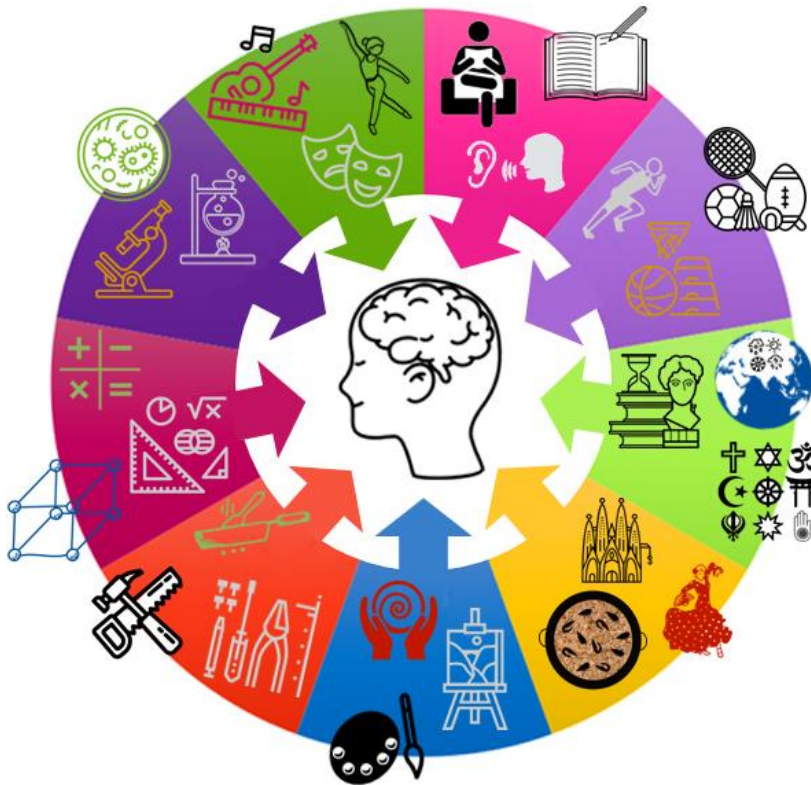


# 100% book - Year 11 Grammar Stream

Aim to memorise 100% of the knowledge on these Knowledge Organisers.

## Term 2



### Swindon Academy 2024-25

Name:	
Tutor Group:	
Tutor & Room:	

*"If you are not willing to learn, no one can help you.  
If you are determined to learn, no one can stop you."*

# How to use your 100% book of Knowledge Organisers and Quizzable Organisers

## Knowledge Organisers

Knowledge Organisers contain the essential knowledge that you MUST know in order to be successful this year and in all subsequent years.

They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.

## Quizzable Knowledge Organisers

These are designed to help you quiz yourself on the essential Knowledge.

Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.

### Top Tip

Don't write on your Quizzable Knowledge Organisers! Quiz yourself by writing the missing words in your prep book. That way you can quiz yourself again and again!

## Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.
2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.
3. Take pride in your prep book – keep it neat and tidy.
4. Present work in your prep book to the same standard you are expected to do in class.
5. Ensure that your use of SPAG is accurate.
6. Write in blue or black pen and sketch in pencil.
7. Ensure every piece of work has a title and date.
8. Use a ruler for straight lines.
9. If you are unsure about the prep, speak to your teacher.
10. Review your prep work in green pen using the mark scheme.

# How do I complete Knowledge Organiser Prep?

## Step 1

Check Epraise and identify what words /definitions/facts you have been asked to learn. Find the Knowledge Organiser you need to use.

The image shows a screenshot of the Epraise website. On the left is a 'Planner' for the week of 22nd May to 28th May 2020, with columns for Sun, Mon, Tue, Wed, Thu, and Fri. On the right is a 'Knowledge Organiser' for 'What is particle theory?'. It contains several sections: 'Describe the arrangement and movement of particles in the three states of matter', 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'What are the differences between the three states of matter?'. There are also diagrams of particle arrangements for solid, liquid, and gas.

## Step 2

Write today's date and the title from your Knowledge Organiser in your Prep Book.

The image shows a printed page from a knowledge organiser. The date '29th May 2020' and the title 'Particle theory' are handwritten in blue ink at the top. Below the printed text, there are diagrams of particle arrangements for solid, liquid, and gas, and a flowchart of changes of state. The flowchart shows: Solid to Liquid (Melting, Gaining energy), Liquid to Gas (Evaporation, Gaining energy), Gas to Liquid (Condensation, Losing energy), and Liquid to Solid (Freezing, Losing energy).

## Step 3

Write out the keywords/definitions/facts from your Knowledge Organiser in FULL.

The image shows handwritten notes in a prep book. At the top, the date '29th May 2020' is written. Below it, the title 'Particle theory' is underlined. The notes define particle theory as 'all matter is made of particles'. It then describes the three states of matter: Solid = regular pattern, particles vibrate in fixed position; Liquid = particles are arranged randomly but are still touching each other, particles can slide past each other and move around; Gas = Particles are far apart and are arranged randomly, particles carry a lot of energy.

## Step 4

Read the keywords/definitions/facts out loud to yourself again and again and write the keywords/definitions/facts at least 3 times.

The image shows handwritten notes in a prep book. The definition 'Solid = regular pattern, particles vibrate in fixed position' is written three times in blue ink, demonstrating the repetition step.

## Step 5

Open your quizzable Knowledge Organiser. Write the missing words from your quizzable Knowledge organiser in your prep book.

The image shows a printed page from a quizzable knowledge organiser. The date '29th May 2020' and the title 'Particle theory' are handwritten. The page contains several questions: 'What is particle theory?', 'What is the law of conservation of mass?', 'What are the different changes of state?', and 'What are the differences between the three states of matter?'. The answers are handwritten in blue ink: 'Self quizzing', 'Arrangement/movement of matter', 'Solid = regular pattern', and 'Liquid ='. There are also diagrams of particle arrangements for solid, liquid, and gas.

## Step 6

Check your answers using your Knowledge Organiser. Repeat Steps 3 to 5 with any questions you got wrong until you are confident.

