

Name:

Form:



'Develop a passion for learning, if you do you'll never cease to grow'

- Anthony J. D'Angelo

Year 10 & 11

Knowledge Organiser

Autumn

Every school day you should study 2 subjects from your KO (knowledge organiser), making sure to cover all the subjects you study.

You are to use your KO exercise book to show the work you have done. Each evening you should start a new page and put the date clearly at the top. You need to bring your KO and exercise book with you EVERY DAY to the academy.

You will also be tested in your lessons on knowledge from the KO.

You can use your KO and book in a number of different ways but you should not just copy from the Knowledge Organiser into your book. Use the '**How to self-test with the Knowledge Organiser**' booklet available on the school website which you can access using the QR code to the right. An instructional video on how to use your Knowledge Organiser is also available on the school website.



There are some more ideas and strategies listed below:

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Do further research on the topic
- Create fact files
- Create flowcharts

Presentation

You should take pride in how you present your work, each page should be clearly dated at the top left hand side with Subject 1 written in the middle. Half way down the page a line should divide it in two with Subject 2 written above the dividing line. Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work. Remember the **PROUD** system should still be followed in your exercise book.



Do something for another person this half term every week. Don't wait for them to ask you to do it, pay attention to their needs and find something to brighten their day. Who knows, you may find that the kindness comes back around to make your day better...

Random acts of kindness

Covey's 7 habits of highly effective teens

Habit #1
BE PROACTIVE
You're in charge of yourself

- I have a "can do" attitude and always try my best at everything I do.
- I follow directions and do the right things without being asked, even when nobody is looking.
- I choose my actions, attitudes, and moods and don't blame others for my wrongdoing.

Our Values:

Dreaming big
Rewarding effort
Leading together
Respecting each other and our world
Learning that inspires

The Dirty Thirty

| | |
|------------------|-----------------|
| 1. accommodation | 16. minute |
| 2. beautiful | 17. necessary |
| 3. because | 18. neighbour |
| 4. beginning | 19. nervous |
| 5. believe | 20. opportunity |
| 6. business | 21. persuade |
| 7. ceiling | 22. queue |
| 8. decided | 23. queueing |
| 9. definitely | 24. quiet |
| 10. disappear | 25. quite |
| 11. disappointed | 26. receive |
| 12. embarrass | 27. separate |
| 13. extremely | 28. sincerely |
| 14. friend | 29. surprised |
| 15. immediately | 30. until |

British Values – 1. Democracy



| | |
|---------------------|--|
| Democracy | a government which is elected by the people. Everyone who is eligible to vote has a chance to have a say in who runs the country. |
| Anarchy | a condition of lawlessness brought about by the absence of a government. |
| Communism | a government which owns things like businesses and farms. It provides its people's healthcare, education and welfare. |
| Monarchy | a country is governed by a king or queen. In some traditional monarchies, the monarch has absolute power. In a constitutional monarchy, like the UK, the democratically elected government limits the monarch's control. |
| Dictatorship | a country is ruled a single leader. The leader has not been elected and may use force to keep control. In a military dictatorship, the army is in control. |

Shade in the words when you have completed the tasks for that Word of the Week!



1. What is the definition of the word for this week? Can you write it in your own words? (This will help you remember and understand it)

2. Can you use that word in a sentence? Make sure it makes sense.

3. Can you list some synonyms for this word? (Meaning the same)

4. Can you list some antonyms for this word? (Meaning the opposite)

5. Draw out the word making it look like its meaning (examples below).

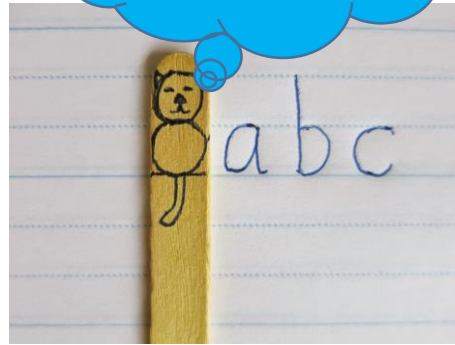
| | |
|----------------------|-----------------------|
| Social | Devastation |
| Capitalism | Infiltration |
| Industrial | Sustainability |
| Civilisation | Resources |
| Revolution | Migration |
| Environment | Conservative |
| Casualties | Adaption |
| International | Confidant |



Step 1:
Practice writing the letter on its own for one line.

Step 2:
On the next line join up your letter in groups of 5.

Remember the different levels of letters.



Step 3:

Write out the sentences below making sure your vowels are accurate.

- Dad sees a cop at the stop sign.
- The excited elephant bounced on its huge feet.
- I felt a sense of joy knowing I was back at school.
- The quick brown fox jumped over the sleepy dog.

2. Keeping the pen on the paper, curve back to the left and down to the base line forming an oval by going back up to just beyond the white dot.

3. Change direction and continue with a vertical stroke down to the base line.

4. Complete the letter by curving up from the base line, ready to make another join.

1. Start the approach stroke on the line going up and over to the white marker dot.

1. Start the approach stroke on the line flowing diagonally right, up towards the edge of the darkest shading.

2. Keeping the pen on the paper, curve back round to the left and down to the base line, forming part of an oval.

3. As you reach the base line, make a small curve up towards the right.

2. Keeping the pen on the paper, change direction by making a vertical stroke down to the base line with a small curve to the right.

3. Complete the letter by dotting the 'i'.

1. Start the approach stroke on the line going up to the edge of the darkest shading.

1. Start the approach stroke on the line going up and over to the white marker dot.

2. Keeping the pen on the paper, curve back to the left and down to the base line forming an oval by going back up to the white dot.

3. Complete the letter by going along the top of the darker shading with a short horizontal stroke to the right.

2. Keeping the pen on the paper, change direction by making a vertical stroke down to the base line with a curve to the right.

3. Repeat the procedure by continuing up from the base line to the edge of the darkest shading.

4. Complete the letter with a vertical down stroke to the base line with a small curve to the right.

1. Start the approach stroke on the line going up to the edge of the darkest shading.

When should you use a capital letter?

- ✓ Is it the **start of** (first letter of first word) a **sentence**? ✓ **capital**
- ✓ Is it a **proper noun** (name of a specific person, place, group, company etc.)? ✓ **capital**
- ✓ Is it the **start (first letter) of dialogue**? ✓ **capital**
- ✓ Is it the pronoun **I**? ✓ **capital**
- ✓ Is it an **abbreviated** brand, company or organisation? ✓ **capital**
- ❖ Is it **NOT** any of the above? **NO capital**

the cat waited on the wall in
 goole a man walked past and
 his name was bob he stroked
 the cat then left a dog saw the
 cat and licked its lips he
 chased the cat down the street
 luckily the cat got away

1. Copy out the passage correcting all the capital letter mistakes. Circle the mistakes you have corrected.

2. Write a short diary entry about something you did over the summer. Make sure your capital letters are correct. Circle the capital letters you have used.

3. Using the capital letter rules opposite, create a page to revise the rules. Use colours! This will help you remember them.

4. Play the Wordspector game!



5. Play the Grammar Ninja game!



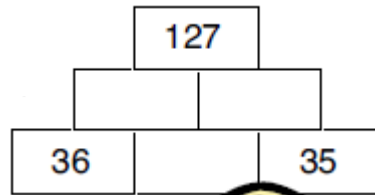
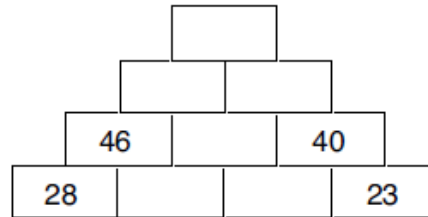
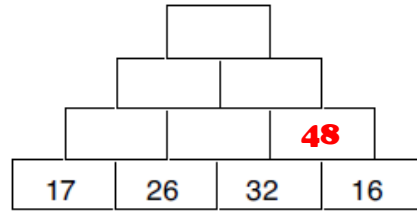
Year 11 Numeracy

| x | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|----|----|----|----|----|----|----|----|----|-----|
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

Cross out any times tables you know off by heart.

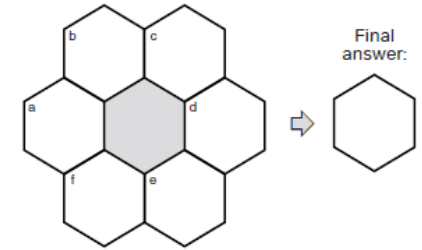
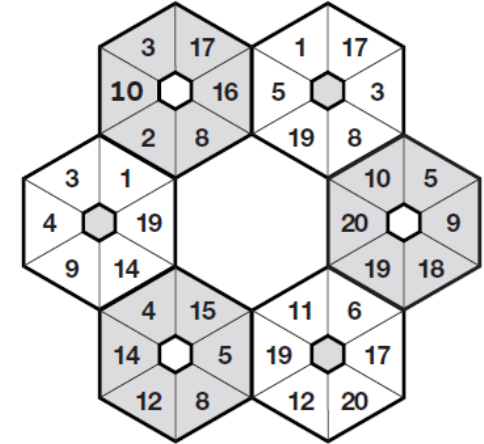
To learn the others, choose two or three and test yourself on remembering them.

Get other people to test you on them too!

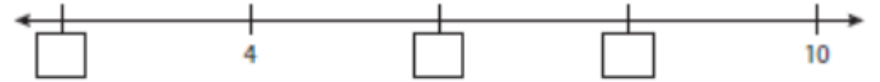
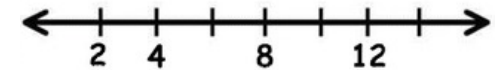
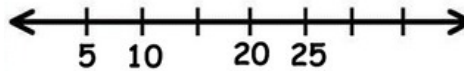
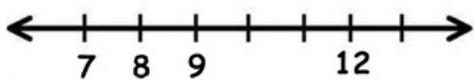


Fill in the blanks in the addition pyramids

Puzzled? In each 6-number hexagon, find the number that is the sum of 2 other numbers. Use all 6 sums to create 1 final puzzle and solve.



Fill in the blanks for each numberline



Year 11 Numeracy

| Number | Double it | Halve it | Times by 10 | Times by 5 | Times by 6 |
|--------|-----------|----------|-------------|------------|------------|
| 6 | 12 | 3 | 60 | 30 | 36 |
| 2 | | | | | |
| 3 | | | | | |
| 5 | | | | | |
| 8 | | | | | |
| 80 | | | | | |
| 16 | | | | | |
| 4 | | | | | |
| 12 | | | | | |

$$\text{🌋} + \text{🌋} = 30$$

$$\text{🍒} + \text{🍒} = 20$$

$$\text{🐳} + \text{🐳} = 8$$

$$\text{🌋} + \text{🍒} + \text{🐳} = ?$$



How many different sums could this picture represent?
We've found 5. Can you find more?

Try to work out the missing numbers.
See if you can spot any links between your answers...

Put a circle around each pair of numbers that add to make ten

| | | | | | |
|---|----|---|---|---|----|
| 6 | 2 | 1 | 8 | 9 | 4 |
| 4 | 3 | 8 | 7 | 6 | 0 |
| 7 | 5 | 6 | 3 | 2 | 10 |
| 5 | 1 | 9 | 4 | 8 | 7 |
| 8 | 2 | 7 | 3 | 9 | 2 |
| 0 | 10 | 5 | 1 | 8 | 4 |

See if you can find at least 10 pairs!



| | | | | | | | | | | |
|-----------------|-----|------|------|-------------|------|---------------------|-------------|-----|-----------|---|
| Easy | | | | | | | | | | |
| 15 | x 3 | + 1 | ÷ 2 | - 8 | x 2 | - 9 | x 5 | - 5 | ÷ 2 | ? |
| Moderate | | | | | | | | | | |
| 15 | - 8 | x 5 | - 13 | x 8 | - 24 | ÷ 2 | 50% of this | ÷ 2 | Square it | ? |
| Advanced | | | | | | | | | | |
| 46 | ÷ 2 | + 11 | - 4 | 60% of this | ÷ 2 | Square root of this | x 8 | - 9 | x 8 | ? |

| GCSE Art and Design – Unit 1 60% | |
|----------------------------------|---|
| Assessment Objective 1 | <p>Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.</p> <p>(Finding out about inspirational art and using it to influence your own work.)</p> |
| Assessment Objective 2 | <p>Refine their ideas through experimenting and selecting appropriate resources, media, material, techniques and process.</p> <p>(Experimenting with media and techniques, improving your skills and visual ideas so you can devise a final idea.)</p> |
| Assessment Objective 3 | <p>Record their ideas, observations and insights relevant to their intentions in visual and/or other forms.</p> <p>(Thinking about the theme, making observations, annotating work and collecting resource material.)</p> |
| Assessment Objective 4 | <p>Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.</p> <p>(Completing a relevant and intentional final piece.)</p> |

Produce observation drawings of foods / cakes / sweets etc in a wide range of media



Develop surreal food forms – these can be 2 or 3D

Use macro photography to take close up shots

Select an artist and be influenced by their style and technique. Make notes on them and their influences.

Select an area of interest and enlarge this to A3 size and use full colour to complete an interesting composition



Artists to research

Sarah Graham

Sarah Illenberger

Sarah Hardy

Paul Czainski



Seagull ice-cream



Chocolate heart sweets

Experiment with different media and techniques to discover the best method of creating a final response.

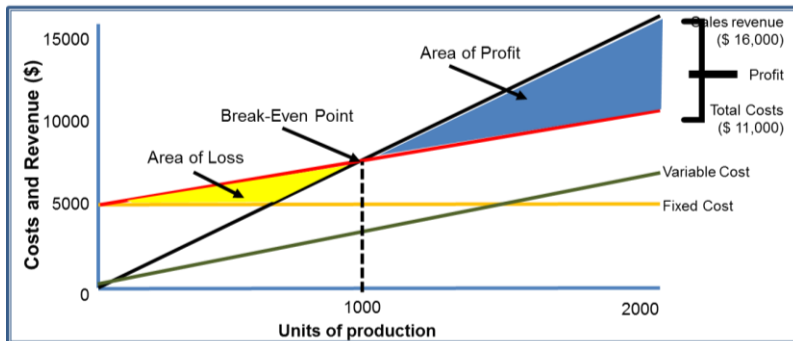
An individual final response to the theme of Food / cake / sweets incorporating the artist research and media experiments.

