

## What your child will study in Year 8

Subject	Autumn Term	Spring Term	Summer Term	Extended Curriculum (recommended additional reading/websites/visits for use at home)
<b>Art</b>	<p>Students create work based on the theme of Endangered Species and our environment. They research the plight of endangered animals Looking at the work of Dave White, for inspiration into creating endangered animal images in soft pastel. Pencil drawing is our initial starting point and grid devices to record are used to develop accuracy in observational drawing work. They will undertake studies of Tigers, Rhinos, Giraffes, during class and homework in tonal pencil.</p> <p>This gets them ready for their large animal soft pastel image of their chosen endangered animal. Written work on Dave white allows them to study the themes that artists use to convey to the viewer.</p>	<p>Continuing with the Endangered theme students now begin to look at the reasons for the plight of these animals and create imagery that best conveys this message. They use collage, watercolours and tonal pen to generate their own ideas. At this stage students are encouraged to plan their own unique ideas for a composition and are much more independent in the process. The work of Beatrice Coron is a starting point for a background to their piece using paper cut outs. Their written work is extended to include annotations in their sketchbook of their ideas and plans. The final piece is then produced using the earlier elements from both terms.</p>	<p>Students create work showing the time line from the industrial revolution through to the advancements in technology. Studying artists who work closely with this theme including Ian Cartwright, Paolozzi, Michael Lang, Leger, Shelley Mansell. Students are given the opportunity to develop collage -based work to create an abstract piece. They will be given the opportunity to study objects from old clocks to circuit boards and observational studies will be created in pen, pencil, ink, pencil crayon and mono printing. Relief work will give this piece a new dimension.</p>	<p>DaveWhiteart.com has an excellent collection of his work with biographical information and a blog.  <a href="http://www.worldwildlife.org/">http://www.worldwildlife.org/</a> has all of the information needed to research the plight of these animals.  <a href="https://kids.tate.org.uk/">https://kids.tate.org.uk/</a> is an excellent site where students can post their own images and create a mini site.  <a href="http://www.ngkids.co.uk/animal">http://www.ngkids.co.uk/animal</a>  <a href="#">s</a>                      Has some excellent activities and information on wildlife.</p>
<p><b>Computing</b></p> <p>One of three rotations</p>	<p><b>Operating systems</b></p> <ul style="list-style-type: none"> <li>• Recognise and understand the function of the main internal parts of basic computer architecture.</li> <li>• Understand the concept behind the fetch-decode-execute cycle.</li> <li>• Compare and contrast different operating systems.</li> <li>• Use the CMD.</li> <li>• Compare different GUIs.</li> <li>• Understand what Open Source is and the difference between system software and application software.</li> </ul> <p><b>Binary</b></p>			<p><a href="http://www.codecademy.com/learn/python">www.codecademy.com/learn/python</a></p> <p><a href="https://code.org">https://code.org</a></p> <p><a href="http://www.bbc.co.uk/education/subjects/zvc9q6f">http://www.bbc.co.uk/education/subjects/zvc9q6f</a></p>

	<ul style="list-style-type: none"> <li>• Understand that digital computers use binary to represent all data.</li> <li>• Understand how bit patterns represent numbers and images.</li> <li>• Know that computers transfer data in binary.</li> <li>• Understand the relationship between binary and file size.</li> <li>• Understand how a computer inputs, outputs and processes data.</li> </ul> <p><b>Programming</b></p> <ul style="list-style-type: none"> <li>• Understand that algorithms are implemented on digital devices as programs.</li> <li>• Design algorithms using iteration and selection i.e. if statements.</li> <li>• Use logical reasoning to predict outcomes.</li> <li>• Detect and correct coding errors.</li> <li>• Execute, check and change programs.</li> <li>• Understand that programs execute by following precise instructions.</li> </ul>	