The image shows handwritten notes in a prep book. The definition 'Particle theory = all matter is made of particles' is written. Below it, the definition 'Solid = regular pattern, particles vibrate in fixed position' is written and has a checkmark next to it. The definition 'Liquid = particles are arranged randomly but are still touching each other, particles can slide past each other and move around' is written and has a checkmark next to it. The definition 'Gas = Particles are far apart and are arranged randomly, particles carry a lot of energy' is written and has a checkmark next to it.

Make sure you bring in your completed Prep notes to demonstrate that you have completed your prep.

## KS4 MACBETH Grammar

1. Context		
<p><b>Playwright:</b> Shakespeare (April 23<sup>rd</sup> 1564- April 23<sup>rd</sup> 1616)</p> <p><b>Dates:</b> written around 1606</p> <p><b>Published:</b> in 'the First Folio, 1623</p> <p><b>Era:</b> Jacobean</p> <p><b>Genre:</b> Tragedy = <i>A play ending with the suffering and death of the main character.</i></p> <p><b>Set:</b> Scotland,</p> <p><b>Structure:</b> Five Act Play</p>	<p><b>Macbeth.</b> The plot is partly based on fact. Macbeth was a real 11<sup>th</sup> Century king who reigned Scotland from 1040-1057.</p> <p>Shakespeare's version of the story originates from the Chronicles of Holinshed (a well known historian). The play was most likely written in 1606 – the year after the Gunpowder Plot of 1605 – and reflects the insecurities of Jacobean politics.</p>	
<p><b>The Divine Right of Kings</b> says that a monarch is not subject to earthly authority and that they have the right to rule directly from the will of God. It implies that only God can judge an unjust king and that any attempt to depose, dethrone or restrict his powers runs contrary to the will of God and may constitute a sacrilegious act. The action of killing a king is called regicide and is considered a terrible crime.</p>	<p><b>King James I of England (and VI of Scotland)</b> came to the throne in 1603 following the death of Queen Elizabeth I. The play pays homage to the king's Scottish lineage. The witches' prophecy that Banquo will found a line of kings is a clear nod to James' family's claim to have descended from the historical Banquo. James was convinced about the reality of witchcraft and its great danger to him leading to witch trials. The play is probably not written simply to please James, but certainly looks at relevant ideas.</p>	
<p><b>Shakespearean Tragedy.</b> Macbeth is one of Shakespeare's tragedies and follows specific conventions. The climax must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (hamartia) yet the character has something the audience can identify with.</p>	<p><b>The Great Chain of Being</b> was a belief in a strict religious hierarchy (see key vocabulary) of all things which was believed to have been decreed by God. This idea was important in Elizabethan and Jacobean beliefs. The chain starts from God and progresses downward to angels, demons (fallen/renege angels), stars, moon, kings, princes, nobles, commoners, wild animals, domesticated animals, trees, other plants, precious stones, precious metals, and other minerals.</p>	
Conventions of a Shakespearean Tragedy		
<p>A <b>tragic hero</b> who falls from greatness through a flaw of their own character.</p>	<p><b>Hamartia</b> – the flaw in the tragic hero that destroys them.</p>	<p>A <b>hero of status</b> – the central characters are people of importance, with power and status to lose.</p>
<p><b>External conflict</b> – his tragedies feature conflict between characters, and always lead to death.</p>	<p><b>Internal conflict</b> – there are frequent moments of self-doubt or internal torment.</p>	<p><b>Supernatural elements</b> – Many of Shakespeare's tragedies feature supernatural influences.</p>

2. Key Characters
<p><b>Macbeth:</b> The eponymous protagonist is the tragic hero of this play. He is both ambitious and ruthless. He falls from loyal and respected warrior to a paranoid, tyrannical king, before dying in battle in Act V.</p>
<p><b>Lady Macbeth:</b> A strong, ambitious and manipulative woman who exerts pressure on Macbeth to pursue his ambition of becoming king by murdering Duncan. Unable to deal with the guilt of these actions and is driven to madness and suicide.</p>
<p><b>The Witches / Weird Sisters:</b> Supernatural and manipulative beings who seem to be able to predict the future. They are unearthly and omniscient.</p>
<p><b>Banquo:</b> Macbeth's close friend and ally is astute and loyal. Macbeth sees him as a threat. He is virtuous, admired by audiences, and distrustful of the supernatural witches.</p>
<p><b>Duncan:</b> King of Scotland at the beginning of the play. He is a virtuous, strong and respected leader, held up as the model of good kingship by others in the play. He is murdered by Macbeth in Act 2.</p>
<p><b>Macduff:</b> A soldier who is loyal to Duncan and is suspicious of Macbeth. His family is murdered by Macbeth's soldiers and he eventually exacts revenge by killing Macbeth. He was born by caesarian section and therefore was "not of woman born".</p>
<p><b>Malcolm:</b> Duncan's son and next in line to the throne. He is described as a good man in the play.</p>

3. Central Themes	
<p><b>Ambition</b></p>	<p>The play is about the corrupting power of ambition. Both Lady Macbeth and Macbeth are urged to action by the prophecies of the witches, but they still commit their crimes themselves because they want greater power. Their ambition leads them to violence and death.</p>
<p><b>Kingship and Tyranny</b></p>	<p>The play contrasts the kind and wise rule of Duncan, who is described as a virtuous (good) king, with the brutal rule of Macbeth, who quickly becomes called a tyrant. The play shows how Macbeth has no divine right to rule and upsets the natural order by killing Duncan.</p>
<p><b>Order and Disorder</b></p>	<p>The play subverts the natural order of the world. Macbeth's actions are based on a supernatural belief in a prophecy. It depicts an anarchic world: Macbeth inverts the order of royal succession; his wife inverts the patriarchal hierarchy; the unnatural world disrupts the natural. The disruption underpins the conflict that is not only external and violent but internal as Macbeth and his wife come to terms with what they've done.</p>
<p><b>Appearance and Reality</b></p>	<p>Characters in the play are often not what they seem. Lady Macbeth and Macbeth are duplicitous towards Duncan, the witches equivocate (not say what they really mean) and cannot be trusted, Lady Macbeth seeks to manipulate Macbeth.</p>

