms
5	Inverse	the opposite function
6	Squareroot	asquare root of a number is a number when multiplied by itself gives the value
7	Square	a term multiplied by itself.
8	Expression	a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

B Fractional Thinking: Addition and Subtraction of fractions		
1	Numerator	the number above the line on a fraction. The top number. Represents how many parts are taken.
2	Denominator	the number below the line on a fraction. The number represent the total number of parts.
3	Equivalent	of equal value
4	Mixed numbers	a number with an integer and a proper fraction
5	Improper fractions	a fraction with a bigger numerator than denominator
6	Substitute	replace a variable with a numerical value
7	Place value	the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right



Calculate which key term would score the most in Scrabble.



Year 7 – PE – Lent 2

A	Key Words	
1	Balance	Stability through an even distribution of weight.
2	Competence	To do something successfully or efficiently.
3	Concentration	Exclusive attention for a period of time.
4	Confidence	A belief in your ability to complete a physical skill or task given.
5	Control	To exercise restraint or direction over; dominate; command.
6	Coordination	Smoothly and successfully performing more than one motor task at the same time e.g. ball, hand and eye coordination.
7	Core stability	The major muscles of the core are those in your stomach and back. 'Core stability' is the ability to support the spine and keep the body stable and balanced. It is essential for 'quality' performance and also for completing manual tasks safely and effectively in everyday life.
8	Cue recognition	Recognising and responding to relevant information whilst filtering out unwanted information.
9	Decision making	Observations inform judgements that lead to the selection of a course of action among alternatives; every decision-making process produces a final choice, even if the choice involves no action.
10	Dodging	To make a sudden movement in a new direction.
11	Eye-foot coordination	eyes and feet working together to perform a task
12	Eye-hand coordination	eyes and hands working together to perform a task
13	Feinting	A movement that is made in order to deceive an opponent.
14	Fine Motor Skills	small physical actions e.g. manipulating the hands or the fingers.
15	Flexibility	The range of movement through which a joint or sequence of joints can move.
16	Fluency	Movement that is smooth, graceful and effortless.
17	Focus	To direct one's attentions or efforts.
18	Force	Strength or energy used in a physical movement. Impulsive responses To act without considering the consequences.

19	Gross Motor Skills	Large physical actions.
20	Kinaesthetic Awareness	A sensation by which bodily position, weight, muscle tension and movement are perceived by an individual.
21	Leadership	Guiding a team/group or individual
22	Manipulate object	Handling/controlling a piece of equipment or apparatus.
23	Moderate physical activity	physical activity (exercise) that generally requires sustained rhythmical movements. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.
24	Performance	An expression of something, including the everyday performance executed in class, or where appropriate, elite performance. To execute a movement or movement sequence.
25	Prioritising	Dealing with the components of a task according to their importance.
26	Propel an object	Pushing an object away from the body e.g. throw a ball, kick a ball, strike a badminton shuttle with a racquet.
27	Resilience	A capacity to deal constructively with change or challenge, allowing a person to maintain or re-establish their social and emotional well-being in the face of difficult elements. It involves thoughts, feelings and actions.
28	Strength	The ability of a muscle or muscle group to overcome a resistance.
29	Vigorous physical activity	physical activity (exercise) that is intense enough to result in a significant increase in heart and respiration rate.



**Reflect on your last PE lesson.
Write down how you used any
of the skills listed.**



Year 7 – Performing Arts -Drama – Lent 2

A	Characterisation	
All the elements that make up a character: <ul style="list-style-type: none"> • Accent • Movement • Hair • Make up • Age • Personality • Costume 	Actors learn about their character through the script and then use activities like thought tracking and hot seating to learn more about them.	
B		Scripts being used
Blood Brothers		Boy in the Striped Pyjamas

C	Key Words	
1	Freeze frame	A frozen image to show the audience part of a story
2	Body Language	Showing emotions with your body language
3	Facial expressions	Showing emotions with our face
4	Monologue	A character speak in the first person, by themselves
5	Levels	In drama we can use levels to show who has the power in the relationship
6	Thought Tracking	Where a character tells the audience how they feel
7	Script	The lines said by a character
8	Hot seating	To answer questions in character to get a better understanding of who your character is
9	Stimulus	Using a stimulus as a way of beginning to develop a story
10	Physical Theatre	using movement to tell a story