Costs, Revenue, Profit and Break Even

| Variable costs | | Fixed costs | |
|--------------------|---|--------------------|---|
| Definition | Costs that do change with output. Examples - raw materials, components, stock, packaging and wages. | Definition | Costs that do not change with output. Examples - Rent, Loan repayments, insurance, advertising, salaries and utilities. |
| Calculation | Total variable costs = variable cost per unit x output Variable cost per unit = Total variable cost ÷ output | Calculation | The cost should stay as the same number |
| Revenue | | Total costs | |
| Definition | The money made from selling your products and services | Definition | Total of all costs - fixed costs and variable costs |
| Calculation | Revenue = Selling price x number of sales | Calculation | Total costs = Fixed costs + Variable costs |
| Profit | | Break-even | |
| Definition | The money left over from revenue when costs are deducted | Definition | When a business is making neither a profit or loss Total revenue = Total costs |
| Calculation | Profit per unit = Selling price – Total costs per unit Profit = Revenue (Selling price x units sold) – Total costs | Calculation | <u>Fixed costs</u> (Selling price – Variable cost per unit) |

Break Even Chart

You will not need to draw one in the exam but you will need to identify what the lines are, identify the break even point and be able to answer the output level at break even point.



Example Exam Questions

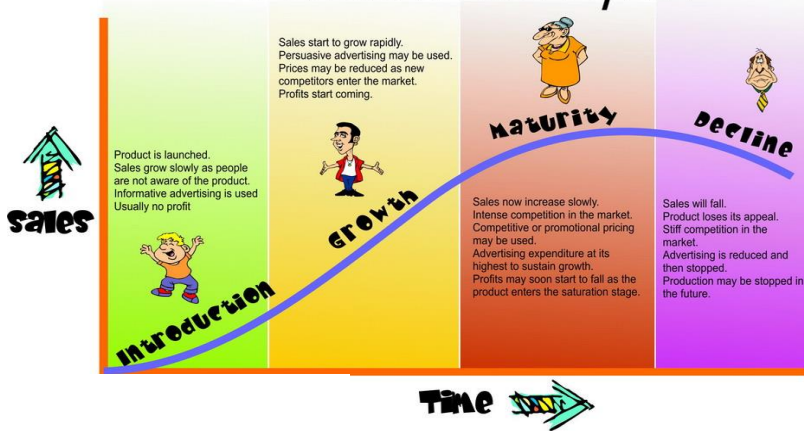
At 50 units of output, the fixed costs are £2,000. The variable costs are £500. What are the total costs?

The number of units increases from 50 to 60 units. The new variable costs are £600. What are the total costs?

The total variable costs for making 200 pies are £600. What is the variable cost per unit?

Product Lifecycle

Product Life Cycle



| Extension Strategy | Description | Advantages | Disadvantages |
|--------------------|---|--|---|
| Advertising | Create a new advertising campaign and/or method of advertising. | <ul style="list-style-type: none"> It can attract new customer, as well as reminding existing customers of how good the product is. Draw attention to 'added value' features of a product. Advertising has a wide coverage meaning a lot of different people will see it. | <ul style="list-style-type: none"> Advertising costs can be high. No guarantee that it will increase sales. Advertisements are a one way form of communication, they don't allow customers to ask questions. |

| Extension Strategies | Description | Advantages | Disadvantages |
|-----------------------|--|--|---|
| Price changes | Increasing or reducing the price of a product. | <ul style="list-style-type: none"> Raising the price will increase revenue. Increasing the price alongside new packaging/ re branding may give a feel of luxury and increase sales. Reducing the price might give you more sales. | <ul style="list-style-type: none"> Increasing price might drive customers to competitors. Increasing price - customers will expect better quality. Reducing the price can devalue the product and reduce profit. |
| Adding value | Adding new features to a product, for example for memory in a mobile phone. | <ul style="list-style-type: none"> By adding value you can charge more for the product. Adding value can make your product more special and make it different from your competitors. | <ul style="list-style-type: none"> It can be costly to relaunch a product. The added value needs to be something that customers want otherwise they won't buy it. |
| Exploring new markets | Selling to different segments of the market or a new location. | <ul style="list-style-type: none"> New market more potential sales. | <ul style="list-style-type: none"> May not be suitable for all products to sell in a different location. Cost involved in setting up in a new market. |
| New packaging | Refreshing the look of the packaging. New colours, logo or limited editions for different times of the year. | <ul style="list-style-type: none"> May attract new customers who haven't noticed the product before. Better packaging could increase the perception of the brand. | <ul style="list-style-type: none"> Costly to change packaging. |

Key words to practice spelling

Transition
 Facial expression
 Body language
 Narration
 Thought-track
 Characterisation
 Physical Theatre
 Slow motion
 Dynamics
 Physicality
 Marking the moment
 Symbolism
 Conscience Alley
 Cross-cutting
 Communicate
 Stimulus
 Intention
 Style
 Genre
 Stanislavski
 Emotion Memory
 Circles of Attention
 Tempo-Rhythm
 Given Circumstances
 Frantic Assembly
 Brecht
 Direct address
 Exaggeration

Naturalistic
 Non-Naturalistic
 Proxemics
 Choral speech
 Weight distribution
 Devising
 Rehearsal
 Piece
 Suffragettes
 Segregation



Take half an hour to learn your lines!



Complete a 'Role on the wall'.

Instructions: Select a character you have been exploring.
 Write facts about the character around the outside of the figure and write emotions on the inside.

Extension: Justify the facts or emotions by adding lines of dialogue or a description of the body language/facial expression used.



We Love
GCSE
Pod



Visit
GCSE Pod
for Lit.

Can't remember the plot?
Visit this YouTube link for
a succinct reminder:



| | | |
|--------------|--------------|---------------|
| Intimidating | Controlling | Compassionate |
| Mysterious | Manipulative | Imposing |
| Abrupt | Serious | Authoritative |

Look at these key quotes from the Inspector.
Consider what they show us about him as a character.

The Inspector

- They might. But after all it's better to ask for the earth than to take it. (Act 1)
- *(dryly)* I don't play golf. Act 1)
- *(slowly)* Are you sure you don't know? *(He looks at Gerald, then at Eric, then at Sheila.)* (Act 1)
- A nice little promising life there, I thought, and a nasty mess somebody's made of it. (Act 1)
- *(harshly)* Yes, but you can't. It's too late. She's dead. (Act 1)
- You think young women ought to be protected against unpleasant and disturbing things? (Act 2)
- *(sternly to them both)* You see, we have to share something. If there's nothing else, we'll have to share our guilt. (Act 2)
- *(cutting in, with authority)* he must wait his turn. (Act 2)
- *(massively)* Public men, Mr Birling, have responsibilities as well as privileges. (Act 2)
- *(very deliberately)* I think you did something terribly wrong – and that you're going to spend the rest of your life regretting it. (Act 2)
- *(As Birling tries to protest, turns on him.)* Don't stammer and yammer at me again, man (Act 2)
- Each of you helped to kill her. Remember that. Never forget it. *(He looks from one to the other of them carefully.)* But then I don't think you ever will. (Act 3)
- One Eva Smith has gone – but there are millions and millions and millions of Eva Smiths and John Smiths still left with us
- We don't live alone. We are members of one body. We are responsible for each other. (Act 3)
- Time will soon come when, if men will not learn that lesson, then they will be taught it in fire and blood and anguish. Good night. (Act 3)





Year 11 PE



GCSE PE (9-1)

HEALTH

Understand the three areas of health; Physical, Social and Emotional.
Be able to explain the different elements of Health

LIFESTYLE CHOICES

Understand how Lifestyle choices can positively/negatively affect our health.

SEDENTARY LIFESTYLE

Understand the health implications of living a sedentary lifestyle.

| PHYSICAL | EMOTIONAL | SOCIAL |
|--|---|---|
| <p>Fight off Illnesses such as Type II Diabetes/-strokes/Heart Attacks. Increased Cardiovascular Fitness (to be able to perform for longer) Increased Muscular Strength and Endurance Body Composition – Weight Control to prevent developing conditions such as Type II diabetes.</p> | <p>Feeling good – produces serotonin Relieving Stress & Tension – take our minds of our daily stresses Increasing Self-Esteem and Confidence – completing an activity, gives us a sense of achievement. Enjoyment – participating because you find it fun. Emotional Challenge – Pushing ourselves to overcome a difficult task Aesthetic Appreciation – Understand the beauty of the performance.</p> | <p>Co-Operation – working together to achieve a common goal (team work) Developing Friendships and Mixing Socially – Joining clubs means mixing with different people. Therefore making new people and developing friendships. Gaining a Good Attitude – Learning how to respect people and win/lose gracefully.</p> |
| LIFESTYLE CHOICES | | |
| <p>Diet – Controls our weight, provides us energy, provides the body with nutrients, calorie intake vs calorie expenditure (weight loss/gain) Activity Level – People think of excuses to not participate, but it is important they do. Being active prevent us from being ill (heart attacks, strokes etc) Recreational Drugs – Legal and Illegal Drugs. Legal Drugs (Caffeine, Nicotine, Alcohol). Illegal Drugs (Heroin, Cocaine, Cannabis, Ecstasy) Drugs have a negative effect on our health and can ultimately lead to death. Smoking & Nicotine – Smoking is highly addictive, this increases the amount people smoke. The addictive ingredient is nicotine and is a stimulant which raises alertness. Smoking is extremely dangerous and can cause heart disease and lung cancer. Alcohol – Alcohol is a depressant and slows down reactions. Drinking alcohol with sport is dangerous and is banned in sporting activities where it is a safety risk. E.g. motor sports/shooting. Work/Sleep/Rest – Exercise helps you sleep better, and deeper. However you shouldn't exercise too late as you may be too energised to sleep. Rest is important to allow our body to repair and recover.</p> | | |
| SEDENTARY LIFESTYLE | HEALTH IMPLICATONS | |
| <p>'A Lifestyle that is seriously lacking in physical activity' Little/No Physical Activity.</p> | <ul style="list-style-type: none"> Weight Issues – Being Overweight, Being Overfat, Being Obese. Depression Coronary Heart Disease High Blood Pressure | <ul style="list-style-type: none"> Diabetes Risk of Osteoporosis Lack of Muscle Tone/Poor Posture |

| | |
|---------------------------------|--|
| Lithosphere | The upper most layer of the Earth. Includes the top of the mantle and the crust. |
| Asthenosphere | The layer the Earth's plates sit on and move on. |
| Convection currents | Movement of material in the mantle. This is caused due the heat from the core in the centre of the Earth. The heat comes from radioactive decay. |
| Subduction | Describes oceanic crust sinking into the mantle at a convergent plate boundary. As crust subducts, it melts back into the mantle. |
| ITCZ | Inter Tropical Convergence Zone. Two masses of air meet (converge) within the tropics. |
| Hadley Cell | The largest air cell within the ITCZ. |
| Global Circulation Model | How the atmosphere operates in a series of three cells either side of the Equator. (Hadley Cell, Ferrel Cell, Polar Cell) |
| Depressions | Area of low atmospheric pressure. Produce cloudy, rainy and windy weather. Responsible fo the UK's changeable weather. |
| Anticyclones | Areas of high pressure where air is sinking. In summer they bring dry, hot weather. In winter they bring clear skies and frosts. |
| Stratosphere | Layer of air 10-50km above the Earth's surface. |
| Greenhouse Effect | The way that gases in the atmosphere trap heat from the sun. Gases act like glass in a greenhouse. They let heat in but prevent most of it from getting out. |
| Thermal expansion | Sea water expands as it is heated. |
| Tectonic Hazards | Natural events caused by movement of the Earth's plates that affect people and property. |
| Primary Effects | Effects caused instantly by an event. |
| Secondary effects | Effects that happen in the ours, days and weeks after an event. |

Theory and case studies

| |
|---|
| Global Circulation - the circulation of heat and moisture around the globe. Air circulation and ocean currents. |
| Natural Climate Change - Volcanic eruptions, asteroid collisions, orbital theory, sunspot theory. |
| Climate change - changes in the Earth's climate. Enhanced climate change caused by humans. |
| UK Extreme Weather Events - What extreme weather events have been experienced in the UK? They impact of climate change on the UK. |
| Tropical Cyclones - Cyclone Aila (Bangladesh), Hurricane Katrina (USA) |
| Tectonic Plate Boundaries - Divergent boundaries, convergent boundaries and conservative boundaries. |
| Earthquakes - Nepal, Port-au-Prince (Haiti), and Japan |
| Impacts of natural hazards - the short and long term impacts of natural hazards. What are the primary and secondary effects. |
| Prediction and prevention - How can we predict natural hazards, what can be done to monitor them? How can we prevent the impacts being severe? |

Crust (or lithosphere)

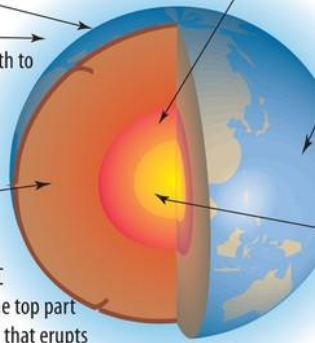
The Earth's crust, which includes landforms, rocks and soil. It is mostly solid rock, is rigid and has high strength. It varies in thickness from as little as 5 km under the ocean to about 70 km under mountain ranges like the Himalayas.

Atmosphere

A blanket of gases that surrounds the Earth to a height of approximately 145 km. Mostly made up of nitrogen and oxygen, which support life on Earth.

Mantle

Partially molten rock. Temperatures mostly between 500 °C and 2000 °C. About 2900 km thick. The top part of the mantle is the source of magma that erupts onto the surface.



Outer core

Molten iron and nickel. Temperatures mostly between 4000 °C and 6000 °C. About 2300 km thick.

Hydrosphere

The water on or at the surface of the Earth, including oceans, lakes, rivers, rain and mist.

Inner core

Mostly iron. Solid owing to the extreme pressure. Temperatures up to 7000 °C. About 1200 km thick.