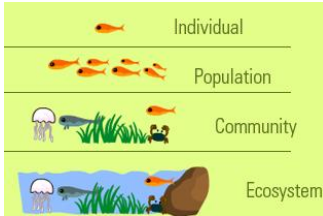
4. Key Vocabulary	
tyrant	cruel leader
duplicitous	deliberately dishonest
equivocation	a half truth
regicide	the act of killing a king
sceptical	someone who is unconvinced or doubtful
conflict	a serious disagreement or argument
valiant	great courage in the face of danger
ephemeral	lasting a very short time
transient	something that lasts for a short amount of time
androgyny	of indistinct gender
melancholy	deep sadness
emasculate	to deprive a man of his stereotypical role
catalyst	speeds up a reaction
sacrilege	destruction of something holy
motif	repeated image
5. Key Terminology, Symbols and Devices	
<p><b>Motif</b></p>	<p>A recurring image or idea that has symbolic importance. The best example in Macbeth would be blood.</p>
<p><b>Soliloquy</b></p>	<p>When a character is alone on stage and speaks their thoughts aloud to themselves.</p>
<p><b>Iambic Pentameter</b></p>	<p>A line of a play or poem that has ten syllables organised into five pairs of syllables, where the second in each pair is emphasised. e.g. "When you durst do it then you were a man"</p>
<p><b>Foreshadowing</b></p>	<p>When a hint or warning is given about a later event.</p>
<p><b>Dramatic Irony</b></p>	<p>When a character is unaware of something that the audience is aware of, so they don't know the full significance of their words.</p>
<p><b>Symbolism</b></p>	<p>When something symbolises a set of ideas e.g. "The raven himself is hoarse" – raven symbolic of death, supernatural.</p>
<p><b>Aside</b></p>	<p>When a character pauses in a conversation to speak only to the audience or another character, unheard by the rest.</p>

The Big Ideas	Notes	The Methods	Notes
<p>1. Shakespeare uses the play to demonstrate the terrible consequences of disrupting the <b>natural order</b>. His rule is unnatural and brings only disorder and sickness. His death restores balance.</p>		<p>1. Shakespeare uses <b>blood as a metaphor for guilt</b> through the play. As the guilt increases, the volume of blood increases.</p>	
<p>2. Shakespeare uses the play to demonstrate the consequences of engaging with <b>the supernatural</b>.</p>		<p>2. Shakespeare uses <b>apparitions</b> to present the consequences of ungodly behaviour and is ambiguous about whether they are real or imagined.</p>	
<p>3. Shakespeare uses Macbeth's role as a tragic hero to highlight how vulnerable people are to the destructive <b>temptation of power</b>.</p>		<p>3. Shakespeare's <b>characterisation of Macbeth and Lady Macbeth</b> establishes the idea that ungodly deeds do not go unpunished.</p>	

# B7 – Ecology

## Ecosystems

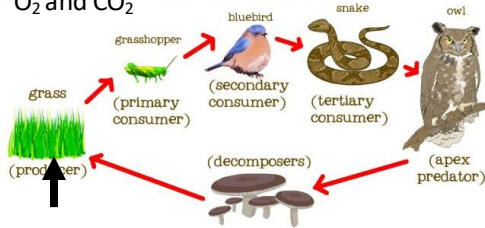
An ecosystem is all the living organisms within an area (community) plus the physical habitat



## Interdependence

Organisms rely on each other for...

- Food
- Shelter / nesting sites
- Seed dispersal
- O<sub>2</sub> and CO<sub>2</sub>

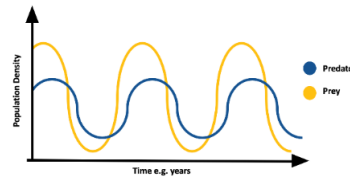


## photosynthesis Biotic and Abiotic Factors

Factors that affect the number of organisms

Biotic – living	Abiotic – non-living
<ul style="list-style-type: none"> <li>• availability of food</li> <li>• new predators arriving</li> <li>• new pathogens</li> <li>• one species outcompeting another so the numbers are no longer sufficient to breed.</li> </ul>	<ul style="list-style-type: none"> <li>• light intensity</li> <li>• temperature</li> <li>• moisture levels</li> <li>• soil pH and mineral content</li> <li>• wind intensity and direction</li> <li>• carbon dioxide levels for plants</li> <li>• oxygen levels for aquatic animals.</li> </ul>

## Predator-Prey Relationships



Population increases and decreases follow similar pattern in a cycle because they affect each other – more prey = more food for predator.

However predator and prey not 'in phase', e.g. predator population changes are delayed as it takes time for the predator population to grow.

## Competition

Plants	Animals
Light Space Minerals ions Water	Food Mates Territory

## Plant adaptations



Plants in desert areas have :

- deep roots to maximise water uptake
- thin/no leaves to minimise water loss
- Spines to stop them being eaten

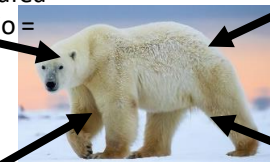
## Animal Adaptations



Can be:

- Structural – a feature of the organism's body (e.g. thick fur, bright colours, camouflage)
- Behavioural – responses from the organism (e.g. hibernation, migration, huddling together)
- Functional – a body process (e.g. camel breaking down hump of fat into water, producing little urine)

Small surface area to volume ratio = ↓ heat loss



Thick layer of fat

Fur colour camouflaged with snow

Thick fur

Large surface area to volume ratio = ↑ heat loss



Very little fat

Thin fur

Fur colour camouflaged with sand

## Extremophiles

Extremophiles are organisms that live in extreme environments.

Extreme environments = high temperatures, high pressure or high salt concentration.

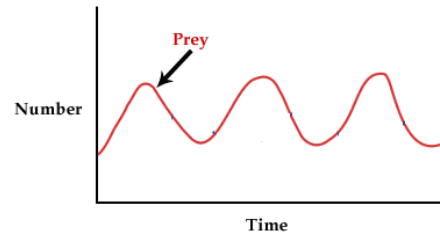
E.g. bacteria living in deep sea vents = extremophiles.

