

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

Name

Tutor



St Cuthbert Mayne School

Year 7 Autumn 2026



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

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

Subjects in this booklet are in alphabetical order

Need to Know Booklet



St Cuthbert Mayne
Educating for life in all its fullness

Important information

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

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

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

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

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



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



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

 Jim Rohn



English - Sparx Reader

What to do:

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

Sparx
Reader

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

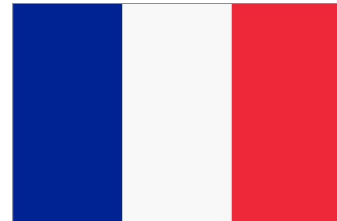
Year 7 French - Need To Know - Autumn Term

Dynamo 1, Module 1 - La rentrée (Back to school)



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

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



You must spend up to 30 minutes of effort each fortnight

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

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

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

Become an independent learner...

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



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

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



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

Greetings - Vocabulary

Bonjour.	<i>Hello.</i>	lundi, mardi, mercredi,	<i>Monday, Tuesday, Wednesday,</i>
Salut!	<i>Hi!</i>	jeudi, vendredi,	<i>Thursday, Friday,</i>
Comment t'appelles-tu?	<i>What's your name?</i>	samedi, dimanche	<i>Saturday, Sunday</i>
Je m'appelle ...	<i>My name is ...</i>	un, deux, trois, quatre, cinq	<i>1, 2, 3, 4, 5</i>
Comment ça va? (Ça va?)	<i>How are you? (Are you OK?)</i>	six, sept, huit, neuf, dix	<i>6, 7, 8, 9, 10</i>
Ça va (très) bien.	<i>I'm (very) well.</i>	onze, douze, treize	<i>11, 12, 13</i>
Pas mal, merci.	<i>Not bad, thanks.</i>	quatorze, quinze	<i>14, 15</i>
Ça ne va pas!	<i>Not good!</i>	seize, dix-sept, dix-huit	<i>16, 17, 18</i>
Et toi?	<i>How about you?</i>	dix-neuf, vingt	<i>19, 20</i>
Au revoir.	<i>Goodbye.</i>	vingt-et-un, vingt-deux, (etc.)	<i>21, 22, (etc.)</i>
À plus!	<i>See you later!</i>	trente, trente-et-un	<i>30, 31</i>

Siblings & Age - Vocabulary

As-tu des frères et sœurs?	<i>Do you have any brothers or sisters?</i>	(trois) demi-sœurs.	<i>(three) half-/step-sisters.</i>
Oui. J'ai ...	<i>Yes, I have ...</i>	Je n'ai pas de frères et sœurs.	<i>I don't have any brothers or sisters.</i>
un frère.	<i>one brother.</i>	Je suis fils/fille unique.	<i>I am an only child.</i>
une sœur.	<i>one sister.</i>	Quel âge as-tu?	<i>How old are you?</i>
un demi-frère.	<i>one half-/step-brother.</i>	J'ai (onze) ans.	<i>I am (11) years old.</i>
(deux) frères.	<i>(two) brothers.</i>		

Greetings - Sentence Builder

Bonjour. *Hello.*

Salut! *Hi!*

Comment t'appelles-tu? *What's your name?*

Je m'appelle Georges. *My name is George.*

Ça va? *Are you OK?*

Comment ça va? *How are you?*

Ça va très bien, merci. *I'm very well, thanks.*

Pas mal, merci. *Not bad, thanks.*

Ça ne va pas! *Not good!*

Au revoir. *Goodbye.*

À plus! *See you later!*

AUTUMN TERM

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1. Comment tu t'appelles? *What is your name?*
2. Comment ça s'écrit? *How is it spelled?*

1	2	3	4	5	6	
	comment t'appelles-tu? <i>what is your name?</i>				h ash i ee j zhee k u	q r err s ess t toy
Bonjour <i>Hello</i> Salut <i>Hi</i>	comment s'appelle-il? <i>what is his name?</i>	Je m'appelle ... <i>My name is ...</i>	Comment ça s'écrit? <i>How is it spelled?</i>	Ça s'écrit ... <i>It is spelled ...</i>	a ah b bay c say d day e ugh f eff g zhey	l ka l el m em n en o oh p pay
	comment s'appelle-elle? <i>what is her name?</i>	Elle s'appelle ... <i>Her name is ...</i>				q w doo bl vay x iks y ee- grec zed



3. Ça va? *Are you well?*

1	2	3
Ça va? <i>Are you well?</i>	Oui ça va très bien. <i>Yes I am very well.</i> Oui ça va bien. <i>Yes I am well.</i> Pas mal. <i>Not bad.</i> Non ça ne va pas. <i>No, I am not well.</i> Je suis fatigué <i>I am tired</i>	Au revoir. <i>Goodbye.</i> À plus. <i>See you later.</i>



Siblings - Sentence Builder

As-tu des frères et sœurs? *Do you have any brothers or sisters?*

Oui. J'ai *Yes, I have*

un *one*

frère. *brother.*

demi-frère. *half-brother/step-brother.*

une *one*

sœur. *sister.*

demi-sœur. *half-sister/step-sister.*

deux *two*

frères. *brothers.*

trois *three*

demi-frères. *half-brothers/step-brothers.*

quatre *four*

sœurs. *sisters.*

cinq *five*

demi-sœurs. *half-sisters/step-sisters.*

Non, je n'ai pas de frères et sœurs. *No, I don't have any brothers or sisters.*

Non, je suis *No, I am*

fils unique. *an only child (son).*

filles unique. *an only child (daughter).*

7. Tu as des frères et soeurs? Do you have brothers or sisters?

7

Oui Yes	J'ai une soeur et un frère <i>I have one sister and one brother</i>
	J'ai deux soeurs et deux frères <i>I have two sisters and two brothers</i>
Non No	Je suis fils unique <i>I am an only son</i>
	Je suis fille unique <i>I am an only daughter</i>

cinq personnes <i>five people</i>		
ma mère <i>my mum</i>	il y a there is/there are	Ma mère s'appelle.... <i>My mum is called...</i>
mon père <i>my dad</i>		Ma soeur a cinq ans <i>My sister is five years old</i>
ma soeur <i>my sister</i>		J'adore ma famille <i>I love my family</i>
mon frère <i>my brother</i>		Parfois, ma famille m'énerv <i>Sometimes, my family annoys me</i>
mes deux frères <i>my two brothers</i>		
mes deux soeurs <i>my two sisters</i>		
mon beau-père <i>my step-dad</i>		
ma belle mère <i>my step mum</i>		
mon demi-frère <i>my half brother</i>		
ma demi-soeur <i>my half sister</i>		