How tropical storms are formed

High humidity and ocean temperatures of over 26°C are major contributing factors

Water evaporates from the ocean surface and comes into contact with a mass of cold air, forming clouds

A column of low pressure develops at the centre. Winds form around the column

As pressure in the central column (the eye) weakens, the speed of the wind around it increases

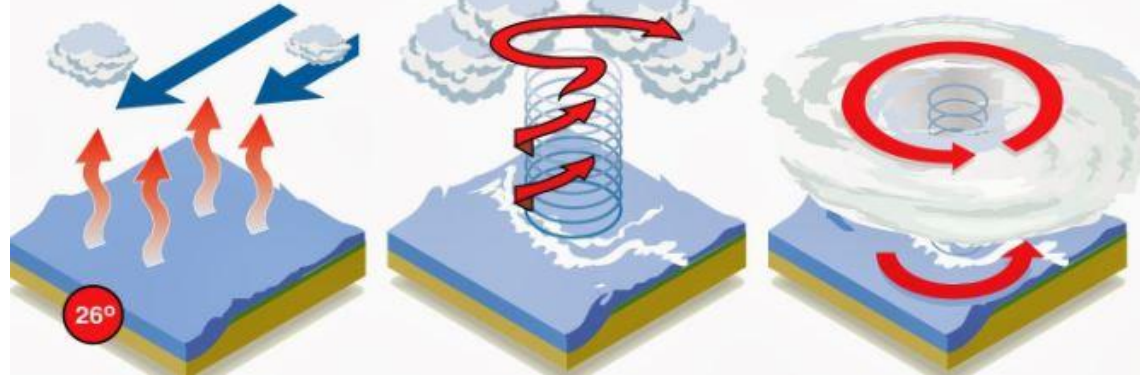


Plate Boundaries

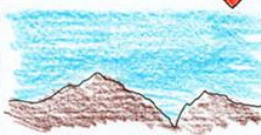
Divergent

Convergent

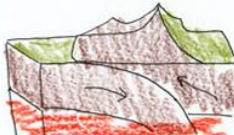
Transform



When Two Plates Separate



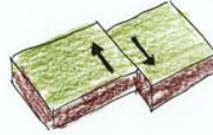
Mid-ocean mountain ranges, volcanoes under the sea (island formation), earthquakes



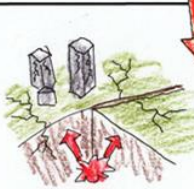
When Two Plates Collide



Volcanoes, mountain ranges, earthquakes deep under the surface



When Two Plates Slide



Earthquakes

Computer-controlled weights on roof to reduce movement

Steel frames which can sway during earth movements

Automatic window shutters to prevent falling glass

Open areas where people can assemble if evacuated

Foundations sunk into bedrock avoiding clay

'Birdcage' interlocking steel frame

Outer panels flexibly attached to steel structure

Roads to provide quick access for emergency services

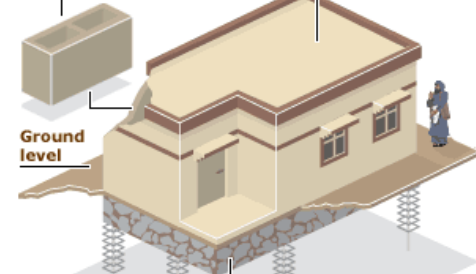
Fire-resitant building materials

Rubber shock-absorbers to absorb earth tremors

'QUAKE-PROOF' HOUSES

Hollow concrete bricks designed to cause minimal damage if they fall in another earthquake

Roof made from reinforced cement concrete (RCC)



Foundations made of stone largely from the remains of destroyed houses.

Reinforced steel corner pillars providing strength and flexibility

| Health and Social Care Knowledge Organiser: Component 3 Health and Wellbeing | | |
|--|--|---|
| LAA Factors that affect health and wellbeing | LAB Interpreting health indicators | LAC Person centred health and wellbeing improvement plans |
| <p>A1 Factors affecting health and wellbeing</p> <p>1. Definition of health and wellbeing</p> <ul style="list-style-type: none"> a. A combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness <p>2. Physical and lifestyle factors that can have positive or negative effects on health and wellbeing:</p> <ul style="list-style-type: none"> a. Genetic inheritance, including inherited conditions and predisposition to other conditions b. Ill health (acute and chronic) c. Diet (balance, quality and amount) d. Amount of exercise e. Substance user, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs f. Personal hygiene <p>3. Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing:</p> <ul style="list-style-type: none"> a. Social interactions, e.g. supportive/ unsupportive relationships, social intergration/ isolation b. Stress, e.g. work-related c. Willingness to seek help or access services, e.g. influenced by culture, gender, education <p>4. Economic factors that have a positive or negative effect on health and well-being</p> <ul style="list-style-type: none"> a. Financial resources <p>5. Environmental factors that can have a positive or negative effect on health and well-being:</p> <ul style="list-style-type: none"> a. Environmental conditions, e.g. levels of pollution, noise b. Housing, e.g. conditions, location <p>6. The impact of life events relating to relationship changes and changes in life circumstances</p> | <p>B1 Physiological indicators</p> <p>1. Physiological indicators that are used to measure health:</p> <ul style="list-style-type: none"> a. Pulse (resting and recovery rate after exercise) b. Blood c. Peak flow d. Body mass index (BMI) <p>2. Using published guidance to interpret data relating to these physiological indicators</p> <p>3. The potential significance of abnormal readings: risks to physical health</p> <p>B2 Lifestyle indicators</p> <p>1. Interpretation of lifestyle data, specifically risks to physical health associated with:</p> <ul style="list-style-type: none"> a. Smoking b. Alcohol consumption c. Inactive lifestyles | <p>C1 Health and wellbeing improvement plans</p> <p>1. The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances</p> <p>2. Information to be included in plan:</p> <ul style="list-style-type: none"> a. Recommended actions to improve health and wellbeing b. Short term (less than 6 months) and long term targets c. Appropriate sources of support (Formal and/ or informal) <p>C2 Obstacles to implementing plans</p> <p>1. Potential obstacles</p> <ul style="list-style-type: none"> a. Emotional/ psychological - lack of motivation, low self-esteem, acceptance of current state b. Time constraints - work and family commitments c. Availability of resources - financial, physical, e.g. equipment d. Unachievable targets - unachievable for the individual or unrealistic timescale e. Lack of support, e.g. from family and friends f. Other factors specific to individual - ability/ disability, addiction <p>2. Barriers to accessing identified services</p> |



Key Terms

Analyse - Examine methodically and in detail, typically in order to interpret.

Apply – Put knowledge, understanding or skills into action in particular context.

Assess – Present a careful consideration of varied factors or events that apply to a specific situation or identify those that are the most important or relevant and arrive at a conclusion.

Compare – Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.

Define – State or describe exactly the nature or meaning of something.

Describe – Give a clear account in your own words.

Discuss – Consider different aspects of a topic and how they interrelate and the extent to which they are important.

Evaluate – Bring together all information and review it to form a conclusion, drawing on evidence, including strengths, weaknesses, relevant data or information.

Explain – Provide details and give reasons and/or evidence to support your arguments.

Identify – Indicate the main features.

Justify – Give reasons or evidence to support an opinion.

BTEC Tech Health and Social Care component 3 Health and Wellbeing

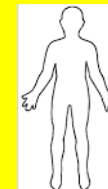
Discuss which will have more effect overall on a person's health and well-being – Asthma, which is chronic and controlled by medication or heart attack which is acute.

Can your discussion help you achieve 8 MARKS?

Consider your food intake yesterday – what will be the long-term effects on your health and well-being if you eat like this each day? Are these positive or negative effects?

Consider an elderly person you know – How mobile are they? What exercise do they do? How does their mobility affect them?

Which areas on the body are areas that are important in personal hygiene? Why?



Key Terms

Acute – Illness comes on quickly, is short-term and can be cured.

Chronic – Illness comes on gradually, is long-term (more than 3 months) and generally can be treated but not cured.

Genetic inheritance – Is the genes a person inherits from their parents.

Health – a state of complete **physical**, mental and social well-being and not merely the absence of disease.

Life circumstances – Impacts on day-to-day life and choices made.

Life events – Are expected or unexpected events that can affect development.

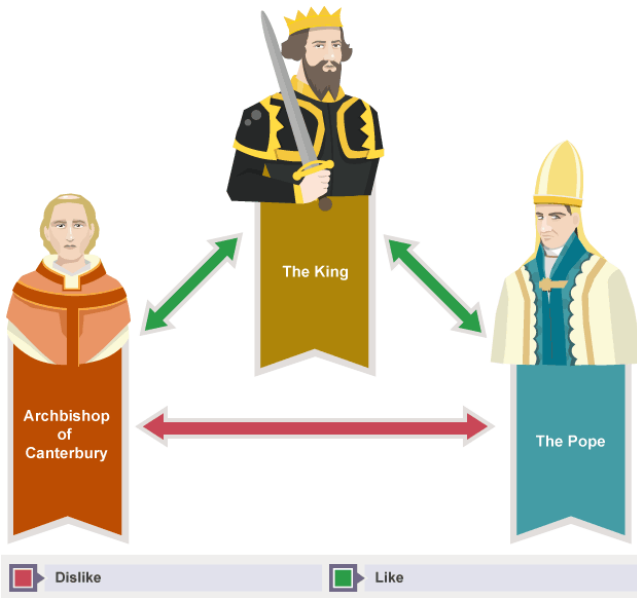
Lifestyle – Involves the choices made that affect health and development (eg diet and exercise)

Norm – Is something that is usual, typical or standard.

Wellbeing – A sense of contentment.

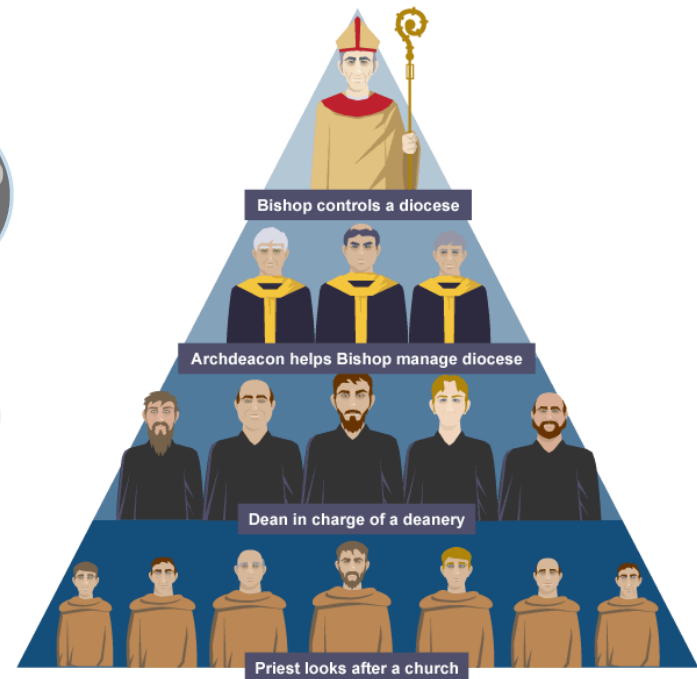
Church and the State

There were three key leaders who were involved in the relations between the Church and the State in Norman England: the Archbishop of Canterbury, the king and the Pope.



1070 – A turning-point for the Anglo-Norman Church

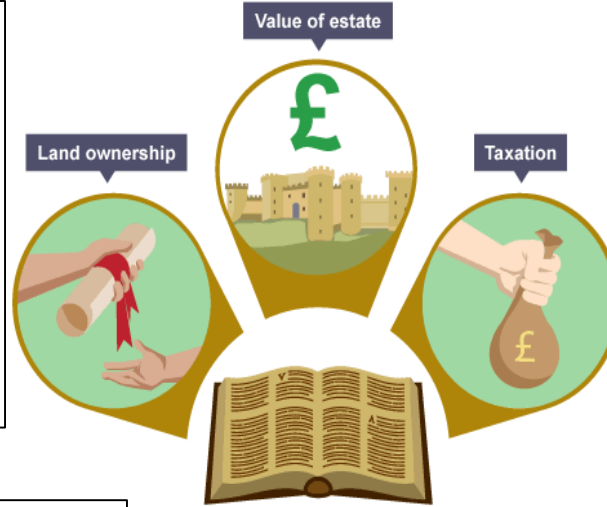
All three leaders were involved in a major change in the Church in England. The Pope, Alexander II, sent an ambassador to England in 1070 to carry out the second coronation of King William I, after he had successfully overcome the rebellious north of England. The Pope's men crowned William at Easter, and then they deposed both Stigand from his position as Archbishop of Canterbury and his brother Aethelmaer as the Bishop of Elmham in East Anglia. A few weeks later, at Whitsun, a Church council meeting appointed Lanfranc as Archbishop of Canterbury and Thomas of Bayeux as Archbishop of York (replacing Ealdred who died in 1069). Other bishops were also replaced by Normans.



The Domesday Book

Illustration representing the compilation of the Domesday Book

The Domesday Book was a complete written record of property ownership across England, and was completed in less than a year. At the time it was called the Winchester Book, but later became better known as the Domesday Book.



Key functions of the Domesday Book

Punishment

A guilty person was now expected to pay a fine to the court (and the king) instead of to the family as compensation.

Trials could be decided by combat. This was usually not available to people accused of murder. Women, the young and the old as well as the disabled could refuse and instead could be tried by a jury.

Changes to the English language after 1070

Most of the information historians have about England during this time teaches us about what life was like for the wealthy and educated. In these sources it is clear that French was becoming the main language used at court and in government.

Justice, prison, constable, agreement, fine, court, debt and evidence are all words that were introduced into the English legal system by the Normans. Although Anglo-Saxon England had a sophisticated legal system, the Normans began to introduce aspects of the French system that they were familiar with after 1070.

Land ownership

In Anglo-Saxon times it was common for land to be shared between a number of children. The Normans introduced primogeniture, which meant that the oldest son inherited all the land - this meant that land would stay in the hands of fewer people.

The introduction of the Norman style feudal system also changed how England was defended. All land was technically owned by the king and anyone that was given land by the king had to pay taxes and provide men for military service.