<p><b>Design &amp; Technology</b></p> <p>One of three rotations</p>	<p><b>Technical principles</b></p> <ul style="list-style-type: none"> <li>• The categorisation of the types and properties of materials: <ul style="list-style-type: none"> <li>- Ferrous and non-ferrous metals;</li> <li>- Thermoforming and thermosetting polymers.</li> </ul> </li> <li>• The physical properties of materials, how the properties of materials are selected related to their uses e.g. knowledge of properties of materials to be applied when designing and making.</li> </ul> <p><b>Designing &amp; making principles</b></p> <ul style="list-style-type: none"> <li>• Explore and develop their ideas, testing, critically analysing and evaluating their work in order to inform and refine their design decisions thus achieving improved outcomes.</li> <li>• Investigate and analyse the work of past and present professionals and companies in the area of design and technology in order to help inform their own ideas.</li> <li>• Design and develop at least one prototype that responds to needs and/ or wants and is fit for purpose, demonstrating functionality, aesthetics, marketability and consideration of innovation.</li> <li>• Make informed and reasoned decisions, respond to feedback about their own prototypes (and existing products and systems) to identify the potential for further development and suggest how modifications could be made.</li> </ul>	<p><a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a></p> <p><a href="http://www.design-technology.info/home.htm">http://www.design-technology.info/home.htm</a></p>

	<ul style="list-style-type: none"> <li>Use specialist techniques and processes to shape, fabricate, construct and assemble a high quality prototype, including techniques such as wastage, addition, deforming and reforming, as appropriate to the materials and/or components being used.</li> </ul>			
<b>Drama</b>	<p><b>Actors ToolKit Part 2</b> A recap of the basic Drama skills before exploring Spontaneous Improvisation. This topic challenges their creativity, imagination and quick thinking skills.</p> <p><b>Evacuees</b> Students develop their ability to work with challenging themes and issues to create a piece of drama which incorporates 3 scenes based on the experiences of the evacuated children during the Second World War. It is hoped that students will gain a greater understanding of not only the facts of what happened, but to develop awareness of what families went through during the war.</p>	<p><b>Blood Brothers</b> Students explore the play, its themes and recreate scenes. Students will learn lines and demonstrate their characterisation and performance skills. This is the current set text for GCSE Drama and therefore is an opportunity to develop a basic understanding of the text prior to Year 10/11.</p> <p><b>Surrealism – Day dreaming</b> Students explore surrealism using physical theatre, slow motion and their imagination to create a performance of a strange and surreal dream world. The students will explore abstract movement and mask work to create eerie atmospheres and tension.</p>	<p><b>The Hunger Games</b> Using the popular book as a springboard for students to create ideas on a range of interesting themes, e.g. dystopian future, conflict, the difference between rich and poor, friendship, family or injustice. We use a range of different techniques largely based on devising, improvisation and detailed character work.</p> <p><b>Devising with Music</b> Music is an integral part of theatre and can have incredible impact in the creation of mood and atmosphere. The aim of this scheme is to help students explore how to devise both naturalistic and stylised drama using music as their central focus. This revisits many skills developed throughout Year 8 including ensemble skills, surrealism and physical theatre.</p>	<p><b>KS3 Drama:</b> <a href="http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/">http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/</a> <b>National Theatre</b> <a href="http://www.youtube.com/user/ntdiscovertheatre?feature=watch">http://www.youtube.com/user/ntdiscovertheatre?feature=watch</a> <b>Sky Arts Channel</b> channels 129 &amp; 130 <b>Digital Theatre</b> UK Cinemas now show shows from London’s National Theatre. <a href="http://www.digitaltheatre.com/">http://www.digitaltheatre.com/</a> <b>Improvisation</b> Who's line is it anyway? <a href="https://www.youtube.com/watch?v=29uxLWUOwEw">https://www.youtube.com/watch?v=29uxLWUOwEw</a> This is a TV show where actors use spontaneous improvisation. <b>Mime Skills</b> Mr Bean <b>Physical Theatre</b> <a href="http://www.bbc.co.uk/schools/gcsebitesize/drama/activities/physical_theatre/physical_theatre.shtml">http://www.bbc.co.uk/schools/gcsebitesize/drama/activities/physical_theatre/physical_theatre.shtml</a> Shadow Dances from Britain’s Got Talent (you tube) <b>Blood Brothers Videos</b> <a href="http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramabloodbrothers/">http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramabloodbrothers/</a></p>