10. Tu as un animal? Do you have an animal?

1	2	3	4
Oui, j'ai... <i>Yes, I have...</i> Non, je n'ai pas d'animal <i>No, I don't have a pet</i>	un chien <i>a dog</i> un chat <i>a cat</i> un oiseau <i>a bird</i> un serpent <i>a snake</i> un lapin <i>a rabbit</i> un cochon d'inde <i>a guinea pig</i> un poisson <i>a fish</i> un hamster <i>a hamster</i> un cheval <i>a horse</i>	blanc <i>white</i> noir <i>black</i> gris <i>grey</i> brun <i>brown</i> rouge <i>red</i> orange <i>orange</i> jaune <i>yellow</i> vert <i>green</i> bleu <i>blue</i> violet <i>purple</i>	 mais je voudrais... un serpent <i>but I would like... a snake</i>
	une souris <i>a mouse</i> une tortue <i>a tortoise</i>	blanche <i>white</i> noire <i>black</i> grise <i>grey</i> brune <i>brown</i> rouge <i>red</i> orange <i>orange</i> jaune <i>yellow</i> verte <i>green</i> bleue <i>blue</i> violette <i>purple</i>	

Quel âge as-tu? *How old are you?*

J'ai <i>I have</i>	dix <i>ten</i>	ans. <i>years old.</i>
	onze <i>eleven</i>	
	douze <i>twelve</i>	
	treize <i>thirteen</i>	

Age - Sentence Builder

As-tu des frères et sœurs? *Do you have any brothers or sisters?*

J'ai <i>I have</i>	un frère. <i>one brother.</i>	Il a <i>He has</i>	neuf <i>nine</i>	ans. <i>years old.</i>
Tu as <i>You have</i>	un demi-frère. <i>one half-brother/step-brother.</i>	Elle a <i>She has</i>	dix <i>ten</i>	
Il a <i>He has</i>	une sœur. <i>one sister.</i>	Ils ont <i>They have</i>	onze <i>eleven</i>	
Elle a <i>She has</i>	une demi-sœur. <i>one half-sister/step-sister.</i>	Elles ont <i>They have</i>	douze <i>twelve</i>	
	deux frères. <i>two brothers.</i>			
	trois sœurs. <i>three sisters.</i>			

Classroom - Vocabulary

Qu'est-ce qu'il y a sur la photo?	<i>What is on the picture?</i>
Sur la photo, il y a ...	<i>On the picture, there is/are ...</i>
un tableau (noir/blanc)	<i>a (black/white) board</i>
un poster	<i>a poster</i>
un/une prof (professeur)	<i>a teacher</i>
un écran	<i>a screen</i>
un ordinateur	<i>a computer</i>
une porte	<i>a door</i>
une fenêtre	<i>a window</i>
une tablette	<i>a tablet</i>

des tables	<i>some tables</i>
des chaises	<i>some chairs</i>
des élèves	<i>some pupils</i>
au fond/au centre	<i>at the back/in the middle</i>
à gauche/à droite	<i>on the left/on the right</i>
C'est ...	<i>It's ...</i>
sympa.	<i>nice.</i>
génial.	<i>great.</i>
moderne.	<i>modern.</i>
triste.	<i>sad.</i>
nul.	<i>rubbish.</i>
démodé.	<i>old-fashioned.</i>

Likes & Dislikes - Vocabulary

Tu aimes ...?	<i>Do you like ...?</i>
J'aime ...	<i>I like ...</i>
Je n'aime pas ...	<i>I don't like ...</i>
le sport	<i>sport</i>
le foot	<i>football</i>
le vélo	<i>cycling</i>
le collège	<i>school</i>
le cinéma	<i>cinema</i>
le poisson	<i>fish</i>
la danse	<i>dance</i>

la musique	<i>music</i>
les pizzas	<i>pizzas</i>
les serpents	<i>snakes</i>
les glaces	<i>ice creams</i>
les jeux vidéo	<i>video games</i>
les vacances	<i>holidays</i>
les BD	<i>comics</i>
les mangas	<i>manga</i>
les araignées	<i>spiders</i>

Classroom - Sentence Builder

Qu'est-ce qu'il y a sur la photo? *What is in the photo?*

Sur la photo, il y a <i>In the photo, there is/are</i> Dans ma salle de classe, il y a <i>In my classroom, there is/are</i>	un a	écran <i>screen</i> tableau blanc <i>whiteboard</i> tableau noir <i>blackboard</i> ordinateur <i>computer</i> poster <i>poster</i> professeur <i>teacher (male)</i>	au fond. <i>at the back.</i> au centre. <i>in the middle.</i>	C'est <i>It's</i>	génial. <i>great.</i> moderne. <i>modern.</i> sympa. <i>nice.</i> démodé. <i>old-fashioned.</i> nul. <i>rubbish.</i> triste. <i>sad.</i>
	une a	fenêtre <i>window</i> porte <i>door</i> professeur <i>teacher (female)</i> tablette <i>tablet</i>	à gauche. <i>on the left.</i>		
	des <i>some</i>	chaises <i>chairs</i> élèves <i>pupils</i> tables <i>tables</i>	à droite. <i>on the right.</i>		
et <i>and</i>	Il y a un ordinateur et un poster. <i>There is a computer and a poster.</i>				
aussi <i>also</i>	Il y a aussi une tablette. <i>There is also a tablet.</i>				

Likes & Dislikes - Sentence Builder

Tu aimes ça ? *Do you like that?*

J'aime *I like*

Je n'aime pas *I don't like*

Tu aimes *You like*

Tu n'aimes pas *You don't like*

Il aime *He likes*

Il n'aime pas *He doesn't like*

Elle aime *She likes*

Elle n'aime pas *She doesn't like*

le

cinéma. *cinema.*
collège. *school.*
foot. *football.*
poisson. *fish.*
sport. *sport.*
vélo. *cycling.*

la

danse. *dance.*
musique. *music.*

les

araignées. *spiders.*
BD. *comics.*
glaces. *ice creams.*
jeux vidéo. *video games.*
mangas. *manga.*
pizzas. *pizzas.*
serpents. *snakes.*
vacances. *holidays.*

et *and*
aussi *also*
mais *but*

j'aime le foot et la danse.
I like football and dance.

je n'aime pas le cinéma.
I don't like cinema.

j'aime aussi la musique.
I also like music.

Personality - Vocabulary

Je suis ...	<i>I am ...</i>	grand(e)	<i>big/tall</i>
Je ne suis pas ...	<i>I am not ...</i>	intelligent(e)	<i>intelligent</i>
Il est/Elle est ...	<i>He is/She is ...</i>	méchant(e)	<i>nasty/bad</i>
amusant(e)	<i>funny</i>	patient(e)	<i>patient</i>
arrogant(e)	<i>arrogant</i>	petit(e)	<i>small/short</i>
bavard(e)	<i>talkative/chatty</i>	timide	<i>shy</i>
fort(e)	<i>strong</i>		

Hobbies - Vocabulary

Ma vie, c'est ...	<i>My life is ...</i>	surfer	<i>to surf/surfing</i>
Pour moi, la rentrée, c'est ...	<i>For me, going back to school is ...</i>	tchatter	<i>to chat/chatting (online)</i>
chanter	<i>to sing/singing</i>	rigoler	<i>to have/having a laugh</i>
danser	<i>to dance/dancing</i>	étudier	<i>to study/studying</i>
retrouver mes amis	<i>to meet up/meeting up with my friends</i>	nager	<i>to swim/swimming</i>
bloguer	<i>to blog/blogging</i>	jouer	<i>to play/playing</i>
		gagner	<i>to win/winning</i>