Mood Boards

10

Question 7 is based on Fig. 2

Fig. 2 is the first draft of a pre-production mood board for a television advert for the Summer Bank Holiday Sale. The advert will be shown on national television channels between programmes at prime-time viewing, before 9pm in the evening.



Fig. 2

11

Discuss the suitability of the mood board in Fig. 2 for the television advert. You should include any areas for improvement. [12]

The quality of written communication will be assessed in your answer to this question.

Create Questions

Marks awarded for:

- Identify target audience (usually a designer)
- Explain how suitable it is for the designer by talking about:
 - ⇒ The layout (Is there a title? Is it easy to follow?)
 - ⇒ Content—is it clear? Is it linked to the project?
 - ⇒ Different elements included?
 - ⇒ Are there any annotation included to explain or justify choices
 - ⇒ Is it fit for purpose, does it include all the content that a designer would need to understand the ideas?
- Always identify **STRENGTHS** and **WEAKNESSES**
- **SPaG** marks are given

Purpose of a mood board

It is a visual tool used to generate ideas for the look, colour and styles for a project. It can be used to collect ideas from different people.

Target Audience

The target audience for a mood board is the designers of a product. It helps them to see the ideas and styles in one place.

Foundation

Find the Meaning of these Key Words

Ratio, proportion, best value, proportional change, compound measure, density, mass, volume, speed, distance, time, density, mass, volume, pressure, acceleration, velocity, inverse, direct



$$\text{Distance} = \text{Speed} \times \text{Time}$$

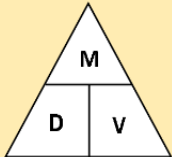


$$\text{Time} = \frac{\text{Distance}}{\text{Speed}}$$



$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

Mass Density Volume



$$\text{Volume} = \frac{\text{Mass}}{\text{Density}}$$

$$\text{Density} = \frac{\text{Mass}}{\text{Volume}}$$

$$\text{Mass} = \text{Density} \times \text{Volume}$$

Higher

Find the Meaning of these Key Words

Rationalise, denominator, surd, rational, irrational, fraction, equation, rearrange, subject, proof, function notation, inverse, evaluate

Rationalise Surds

You'll be rationalising the denominator more often than not.

$$\frac{10}{\sqrt{7}} \times \frac{\sqrt{7}}{\sqrt{7}}$$

$$= \frac{10\sqrt{7}}{7}$$

Multiply top and bottom by the **Surd** from denominator.

Find the Meaning of these Key Words

Triangle, right angle, angle, Pythagoras' Theorem, sine, cosine, tan, trigonometry, opposite, hypotenuse, adjacent, ratio, elevation, depression, length, accuracy

Find the Meaning of these Key Words

Ratio, proportion, best value, unitary, proportional change, compound measure, density, mass, volume, speed, distance, time, density, mass, volume, pressure, acceleration, velocity, inverse, direct, constant of proportionality



$$\text{Distance} = \text{Speed} \times \text{Time}$$



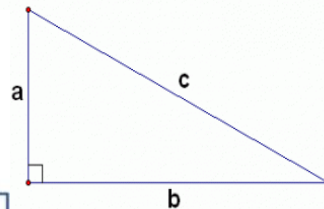
$$\text{Time} = \frac{\text{Distance}}{\text{Speed}}$$



$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

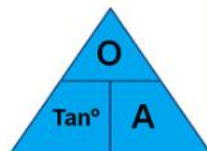
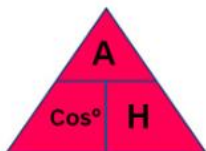
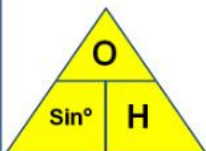
SOH – CAH – TOA Pyramids

Cover the letter which is the unknown value, and then Multiply for horizontal relationships and Divide for vertical relationships

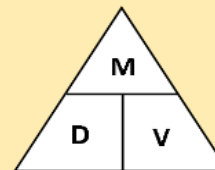


$$a^2 + b^2 = c^2$$

SOH **CAH** **TOA**



Mass Density Volume



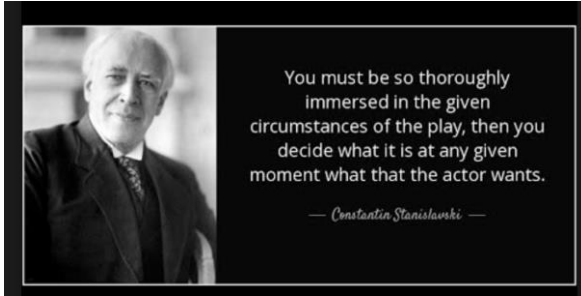
$$\text{Volume} = \frac{\text{Mass}}{\text{Density}}$$

$$\text{Density} = \frac{\text{Mass}}{\text{Volume}}$$

$$\text{Mass} = \text{Density} \times \text{Volume}$$

Key words to practice spelling

Transition
 Facial expression
 Body language
 Slow motion
 Dynamics
 Physicality
 Cross-cutting
 Communicate
 Intention
 Stanislavski
 Emotion Memory
 Circles of Attention
 Tempo-Rhythm
 Magic If
 Given Circumstances
 Proxemics
 Naturalistic
 Rehearsal
 Weight distribution
 Characterisation
 Interpretative skills
 Clarity
 Diction
 Pace
 Commitment
 Refining
 Marking the moment
 Blocking



Take half an hour to learn your lines!



Complete a 'Role on the wall'.

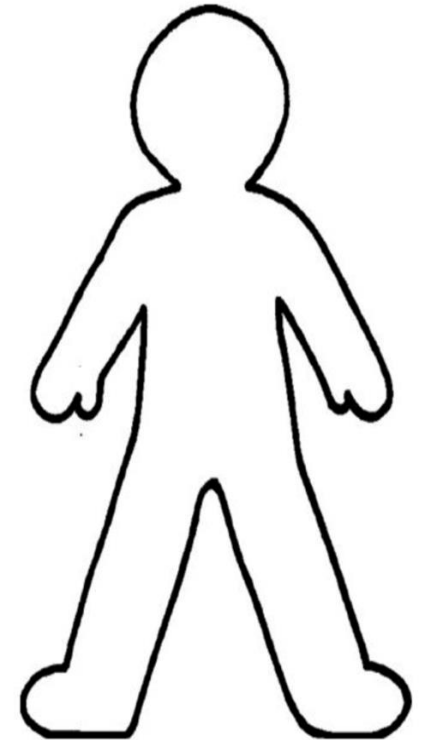
Instructions: Select a character you have been exploring. Write facts about the character around the outside of the figure and write emotions on the inside.

Extension: Justify the facts or emotions by adding lines of dialogue or a description of the body language/facial expression used.

Practice tongue twisters to improve clarity of speech.

Instructions: Read and say out loud until you can perform them perfectly.

1. Unique New York
2. Mixed biscuits
3. A proper cup of coffee from a proper coffee copper pot.
4. Two toads totally tired of trying to trot to Tewkesbury
5. Six thick thistle sticks.



AQA Biology – Infectious diseases

Pathogens – Microorganisms that cause disease

| | Bacteria | Virus | Fungi |
|----------------------------|--|---|--|
| Size | 1000nm | 20-40nm | 2-10µm |
| Method of reproduction | Grow then divide in two | Invade host cells and tell nucleus to make copies | They release spores which travel through the air |
| How they make you feel ill | Produce toxins that travel around the body | Make cells burst open | Produce toxic chemicals |

Malaria

Caused by a protist called Plasmodium

Vector = mosquito.

Mosquito bite injects sporozoites into blood.

Sporozoites invade liver cells.

Sporozoites turn into merozoites and burst open liver cells.

Merozoites invade red blood cells, digest haemoglobin, replicate and burst open red blood cells.

Merozoites taken back up into mosquito



Prevention:

Eggs laid in stagnant water – drain pools, spray them with insecticide, spray with oil to prevent oxygen getting to the eggs,
 Mosquito nets and repellent spray.
 Chloroquine.

White Blood Cells

- Phagocytes – Engulf (phagocytosis, non-specific)
- Lymphocytes - Make antibodies (specific proteins that bind to antigens)
- Lymphocytes - Make antitoxins (counteract toxins made by bacteria)



Vaccines -contain dead or inactive pathogens

1. White blood cells make antibodies
2. Antibodies remove dead/inactive pathogen
3. If exposed to real pathogen, antibodies are made quickly before they can multiply.



MMR Vaccine = Measles, Mumps and Rubella

Drug Trials

- Stage 1: Tested on animals, cells and tissue. Check for toxicity.
 Stage 2: Tested on human volunteers. Check dosage and side effects.
 Stage 3: Tested on patients to see if it is effective.
 Double blind - no one knows who gets the real drug - no bias.
 Placebo – fake drug (looks same, taken same way) It is a control.



Thalidomide

- Tested as sleeping pill.
- Not tested on pregnant women.
- Given to pregnant women for morning sickness.
- Babies have limb deformities.
- Only given now for leprosy.



Antibiotic Resistance

1. Mutation occurs when bacteria multiply
2. Mutation makes bacteria resistant to antibiotic
3. Antibiotic kills all the others
4. No competition for food or space
5. New colony of resistant bacteria grows e.g. MRSA

Causes: Incorrect use of antibiotics. Not completing the full course of antibiotics.
 Over-sterile environments e.g. hospitals

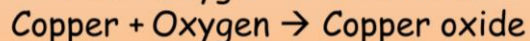
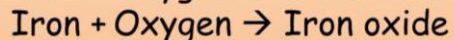
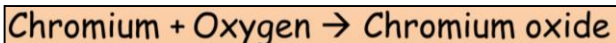


Summary

AQA Chemistry – Chemical changes

Extraction of Metals + Metal Oxides

Metals react with oxygen to form metal oxides



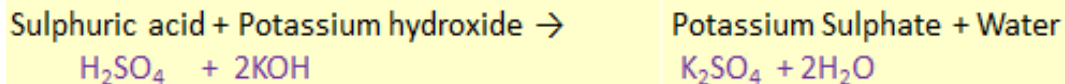
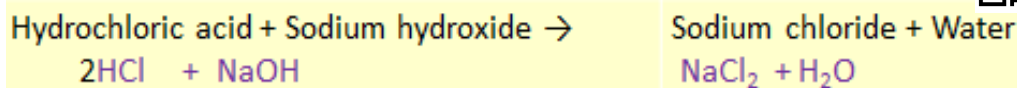
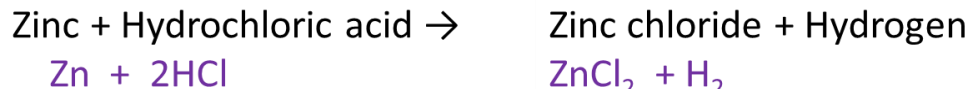
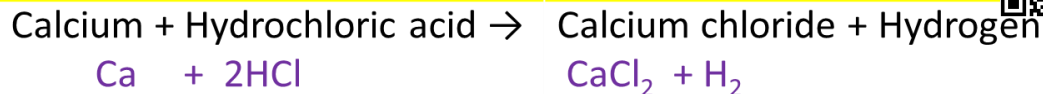
Many metals are found in the ground as metal compounds. The metal needs to be extracted. For metals that are below carbon in the reactivity series this can be done by heating the metal compound with carbon. The carbon removes the oxygen from the metal oxide.

How to remember the Reactivity Series?

| | | |
|----------|------------|----------------|
| Please | Potassium | |
| Stop | Sodium | |
| Calling | Calcium | |
| Me | Magnesium | |
| A | Aluminium | |
| Careless | (Carbon) | |
| Zebra | Zinc | |
| Instead | Iron | |
| Try | Tin | |
| Learning | Lead | |
| How | (Hydrogen) | Least reactive |
| Copper | Copper | |
| Saves | Silver | |
| Gold | Gold | |

1. Copper oxide + Carbon → Carbon dioxide + Copper
2. Lead oxide + Carbon → Carbon dioxide + Lead
3. Iron oxide + Carbon → Carbon dioxide + Iron

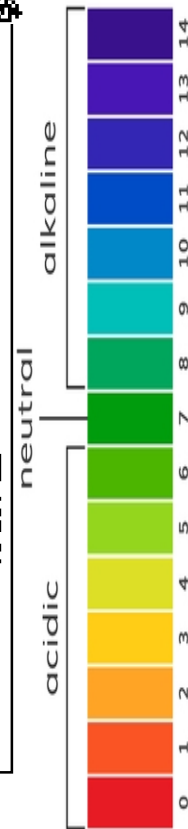
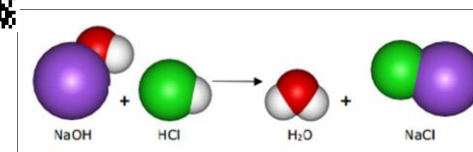
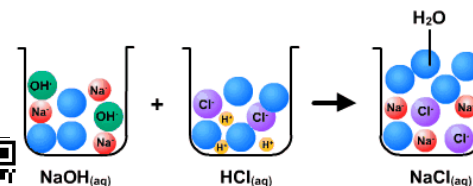
Metals + Acids and Metal Carbonates + Acid



Neutralisation

The acid used will determine the salt produced in a neutralisation reaction:

- hydrochloric acid produces chlorides
- nitric acid produces nitrates
- sulfuric acid produces sulfates



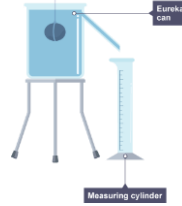
Summary



AQA Physics– Particle model of matter

Density:

$$\text{Density (kg/m}^3\text{)} = \frac{\text{Mass (kg)}}{\text{Volume (m}^3\text{)}}$$



Calculating the density of an irregular shape, can be done using a Eureka can and measuring the volume of water displaced.

Internal Energy

The energy in a substance is stored in its particles, this is called internal energy.