## B7 – Ecology

### Ecosystems

1. What is a community?
2. What is an ecosystem?
3. Give two things that animals rely on plants for
4. Give two things that plants rely on animals for
5. What is the term given to the predator at the very top of a food chain?
6. Why are green plants known as producers?
7. Name two biotic factors that can affect organisms within a habitat
8. What does the term 'abiotic' mean?
9. Name two abiotic factors

1. Name two things plants compete for
2. Name two things animals compete for
3. Sketch the line to show how the predator population would change on the graph below



4. Why do some plants have spines instead of leaves?
5. Name two ways plants are adapted for living in desert climates.

1. Name the three types of adaptations
2. Name one behavioural adaptation
3. How are animals adapted to live in cold climates?
4. What are extremophiles?
5. What is the surface area : volume ratio like on desert animals?
6. Give an example of an extremophile

# C10 – Using Resources Water

## Potable Water

- Water is **essential** for life.
- **Potable water** is water that is safe to drink.
- Potable water is not pure as it contains some dissolved substances.

In the UK – rain water provides water with low levels of dissolved substances that collects in the ground and in lakes and rivers. This is fresh water.

Most potable water is produced by:

- 1) Choosing an appropriate source of fresh water
- 2) Passing the water through filter beds
- 3) Sterilising to kill bacteria

Sterilising agents used for potable water include:

- Chlorine
- Ozone
- Ultraviolet light



## Desalination of Sea Water

- **Potable** water can be made from sea water through desalination.
- Required a lot of **energy** to **remove salt** in sea water.

Can be done by:

### **Distillation**

- Sea water heated until it boils
- Steam is **condensed** to make potable water
- Requires a lot of **energy**

### **Reverse Osmosis**

- Water put under **high pressure** and passed through **membrane** with tiny holes in.
- Holes allow water through but not salt/ions
- Very **expensive**
- Produces **large volumes** of waste water.

## Waste Water Treatment

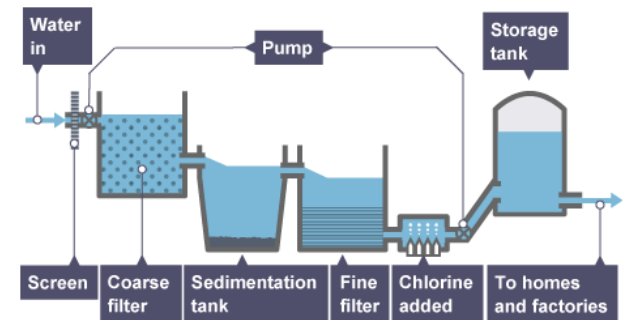
- Waste water needs to be treated before being released back into environment

**Pollutants** can be present in waste water including:

- Human waste contains harmful **bacteria** and nitrogen – can harm aquatic ecosystems.
- Industrial waste can contain **toxic** substances
- Agricultural waste water can contain **fertilisers** or **pesticides** – disrupt ecosystems.

**Sewage treatment involves:**

- 1) Screening and grit removal to remove large particles
- 2) Sedimentation – allows tiny particles to settle – produces sewage sludge and effluent (liquid that remains on the top)
- 3) Sewage sludge is digested anaerobically by specific bacteria
- 4) Effluent is treated with aerobic bacteria to reduce volume of solid waste.





## C10 – Using Resources

1. What is potable water?

2. What is fresh water?

3. Where does fresh water collect in the UK?

4. After finding an appropriate source of water, what two stages are needed to make it potable?

5. What are the 3 methods of sterilising water?

6. Why is water treated with chlorine?

1. How can potable water be made from sea water?

2. Give a disadvantage of this technique.

3. Describe the process of distillation.

4. Describe the process of reverse osmosis.

1. State three pollutants that may be present in waste water.

2. Complete the table to explain the steps in treating waste water.

Step	Explanation
Screening	
Sedimentation	
Anaerobic digestion	
Aerobic digestion	

## C10 – Using Resources – Required Practical – Analysis and purification of water

### Analysing the pH of Water Samples

- Test pH of each water sample using pH probe or universal indicator.
- Compare to pH chart if using universal indicator

### Analysis the Mass of Dissolved Solids

1) Measure out 50 cm<sup>3</sup> of water sample using measuring cylinder.

2) Take the mass of evaporating basin using top pan balance.

3) Heat the sample in the evaporating basin gently until all liquid evaporates.

4) Let the evaporating basin cool

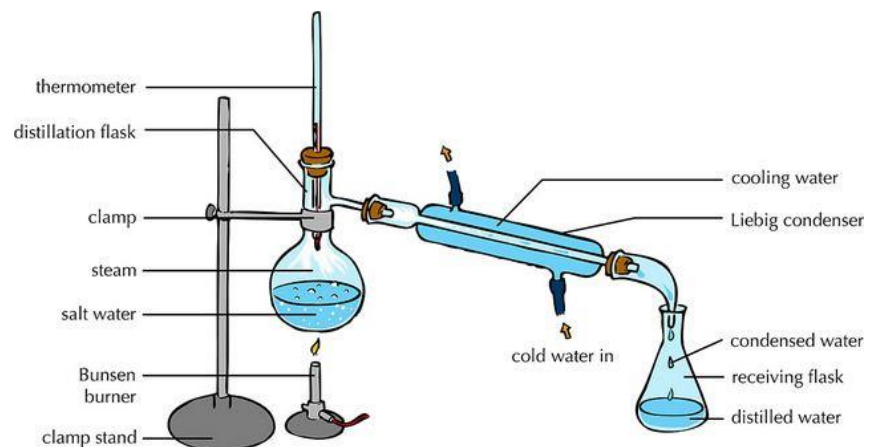
5) Re-take the mass of the evaporating basin.

6) Calculate the mass of the solid left behind by doing: final mass – initial mass.