Tu es comment? *What are you like?*

Je suis *I am*
Je ne suis pas *I am not*

Tu es *You are*
Tu n'es pas *You aren't*

Il est *He is*
Il n'est pas *He isn't*

Elle est *She is*
Elle n'est pas *She isn't*

assez *quite*

très *very*

trop *too*

amusant(e). *funny.*

arrogant(e). *arrogant.*

bavard(e). *talkative/chatty.*

fort(e). *strong.*

grand(e). *big/tall.*

intelligent(e). *intelligent.*

méchant(e). *nasty/bad.*

patient(e). *patient.*

petit(e). *small/short.*

timide. *shy.*

et *and*
aussi *also*
mais *but*

Je suis intelligent et méchant. *I am intelligent and nasty/bad.*

Je suis aussi bavard(e). *I am also talkative/chatty.*

Mais je ne suis pas arrogant(e). *But I am not arrogant.*

Personality - Sentence Builder

être (to be)

je **suis** *I am*

tu **es** *you are*

il/elle **est** *he/she is*

To make it negative, use
ne ... pas to make a 'sandwich'
around the verb.

Je **ne suis pas** très grand(e).

I am not very tall.

ne shortens to **n'** in front of
a vowel.

Il **n'est pas** arrogant.

He is not arrogant.





8. Décris-toi! Describe yourself

9. Décris ta famille! Describe your family

1	2	3	4	5	6
je suis (I am) tu es (you are) il/elle est (he/she is) Bob est (Bob is)	grand(e) (tall)	et (and)	j'ai (I have) tu as (you have) il/elle a (he/she has)	les cheveux (the hairs)	courts (short) longs (long) mi-longs (medium length)
	de taille moyenne (of medium height)				frisés (curly/fizzy) raides (straight) bruns (brown) blonds (blonde) noirs (black) rouges (red)
	branché (trendy) charmant(e) (charming) gentil(le) (nice) drôle (funny) modeste (modest) curieux/curieuse (curious) poli(e) (polite) intelligent(e) (clever) généreux/généreuse (generous) timide (shy) sportif/sportive (sporty)			les yeux (the eyes) bleus (blue) marron (nut) verts (green) gris (grey)	
				il porte un chapeau- he wears a hat Il porte des lunettes- he wears glasses il a une barbe- he has a beard il est chauve- he's bald	

Hobbies - Sentence Builder

The **infinitive** is the form of the verb meaning 'to do something', e.g. 'to swim', 'to do', 'to sing'.

Many infinitives end in **-er** in French:
e.g. *chanter* (to sing), *nager* (to swim).

You use the infinitive to form other parts of the verb:
e.g. 'I sing', 'we swim'.

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

Qu'est-ce que c'est pour toi, la rentrée?

For you, what is going back to school?

Ma vie, c'est *My life is*

Pour moi, la rentrée, c'est
For me, going back to school is

bavarder / tchatter. *chatting.*

bloguer. *blogging.*

bosser. *working.*

chanter. *singing.*

danser. *dancing.*

étudier. *studying.*

gagner. *winning.*

jouer. *playing.*

nager. *swimming.*

retrouver mes amis.

meeting up with my friends.

rigoler. *having a laugh.*

surfer. *surfing.*

Unité 6 (pages 20–21) *Mon interview par vidéo!*

C'est quand, ton anniversaire? *When is your birthday?*

Mon anniversaire, c'est ... *My birthday is on ...*

le (15 mars/24 juin). *the (15th March/
24th June).*

le premier *the first*

janvier, février, mars

avril, mai, juin

juillet, août, septembre

octobre, novembre,

décembre

January, February, March

April, May, June

July, August, September

October, November,

December

Dates & Birthday - Vocabulary

Les mots essentiels *High-frequency words*

mon/ma/mes*my*

Pronouns

je*I*

tu*you*

il*he*

elle*she*

Articles

un/une/des*a(n)/some*

le/la/l'/les*the*

Connectives

et*and*

mais*but*

aussi*also*

Qualifiers

assez*quite*

très*very*

trop*too*

un peu*a bit*

Numbers, Months & Days

1 un (premier)	11 onze	21 vingt-et-un	lundi	Monday
2 deux	12 douze	22 vingt-deux	mardi	Tuesday
3 trois	13 treize	23 vingt-trois	mercredi	Wednesday
4 quatre	14 quatorze	24 vingt-quatre	jeudi	Thursday
5 cinq	15 quinze	25 vingt-cinq	vendredi	Friday
6 six	16 seize	26 vingt-six	samedi	Saturday
7 sept	17 dix-sept	27 vingt-sept	dimanche	Sunday
8 huit	18 dix-huit	28 vingt-huit		
9 neuf	19 dix-neuf	29 vingt-neuf		
10 dix	20 vingt	30 trente		
		31 trente-et-un		

janvier	January	mai	May	septembre	September
février	February	juin	June	octobre	October
mars	March	juillet	July	novembre	November
avril	April	août	August	décembre	December

4. Quel âge as-tu ? How old are you?

5. Quelle est la date de ton anniversaire ? When is your birthday?

19

1	2	1	2	3	
un an <i>one year</i> deux ans <i>two years</i> trois ans <i>three years</i> quatre ans <i>four years</i> cinq ans <i>five years</i> six ans <i>six years</i> sept ans <i>seven years</i> huit ans <i>eight years</i> neuf ans <i>nine years</i> dix ans <i>ten years</i> onze ans <i>eleven years</i> douze ans <i>twelve years</i> treize ans <i>thirteen years</i> quatorze ans <i>fourteen years</i> quinze ans <i>fifteen years</i> seize ans <i>sixteen years</i> dix-sept ans <i>seventeen years</i> dix-huit ans <i>eighteen years</i> dix-neuf ans <i>nineteen years</i> vingt ans <i>twenty years</i>			premier <i>first</i> deux <i>second</i> trois <i>third</i> quatre <i>fourth</i> cinq <i>fifth</i> six <i>sixth</i> sept <i>seventh</i> huit <i>eighth</i> neuf <i>ninth</i> dix <i>tenth</i> onze <i>eleventh</i> douze <i>twelfth</i> treize <i>thirteenth</i> quatorze <i>fourteenth</i> quinze <i>fifteenth</i> seize <i>sixteenth</i> dix-sept <i>seventeenth</i> dix-huit <i>eighteenth</i> dix-neuf <i>nineteenth</i> vingt <i>twentieth</i>	 facebook @stusodkayannex twitter @stusodkayannex instagram @stusodkayannex	janvier january février february mars march avril April mai May juin June juillet july août August septembre september octobre October novembre November décembre December
J'ai <i>I have</i> Il a <i>He has</i> Elle a <i>She has</i> Bob a <i>Bob has</i> Bob has		Mon anniversaire c'est le <i>My birthday is on the</i> Son anniversaire c'est le <i>His/her birthday is on the</i>			