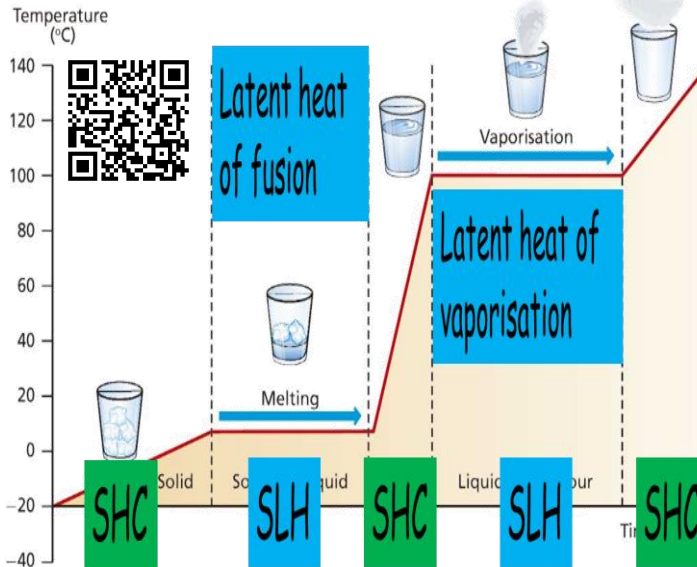


Internal energy = kinetic energy + potential energy.

Temperature: This is linked to the kinetic energy of the gas. The higher its temperature the higher its kinetic energy. If the temperature remains constant so does the kinetic energy of the particles.

Changing State

When a material changes state (melting or boiling) its internal energy increases, but its temperature does not. This means that its kinetic energy remains constant until it has changed state.

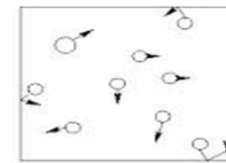


Specific Latent Heat $L = \frac{Q}{m}$ Heat Energy / Mass

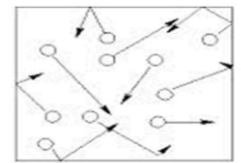
Pressure and volume of gases

Pressure (Pa) x Volume (m³) = constant
 so $P_1 \times V_1 = P_2 \times V_2$
 Increasing the volume of a gas (making the container bigger) whilst keeping the temperature constant will decrease the pressure of the gas.

Temperature and gas



Cool gas, fewer and less energetic collisions



Hot gas, more and more energetic collisions

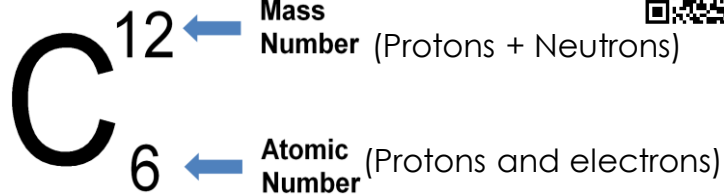
Summary



| PROPERTIES | STATES OF MATTER | | |
|--------------------------------|--|---|---|
| | SOLID | LIQUID | GAS |
| Particle Arrangement | | | |
| Forces between particles | Strongest | Weaker than solids | Weakest (almost none) |
| Motion of particles | Particles can vibrate, but do not move from their position | Particles are able to move around | Particles move about very fast in all directions |
| Shape | Fixed shape | No fixed shape; takes the shape of container | No fixed shape; takes the shape of container |
| Can be Compressed? | No | No (negligible) | Yes |
| Expansion (volume) when heated | Expands slightly | Expands more than solids but less than gases | Expands more than solids and liquids |

AQA Physics– Atomic structure

Atoms

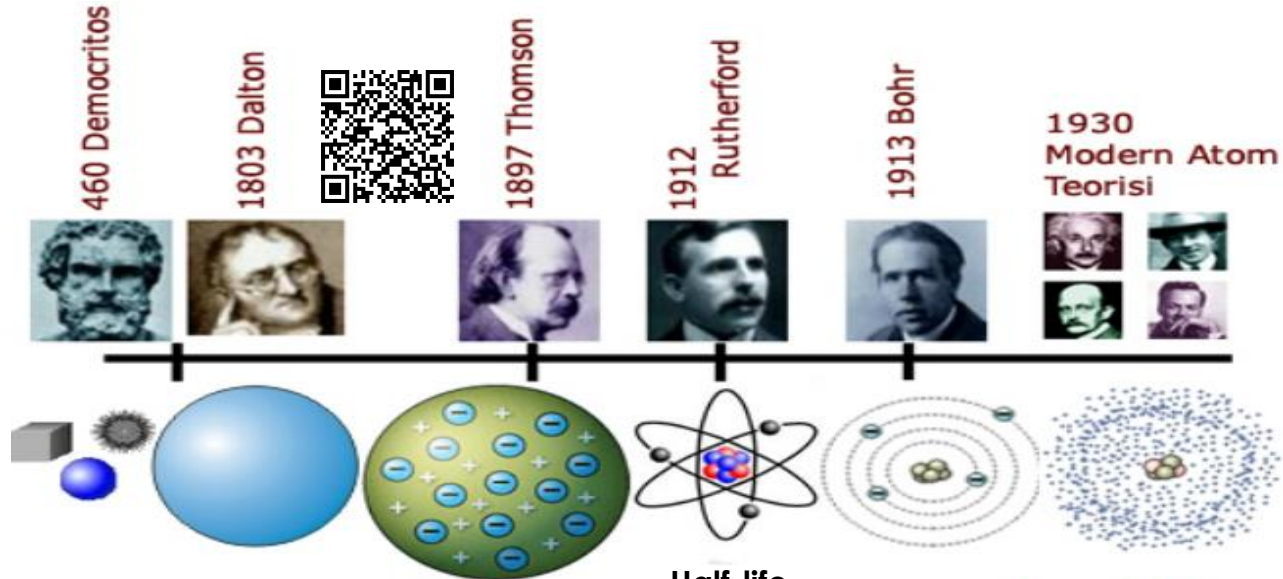


Neutrons = Mass Number – Atomic number
(12 - 6 = 6)

Isotopes: An isotope is an atom with the same number of protons but different number of neutrons.

Ions: An atom that has gained (positive ion) or lost (negative ion) electrons.

Some atoms are radioactive, they give out radiation from the nucleus. This is measured in Becquerels (Bq)



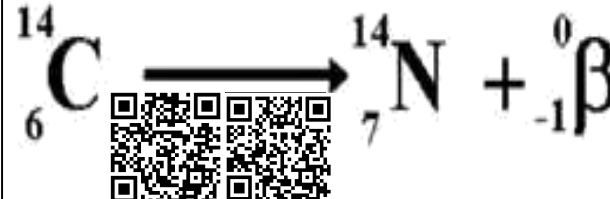
Alpha Decay

(Atomic number -2, mass number -4)



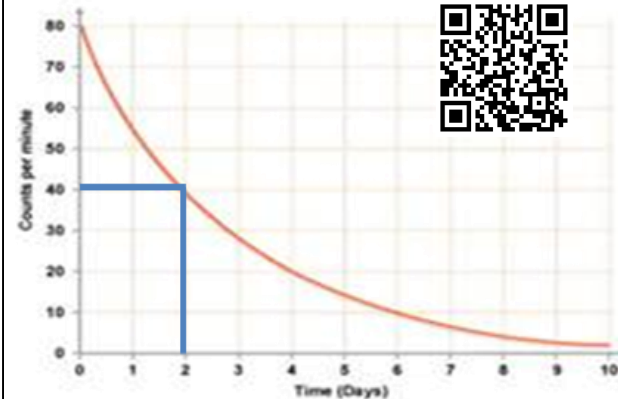
Beta Decay

(Atomic number +1, mass number 0)



Half-life

The half-life of a radioactive source is the time taken for half the material to decay.



The half-life of the material above is 2 days.
The starting count was 80 half of it = 40
The time to get to 40 was 2 days.

Summary



Alpha, Beta & Gamma

| Name | What it is | What is its charge | What is its mass | Ionising Power | Absorbed by |
|-------|----------------|--------------------|------------------|----------------|-------------|
| Alpha | Helium nucleus | +2 | +4 | High | Paper/air |
| Beta | Electron | -1 | Tiny | Medium | Thin steel |
| Gamma | EM Wave | 0 | 0 | Low | Thick Lead |

¿Dónde vives?

Where do you live?

| | |
|-------------------------------------|-------------------------------------|
| Vivo en el... | <i>I live in the...</i> |
| norte/noreste/noroeste... | <i>north/northeast/northwest...</i> |
| sur/sureste/suroeste... | <i>south/southeast/southwest...</i> |
| este/oeste/centro... | <i>east/west/centre...</i> |
| de Inglaterra/Escocia | <i>of England/Scotland</i> |
| de Gales/Irlanda (del Norte) | <i>of Wales/(Northern) Ireland</i> |

¿Qué tiempo hace?

What's the weather like?

| | |
|--------------------------------------|-----------------------------------|
| Hace buen/mal tiempo. | <i>It's good/bad weather.</i> |
| Hace calor/frío/sol/viento. | <i>It's hot/cold/sunny/windy.</i> |
| Llueve/Nieva. | <i>It's raining/snowing.</i> |
| El tiempo es variable. | <i>The weather is changeable.</i> |
| El clima es caluroso/soleado. | <i>The climate is hot/sunny.</i> |
| Hay niebla/tormenta. | <i>It's foggy/stormy.</i> |
| Hay chubascos. | <i>There are showers.</i> |
| Está nublado. | <i>It's cloudy.</i> |

¿Adónde fuiste de vacaciones?

Where did you go on holiday?

| | |
|--------------------------------------|-----------------------------------|
| hace una semana/un mes/un año | <i>a week/month/year ago</i> |
| hace dos semanas/meses/años | <i>two weeks/months/years ago</i> |
| fui de vacaciones a... | <i>I went on holiday to...</i> |
| Francia/Italia/Turquía | <i>France/Italy/Turkey</i> |
| ¿Con quién fuiste? | <i>Who did you go with?</i> |
| Fui... | <i>I went...</i> |
| con mi familia/insti | <i>with my family/school</i> |
| con mi mejor amigo/a | <i>with my best friend</i> |
| solo/a | <i>alone</i> |
| ¿Cómo viajaste? | <i>How did you travel?</i> |
| Viajé... | <i>I travelled...</i> |
| en autocar/avión | <i>by coach/plane</i> |
| en barco/coche/tren | <i>by boat/car/train</i> |

¿Qué haces en verano?

What do you do in summer?

| | |
|--|--|
| En verano/invierno... | <i>In summer/winter...</i> |
| chateo en la red | <i>I chat online</i> |
| cocino para mi familia | <i>I cook for my family</i> |
| descargo canciones | <i>I download songs</i> |
| escribo correos | <i>I write emails</i> |
| hago natación/esquí/windsurf | <i>I go swimming/skiing/windsurfing</i> |
| hago una barbacoa | <i>I have a barbecue</i> |
| juego al baloncesto/fútbol | <i>I play basketball/football</i> |
| monto a caballo/en bici | <i>I go horseriding/cycling</i> |
| nado en el mar | <i>I swim in the sea</i> |
| salgo con mis amigos/as | <i>I go out with my friends</i> |
| toco la guitarra | <i>I play the guitar</i> |
| trabajo como voluntario/a | <i>I work as a volunteer</i> |
| veo la tele | <i>I watch TV</i> |
| voy al polideportivo/al parque/ a un centro comercial | <i>I go to the sports centre/to the park/ to a shopping centre</i> |
| voy de paseo | <i>I go for a walk</i> |

¿Cómo era el pueblo?

What was the town/village like?

| | |
|----------------------------------|--|
| Lo bueno/Lo malo... | <i>The good thing/The bad thing...</i> |
| del pueblo... | <i>about the town/village...</i> |
| de la ciudad... | <i>about the city...</i> |
| era que era... | <i>was that it was...</i> |
| demasiado/muy/bastante... | <i>too/very/quite...</i> |
| animado/a | <i>lively</i> |
| bonito/a | <i>pretty</i> |
| histórico/a | <i>historic</i> |
| pintoresco/a | <i>picturesque</i> |
| turístico/a | <i>touristic</i> |
| Tenía... | <i>It had...</i> |
| mucho ambiente/tráfico | <i>lots of atmosphere/traffic</i> |
| mucho que hacer | <i>lots to do</i> |
| mucha contaminación/gente | <i>lots of pollution/people</i> |
| muchos espacios verdes | <i>lots of green spaces</i> |
| muchos lugares de interés | <i>lots of places of interest</i> |
| muchas discotecas | <i>lots of discos</i> |

¿Qué hiciste?

What did you do?

| | |
|--------------------------------------|---------------------------------------|
| primero | <i>first</i> |
| luego | <i>then</i> |
| más tarde | <i>later</i> |
| después | <i>after</i> |
| finalmente | <i>finally</i> |
| Lo mejor fue cuando... | <i>The best thing was when...</i> |
| Lo peor fue cuando... | <i>The worst thing was when...</i> |
| aprendí a hacer vela | <i>I learned to sail</i> |
| comí muchos helados | <i>I ate lots of ice creams</i> |
| compré recuerdos | <i>I bought souvenirs</i> |
| descansé | <i>I rested</i> |
| fui al acuario | <i>I went to the aquarium</i> |
| hice turismo | <i>I went sightseeing</i> |
| llegué tarde al aeropuerto | <i>I arrived at the airport late</i> |
| perdí mi móvil | <i>I lost my mobile</i> |
| saqué fotos | <i>I took photos</i> |
| tomé el sol | <i>I sunbathed</i> |
| tuve un accidente en la playa | <i>I had an accident on the beach</i> |
| vi un partido | <i>I saw/watched a match</i> |
| visité el Park Güell | <i>I visited Park Güell</i> |
| vomitó en una montaña rusa | <i>I was sick on a roller coaster</i> |
| Puedes... | <i>You can...</i> |
| descubrir el Museo Picasso | <i>discover the Picasso Museum</i> |
| disfrutar del Barrio Gótico | <i>enjoy the gothic quarter</i> |
| pasear por las Ramblas | <i>walk along Las Ramblas</i> |
| subir al Monumento a Colón | <i>go up the Columbus Monument</i> |
| ver los barcos en el puerto | <i>see the boats in the port</i> |

Quizlet



Use Quizlet to revise any of these vocab lists using games, self-testing, flashcards and many other effective methods! Scan the QR code to get started.