<p><b>English</b></p>	<p><b><u>Place Poetry</u></b> Students start the year by studying a collection of poems loosely linked by the theme of Place. These poems will cover a range of styles, forms and time periods. Students will further develop the skills of analysis and essay writing embedded in Year 7 and broaden their appreciation and understanding of poetic techniques.</p> <p><b><u>Spy Fiction</u></b> In the second half-term students will study extracts from a range of spy fiction, exploring genre conventions, style and structure. Through a focus on grammar, students will develop their own writing skills, leading to them producing an extract from a spy story of their own.</p>	<p><b><u>Animal Farm</u></b> Students will study this classic novel by George Orwell, focusing on the writer’s ideas and messages, the importance of context, and the allegorical meaning of the story. Students will further develop their skills of analysis and essay writing and will be assessed through a GCSE style essay question.</p> <p><b><u>Romeo and Juliet</u></b> Students will study Shakespeare’s classic tale of love and tragedy through a selection of key scenes. They will develop their understanding and appreciation of Shakespeare’s language and his use of dramatic devices. Assessment is through a GCSE style question on an extract from the play.</p>	<p><b><u>Writing to Explain</u></b> Students will learn how to write to inform and explain for different audiences by exploring some of the unusual activities people carry out in their spare time. The texts and activities will help students to make language choices about how to convey and structure information and alter the tone they use in order to explain, inform and entertain in their writing.</p> <p><b><u>Exam Preparation</u></b> Students will sit a reading examination at the end of Year 8, based on one of the texts they have studied during the year.</p>	<p>Read other poems by the poets you have studied, including Poems of Innocence and Experience by William Blake.</p> <p>Read one of the books you were introduced to in the extracts for Spy Fiction. For example, one of the Young Bond novels or the Stormbreaker series.</p> <p>Research George Orwell and/or read one of his other stories, such as <i>1984</i>.</p> <p>Watch a film or stage version of Romeo and Juliet.</p> <p>Visit the Globe Theatre in London or Stratford upon Avon, the home of Shakespeare.</p>
<p><b>Food Preparation and Nutrition</b></p> <p>One of three rotations</p>	<p>In year 8 the students continue to build on the knowledge and skills from year 7. They carry out one Food Science task investigating the chemical and biological raising agents used for bread making. For this they develop a more detailed understanding of how breads may be leavened. They make a range of bread products such as basic savoury bread, cinnamon buns, soda bread and pizza. They also learn about heat transfer through written and practical tasks. They develop a more detailed understanding of healthy eating and the basic nutrients in food. This is supported by instruction on a range of other food preparation and cooking techniques. The pupils learn how to carry out basic costing and nutritional analysis of some products made.</p>			<p>Recipe Books are available on SMH <a href="http://www.bbc.co.uk/learning/subjects/food_and_catering.shtml">http://www.bbc.co.uk/learning/subjects/food_and_catering.shtml</a></p> <p><a href="http://www.foodafactoflife.org.uk/section.aspx?siteId=20&amp;sectionId=85">http://www.foodafactoflife.org.uk/section.aspx?siteId=20&amp;sectionId=85</a></p>
<p><b>French</b></p> <p>(Students study either Spanish OR French)</p>	<p>Say what you eat/ drink Opinions and reasons Ordering in a café</p>	<p>Freetime activities Using computers and mobiles Weather</p>	<p>Describing the area where you live Describing the house Describing your bedroom Prepositions</p>	<p><a href="http://www.linguascope.com">www.linguascope.com</a></p> <p>( see staff for password)</p> <p><a href="http://www.funwithlanguages.vacau.com">www.funwithlanguages.vacau.com</a></p>