7) Repeat with different water samples (e.g. rainwater, salt water, spring water)



### Distillation of water Sample

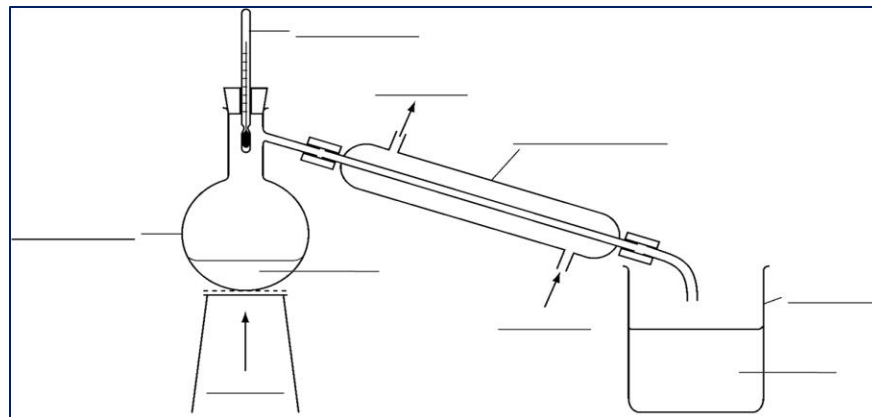


- 1) Set up apparatus as shown in picture with the sample of water in the round bottom flask.
- 2) Heat water sample until it boils gently.
- 3) Water vapour enters the tube at the side (condenser)
- 4) There is cold water surrounding the tube
- 5) The water vapour cools and condenses and collects in the flask.
- 6) The water collected should be **pure**.

## C10 – Using Resources – Required Practical – Analysis and purification of water

1. Write a method of how to investigate the mass of solids in different samples of water.

1. Label the diagram below to show how to purify salt water.



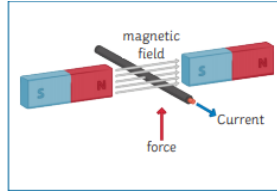
Bunsen, water sample, water, beaker, condenser,  
water in, water out, thermometer, round bottom  
flask

2. What is the name of this technique?
3. What two changes of state happen during this?
4. Describe the water that is collected in the beaker

# P7 – Magnetism and Electromagnetism

## The Motor Effect (HT only)

- When a wire carry a **current** is placed in a magnetic field, the two magnetic fields interact and a **force** is exerted on the wire. .
- This is called **motor effect**.
- The force produced by the motor effect can be calculated using:



$$\text{Force (N)} = \text{magnetic flux density (T)} \times \text{current (A)} \times \text{length (m)}$$

$$F = B \times I \times l$$

For example:

A current of 8A is flowing through a wire that is 75cm long. The magnetic field acting at a right angle on the wire is 0.5T. Calculate the force.

Remember: the equation uses length in m. The question has given you the length in cm so you need to convert it before you answer.

$$F = 0.5 \times 8 \times 0.75$$

$$F = 3\text{N}$$

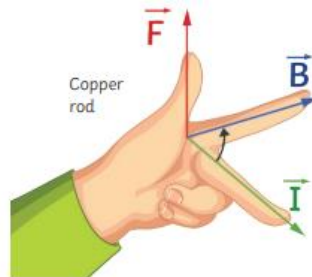
- If current flowing through wire is **parallel** to magnetic field, **no force** is produced.

## Fleming's left-hand rule.

- You may be asked a diagram and asked to indicate direction of force.
- You can use Fleming's left-hand rule to do this (picture)

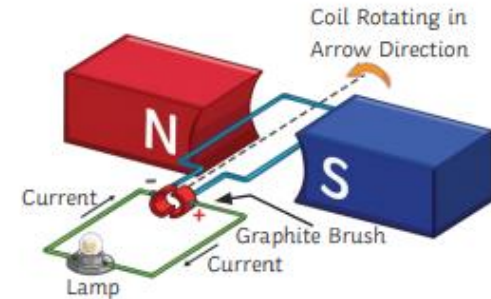
Remember ( **F B I** ):

- Use your **left hand!**
- The angle between index and middle should be **right angle**.
- Thumb = direction of **force**
- First finger = direction of **magnetic field**
- Second finger = direction of **current** through wire.



## Electric Motors (HT only)

- When wire carrying current is **coiled**, the motor effect causes wire to **rotate**.
- This is how an **electric motor** works.

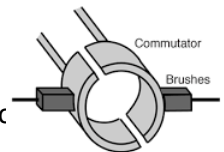


- Current flows force produced acts in **opposite directions** causing coil to **rotate** overall.

- When coil reaches a **vertical position**, force is parallel so would be zero – stops rotating.

- A gap in the **split ring commutator** in the motor cuts the current temporarily.

- Momentum ensures the coil carries on mo



- The commutator reconnects and **changes the direction of the current** to maintain a **constant rotation** in one direction overall.

- Increase speed of rotation by increasing the:
  - current
  - strength of magnet
  - number of turns on the coil

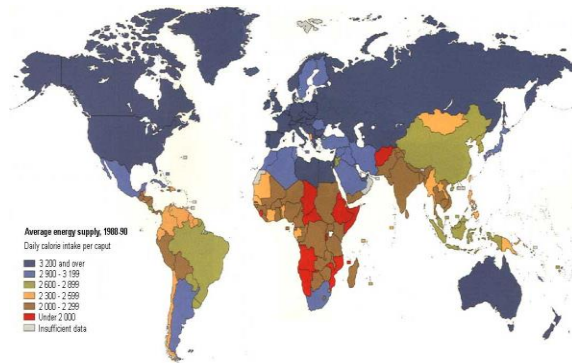
## P7 – Magnetism and Electromagnetism

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1. What is the 'motor effect'?</li><li>2. State the equation for calculating the force produced by the motor effect.</li><li>3. What happens to the force if the current flowing through the wire is parallel to the magnetic field?</li><li>4. What is Fleming's left-hand rule used to indicate?</li><li>5. What does your thumb represent?</li><li>6. What does your first finger represent?</li><li>7. What does your second finger represent?</li></ol> | <ol style="list-style-type: none"><li>1. What happens when a wire carrying a current is coiled?</li><li>2. How does an electric motor work?</li><li>3. Why is a <b>split ring commutator</b> used?</li><li>4. How can we increase the speed of rotation of the motor?</li></ol> |
|--|---|

## The significance of food, water and energy to economic and social well-being.

Everybody needs food, water and energy Resources, such as food, water and energy are needed for **basic human development**. People need food and water to **survive** and stay healthy. **Energy** is needed for a **basic standard of living**. Access to **food, water and energy** affects the **social well-being** of people and countries.