6. Quelle est la date aujourd'hui? What is the date today?

1	2	3	4
Aujourd'hui c'est... Today is...		premier	
		<i>first</i>	
		deux	
		<i>second</i>	
		trois	
		<i>third</i>	
		quatre	
		<i>fourth</i>	
		cinq	
	lundi	<i>fifth</i>	
	<i>Monday</i>	six	
		sixth	vingt-et-un
	mardi	sept	twenty first
	<i>Tuesday</i>	seventh	vingt-deux
		huit	<i>twenty second</i>
mercredi	<i>eighth</i>	vingt-trois	
<i>Wednesday</i>	neuf	<i>twenty third</i>	
	ninth	vingt-quatre	
jeudi	dix	<i>twenty fourth</i>	
<i>Thursday</i>	Tenth	vingt-cinq	
	onze	twenty fifth	
vendredi	<i>eleventh</i>	vingt-six	
<i>Friday</i>	douze	twenty sixth	
	<i>twelveth</i>	vingt-sept	
samedi	treize	twenty seventh	
<i>Saturday</i>	<i>thirteenth</i>	vingt-huit	
	quatorze	twenty eighth	
dimanche	<i>fourteenth</i>	vingt-neuf	
<i>Sunday</i>	quinze	twenty ninth	
	fifteenth	trente	
	seize	thirtieth	
	sixteenth	vingt-et-un	
	dix-sept	thirty first	
	seventeenth		
	dix-huit		
	eighteenth		
	dix-neuf		
	nineteenth		
	vingt		
	twentieth		

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

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

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



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

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

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

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



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

Mine will be checked on _____ period _____.

Geography is about Earth's land, water, air, and living things — particularly people. The word comes from the Greek geo, which means “Earth,” and **graphy**, which means “writing or description.” People who study geography are called **Geographers**. Geographers are interested in Earth's physical features, such as mountains, deserts, rivers, and oceans. They are also interested in the ways that people affect and are affected by the natural world.



Asking geographical questions is a very important skill to help us make sense of the world around us:

Look at the photograph opposite. You could ask the following questions:

- Where is this place?
- Is there a river nearby?
- When did this happen?
- What caused this to happen? Was it human or natural reasons?
- How much damage has been caused
- How do the local people feel about this?
- What could the locals do to prevent something similar happening in the future?

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

1. Write your own definitions of **GEOGRAPHY** and a **GEOGRAPHER**
2. Find a photograph of your own that is connected to Geography. Write down at least 6 questions that a Geographer would ask to find out more information about the situation.
3. Imagine you were a resident living in the street shown in the photo above. Write down why you think it happened and how you have felt living in this environment. What could you do to prevent it happening again?



BEING A GEOGRAPHER IN OUR WORLD – the types of Geography

This Home Learning will be checked by your teacher in a lesson during Week A beginning

Monday 12th October 2026.

Mine will be checked on _____ period _____.

The study of Geography is split into:

Physical Human Environmental

Physical Geography

Physical geography relates to the natural world around us. In this area of study, geographers might explore the following things:

- how our landscape is created and changes over time
- how rivers and glaciers change the environment around us
- why areas experience the weather and climate they do
- different ecosystems and biomes of the Earth
- the hazards humans face from volcanoes, earthquakes and tropical storms

These lists are not exhaustive and cover only a small part of what geographers investigate.

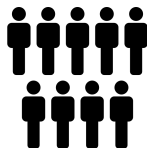


Created by Vector Portal

Human Geography

Human geography relates to the people who live on our planet, Earth. In this area of study, geographers might explore the following things:

- population - how the number of people in the world is growing and why
- migration - why people make the choice to move
- urban patterns - where people live and what these places are like
- societal changes - development, globalisation, resources and conflict



Created by Wilson Joseph
from The Hour Project

Environmental Geography

The study of interactions between humans and the physical world is known as environmental geography. This can be considered the third type of geography.

A physical process, such as an earthquake, will affect the human geography of a country, destroying settlements and disrupting development. Just as physical processes impact upon humans, humans also impact upon the Earth.

In this area of study, geographers might explore the following things:

- pollution
- the destruction of habitats
- climate change

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

1. Design your own poster to show what Geography is all about – use your own examples. Include the three different types
2. Create your own poem or acrostic poem to show what Geography is all about
3. Watch the news for 3 days and write down any news stories that have a connection to the study of geography – are they physical/human/environmental?



BEING A GEOGRAPHER IN OUR WORLD – Out and About in the UK

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

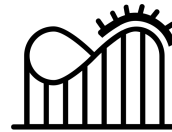
Mine will be checked on _____ period _____.

The landscape, traditions and culture of the UK varies hugely from place to place. This is why it is popular for tourists from around the world.

Have you heard of the phrase '**Land's End to John O'Groats**'?

It is a route from John O'Groats, at the far northeast corner of Scotland, to Land's End, the far south-western point of Cornwall, a distance of 1407 kms. Many people walk, cycle or run the route in aid of charity.

The route from John O'Groats to Land's End is a great way to see the many varied landscapes and environments of the UK. Have a look at map to see this route if you can, and see all the places that this route takes you through



Created by ProSymbols



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

1. You are to write an article for an American newspaper outlining why the UK is a good place to visit
2. Create a poster or a leaflet describing some of the tourist attractions that are found in the UK – try to include both human and physical attractions.
3. Make a list of some of the advantages (good points) and disadvantages (bad/negative points) of tourism in the UK



BEING A GEOGRAPHER IN OUR WORLD – Our Local Environment

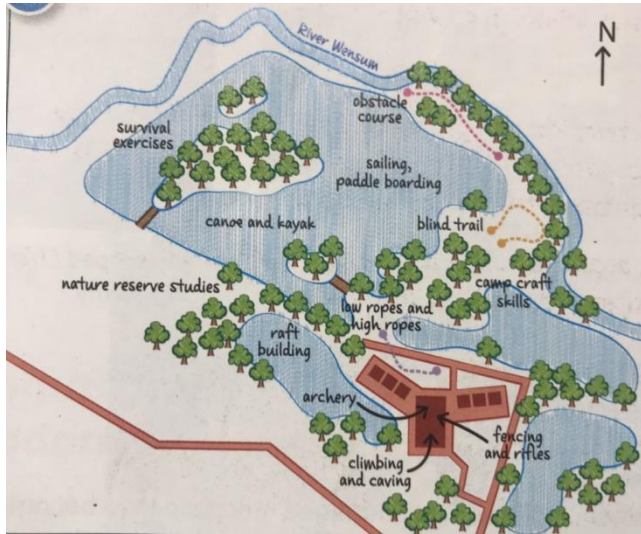
This Home Learning will be checked by your teacher in a lesson during Week A beginning **Monday 16th November 2026**.

Mine will be checked on _____ period _____.

The **LOCAL ENVIRONMENT**

is a small area. It may be an area close to your home or your school. It could be a housing estate, a small village or a wood.

Could you have a think about what would be *your* local environment?



Sometimes your local environment may have lots of different features and sometimes it may need improving – have a think about how you could improve it . . .

Are there any community events that you have in your local environment?



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

1. Draw a diagram of one part of your local environment and add some good geographical labels and information
2. Write a list of what is good about your local environment and what would you like to improve
3. Look at the photograph below which shows part of Torquay – how would you improve this area?