depending on their year group)		The present tense: introduction to conjugations	Saying what there is to do in your town Future tense	<a href="http://www.digitaldialects.com">www.digitaldialects.com</a>  <a href="http://www.bbc.co.uk/education/subjects/zfckjxs">http://www.bbc.co.uk/education/subjects/zfckjxs</a>
<b>Geography</b>	<b>Tectonics</b> <ol style="list-style-type: none"> <li>1. Mapping tectonic hazards</li> <li>2. Plate boundaries</li> <li>3. Volcanic features and eruptions</li> <li>4. Case study of a volcanic eruption</li> <li>5. Case study on an Earthquake</li> <li>6. Case study of a Tsunami</li> <li>7. Earthquake proof buildings</li> </ol> <b>Environmental Concerns</b> <ol style="list-style-type: none"> <li>1. The Greenhouse effect.</li> <li>2. Renewable and non-renewable</li> <li>3. What is your carbon footprint?</li> <li>4. Impacts of climate change UK</li> <li>5. Impact of climate change Global</li> <li>6. Renewable Energy solutions pros/cons</li> <li>7. Solutions on a local level.</li> </ol>	<b>Tourism</b> <ol style="list-style-type: none"> <li>1. What is tourism?- map of tourist environments</li> <li>2. Changes in eth tourism industry</li> <li>3. Positive impacts of tourism</li> <li>4. Negatives impacts of tourism</li> <li>5. ICT lesson – tourism brochure for holiday destination</li> <li>6. What is sustainable tourism?</li> <li>7. ase study of Sustainable tourism</li> </ol> <b>Weather and climate</b> <ol style="list-style-type: none"> <li>1. What is weather?</li> <li>2. What is climate?</li> <li>3. What are the different climate around the world?</li> <li>4. How can weather cause issues in the UK?</li> <li>5. How can weather cause issues in the globe?</li> <li>6. How can people respond to weather?</li> </ol>	<b>Migration</b> <ol style="list-style-type: none"> <li>1. Push and pull factors</li> <li>2. Numeracy lesson – where do people migrate too?</li> <li>3. Impacts of migration</li> <li>4. Syrian Refugee Crisis</li> <li>5. Responses to migration</li> </ol> <b>Manchester</b> <ol style="list-style-type: none"> <li>1. History of Manchester</li> <li>2. Functions of Manchester – mapping skills</li> <li>3. Redevelopment</li> <li>4. Urban sustainability</li> </ol> Fieldwork – data collection	BBC Bite size  Documentaries  Being globally aware – watching the news for human and physical geography  Atlases/map games/jigsaws
<b>History</b>	<b><u>Topic 1: How successful was the reign of Queen Elizabeth I?</u></b> <ol style="list-style-type: none"> <li>1. How did Queen Elizabeth use propaganda?</li> <li>2. Who should Elizabeth marry?</li> <li>3. Why was Mary Queen of Scots such a threat?</li> <li>4. How did Elizabeth defeat the Spanish armada? (2 lessons)</li> </ol>	<b><u>Topic 3: Manchester during the Industrial revolution</u></b> <ol style="list-style-type: none"> <li>1. How did Britain change between 1750 and 1900?</li> <li>2. What was Manchester like during the industrial revolution?</li> <li>3. How did railways change life in Britain?</li> </ol>	<b><u>Topic 5: The Holocaust</u></b> <ol style="list-style-type: none"> <li>1. What was the Holocaust?</li> <li>2. What was life like for Jewish people before the Holocaust?</li> <li>3. Why did Hitler have anti-Semitic views?</li> <li>4. What happened to the Hecht family?</li> </ol>	<u>Reading:</u> The Terrible Tudors – Horrible Histories The Barmy British Empire – Horrible Histories Diary of a Young Girl - Anne Frank  <u>Days Out:</u> Bramall Hall

	<p>5. <u>Assessment: How successful was Elizabeth I?</u></p> <p><b>Topic 2: The British Empire</b></p> <ol style="list-style-type: none"> <li>1. What was the British Empire?</li> <li>2. British empire posters</li> <li>3. How did the British Empire get so large?</li> <li>4. What was the Amritsar massacre?</li> <li>5. How and why did India gain independence?</li> <li>6. Was the British Empire a good thing or not?</li> <li>7. <u>Assessment: British Empire: Pride or Shame?</u></li> <li>8. Why did the British Empire end?</li> </ol>	<ol style="list-style-type: none"> <li>4. What were conditions like for children during the industrial revolution?</li> <li>5. Why did Thomas and Jon run away?</li> <li>6. Should child labour continue?</li> <li>7. What were conditions like in industrial towns?</li> <li>8. <u>Assessment: Did the industrial revolution make life better for people?