### Food:

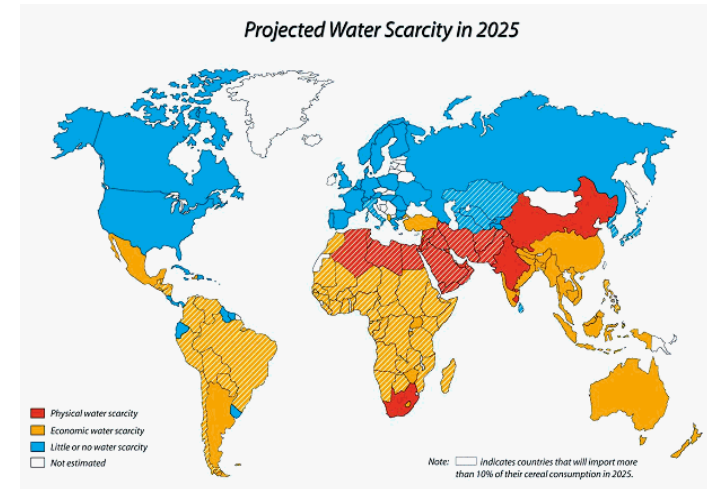


Map showing daily calorie intake world wide

- 1.As can be seen from the map, the daily calorie intake is **uneven** across the world. With many **LIC countries** having a very **low calorie intake**. Especially the Sub Saharan African countries.
- 2.Without access to enough safe, nutritious food people can become **malnourished** – which means to not have the right balance of nutrients in their diet, this can affect a child’s development.
- 3.Malnourishment** increases the likelihood of getting **diseases** – one third of all children under the age of 5 that die globally due to diseases linked to malnourishment.
- 4.People who may not get enough to eat will **not preform** as well in **school** or at **work**. Meaning the population will **lack** the **skills** needed to help a country’s economic development.
- 5.Overall a lack of food will have a **negative impact on social well** being of people. It may lead to social unrest and **civil war**, it leads to **health problems**, and forces people to **migrate** from their homes.
- 6.It can also have a **negative** impact on the **economic well-being** of the people, as people can’t work if they have no food, children can not attend school as they must either try to farm the land or find food. This **stops the country from developing**.

### Water

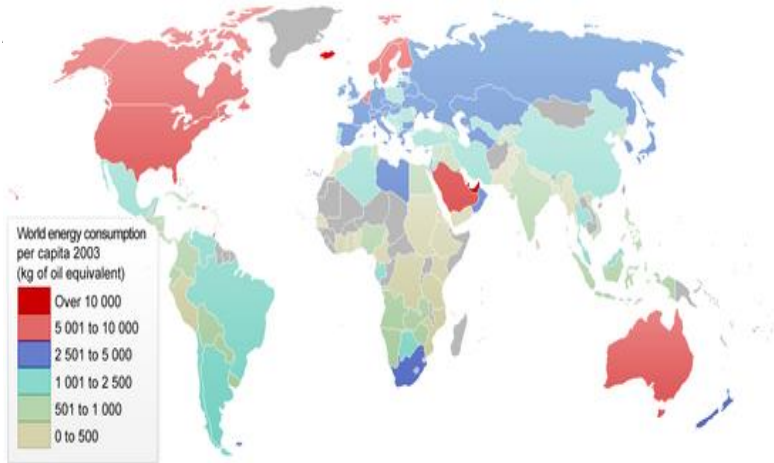
A map showing projected water scarcity



- 1.As can be seen from the map, water availability is **uneven** across the globe. Many north African countries may not have physical access to water by 2025.
- 2.Water is needed for **drinking, cleaning and cooking**.
- 3.Without sanitation**, water sources can also become **polluted** e.g. by raw sewage
- 4.Water borne diseases like **cholera and typhoid** kill millions of people each year.
- 5.A lack of water impacts the **social well being** in countries as **diseases and death** are common. Civil war can also take hold. It can lead to a lack of food and starvation.
- 6.It can also have a **negative** impact on the **economic well being**, as people spend all day **searching for water** meaning they can not work or attend school. This stops the country from developing.

## The significance of food, water and energy to economic and social well-being.

Everybody needs food, water and energy Resources, such as food, water and energy are needed for **basic human development**. People need food and water to **survive** and stay healthy. **Energy** is needed for a **basic standard of living**. Access to **food, water and energy** affects the **social well-being** of people and countries.



### Energy

1. The map shows that energy consumption is **uneven** globally, with the **highest rates** of consumption generally taking place in the **HICs**.
2. Energy is important for **industry, transport and homes**.
3. **Social well being** will be **negatively impacted without** energy as people will not be able to heat homes, or turn lights on during the night. Social unrest/ civil war can take place over the availability of resources
4. The **economic well being** in the country can be **negatively impacted**, as industries can not operate, meaning there are few jobs, which could help the country develop. Furthermore, people can not travel to jobs in other places, as the lack of energy makes travelling difficult.

## An overview of global inequalities in the supply and consumption of resources.

1. The global distribution of resources is uneven
2. Some countries do not have energy reserves, others have **poor climates** meaning food production is difficult.
3. For some countries the only way to access these resources is to **import** them, which is **expensive**.
4. **Consumption** of resources therefore **depends on wealth** and their **availability**.
5. HIC's can afford to buy more resources, so consumption is greater to sustain their higher standards of living and social well being.
6. In NEE's like China consumption is growing quickly. Industry is developing very fast, which requires lots of energy) and population and wealth is also increasing rapidly
7. However, in **LICs** they **can not afford** to **exploit** their resources or **import** from other countries, so consumption is low.