Using Ordnance Survey Maps

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

OS stands for Ordnance Survey and is the national mapping agency of the UK. The name Ordnance Survey hints at how the organisation began, as part of a military strategy, mapping the Scottish Highlands following rebellion in 1745. The OS produces maps at a range of scales for people and businesses who use maps in different ways.

SCALE is an important feature of any map and can be shown in three different ways:

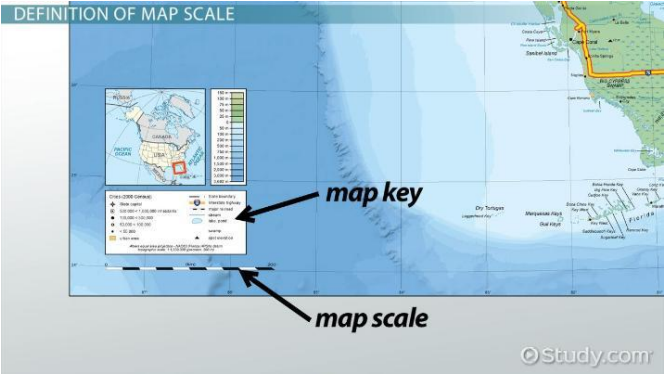
- As a line called a **linear scale**
- As a statement of **scale**
- As a **ratio** – a scale of 1:50 000 means that one unit on the map represents 50, 000 of the same on the ground

A large-scale map shows a lot of detail but not much area, a small-scale map shows a lot of area but not much detail

Four-Figure Grid References	A four-figure grid reference points you towards a particular square on a map. On OS maps these squares represent one square kilometre.
Six-Figure Grid References	A six-figure grid reference points you towards a specific point within a square on a map.
Spot Height	Shows the height of a specific point and is marked on an OS map using a black dot and the number in metres.
Contour Line	A line on a map joining equal height above or below sea level.
Map Key	This tells the reader what the map symbols mean.
Scale	The scale of a map is the ratio of a distance on the map to the corresponding distance on the ground.

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

1. Create a set of flash cards that cover the important map skills listed above in the table
2. Find out some more about OS Maps – can you find the one that covers the area you live?
3. Using the maps on the next page:
 - a. Describe the differences between them
 - b. Who would find each map useful?





These maps are both of St Ives in Cornwall, but they are different scales and show different features

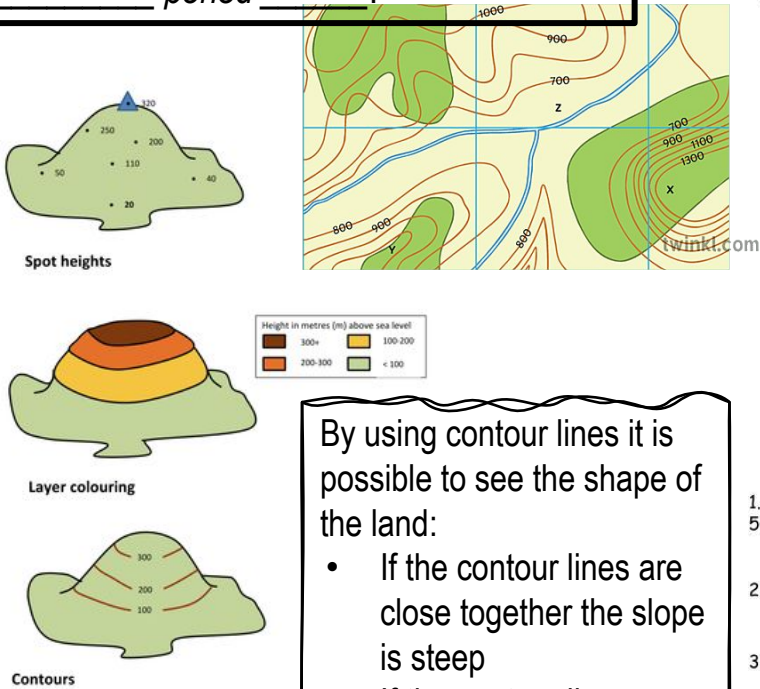


Height on a Map

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

Height
Height on OS Maps is always shown in metres above sea level. There are 3 ways height is shown:

- **Spot heights** - marked by a black dot with the height in metres alongside it
- **Triangulation pillars** – often found on hill tops, shown by a blue triangle with a dot in the middle and the height marked next to it
- **Contour Lines** – thin brown lines that join together places of the same height. The height is printed on the line.



By using contour lines it is possible to see the shape of the land:

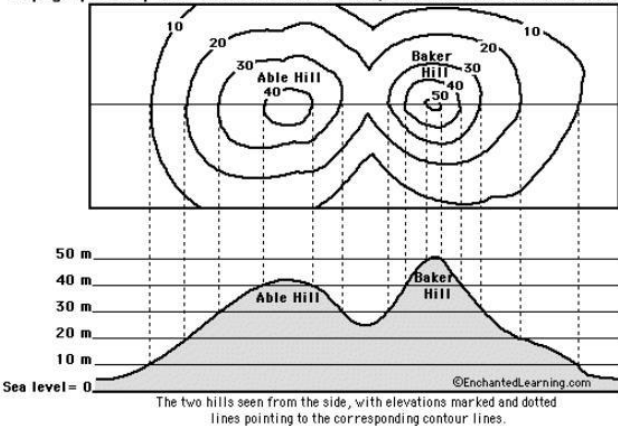
- If the contour lines are close together the slope is steep
- If the contour lines are far apart the slope is gentle

ACTIVITIES – Complete **all** of the following activities

1. Describe the different ways that height is shown on a map
2. Complete the activities (1-7) opposite

Topographic Map Practice Name _____ # _____ Date _____

Topographic Map (with contour lines that show points that are on the same level)



1. Color the elevations on the topographic map as follows. Red: 50m and higher, Orange: 40-50m, Yellow: 30-40m, Light green: 20-30m, Dark green: 10-20m, Purple: 0-10m.
2. Approximately how tall is Able Hill? _____
3. Approximately how tall is Baker Hill? _____
4. Which mountain is taller, and by about how much? _____
5. How many meters of elevation are there between contour lines on the topographic map? _____
6. Which mountain has steeper slopes? _____
7. Are the contour lines closer together on Able Hill or Baker Hill? _____

History Home Learning:

Please find the Home Learning activities for History for the Autumn Term. There are 10 different challenges for the next 14 weeks.

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

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

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

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

The History Department

Challenges:

w/c 07/09 Task One: In History we have been learning about key skills. One is **chronology**. Create a timeline of your life, starting at your birth to starting at St Cuthbert Mayne. Include all the most important moments in your life, using pictures / photos if you wish.

w/c 14/09 - 21/09 Task Two: We have been studying the process of 'movement and migration' over the last few lessons. One way we can learn about the original settlers of a town / village is by its name. Research at **least** two local settlements and detail who originally settled there, when and why. (Remember, by / thorpe = Viking / wick / ham / burgh = Anglo Saxon.

w/c 28/09 Task Three: One of the migration groups we have looked at are the Romans. They established the city of Exeter. Research and find out if there are any traces of Roman Exeter left today in the 21st century.