</u></li> </ol> <p><b>Topic 4: World War One</b></p> <ol style="list-style-type: none"> <li>1. Which were the most powerful countries before World War One?</li> <li>2. What were the long term causes of World War One?</li> <li>3. Was World War One started by terrorists?</li> <li>4. <u>Why did WW1 break out?</u> <u>Assessment</u></li> <li>5. How did trench warfare develop?</li> <li>6. What were conditions like in the trenches?</li> <li>7. Why did men volunteer in 1914?</li> <li>8. Why did some men refuse to fight?</li> <li>9. How were families affected by WW1?</li> </ol>	<ol style="list-style-type: none"> <li>5. Who was the blame for the Holocaust? / Who killed Abraham Bauman?</li> <li>6. End of year revision</li> <li>7. <u>End of year exam</u></li> <li>8. What was life like in a Jewish Ghetto? Include Red Cross report</li> <li>9. How should a Nazi war criminal be treated?</li> </ol>	<p>Wythenshawe Hall Dunham Massey Tatton Hall Lyme Hall, Lyme Park</p> <p>Quarry Bank Mill/Styal Mill The Museum of Science and Industry, Manchester The People's History Museum, Manchester</p> <p>The Imperial War Museum North, Salford Quays</p>
<p><b>Maths</b></p>	<p><b>Whole Number Theory</b> Number Bonds Extended. Place value Extended. Multiples and Factors, HCF, LCM.</p>	<p><b>Coordinate Geometry</b> Cartesian Coordinates.</p>	<p><b>Problem Solving</b> Maths Context Number Theory Singapore bar</p>	<p>The following websites can be used to help your child develop further understanding in each of</p>

	<p>Prime, Square, Cube, Triangular, Arrays and Surds, Indices, standard form Estimation and approximation. Number patterns and Sequences Significance figures. Venn diagrams. Fractions, decimal, %. Multiplicative reasoning.</p> <p><b>Probability</b> Prediction. More than one event. Theoretical and experimental Binomial distribution.</p> <p><b>Geometry</b> Identifying &amp; Classifying Angles in planes; Alternate and corresponding angles in parallel lines. Perpendicular and angle bisectors. Transformations. Reflections and rotations Conservation of Area.</p>	<p>Mid-points, lengths of lines, perimeter and areas. Similarity and Pythagoras Triples. Geo Boards. How many triangles? Congruent, Similar, naming shapes. Developing circles, area and Pi. Conservation of area leading to Pythagoras.</p> <p><b>Statistics</b> Analysis of data Correct measures and representation to further analysis Comparatives Fixed width Histograms Relative frequency.</p>	<p>Multiplicative Reasoning, Proportional reasoning and Ratio. Geometry, construction, Loci and measurement. Justifying problems. Experimental Probability</p> <p><b>Problem Solving</b> Bowland Proof, justification and fluency Students reflect on their learning using Power Point presentations.</p>	<p>the topics taught throughout the academic year: <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> This website is linked to the AQA maths examination body whose examination they will sit at the end of year 11. Other useful websites include: <a href="http://www.bbc.co.uk/education/subjects/zqhs34j">http://www.bbc.co.uk/education/subjects/zqhs34j</a> <a href="http://www.mathsbot.com">www.mathsbot.com</a> <a href="http://online.justmaths.co.uk/">http://online.justmaths.co.uk/</a> <a href="https://mathslinks.net/links/mr-carter-maths">https://mathslinks.net/links/mr-carter-maths</a> <a href="https://www.mrbartonmaths.com/">https://www.mrbartonmaths.com/</a> <a href="http://donsteward.blogspot.co.uk/">http://donsteward.blogspot.co.uk/</a></p>
<p><b>Music</b></p>	<p><b>Soundscapes and Graphic Scores</b> Students explore how to use vocal and body percussion to create a soundscape. They first analyse the Honda choir advert as a starting point, experimenting with musical textures and the control of dynamics, pitch and timing before creating their own group performance piece. To further develop their ability to work in large groups and work with specific timing, students will create a soundscape to accompany a Charlie Chaplin film clip. They will blend vocal, body, percussion</p>	<p><b>Western Classical Music</b> Where would we be without the fantastic sounds of a magnificent orchestra? How did these instruments develop? Students learn to recognise individual and groups of instruments by sight and by ear. They will also have the opportunity to play a variety of instruments in the classroom.