¿Qué te gusta hacer? What do you like doing?

| | |
|----------------------------------|--|
| Soy adicto/a a... | <i>I'm addicted to...</i> |
| Soy un(a) fanático/a de... | <i>I'm a ... fan/fanatic.</i> |
| ya que/dado que/puesto que | <i>given that/since</i> |
| Prefiero... | <i>I prefer...</i> |
| Me gusta... | <i>I like...</i> |
| Me encanta/Me mola/Me chifla/ | <i>I love...</i> |
| Me flipa/Me apasiona... | <i>I love...</i> |
| No me gusta (nada)... | <i>I don't like... (at all)</i> |
| Odio... | <i>I hate...</i> |
| A (mi padre) le gusta... | <i>(My dad) likes...</i> |
| Nos encanta... | <i>We love...</i> |
| bucear | <i>diving</i> |
| estar al aire libre | <i>being outdoors</i> |
| estar en contacto con los amigos | <i>being in touch with friends</i> |
| hacer artes marciales | <i>doing martial arts</i> |
| hacer deportes acuáticos | <i>doing water sports</i> |
| ir al cine/a la pista de hielo | <i>going to the cinema/ice rink</i> |
| ir de compras | <i>going shopping</i> |
| leer (un montón de revistas) | <i>reading (loads of magazines)</i> |
| usar el ordenador | <i>using the computer</i> |
| ver películas | <i>watching films</i> |
| Prefiero veranear... | <i>I prefer to spend the summer...</i> |
| en el extranjero/en España | <i>abroad/in Spain</i> |
| en la costa/en el campo | <i>on the coast/in the country</i> |
| en la montaña/en la ciudad | <i>in the mountains/in the city</i> |

The verb **hacer** is irregular in the **preterite tense**.

| | hacer (to do/make) |
|-----------------------|---------------------------|
| (yo) | hice |
| (tú) | hiciste |
| (él/ella/usted) | hizo |
| (nosotros/as) | hicimos |
| (vosotros/as) | hicisteis |
| (ellos/ellas/ustedes) | hicieron |

¿Qué tal lo pasaste?

How was it?

| | |
|-----------------------------|-------------------------------------|
| Me gustó/Me encantó. | <i>I liked it/I loved it.</i> |
| Lo pasé bomba/fenomenal. | <i>I had a great time.</i> |
| Lo pasé bien/mal/fatal. | <i>I had a good/bad/awful time.</i> |
| Fue... | <i>It was...</i> |
| inolvidable/increíble | <i>unforgettable/incredible</i> |
| impresionante/flipante | <i>impressive/awesome</i> |
| horroroso | <i>awful</i> |
| un desastre | <i>a disaster</i> |
| ¿Qué tiempo hizo? | <i>What was the weather like?</i> |
| Hizo calor/frío/sol/viento. | <i>It was good/bad weather.</i> |
| Hubo niebla/tormenta. | <i>It was foggy/stormy.</i> |
| Llovió/Nevó. | <i>It rained/snowed.</i> |

Quiero quejarme

I want to complain

| | |
|--------------------------------|--|
| Quiero hablar con el director. | <i>I want to speak to the manager.</i> |
| Quiero cambiar de habitación. | <i>I want to change rooms.</i> |
| El aire acondicionado... | <i>The air conditioning...</i> |
| El ascensor... | <i>The lift ...</i> |
| La ducha... | <i>The shower...</i> |
| La habitación... | <i>The room...</i> |
| está sucio/a | <i>is dirty</i> |
| La luz... | <i>The light...</i> |
| no funciona | <i>doesn't work</i> |
| Hay ratas en la cama. | <i>There are rats in the bed.</i> |
| No hay... | <i>There is no...</i> |
| Necesito... | <i>I need...</i> |
| papel higiénico | <i>toilet paper</i> |
| jabón/champú | <i>soap/shampoo</i> |
| toallas/(un) secador | <i>towels/a hairdryer</i> |
| ¡Socorro! | <i>Help!</i> |
| Es inaceptable. | <i>It's unacceptable.</i> |
| Lo siento/Perdone. | <i>I'm sorry.</i> |
| El hotel está completo. | <i>The hotel is full.</i> |

¿Cómo era el hotel?

What was the hotel like?

| | |
|--------------------------------|------------------------------------|
| Me alojé/Me quedé... | <i>I stayed...</i> |
| Nos alojamos/Nos quedamos... | <i>We stayed...</i> |
| en un albergue juvenil | <i>in a youth hostel</i> |
| en un apartamento | <i>in an apartment</i> |
| en un camping | <i>on a campsite</i> |
| en un hotel de cinco estrellas | <i>in a five-star hotel</i> |
| en un parador | <i>in a state-run luxury hotel</i> |
| en una casa rural | <i>in a house in the country</i> |
| en una pensión | <i>in a guest house</i> |
| Fui de crucero. | <i>I went on a cruise.</i> |
| Estaba... | <i>It was...</i> |
| cerca de la playa | <i>near the beach</i> |
| en el centro de la ciudad | <i>in the city centre</i> |
| en las afueras | <i>on the outskirts</i> |
| Era... | <i>It was...</i> |
| acogedor(a) | <i>welcoming</i> |
| antiguo/a, moderno/a | <i>old, modern</i> |
| barato/a, caro/a | <i>cheap, expensive</i> |
| grande, pequeño/a | <i>big, small</i> |
| lujoso/a | <i>luxurious</i> |
| ruidoso/a, tranquilo/a | <i>noisy, quiet</i> |
| Tenía/Había... | <i>It had/There was/were...</i> |
| No tenía ni... ni... | <i>It had neither... nor...</i> |
| No había ni... ni... | <i>There was neither... nor...</i> |
| Tampoco tenía... | <i>Nor did it have...</i> |
| (un) aparcamiento | <i>a car park</i> |
| (un) bar | <i>a bar</i> |
| (un) gimnasio | <i>a gym</i> |
| (un) restaurante | <i>a restaurant</i> |
| (una) cafetería | <i>a café</i> |
| (una) lavandería | <i>a laundrette</i> |
| (una) piscina cubierta | <i>an indoor pool</i> |
| mucho espacio para mi tienda | <i>lots of space for my tent</i> |

El hotel **tenía** un bar.

but: En el hotel **había** un bar.

No tenía ni ~~un~~ bar **ni** ~~una~~ sauna.

Tampoco tenía ~~un~~ gimnasio.

The hotel **had** a bar.

In the hotel **there was** a bar.

It **didn't** have a bar **or** a sauna.

Nor did it have a gym.

Quisiera reservar... I would like to book...

| | |
|--|---|
| ¿Hay... wifi gratis... aire acondicionado... en el hotel/las habitaciones? ¿Cuánto cuesta una habitación...? ¿A qué hora se sirve el desayuno? ¿Cuándo está abierto/a el/la...? ¿Cuánto es el suplemento por...? ¿Se admiten perros? Quisiera reservar... una habitación individual/doble con/sin balcón con bañera/ducha con cama de matrimonio con desayuno incluido con media pensión con pensión completa con vistas al mar ¿Para cuántas noches? Para... noches del... al... de... ¿Puede repetir, por favor? ¿Puede hablar más despacio? | <i>Is/Are there... free wifi... air conditioning... in the hotel/the rooms? How much does a... room cost? What time is breakfast served? When is the... open? How much is the supplement for...? Are dogs allowed? I would like to book... a single/double room with/without balcony with a bath/shower with double bed with breakfast included with half board with full board with sea view For how many nights? For... nights from the... to the... of... Can you repeat, please? Can you speak more slowly?</i> |
|--|---|

¿Con qué frecuencia? How often?

| | |
|--|--|
| siempre a menudo todos los días a veces de vez en cuando una vez a la semana dos o tres veces al año (casi) nunca | <i>always often every day sometimes from time to time once a week two or three times a year (almost) never</i> |
|--|--|



Mis vacaciones desastrosas My disastrous holiday

| | |
|---|---|
| Por desgracia Por un lado... por otro lado... El primer/último día Al día siguiente Tuve/Tuvimos... un accidente/un pinchazo un retraso/una avería Tuve/Tuvimos que... esperar mucho tiempo ir al hospital/a la comisaría llamar a un mecánico Perdí/Perdimos... el equipaje/la cartera la maleta/las llaves Cuando llegamos... era muy tarde estaba cansado/a la recepción ya estaba cerrada acampar decidir alquilar bicicletas coger el teleférico chocar con hacer alpinismo volver el paisaje la autopista precioso/a | <i>Unfortunately On the one hand... on the other hand... (On) the first/last day On the following day I had/We had... an accident/a puncture a delay/a breakdown I had to/We had to... wait a long time go to the hospital/to the police station call a mechanic I lost/We lost... the luggage/the wallet the suitcase/the keys When we arrived... it was very late I was tired the reception was already closed to camp to decide (to) to hire bicycles to catch/take the cable car to crash into to go mountain climbing to return the landscape the motorway beautiful</i> |
|---|---|

Football in Spain

Spain national football team (Spanish: Selección de fútbol de España) is the national football team of Spain. The current head coach is Vicente del Bosque.

The team is often called La Roja ("The Red [One]"), La Furia Roja ("The Red Fury"), La Furia Española ("The Spanish Fury") or just La Furia ("The Fury").

The Spanish team became a member of FIFA in 1904, even though the team was made in 1909. Spain had their first match on the 8th of August 1920 against Denmark. Since the team's creation in 1909, they have been in 13 FIFA World Cups, and 9 UEFA European Football Championships.

La Sagrada Familia

The Sagrada Família (full name Basílica i Temple Expiatori de la Sagrada Família) is a large Roman Catholic church in Barcelona, Catalonia, Spain. It was designed by Catalan architect **Antoni Gaudí** (1852–1926).

Although not finished, the church is a UNESCO World Heritage Site. In November 2010 it was consecrated (dedicated to a special purpose) and made a minor basilica by Pope Benedict XVI.

Building of the Sagrada Família began in 1882. Gaudí started working on it in 1883. He took over the project, and changed it with his ideas on architecture and engineering.

Gaudí worked on it until he died. At the time of his death in 1926, less than a quarter of the building was finished. There is an expected finish date of 2026–100 years after Gaudí's death.



Las comidas 1

Meals 1

| | |
|--------------------------------|--|
| el desayuno | breakfast |
| la comida / el almuerzo | lunch |
| la merienda | tea (meal) |
| la cena | dinner / evening meal |
| desayunar | to have breakfast / to have... for breakfast |
| comer | to have lunch / to have... for lunch |
| merendar | to have tea / to have... for tea |
| cenar | to have dinner / to have... for dinner |
| tomar | to have (food / drink) |
| Desayuno... | I have breakfast... |
| temprano / tarde | early / late |
| a las ocho (y media) | at (half past) eight |
| a las nueve (menos / y cuarto) | at (quarter to / past) nine |
| Desayuno / Como... | For breakfast / lunch I have... |
| Meriando / Ceno... | For tea / dinner I have... |
| algo dulce / rápido | something sweet / quick |
| un huevo | an egg |
| un yogur | a yogurt |
| un pastel | a cake |
| un bocadillo | a sandwich |
| una hamburguesa | a hamburger |

Las comidas 1

Meals 1

| | |
|--------------------------|-----------------------|
| (el) bistec | steak |
| (el) café / (el) té | coffee / tea |
| (el) chorizo | spicy chorizo sausage |
| (el) marisco | seafood |
| (el) pescado | fish |
| (el) pollo | chicken |
| (el) zumo de naranja | orange juice |
| (la) carne | meat |
| (la) ensalada | salad |
| (la) fruta | fruit |
| (la) leche | milk |
| (la) sopa | soup |
| (la) tortilla | omelette |
| (los) cereales | cereals |
| (los) churros | fried doughnut sticks |
| (las) galletas | biscuits |
| (las) patatas fritas | chips |
| (las) tostadas | toast |
| (las) verduras | vegetables |
| Soy alérgico/a a... | I'm allergic to... |
| Soy vegetariano/a. | I'm a vegetarian. |
| Soy goloso/a. | I have a sweet tooth. |
| (No) tengo hambre. | I'm (not) hungry. |
| Es / Son... | It is / They are... |
| picante(s) / rápido/a(s) | spicy / quick |
| rico/a(s) / sano/a(s) | tasty / healthy |

Mi plato favorito

My favourite dish

| | |
|---|--|
| Me gustaría probar... | I would like to try... |
| Es un tipo de comida / bebida / postre. | It's a type of food / drink / dessert. |
| Es un plato caliente / frío. | It's a hot / cold dish. |
| Es un plato típico de... | It's a typical dish from... |
| Contiene(n)... | It contains / They contain... |
| (el) aceite de oliva | olive oil |
| (el) agua | water |
| (el) ajo | garlic |
| (el) arroz | rice |
| (el) azúcar | sugar |
| (el) pan | bread |
| (el) queso | cheese |
| (la) cerveza | beer |
| (la) carne de cerdo / cordero / ternera | pork / lamb / beef |
| (la) coliflor | cauliflower |
| (la) harina | flour |
| (la) mantequilla | butter |
| (la) pasta | pasta |
| (los) guisantes | peas |
| (los) pepinos | cucumbers |
| (los) pimientos | peppers |
| (los) plátanos | bananas |
| (los) refrescos | fizzy drinks |
| (los) tomates | tomatoes |
| (las) cebollas | onions |
| (las) judías (verdes) | (green) beans |
| (las) manzanas | apples |
| (las) naranjas | oranges |
| (las) salchichas | sausages |
| (las) zanahorias | carrots |

Las expresiones de cantidad

Expressions of quantity

| | |
|-------------------------|---------------------------|
| cientos gramos de... | 100 grammes of... |
| quinientos gramos de... | 500 grammes of... |
| un kilo (y medio) de... | a kilo (and a half) of... |
| un litro de... | a litre of... |
| un paquete de... | a packet of... |
| una barra de... | a loaf of... |
| una botella de... | a bottle of... |
| una caja de... | a box of... |
| una docena de... | a dozen... |
| una lata de... | a tin / can of... |

Quizlet

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Use **me gusta(n)** to say what you **like** (the present tense).

Me gusta la tortilla española. **I like** Spanish omelette.

Use **me gustaría** + **infinitive** to say what you **would like** to do (the conditional).

Me gustaría probar la paella. **I would like to try** paella.