Challenges:

w/c 05/10 Task Four: Over the last two lessons, you have been investigating the three 'Contenders' for the throne of England (Harold Godwinson, William of Normandy and Harald Hardrada). Choose one of these Contenders and create a propaganda poster explaining why they should be the next king. Make sure you explain their qualities, create a slogan and provide an exciting image.

w/c 12/10 Task Five: 1066 was the year of 'three battles' (Fulford Gate, Stamford Bridge and Hastings). Choose one of these and create a cartoon strip to show the story of what happened at this battle. Remember to use images and dialogue to tell your story.

w/c 19/10 Task Six: At the Battle of Hastings, the English used two types of soldiers, the Fyrd and Housecarls. Research what each type of soldier looked like and the type of equipment they used. Create a diagram of your soldier and label the different components.

w/c 09/11 Task Seven: The Normans were well known for the decoration on their shields / banners. Research what these looked like, collecting examples of the ones you like best. Once you've done this, create your own banner / shield design.

Challenges:

w/c 30/11 Task Eight: Research the history of Devon's most famous Motte and Bailey castle at Totnes. You could create a fact file / infogram / comic strip to narrate the story of this heritage site.

w/c 07/12 Task Nine: Research one of the following Norman monarchs:

- William the Conqueror
- William II
- Henry I
- Matilda
- Stephen I

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

w/c 14/12 Task Ten: Research the entry for where you live in the Domesday Book. What was it like in the time of William the Conqueror? If your village / town did not exist, where is the nearest place to it? Find the details for this settlement instead.

Maths

The power of Sparx for students, parents and carers.

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

The challenge

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

What is Sparx?

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

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

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

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

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

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



Receive reassurance

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



Helpful videos

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



Personalised learning for every student

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



Improves attainment

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



Supports mental health

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



Keeps your child motivated

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

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

Student from
All Saints Academy

RE Home Learning

Your RE home learning will be completed on Google Forms.

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

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

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

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

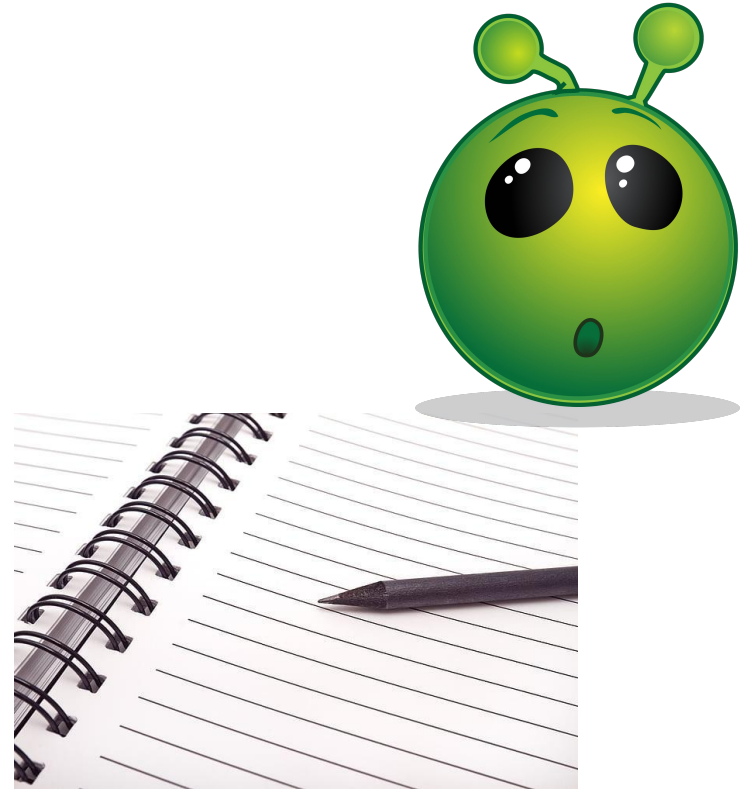
Task

Write a diary entry from the point of view of an alien who has landed on earth. What would their worldview be like and why?

Think about

- Who would they have met?
- What would they have seen?

How would this impact their worldview?



RE Year 7 Autumn Term: Extension Task 2

Task

Answer these questions:

1. How does the story of Moses show God is omnipotent?
2. Why is this important for Christians today?

Christians believe that God is omnipotent.

Christians believe, God created the world and everything in it, and also continues to be involved in the world, sustaining it.

In the Bible, there are many accounts of when God demonstrated his power and involvement in the world to human beings.

For example, Exodus 7–11 tells the story of how God spoke to Moses and helped to free the Jews who were enslaved in Egypt:

- Because the Pharaoh was stubborn and refused Moses' request of freedom for his people, God sent ten plagues to Egypt.
- God sent the plagues to help Moses persuade the Pharaoh to release the Jews from slavery.
- After losing his son to the Angel of Death in the tenth plague, the Pharaoh finally gave in and allowed the Jews to go free.
- However, he soon changed his mind and sent his soldiers after them.
- Led by Moses, the Jews found themselves trapped between the Red Sea (in front of them) and the Pharaoh's men (behind them).
- God intervened and miraculously parted the sea so that the Jews could escape. Moses stretched out his hand over the sea, and God parted the waters so that the enslaved people could escape. The waters also killed the Pharaoh's men.

RE Year 7 Autumn Term: Extension Task 3

Task

Answer these questions:

1. What does the presence of evil and suffering say about God's power?
2. Is there a purpose to suffering?
3. How do different religions respond to evil and suffering?

Evil is a cause of human suffering. There are two types of evil:

- moral evil – the acts of humans which are considered to be morally wrong, eg murder and theft
- natural evil – natural disasters, eg earthquakes or tsunamis, which humans have no control over

These two types of evil can work together - moral evil can make natural evil worse. For example if a drought (natural evil) causes crops to fail, the policies of a government can make food shortages for the poorest people worse (moral evil).

Religions differ in what they teach about the origins of evil.

Some believe evil forces have been present in the world from the beginning.

Some believe evil is part of God's creation and it may have a purpose that humans cannot understand.

Suffering is the bearing or undergoing of pain or distress.

Most people experience suffering at some time in their life. Religions attempt to explain suffering, to help people to cope with it and to learn from it. For some religious people, the fact that people suffer can raise difficult questions about why God allows this to happen.

Some people say that God allows humans to make decisions for themselves and that suffering is caused by the choices that people make.

RE Year 7 Autumn Term: Extension Task 4

Task: Create a leaflet about how the church began.

Pentecost was an important Jewish festival which celebrated the harvest. Often Jews would travel to Jerusalem to celebrate. The disciples of Jesus had seen him after his resurrection and witnessed his ascension to Heaven.

Those same disciples are staying in Jerusalem when a miraculous event occurs: *The disciples experienced a violent wind and tongues of fire came from heaven and rested on each of the disciples.* Acts 2:1-8

Suddenly the disciples were able to speak in different languages (tongues) to all the people who had come to Jerusalem for the festival. The festival of Pentecost is still important to Christians today because it represents the beginning of the Christian Church. It reminds them how Jesus' promise that God would send the Holy Spirit was fulfilled.