### **Key word:**

- **Consumption: the action of using up a resource**

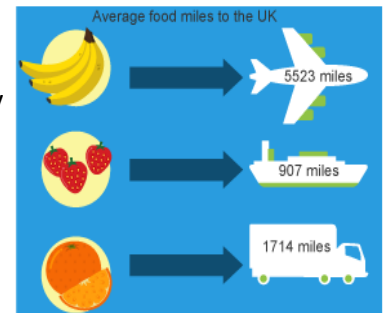
## An overview of resources in relation to the UK: Food

### Seasonal foods are now available all year round

1. The type of food that are in demand in the UK has changed. Before the **1960's** most fruit and veg sold in the UK was grown **locally**. **Seasonal foods could not be purchased all year round**, such as strawberries or Brussel sprouts. Seasonal foods are not available all year round, you can only buy it during the months it growth. This has now changed.
2. There has been a growing demand for **seasonal produce** to be supplied **all year round**. So now we import things like strawberries from Mexico and Apples from South Africa.
3. **Demand** has grown for high value foods like **exotic fruits**, vegetables and spices. These high value foods have become more popular in the UK as people's incomes have increased. These are often grown in **LICs** and **imported** to the UK.
4. There has been a **growing demand for organic food**. These are grown without the use of artificial fertilisers and the production of organic produce **does not have a negative impact** on the environment. Some organic food is produced in the UK, but lots is imported too.

### The problems associated with our food – the carbon footprint!

1. The **growing, processing and packaging** of our food produces **C02** and other greenhouse gases. In 2013 9% of the UK's greenhouse emission came from growing food.
2. **Transporting food** from where it is grown to where it will be sold produces **C02**. This movement is called '**food miles**.'
3. The **amount of greenhouse gas** produced during growing, packaging and transporting is called it's **carbon foot print**. A larger carbon footprint means more greenhouse gases and more global warming.
4. **Imported foods** have to be transported along way, so have **high food miles** and a **large carbon footprint**.
5. Environmentalists are encouraging people to **buy locally** grown food. **Farmers markets**, farm shops and locally produced vegetable boxes are becoming more popular – reducing the carbon footprint of the food we eat.



### Farming is becoming more industrialised

1. Since the 1960's there has been a growth in **large scale industrial farming** where processes from the production of seeds and fertilisers, to the processing and packaging of food is controlled by large firms, known as **agribusiness**.
2. This has caused **farm sizes to increase**. Small farms have been taken over and **field sizes made bigger**, so more can be produced.
3. The use of **chemicals** has increased – large amounts of **artificial fertilisers** and **pesticides** are added to crops to help them grow. and special feed to animals to encourage growth
4. The number of **workers has fallen**, as **modern technology** is capable of doing the work.
5. Industrial farming has had **negative environmental impacts**, including **hedgerow destruction** (loss of habitats), increased **soil erosion**, and **fertilisers** running into streams and ponds, causing algae to grow and the fish life to die.



## **An overview of resources in relation to the UK: Water**

### **Demand for water across the UK**

1. In the UK the places with the **best supply** of water are **not** the areas with the **greatest demand**.
2. The **highest demand** for water in the UK is in the **South East**, where the population is growing and there is little rainfall. The **highest** amount of **rainfall** is in the **north west**, where the population is actually declining.
3. The **south east** is an area of **water deficit** (there is a greater demand than can be supplied).
4. The **north and west** are areas of **water surplus** (there is a greater supply than demand).
5. The amount of **water used** in the UK has **increased by 70%** since 1975. Mainly due to new appliances like washing machines and dishwashers
6. The **UK's population** has also **increased by 10 million**, meaning more users.
7. The south east continues to grow, even though water supply is low. This is due to the north south divide.
8. Demand is increasing because of increased population, more crops required, Technology has changed (washing machines etc), power showers, central heating

### **The problems of polluted water in the UK**

1. **Polluted or low quality water** reduces the amount available for use
2. The quality of water in the UK has been **improving**. However there are **still problems**, such as **nitrates** from fertilisers being **washed into rivers** and soaked into groundwater. Also, **pollutants from vehicles** being washed into water sources through run-off when it rains.
3. **80%** of water in southern parts of the UK comes from **groundwater**. However, **pollution** is affecting about **50%** of this. Many groundwater supplies have been closed, or expensive treatment of them has taken place.
4. Strategies used to improve water supply include, putting **stricter regulations** on how much **fertilisers** and pesticides can be used. Also, **higher taxes** have been introduced on the **most polluting cars**. This encourages people to buy newer, greener models.

### **Water transfer can help to maintain supplies**

One way to **deal water deficit** issues, is to **transfer water** from areas of surplus to deficit. Water Transfer schemes meet the demand for water by **transferring water from areas of water surplus** (low population, high rainfall) to **areas of water of deficit** (high population, low rainfall and high industry). It first creates a reservoir in an area of water surplus and holds it. This water is then transferred to areas of water deficit. However, water transfer can cause problems: Dams can be **expensive** to build and the reservoirs lead to huge areas being flooded, damaging farm land, habitats and causing people to be relocated. **Political issues** can exist e.g. people may not want their water transferred to another area.

Conserving water is also being used to lower the demand. The UK is trying to conserve water by: fixing leaking pipes, teaching children in schools about not wasting water i.e turning off taps while brushing your teeth, Using technology, dual flushing systems on toilets or collecting and using rain and grey water, Banning the use of hose pipes during times of water stress

## An overview of resources in relation to the UK: Energy

### The UK's energy mix is changing – renewables!

1. Traditionally the UK relied on **fossil fuels** (coal, oil and gas) to supply its energy. In **1970**, 91% of our energy came from oil or coal.
2. The discovery of large **gas** reserves under the **North Sea** meant that by **1980**, 22% of the UK's energy was supplied by gas.
3. The use of **nuclear energy** to produce electricity also **increased** during the **1990's**.
4. Recently there has been a movement towards using **renewable energy supplies**, rather than fossil fuels. All coal fired power stations in the UK are due to close by 2025. In **2014**, **19%** of all electricity produced in the UK was generated by **renewable energy**.
5. **Wind and bioenergy** (energy from the burning of biological source e.g. food waste or oil rape seed) are the **biggest sources** of renewable energy, but the use of solar and hydroelectric power have also increased.

### The UK's supplies of coal, oil and gas are running out

1. **North Sea** oil and gas reserves are rapidly **running out**.
2. The UK still has **coal reserves**, but the **use** of coal has declined rapidly since the 1950's. This **decline** has happened as we have tried to **reduce CO2** emissions and the cost of **mining** these reserves is very **expensive**. The last deep coal mine closed in the UK in December 2015..
3. The use of **shale gas** from underground in the UK is being considered. This is extracted using a process known as **fracking**: fluid is pumped into shale rock at high pressure, causing it to crack. This forces gas trapped in the rock to flow back out of a well, where it is collected. Much of the fracking in the UK would take place in the **North West** of the country, this has the potential to create **thousands of jobs** in an area of economic decline. Aberdeen is one of the most wealthiest places in the UK and this is linked directly to job creation and **taxes** from offshore oil and gas.