</p> <p><b>The Planet Suite</b> Students explore this powerful and enchanting piece composed by Gustav Holst. They learn to identify structure,</p>	<p><b>All That Jazz Part 1</b> This is a study of the Jazz/ Blues style and how it links to previous styles. We look at basic chord progressions, blues notes, artists of the period and the development of Jazz and Blues from their musical/historical roots. Students listen to music with specific focus to identify key elements such as bass riffs, instruments, swing rhythms and so on. Keyboard work is incorporated to allow students to experiment with bass riffs and improvisation in a blues style.</p>	<p><b>Soundscapes:</b> Watch the graphic score and performance of 'Stripsody' by Cathy Berberian (on YouTube watch?v=IjIncO4c89g). See how this bizarre piece is written down using pictures and shapes. You can then also watch her perform this (YouTube watch?v=0dNLAhL46xM). How does this make you feel? Do you think this is a valuable/worthwhile form of music notation?</p>

	and electronic sounds to create a unique and professional grade performance.	instrumentation, dynamics, pitch, tempo changes and will learn how to articulate the reasons why music creates a specific atmosphere such as magic, menace and even old age!	Challenge is added in the second half of the course as students work through specific notated chord progressions, bass riffs and melodies before learning to improvise over these before finally transposing their work to perform in a different key.	<b>Western Classical Music:</b> Learn to recognise instruments by sight and by ear whilst watching this funny clip (YouTube watch?v=Sr-l2m8twX0) <b>Jazz/Blues:</b> Listen to a selection of Jazz and Blues style music, get to know the main instruments involved and look into the roots of these two styles. A very good video to watch can be found on YouTube watch?v=whN5PXsrP6E
<b>PE</b>	Girls Netball/Orienteering/HRF/Badminton  Boys Football/HRF/Badminton/Rugby/Basketball	Girls Dance/Gymnastics/Netball/HRF  Boys Badminton/HRF/Orienteering/Rugby	Girls Rounders/Athletics  Boys Cricket/softball/athletics	Clubs: Streetcheer (G&B) Netball Football (G&B) Basketball Badminton (G&B)
<b>Religion and Ethics (RE)</b>	<b>Muslim worship:</b> The Shahadah and 99 names of Allah Salat (prayer) The Mosque Zakat (charity) Sawm and Ramadan(fasting ) Eid Ul-Fitr Hajj Eid Ul-Adha The Hijab Birth rites Marriage Halal Jihad – the lesser and greater struggle Sunnis and Shi'ites	<b>Holy Week:</b> Background to Palestine and the time of Jesus Palm Sunday Jesus the Rebel The Last Supper The arrest and crucifixion The resurrection  <b>Easter:</b> Meaning of the crucifixion Meaning of the Resurrection Shrove Tuesday Ash Wednesday Lent Easter Worship	<b>Morals and Goodness:</b> _Golden rule and the Good Samaritan The Sikh Langar Altruism and Humanism Utilitarianism Situation Ethics Conflict – is it ever right to fight? The refugee Crisis Animal Rights- is it right to kill animals? Extremism – what is it and why is it wrong? Moral Debate on topic of choice.	



<b>Science</b>	8 A & C – Food, nutrition, breathing and respiration. 8 E & G – Combustion and metals and their uses.	8 K & I – Energy transfers and fluids.  8 B & D – Plants and their reproduction and unicellular organisms.	8 F & H - The periodic table and rocks.  8 J & L- Light, Earth and space.	BBC Bitesize – Key Stage 3 Science.  <a href="http://www.edheads.org">www.edheads.org</a>  <a href="http://www.sciencekids.co.nz/">http://www.sciencekids.co.nz/</a>  <a href="http://www.ngkids.co.uk/">http://www.ngkids.co.uk/</a>  Visit – Manchester Science and industry museum and Manchester museum.
<b>Spanish</b>  (Students study either Spanish OR French depending on their year group)	Extended opinions about school subjects School snacks and opinions The present tense: introduction to conjugations Describing the school building.	Describing the area where you live Describing the house Describing your bedroom Prepositions Daily routine Saying what there is to do in your town	Describing your town/city Giving opinions Weather Freetime activities Helping at home Future tense Introduction to past tense.	<a href="http://www.linguascope.com">www.linguascope.com</a>  ( see staff for password)  <a href="http://www.funwithlanguages.vacau.com">www.funwithlanguages.vacau.com</a>  <a href="http://www.digitaldialects.com">www.digitaldialects.com</a>  <a href="http://www.bbc.co.uk/education/subjects/zfckjxs">http://www.bbc.co.uk/education/subjects/zfckjxs</a>