Remember the 'we' forms of -ar and -ir verbs are identical in the present and preterite:

Cantamos y bailamos. We **sang** and **danced** / We **sang** and **danced**.

Time phrases do not always give you a clue. E.g. Do **en julio** and **este año** help you identify the tense?

Mi rutina diaria

My daily routine

| | |
|---------------------|------------------|
| me despierto | I wake up |
| me levanto | I get up |
| me ducho | I have a shower |
| me afeito | I have a shave |
| me visto | I get dressed |
| me lavo los dientes | I clean my teeth |
| me acuesto | I go to bed |
| salgo de casa | I leave home |
| vuelvo a casa | I return home |
| si tengo tiempo | if I have time |
| enseguida | straight away |
| el comedor | the dining room |
| el cuarto de baño | the bathroom |
| el salón | the living room |
| la cocina | the kitchen |
| mi dormitorio | my bedroom |

¿Qué le pasa?

What's the matter?

| | |
|-------------------------------------|---------------------------------------|
| No me encuentro bien. | I don't feel well. |
| Estoy enfermo/a / cansado/a. | I am ill / tired. |
| Tengo calor / frío. | I am hot / cold. |
| Tengo un resfriado. | I have a cold. |
| Tengo dolor de garganta. | I have a sore throat. |
| Tengo fiebre. | I have a fever / temperature. |
| Tengo mucho sueño. | I am very sleepy. |
| Tengo tos. | I have a cough. |
| Tengo una insolación. | I have sunstroke. |
| Me duele(n)... | My... hurt(s). |
| Me he cortado... | I've cut my... |
| Me he quemado... | I've burnt my... |
| Me he roto... | I've broken my... |
| el brazo / el estómago | arm / stomach |
| el pie / la boca | foot / mouth |
| la cabeza / la espalda | head / back |
| la garganta / la mano | throat / hand |
| la nariz / la pierna | nose / leg |
| los dientes / las muelas | teeth |
| los oídos / las orejas | ears |
| los ojos | eyes |
| ¿Desde hace cuánto tiempo? | How long for? |
| Desde hace... | For... |
| un día / un mes | a day / a month |
| una hora / una semana | an hour / a week |
| quince días | a fortnight |
| más de... | more than... |
| Tiene(s) que / Hay que... | You have to... |
| beber mucha agua | drink lots of water |
| descansar | rest |
| ir al hospital / médico / dentista | go to the hospital / doctor / dentist |
| tomar aspirinas | take aspirins |
| tomar este jarabe / estas pastillas | take this syrup / these tablets |

Las fiestas

Festivals

| | |
|---|---|
| Celebramos / Celebran la fiesta de... | We / They celebrate the festival of... |
| Comemos / Comen... | We / They eat... |
| Corremos / Corren... | We / They run... |
| Decoramos / Decoran las tumbas. | We / They decorate the graves. |
| Hacemos / Hacen hogueras. | We / They make bonfires. |
| Lanzamos / Lanzan huevos. | We / They throw eggs. |
| Llevamos / Llevan un disfraz. | We / They wear a costume. |
| Participamos / Participan en... | We / They participate in... |
| Quemamos / Queman las figuras. | We / They burn the figures. |
| Vamos / Van a... | We / They go to... |
| Vemos / Ven los desfiles / los fuegos artificiales. | We / They watch the processions / the fireworks. |
| Es una fiesta para niños / familias / todos. | It's a festival for children / families / everyone. |

Un día especial

A special day

| | |
|-----------------------------------|-----------------------------------|
| Ayer fue... | Yesterday was... |
| (el) Domingo de Pascua | Easter Sunday |
| (la) Nochebuena | Christmas Eve |
| (la) Nochevieja | New Year's Eve |
| Comí doce uvas. | I ate twelve grapes. |
| Desayuné / Recé. | I had breakfast / I prayed. |
| Fui a la iglesia / a la mezquita. | I went to church / to the mosque. |
| Recibí regalos y tarjetas. | I received gifts and cards. |
| Visité a amigos. | I visited friends. |
| Me bañé / Me vestí. | I had a bath / I got dressed. |
| Me desperté temprano. | I woke up early. |
| Cantamos villancicos. | We sang carols. |
| Cenamos bacalao / pavo. | We had cod / turkey for dinner. |
| Hicimos una cena especial. | We had a special (evening) meal. |
| Nos acostamos muy tarde. | We went to bed very late. |

Reflexive verbs follow the same pattern as other verbs in the preterite tense, but need a reflexive pronoun in front of the verb.

| | |
|--------------|-----------------------|
| me acosté | nos acostamos |
| te acostaste | os acostasteis |
| se acostó | se acostaron |

Use the verb **estar** (to be) to describe a temporary state.

| | |
|------------------------------|----------------------------|
| El plato está sucio. | The plate is dirty. |
| La carne estaba fría. | The meat was cold. |

★ Use the **preterite tense** for completed actions in the past.

| | |
|---|--|
| Pedí cerdo, pero el camarero trajo pollo. | I ordered pork but the waiter brought chicken. |
|---|--|

Use the **imperfect tense** for descriptions in the past.

| | |
|--------------------------------------|-------------------------------------|
| El plato estaba sucio. | The plate was dirty. |
| ¡ Había una mosca en la sopa! | There was a fly in the soup! |

★ In the photo card discussion and general conversation you have to develop your answers fully. However, for the role play you only need to give the information you are asked to give. Focus on the **accuracy** of what you are saying.

¿Qué va a tomar? What are you going to have?

| | |
|---|---|
| Quiero reservar una mesa. | <i>I want to book a table.</i> |
| De primer / segundo plato... | <i>For starter / main course...</i> |
| De postre... | <i>For dessert...</i> |
| voy a tomar... | <i>I'm going to have...</i> |
| (el) filete de cerdo | <i>pork fillet</i> |
| (el) flan | <i>crème caramel</i> |
| (el) jamón serrano | <i>Serrano ham</i> |
| (el) melocotón | <i>peach</i> |
| (la) piña | <i>pineapple</i> |
| (la) tortilla de champiñones | <i>mushroom omelette</i> |
| (los) calamares | <i>squid</i> |
| (las) albóndigas | <i>meatballs</i> |
| (las) chuletas de cordero | <i>lamb chops</i> |
| (las) croquetas de atún | <i>tuna croquettes</i> |
| (las) fresas | <i>strawberries</i> |
| (las) gambas al ajillo | <i>garlic prawns</i> |
| ¿Qué me recomienda? | <i>What do you recommend?</i> |
| El menú del día | <i>The set menu</i> |
| La especialidad de la casa. | <i>The house speciality.</i> |
| Está buenísimo/a / riquísimo/a. | <i>It's extremely good / tasty.</i> |
| ¡Que aproveche! | <i>Enjoy your meal!</i> |
| ¿Algo más? | <i>Anything else?</i> |
| Nada más, gracias. | <i>Nothing else, thank you.</i> |
| ¿Me trae la cuenta, por favor? | <i>Can you bring me the bill, please?</i> |
| Me hace falta un cuchillo / un tenedor / una cuchara. | <i>I need a knife / a fork / a spoon.</i> |
| No hay aceite / sal / vinagre. | <i>There's no oil / salt / vinegar.</i> |
| El plato / vaso... | <i>The plate / glass...</i> |
| está sucio / roto. | <i>is dirty / broken</i> |
| El vino está malo. | <i>The wine is bad/off.</i> |
| La carne está fría. | <i>The meat is cold.</i> |
| El ambiente era alegre. | <i>The atmosphere was cheerful / happy.</i> |
| El camarero / La camarera era amable. | <i>The waiter / waitress was nice / kind.</i> |
| El servicio era lento. | <i>The service was slow.</i> |
| Todo estaba muy limpio. | <i>Everything was very clean.</i> |

Un festival de música A music festival

| | |
|----------------------------------|--|
| Admiro... | <i>I admire...</i> |
| No aguanto / soporto... | <i>I can't stand...</i> |
| su comportamiento | <i>his/her behaviour</i> |
| su forma de vestir | <i>his/her way of dressing</i> |
| su talento | <i>his/her talent</i> |
| Su música / voz es... | <i>His/her music / voice is...</i> |
| Sus canciones / letras son... | <i>His/her songs / lyrics are...</i> |
| imaginativo/a(s) | <i>imaginative</i> |
| precioso/a(s) | <i>beautiful</i> |
| repetitivo/a(s) | <i>repetitive</i> |
| original(es) | <i>original</i> |
| Acabo de (pasar cuatro días) | <i>I have just (spent four days)</i> |
| Vi / Comí / Bebí / Canté / Bailé | <i>I saw / ate / drank / sang / danced</i> |
| Antes de... / Después de... | <i>Before... / After...</i> |
| Fue una experiencia inolvidable. | <i>It was an unforgettable experience.</i> |
| La próxima vez voy a... | <i>Next time I'm going to...</i> |

To enhance your writing, use these phrases which are followed by the **infinitive**:

antes de + infinitive before (doing)
después de + infinitive after (doing)

Después de llegar al festival...
After arriving at the festival...

In the present tense, all 'we' form verbs end in **-mos**. All 'they' form verbs end in **-n**.

| | | |
|-----------|--------------|------------|
| | we | they |
| -ar verbs | -amos | -an |
| -er verbs | -emos | -en |
| -ir verbs | -imos | -en |

Lanzamos... y vemos... **We** throw... and **we** watch...
Lanzan... y ven... **They** throw... and **they** watch...

Take care with irregular verbs.

E.g. **somos** (we are) → **son** (they are)

| Answer booster | Aiming for a solid answer | Aiming higher | Aiming for the top |
|-----------------------------|---|--|--|
| Verbs | Different time frames: past, present, near future Different types of verbs: regular, irregular, reflexive, stem-changing | Different persons of the verb Verbs with an infinitive: <i>tener que, soler, acabar de</i> Phrases followed by the infinitive: <i>para, sin, antes de, después de, al</i> | A wide range of tenses: present, preterite, imperfect, perfect, future Passive: <i>fue fundado</i> Avoiding the passive: <i>se celebra, se construyen</i> |
| Opinions and reasons | Verbs of opinion: <i>me chifla, me encanta, no aguanto</i> Reasons: <i>porque</i> | Exclamations: <i>¡Qué miedo! ¡Ni hablar!</i> Absolute superlatives: <i>carísimo, importantísimo</i> | Opinions: <i>desde mi punto de vista, a mi modo de ver, para mí</i> Reasons: <i>ya que, por eso, así que, por lo tanto</i> |
| Connectives | <i>y, pero, también</i> | <i>además, sin embargo, por desgracia, sobre todo</i> | <i>primero..., segundo..., como</i> Balancing an argument: <i>aunque, por un lado... por otro lado...</i> |
| Other features | Qualifiers: <i>muy, un poco, bastante, demasiado</i> Adjectives: <i>sabroso/a, rico/a, emocionante</i> Adverbs of frequency: <i>siempre, a veces</i> | Sentences with cuando, donde, si: <i>Si es un día especial...</i> Phrases with tener: <i>tener suerte/sueño/hambre/sed/prisa</i> | Positive/Negative phrases: <i>lo bueno/malo/mejor/peor</i> Specialist vocabulary: <i>navideño/a, un belén, los seres queridos, los fuegos artificiales</i> |

Past

| ES 1 st person | ES 3 rd person | ENG |
|---------------------------|---------------------------|---------------------------|
| Ayudé | Ayudamos | <i>I / we helped</i> |
| Bailé | Bailamos | <i>I / we danced</i> |
| Bebí | Bebimos | <i>I / we drank</i> |
| Comí | Comimos | <i>I / we ate</i> |
| Compré | Compramos | <i>I / we bought</i> |
| Descansé | Descansamos | <i>I / we relaxed</i> |
| Escribí | Escribimos | <i>I / we wrote</i> |
| Escuché | Escuchamos | <i>I / we listened</i> |
| Estudí | Estudiamos | <i>I / we studied</i> |
| Fui | Fuimos | <i>I / we went</i> |
| Hablé | Hablamos | <i>I / we spoke</i> |
| Hice | Hicimos | <i>I / we did</i> |
| Jugué | Jugamos | <i>I / we played</i> |
| Leí | Leímos | <i>I / we read</i> |
| Mandé | Mandamos | <i>I / we sent</i> |
| Monté | Montamos | <i>I / we rode</i> |
| Nadé | Nadamos | <i>I / we swam</i> |
| Salí | Salimos | <i>I / we went out</i> |
| Saqué fotos | Sacamos fotos | <i>I / we took photos</i> |
| Tomé el sol | Tomamos el sol | <i>I / we sunbathed</i> |
| Trabajé | Trabajamos | <i>I / we worked</i> |
| Tuve | Tuvimos | <i>I / we had</i> |
| Usé | Usamos | <i>I used</i> |
| Vi | Vimos | <i>I / we saw</i> |
| Visité | Visitamos | <i>I / we visited</i> |

Present

| ES 1 st person | ES 3 rd person | ENG |
|---------------------------|---------------------------|---------------------------|
| Ayudo | Ayudamos | <i>I / we help</i> |
| Bailo | Bailamos | <i>I / we dance</i> |
| Bebo | Bebemos | <i>I / we drink</i> |
| Como | Comemos | <i>I / we eat</i> |
| Compro | Compramos | <i>I / we buy</i> |
| Descanso | Descansamos | <i>I / we relax</i> |
| Escribo | Escribimos | <i>I / we write</i> |
| Escucho | Escuchamos | <i>I / we listen</i> |
| Estudio | Estudiamos | <i>I / we study</i> |
| Voy | Vamos | <i>I / we go</i> |
| Hablo | Hablamos | <i>I / we speak</i> |
| Hago | Hacemos | <i>I / we do</i> |
| Juego | Jugamos | <i>I / we play</i> |
| Leo | Leemos | <i>I / we read</i> |
| Mando | Mandamos | <i>I / we send</i> |
| Monto | Montamos | <i>I / we ride</i> |
| Nado | Nadamos | <i>I / we swim</i> |
| Salgo | Salimos | <i>I / we go out</i> |
| Saco fotos | Sacamos fotos | <i>I / we take photos</i> |
| Tomo el sol | Tomamos el sol | <i>I / we sunbathe</i> |
| Trabajo | Trabajamos | <i>I / we work</i> |
| Tengo | Tenemos | <i>I / we have</i> |
| Uso | Usamos | <i>I / we use</i> |
| Veo | Vemos | <i>I / we see</i> |
| Visito | Visitamos | <i>I / we visit</i> |