In the New Testament, the Apostle Paul writes to the Church in Corinth in Greece and explains what the Church should be like (1 Corinthians 12).

The Church in Corinth was divided over spiritual gifts given to the Church by God. Paul reminds the Church that all the gifts are given by the same God and should be used to help the Church, rather than to divide it.

Paul says the gifts include wisdom, knowledge, healing, miraculous powers and prophecy. Such gifts should be used positively and for the common good.

Paul uses the image of the human body to point the way to how the Church should work together for the good of all its members. For example, Paul says that it is no good if the body was only an eye because it would no longer be able to hear. Alternatively, if the whole body was an ear it would be no good either because it wouldn't be able to smell.

Paul regards the Church as the body of Jesus, who is the head. Therefore, all people in the Church have an important role to play. Different members of the Church may have different roles, but all are vital to make it function.

Paul goes so far as to say that when one part of the body suffers, the whole body suffers. This shows how caring for each other within the Church is vital as members' lives are so interconnected - just as each person in the Church is connected to Jesus, who is the head.

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

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

Stuck with logging in? See your Science teacher for support

Year 7 Spanish - Need To Know - Autumn Term

Viva 1, Module 1 - Me Presento (All about me)

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

Languages are best studied
'little and often'



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



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

You must spend up to 30
minutes of effort each
fortnight

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

Become an independent learner...

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

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

How do I learn new words?

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



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

Spanish-speaking countries - Vocabulary

Zona de cultura: ¡Hablamos español! We speak Spanish! (pages 8–9)

Argentina	<i>Argentina</i>	Panamá	<i>Panama</i>
Bolivia	<i>Bolivia</i>	Paraguay	<i>Paraguay</i>
Chile	<i>Chile</i>	Perú	<i>Peru</i>
Colombia	<i>Colombia</i>	Puerto Rico	<i>Puerto Rico</i>
Costa Rica	<i>Costa Rica</i>	República Dominicana	<i>Dominican Republic</i>
Cuba	<i>Cuba</i>	Uruguay	<i>Uruguay</i>
Ecuador	<i>Ecuador</i>	Venezuela	<i>Venezuela</i>
El Salvador	<i>El Salvador</i>	Los colores de ... son: ...	<i>The colours of ... are: ...</i>
España	<i>Spain</i>	amarillo	<i>yellow</i>
Guatemala	<i>Guatemala</i>	azul	<i>blue</i>
Guinea Ecuatorial	<i>Equatorial Guinea</i>	blanco	<i>white</i>
Honduras	<i>Honduras</i>	negro	<i>black</i>
México	<i>Mexico</i>	rojo	<i>red</i>
Nicaragua	<i>Nicaragua</i>	verde	<i>green</i>

**Spanish-speaking
countries**



Spanish-speaking countries - Sentence builder

Los colores de <i>The colours of</i>	Argentina <i>Argentina</i>				
	Bolivia <i>Bolivia</i>				
	Chile <i>Chile</i>				
	Colombia <i>Colombia</i>				
	Costa Rica <i>Costa Rica</i>				
	Cuba <i>Cuba</i>				
	El Salvador <i>El Salvador</i>				
	Ecuador <i>Ecuador</i>				
	España <i>Spain</i>				
	Guatemala <i>Guatemala</i>				
	Guinea Ecuatorial <i>Equatorial Guinea</i>				
	Honduras <i>Honduras</i>				
	México <i>Mexico</i>				
	Nicaragua <i>Nicaragua</i>				
	Panamá <i>Panama</i>				
	Paraguay <i>Paraguay</i>				
	Perú <i>Peru</i>				
	Puerto Rico <i>Puerto Rico</i>				
	República Dominicana <i>Dominican Republic</i>				
	Uruguay <i>Uruguay</i>				
	Venezuela <i>Venezuela</i>				
		son are	rojo <i>red</i> azul <i>blue</i> verde <i>green</i> amarillo <i>yellow</i> negro <i>black</i> blanco <i>white</i>	y and	rojo. <i>red.</i> azul. <i>blue.</i> verde. <i>green.</i> amarillo. <i>yellow.</i> negro. <i>black.</i> blanco. <i>white.</i>

Introducing yourself - Vocabulary

Unit 1: ¿Quién eres? Who are you? (pages 10–11)

Soy (Lucas/Eva).	<i>I am (Lucas/Eva).</i>	serio / seria	<i>serious</i>
¿Cómo eres?	<i>What are you like?</i>	simpático / simpática	<i>nice, friendly</i>
Soy ... y ...	<i>I am ... and ...</i>	tímido / tímida	<i>shy</i>
activo / activa	<i>active</i>	tonto / tonta	<i>silly</i>
divertido / divertida	<i>fun, funny</i>	tranquilo / tranquila	<i>calm</i>
listo / lista	<i>clever</i>	Soy de (Vigo/Londres).	<i>I am from (Vigo/London).</i>

Unit 2: ¿Qué idiomas hablas? What languages do you speak? (pages 12–13)

hola	<i>hello</i>	No hablo ...	<i>I don't speak ...</i>
buenos días	<i>good morning, good day</i>	alemán	<i>German</i>
buenas tardes	<i>good afternoon, good evening</i>	árabe	<i>Arabic</i>
buenas noches	<i>good evening, goodnight</i>	español	<i>Spanish</i>
hasta luego	<i>see you later</i>	francés	<i>French</i>
adiós	<i>goodbye</i>	inglés	<i>English</i>
¿Cómo te llamas?	<i>What are you called?</i>	polaco	<i>Polish</i>
Me llamo ...	<i>I am called ...</i>	portugués	<i>Portuguese</i>
¿Qué idiomas hablas?	<i>What languages do you speak?</i>	rumano	<i>Romanian</i>
Hablo ... y (un poco de) ...	<i>I speak ... and (a little) ...</i>	urdu	<i>Urdu</i>
		¿Qué tal?	<i>How are you?</i>
		(muy) bien	<i>(very) well, fine</i>
		mal	<i>bad</i>
		fatal	<i>awful</i>
		¿De dónde eres?	<i>Where are you from?</i>
		Soy de ...	<i>I am from ...</i>

Introducing yourself - Sentence builders

¿Quién eres?

Who are you?

Soy [Lucas] y soy de
I am [Lucas] and I am from

Londres. *London.*
Newcastle. *Newcastle.*
Vigo. *Vigo.*

¿Cómo eres?

What are you like?

Soy *I am*

activo / activa. *active.*
divertido / divertida. *fun / funny.*
listo / lista. *clever.*
serio / seria. *serious.*
simpático / simpática. *nice / friendly.*
tímido / tímida. *shy.*
tonto / tonta. *silly.*
tranquilo / tranquila. *calm.*

¿Cómo te llamas?

What are you called?

Hola.
Hello.

Buenos días.
Good morning. / Good day.

Buenas tardes.
Good afternoon. / Good evening.

Buenas noches.
Good evening.

Me llamo [Lucas].
I am called [Lucas].