Year 7 – RE – Lent 2

A	Key Words	
1	Sacrament	An inward sign of an outward grace.
2	Initiation	Welcoming into the church
3	Baptism	The ritual through which people become members of the Church: baptism involves the use of water as a symbol of washing away sin
4	Holy Communion	The first Eucharist is the time when a person can begin receiving the Body and Blood of Jesus
5	Confirmation	the Sacrament when a person receives the gifts of the Holy Spirit
6	Reconciliation	the Sacrament which gives people the chance to repair their relationship with God
7	Marriage	The Sacrament when a man and a woman get married by a priest in a church
8	Holy Orders	The Sacrament received when a man becomes a priest
9	Anointing of the sick	A Sacrament of healing and helps a person to prepare to go to Heaven
10	Vocation	Doing something for the love of it; a calling from God to serve others
11	Eucharist	Means 'thanksgiving'.
12	Identity	The condition of being one's self
13	Faith	Strong belief in the doctrines of a religion
14	Agnostic	Somebody who is unsure whether or not god exists
15	Theist	Somebody who believes in God
16	Atheist	Somebody who does not believe in God
17	Divine	God-like
18	Infant Baptism	The ritual through which babies and young children become members of the Church, where promises taken on their behalf by adults, the infant is freed from sin and introduced to the saving love of God and support of the Christian community.
19	Believer's Baptism	Initiation into the Church by immersion in water, of people old enough to understand the ceremony/rite and willing to live a Christian life.
20	Transubstantiation	When the bread and wine turns into the body and blood of Jesus



Complete a WordCloud of the different sacraments.



Year 7 – Science – Lent 2

A	Earth	
1	Climate Change	Geographers, meteorologists, glaciologists and scientists have been collecting evidence that suggests the climate is changing, possibly threatening the future of the planet.
2	Greenhouse Effect	The problem caused by increased quantities of gases such as carbon dioxide in the air. These gases trap the heat from the sun, and cause a gradual rise in the temperature of the Earth's atmosphere.
3	Greenhouse gas	Any gas in the atmosphere that takes in or absorbs heat produced by the sun. The main ones are carbon dioxide, methane, water vapour and nitrous oxide.

B	Genese	
1	Nucleus	Controls what happens inside the cell. Chromosomes are structures found in the nucleus of most cells.
2	DNA	Deoxyribonucleic Acid. The material inside the nucleus of cells, carrying the genetic information of a living being.
3	Double Helix	The shape of DNA molecule with two strands twisted together in a spiral.
4	Base Pair	The pair of nitrogenous bases that connects the complementary strands of DNA.
5	Bond	The chemical link that holds molecules together.
6	Gene	The basic unit of genetic material inherited from our parents. A gene is a section of DNA which controls part of a cells chemistry.
7	Heredity	Genetic information that determines an organisms characteristics, passed on from one generation to another. To do with passing genes to an offspring from its parent or parents.
8	Variation	Difference between individuals.
9	Continuous Variation	Variation that shows a wide range of intermediate values between two extremes. They can be measured. E.g. Hand Span
10	Discontinuous Variation	Differences between individuals in a characteristic that can only be put into different categories E.g. Eye colour
11	Environmental Variation	Differences between individuals of a species due to factors in their surroundings.



Complete a storyboard showing how Crick and Watson discovered DNA.



Year 7 – Spanish – Lent 2

A		
1	Say what I like and don't like doing.	Me gusta jugar a los videojuegos. No me gusta chatear.
2	Ask someone what they like doing.	¿Qué te gusta hacer?
3	Give opinions.	Es aburrido. Es interesante.
4	Use me gusta (etc.) + infinitive	Me gusta mucho navegar por internet.
5	Use no to make sentences negative.	No es interesante.
6	Use porque to give a reason.	Me gusta mandar SMS porque es divertido.

B		
1	Say what I do in my spare time.	Canto karaoke y escucho música.
2	Ask someone what they do in their spare time.	¿Qué haces en tu tiempo libre?
3	Use expressions of frequency.	Todos los días, a veces, nunca, de vez en cuando
4	Use -ar verbs in the present tense.	Hablo, hablas, habla, hablamos, habláis, hablan

C		
1	Say what the weather is like.	Hace buen tiempo, hace frío, llueve
2	Say what I do in different weather.	Cuando hace calor, monto en bici
3	Use the connective cuando.	Cuando llueve, escucho música, pero cuando hace sol, monto en bici.

D		
1	Say what sports I do.	Hago atletismo y juego al voleibol.
2	Ask someone what sports they do.	¿Qué deportes haces?
3	Say what I think of different sports.	¡Me encanta! ¡Me gusta mucho!
4	Say what I do on different days of the week.	Los lunes juego al baloncesto.
5	Use the irregular verb hacer (to do).	Hago, haces, hace, hacemos, hacéis, hacen
6	Use the stem-changing verb jugar (to play).	Juego, juegas, juega, jugamos, jugáis, juegan

E		
1	Read longer texts by: <ul style="list-style-type: none"> • Recognising cognates and near-cognates • Working out words from context 	La capital, optimista, tigre

F		
1	Take part in an extended conversation using: <ul style="list-style-type: none"> • Different question words • Longer, more interesting sentences 	¿Qué? ¿Cuándo? ¿Cómo?



Write a conversation using as many of the key terms as possible.