Future

| ES 1 st per | ES 3 rd per | + Infinitive | ENG – I am/we are going to... |
|------------------------|------------------------|---------------------|-------------------------------|
| Voy a | Vamos a | Ayudar | <i>Help</i> |
| Voy a | Vamos a | Bailar | <i>Dance</i> |
| Voy a | Vamos a | Beber | <i>Drink</i> |
| Voy a | Vamos a | Comer | <i>Eat</i> |
| Voy a | Vamos a | Comprar | <i>Buy</i> |
| Voy a | Vamos a | Descansar | <i>Relax</i> |
| Voy a | Vamos a | Escribir | <i>Write</i> |
| Voy a | Vamos a | Escuchar | <i>Listen</i> |
| Voy a | Vamos a | Estudiar | <i>Study</i> |
| Voy a | Vamos a | Ir | <i>Go</i> |
| Voy a | Vamos a | Hablar | <i>Speak</i> |
| Voy a | Vamos a | Hacer | <i>Do</i> |
| Voy a | Vamos a | Jugar | <i>Play</i> |
| Voy a | Vamos a | Leer | <i>Read</i> |
| Voy a | Vamos a | Mandar | <i>Send</i> |
| Voy a | Vamos a | Montar | <i>Ride</i> |
| Voy a | Vamos a | Nadar | <i>Swim</i> |
| Voy a | Vamos a | Salir | <i>Go out</i> |
| Voy a | Vamos a | Sacar fotos | <i>Take photos</i> |
| Voy a | Vamos a | Tomar el sol | <i>Sunbathe</i> |
| Voy a | Vamos a | Trabajar | <i>Work</i> |
| Voy a | Vamos a | Tener | <i>Have</i> |
| Voy a | Vamos a | Usar | <i>Use</i> |
| Voy a | Vamos a | Ver | <i>See</i> |
| Voy a | Vamos a | Visitar | <i>Visit</i> |

THERMOSETTING PLASTICS 5

Polyester resins. If resins are combined with a material such as fibre glass, the result is a very tough material that can resist impact. Known as Glass Reinforced Plastic (GRP) and is used in car body repairs, sailing boats and corrugated sheet, because of its lightness, toughness and resistance to water.



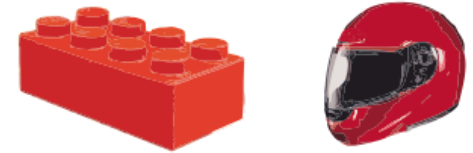
THERMOSETTING PLASTICS 4

Urea Formaldehyde has physical properties of high hardness and high toughness, making it suitable for strong, knock-resistant electrical fittings. It is also scratch resistant and a very good electrical insulator. Electrical fittings manufactured from this polymer are safe to use.



WHAT ARE THERMOPLASTICS ?

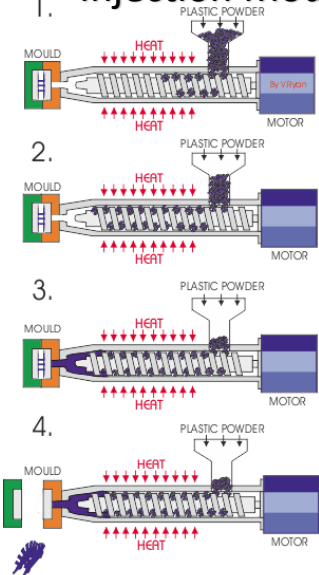
These plastics can be re-heated and re-shaped in various ways. They become mouldable after reheating as they do not undergo significant chemical change. Reheating and shaping can be repeated. The bond between the molecules is weak and becomes weaker when reheated, allowing reshaping. These types of plastics can be recycled.



PLASTIC PROCESSES

Extrusion Moulding

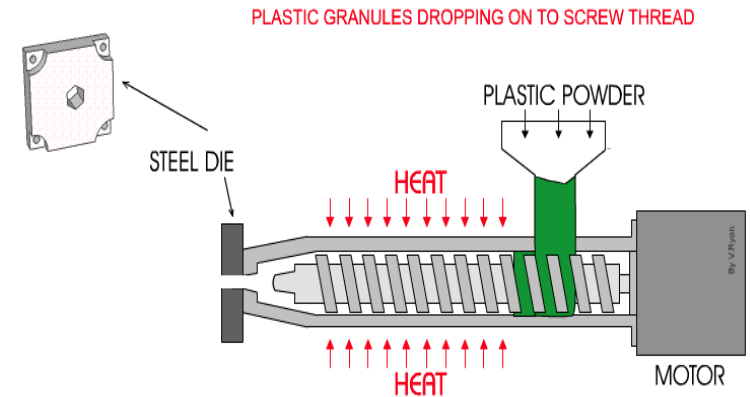
1. Injection Moulding



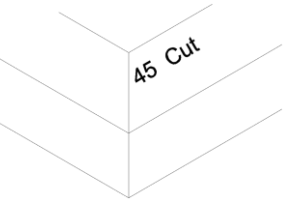
1. Granules of plastic powder (note the plastics listed above) are poured or fed into a hopper which stores it until it is needed.
2. A heater heats up the tube and when it reaches a high temperature a screw thread starts turning.
3. A motor turns a thread which pushes the granules along the heater section which melts then into a liquid. The liquid is forced into a mould where it cools into the shape (in this case a DVD storage unit).
4. The mould then opens and the unit is removed.

Materials such as polystyrene, nylon, polypropylene and polythene can be used in a process called extrusion. These are thermoplastics - this means when they are heated and then pressured in a mould they can be formed into different shapes and sections

A machine used to extrude materials is very similar to the injection [moulding machine](#). A motor turns a thread which feeds granules of plastic through a heater. The granules melt into a liquid which is forced through a die, forming a long 'tube like' shape. The extrusion is then cooled and forms a solid shape. The shape of the die determines the shape of the tube.

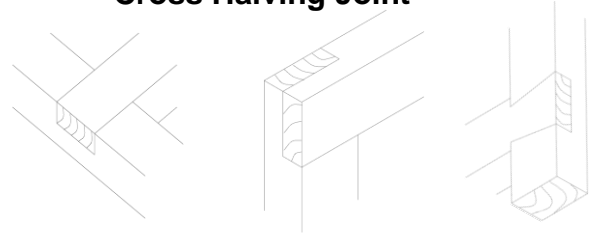


Mitre Joint



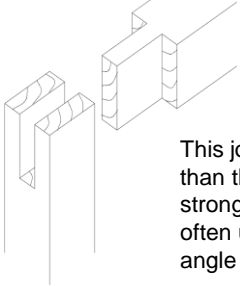
This joint looks good but it is not interlocking so lacks strength. It can be used to produce any shape frame. It can be strengthened by adding veneer keys or dowels as below.

Cross Halving Joint



This joint can be used to produce corners, 'T' shapes or '+' shapes. In a corner joint it is not interlocking so relies on the glue for strength. It is side grain to side grain so gives a fairly strong joint. The most common use is in the '+' form. There are better joints for corners or 'T' sections.

Bridle Joint

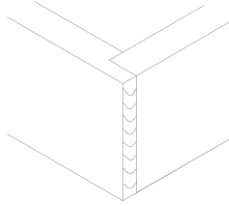


This joint has double the gluing area than the cross halving joint so it is a lot stronger. It is an interlocking joint. It is often used if the joint is not a 90 right angle as the example shows below.



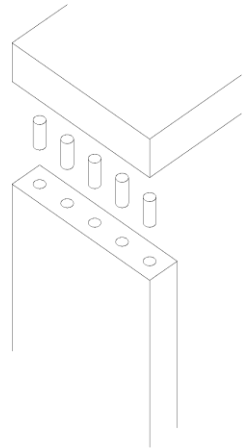
Octagonal Mirror

Lap Butt Joint



A fairly easy joint to cut but it lacks strength. It is not interlocking so relies on the glue.

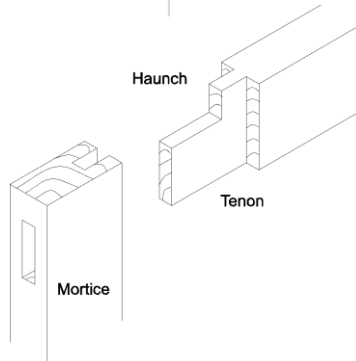
Dowel Joint



A Dowel joint is created by drilling matching holes in both boards then inserting dowels to provide some strength. It is not a very strong joint and requires a lot of accuracy to manufacture well. It is more suited to machine made, mass produced furniture



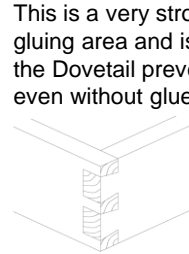
The dowels have chamfered ends and grooves cut along the sides. This is to allow air and glue to escape from the hole.



Mortice & Tenon Joints

This is the most common frame joint in use. It has the same gluing area as the bridle joint but it is contained within the frame.

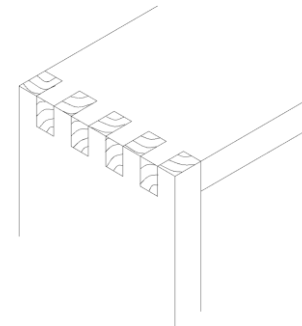
Through and Lap Dovetail Joint



This is a very strong and attractive joint. It has a large gluing area and is interlocking. The wedge shape of the Dovetail prevents the joint being pulled apart even without glue.

A Lap Dovetail is used when strength is required but you do not want to see the joint, for example on a drawer front. It is very strong and interlocking whilst having an unbroken front face.

Comb or Finger Joint

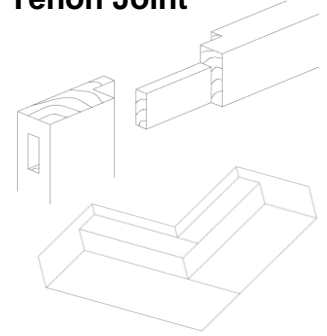


This is a joint used in mass produced machine made furniture. Machines are set up to cut multiple slots at the same time that will interlock with each other. It is interlocking and very strong when glued but it does not have the wedging action of the Dovetail joint. It is quite difficult to cut by hand.

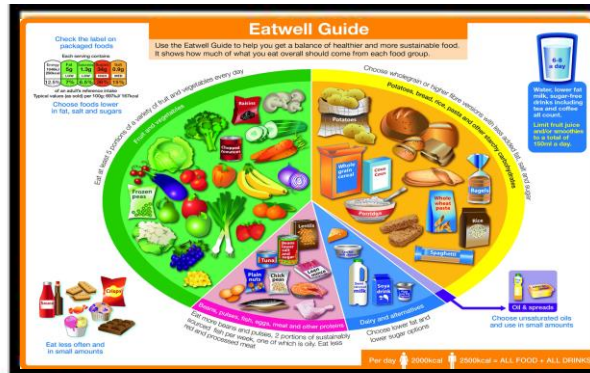
Long & Short Shoulder Mortice & Tenon Joint



This type of joint is used to produce a frame with a rebate in it. This will allow glass to be fitted neatly into the frame then held in place with some beading



A balanced diet consists of a variety of different types of food, providing adequate amounts of the nutrients necessary for good health –carbohydrates, fats, proteins, vitamins, minerals, fibre and water.



CARBOHYDRATES

Types of food: Bread, Rice, Pasta, Potato



Benefits: Carbohydrates are needed for energy, there are two types which are starches and sugars. Carbohydrate provides an important source of energy for the body. Carbohydrate provides 16kJ per gram which is used both for energy to move and be active as well as energy for body processes such as breathing, heart beating Vitamin B (thiamine and riboflavin) help release the energy to the body. All carbohydrates are converted to **glucose** when digested and this is converted to energy. If the energy is not used up then it is stored as body fat

TYPE OF MACRONUTRIENT

FATS

GOOD FATS: Fish, nuts, olive oil, avocado
BAD FATS: Fried food, chips, chocolate, butter, cheese



Benefits: source of energy, all fats need to be eaten in moderation.

TYPE OF MACRONUTRIENT

Protein

Types food: Eggs, fish, meat, cheese, nuts



Benefits: **Protein** provides the amino acids for the body to grow especially in children and pregnancy. Protein is used to repair the body tissues after illness, injury or surgery. It also produces enzymes for digesting foods. It is a secondary source of energy for the body. Protein contains a variety of amino acids with different forms of protein containing all or some of the amino acids needed by the body.

TYPE OF MACRONUTRIENT

Macronutrients -Carbohydrate, protein and fat (macro means large)

Micronutrients –Vitamins and minerals (micro means small)

VITAMINS

TYPES:

A–Fruit and Vegetables

B–Dairy, eggs, fish

C–Fruit

D–Dairy, fish

E–Fruit, Vegetables, cheese, oil, dairy

K–Fruit, vegetables, cheese, chicken

Benefits:

A –treats eye disorders and skin infections

B–relief from Kidney and Liver disorders plus anaemia

C–helps treat scurvy, common colds and cancer

D–helps relieve arthritis and diabetes

E–helps blood circulation and ageing process

TYPE OF MICRONUTRIENT



WATER / FIBRE

Types of food–cereals, bread, fruit and vegetables

Benefits: Water-hydrates the body, 70% of our body weight is water. Stops overheating, helps waste disposal. **Fibre**-regulates the digestive system and intestines helping with the removal of waste products



TYPE OF MICRONUTRIENT

MINERALS

TYPES: Calcium –milk, cheese, broccoli

Sodium –salt, bacon, fruit, vegetables

Iron –red meat, chicken, broccoli, spinach, fish

Benefits: Calcium–forms bones and teeth

Sodium–regulates body fluid

Iron–helps oxygen transportation



TYPE OF MICRONUTRIENT

Macronutrients -Carbohydrate, protein and fat (macro means large)
Micronutrients –Vitamins and minerals (micro means small)