Age and siblings - Vocabulary

Unit 3: ¿Cuántos años tienes? How old are you? (pages 14–15)

uno	<i>one</i>	siete	<i>seven</i>	trece	<i>thirteen</i>
dos	<i>two</i>	ocho	<i>eight</i>	catorce	<i>fourteen</i>
tres	<i>three</i>	nueve	<i>nine</i>	quince	<i>fifteen</i>
cuatro	<i>four</i>	diez	<i>ten</i>	¿Cuántos años tienes?	<i>How old are you?</i>
cinco	<i>five</i>	once	<i>eleven</i>	Tengo ... años.	<i>I am ... years old.</i>
seis	<i>six</i>	doce	<i>twelve</i>	sí / no	<i>yes / no</i>

Unit 4: ¿Tienes hermanos? Have you got siblings? (pages 16–17)

¿Tienes hermanos?	<i>Have you got siblings?</i>	hermanastro(s)	<i>half-brother(s), stepbrother(s)</i>
Sí, tengo ...	<i>Yes, I have ...</i>	hermanastra(s)	<i>half-sister(s), stepsister(s)</i>
un(a)	<i>one</i>	No, no tengo hermanos.	<i>No, I don't have siblings.</i>
dos / tres / cuatro	<i>two / three / four</i>	Soy hijo único. /	<i>I am an only child.</i>
hermano(s)	<i>brother(s), sibling(s)</i>	Soy hija única.	
hermana(s)	<i>sister(s)</i>		

¿Cuántos años tienes?

How old are you?

Tengo <i>I have</i>	un <i>one</i>	año. <i>year.</i>
	dos <i>two</i> tres <i>three</i> cuatro <i>four</i> cinco <i>five</i> seis <i>six</i> siete <i>seven</i> ocho <i>eight</i> nueve <i>nine</i> diez <i>ten</i> once <i>eleven</i> doce <i>twelve</i> trece <i>thirteen</i> catorce <i>fourteen</i> quince <i>fifteen</i>	años. <i>years.</i>

Age and siblings - Sentence builders

¿Tienes hermanos?

Have you got siblings?

Sí, tengo <i>Yes, I have</i>	un <i>one / a</i>	hermano(s). <i>brother(s).</i>
	una <i>one / a</i>	hermana(s). <i>sister(s).</i>
	dos <i>two</i>	hermanastro(s). <i>stepbrother(s) / half-brother(s).</i>
	tres <i>three</i>	hermanastra(s). <i>stepsister(s) / half-sister(s).</i>
	cuatro <i>four</i>	
No, no tengo hermanos. <i>No, I don't have siblings.</i>		
Soy hijo único / hija única. <i>I am an only child.</i>		

Describing where you live - Vocabulary

Unit 5: ¿Dónde vives? *Where do you live?* (pages 18–19)

¿Dónde vives?	<i>Where do you live?</i>	un cine	<i>a cinema</i>
Vivo en ...	<i>I live in ...</i>	un estadio	<i>a stadium</i>
¿Qué hay en tu zona?	<i>What is there in your area?</i>	un gimnasio	<i>a gym</i>
		un parque	<i>a park</i>
En mi zona hay ...	<i>In my area there is ... / In my area there are ...</i>	una piscina	<i>a swimming pool</i>
		unos restaurantes	<i>some restaurants</i>
También hay ...	<i>There is also ... / There are also ...</i>	unas tiendas	<i>some shops</i>

Unit 6: ¿Cómo es tu zona? *What is your area like?* (pages 20–21)

¿Cómo es tu ...?	<i>What is your ... like?</i>	bastante	<i>quite</i>
ciudad	<i>city</i>	aburrido / aburrida	<i>boring</i>
pueblo	<i>town, village</i>	bonito / bonita	<i>pretty</i>
zona	<i>area</i>	feo / fea	<i>ugly</i>
El pueblo es ...	<i>The town/village is ...</i>	grande	<i>big</i>
La ciudad es ...	<i>The city is ...</i>	interesante	<i>interesting</i>
La zona es ...	<i>The area is ...</i>	pequeño / pequeña	<i>small</i>
Creo que es ...	<i>I think it is ...</i>	popular	<i>popular</i>
También es ...	<i>It is also ...</i>	tranquilo / tranquila	<i>tranquil, calm</i>
muy	<i>very</i>		

Describing where you live - Sentence builders



¿Dónde vives?

Where do you live?

Vivo en *I live in*

Palma. *Palma.*

Bristol. *Bristol.*

¿Qué hay en tu zona?

What is there in your area?

En mi zona hay

In my area there is /

In my area there are

un centro comercial. *a shopping centre.*

un cine. *a cinema.*

un estadio. *a stadium.*

un gimnasio. *a gym.*

un parque. *a park.*

una piscina. *a swimming pool.*

una plaza. *a square.*

unos restaurantes. *some restaurants.*

unas tiendas. *some shops.*

También hay

There is also /

There are also

Describing your area - Sentence builder

¿Cómo es tu zona?

What is your area like?

Vivo en <i>I live in</i>	un <i>a / an</i>	pueblo. <i>town / village.</i>
	una <i>a / an</i>	ciudad. <i>city.</i> zona. <i>area.</i>
Creo que es <i>I think (that) it is</i> También es <i>It is also</i>	muy <i>very</i> bastante <i>quite</i>	aburrido / aburrida. <i>boring.</i> bonito / bonita. <i>pretty.</i> feo / fea. <i>ugly.</i> pequeño / pequeña. <i>small.</i> tranquilo / tranquila. <i>tranquil / calm.</i> grande. <i>big.</i> interesante. <i>interesting.</i> popular. <i>popular.</i>

Describing a photo - Vocabulary

Unit 7: ¿Qué hay en la foto? *What is there in the photo?* (pages 22–23)

¿Qué hay en la foto?	<i>What is there in the photo?</i>	También hay ...	<i>There is also ... / There are also ...</i>
En la foto ...	<i>In the photo ...</i>	un chico	<i>a boy</i>
En el centro ...	<i>In the middle/centre ...</i>	una chica	<i>a girl</i>
hay ...	<i>there is ... / there are ...</i>	Creo que ...	<i>I think that ...</i>

Phonics

Vowel sounds:

Remember that accents show which vowel (*a, e, i, o, u*) is stressed, as in *simpática*.

Consonants:

- Don't forget the soft *c* in *trece* sounds like the 'th' in the English word 'three'.
- The double *ll* in *llamo* makes a 'y' sound, and the *ñ* in *años* sounds like the 'ny' in 'canyon'.
- The *J* in *Juan* sounds like a hard 'h' in English ('Hooan').
- The *z* in *zona* also makes a 'th' sound in Castilian Spanish.
- Try rolling your tongue to make the *rr* sound in *aburrida*.

Useful classroom language

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

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

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

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

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

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

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

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

No entiendo – I don't understand

He terminado – I have finished

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

Task instructions

Completa el texto – Complete the text

Rellena la tabla - Fill in the table

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

Escoge la letra correcta - Choose the correct letter

Escribe 40 palabras - Write 40 words

Escribe 4 frases - Write 4 sentences

Escucha la entrevista – Listen to the interview

Lee la información – Read the information

Menciona dos detalles - Mention two details