### Exploiting energy sources causes economic and environmental issues.

Energy resources are very important for the UK, exploiting these **creates jobs** and **wealth** for areas of the UK. However this extraction can cause problems:

#### **Economic issues:**

1. The cost of extracting fossil fuels can be expensive. As the reserves run out extraction becomes more difficult and costs increase further.
2. North Sea oil is especially expensive to extract. If the price of oil drops (as it did between 2010-2013), it may cost more to produce than to sell. This could lead to job losses.
3. The cost of producing energy from renewables and nuclear is very high. This cost is often passed on to the consumer,
4. Money is needed to continue to research into alternative energy sources such as fracking, or building new nuclear power plants
5. Renewable energy can be unreliable and inefficient. This means the UK still has to pay high prices to import energy from other countries.
6. Nuclear waste is expensive to dispose of as it is highly dangerous. This pushes up the cost of producing electricity.

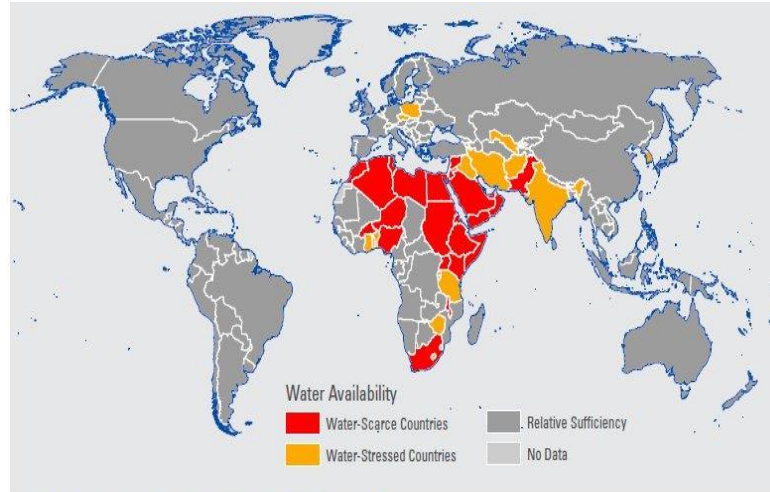
#### **Environmental Issues**

1. The burning of **fossil fuels** produces **CO2** and greenhouse gases, this is causing the greenhouse effect.
2. **Fracking** may **pollute groundwater** and cause **mini-earthquakes** – this has led to some people campaigning to ban it.
3. Large areas of land are needed to produce energy, this can **destroy habitats** and create a **scar on the landscape** (lowering house prices).
4. Accidents such as **oil spills** or **nuclear disasters**, can leak toxic chemicals into water sources, soils and the atmosphere, **killing animals** and posing a significant **risk to human health**.
5. Natural ecosystems can be damaged by **renewable energies**, like large wind farms, which **create noise** and **scare wildlife**. They can also ruin the landscape of coastal and countryside areas, putting tourists off visiting.

**WATER: Areas of surplus (security) and deficit (insecurity):** • global patterns of water surplus and deficit • reasons for increasing water consumption: economic development, rising population • factors affecting water availability: climate, geology, pollution of supply, over-abstraction, limited infrastructure, poverty.

### Global patterns of water surplus and deficit

Water security – area with high rainfall and or very low population density e.g. Canada and Brazil



Source: Population Action International (PAI). *Mapping Population and Climate Change*. Washington, DC: PAI.

Water insecurity – areas with low rainfall and or very high population density e.g. Libya, Mexico

### Global demand for water: Water insecurity is not having enough clean water

- **Water security** means having a reliable and sustainable **source** of enough **good quality water** to **meet** everyone's **needs** – for industry, agriculture and personal health.
- Water security depends on the amount of **water available** (e.g. from rainfall, rivers, groundwater etc.) and the **number of people** that need to use that water. It also depends on being able to **access** that water which can be hard if you are poor.
- Having **more water** than is needed is known as **water surplus**. When there is **not enough water** to meet everyone's needs it's called a **water deficit**.
- A **water deficit** can lead to **water insecurity** – when there is not enough clean water to keep everyone healthy, or enable them to make a living (e.g. to water their crops, provide energy etc.)
- When **demand** for water is **greater than** the **supply** during a certain period, or when water is not of high enough quality to use, places are said to experience **water stress**.

**WATER: Areas of surplus (security) and deficit (insecurity):** • global patterns of water surplus and deficit • reasons for increasing water consumption: economic development, rising population • factors affecting water availability: climate, geology, pollution of supply, over-abstraction, limited infrastructure, poverty.

Water demand is rising as there are more people with more money:

**Rising population**

- The world population is increasing. Each person needs water for drinking, washing, preparing food etc.
- More people also means that **more food** needs to be grown – **irrigation for agriculture** uses **70%** of the world's **freshwater resources**.

**Economic development**

- Countries are becoming **more industrialised** as they develop. This means they are producing more goods. **Manufacturing** uses a **lot of water**.
- Energy production – **15%** of all **water** withdrawn globally is used to **produce energy**, e.g. cooling in thermal power plants.
- **Rising living standards** – as countries develop, people's wealth increases and they can afford a higher standard of living. This **increases water use** as more people use **flushing toilets, showers, dishwashers** etc.

Factors affecting water insecurity:

<b>Physical factors:</b>	<ul style="list-style-type: none"> <li>• <b>Climate</b> – most places rely on rainfall, which feeds lakes and rivers, for their water supply. If <b>climates</b> are <b>hot</b>, lots of water is lost from lakes and rivers due to <b>evaporation</b>.</li> <li>• <b>Climate change</b> is altering the total amount of rainfall in places, as well as how often it rains and how heavy it is. Many dry <b>areas</b> are <b>getting drier</b>, increasing the risk of droughts.</li> <li>• <b>Geology</b> – when rain falls on <b>impermeable rock</b> e.g. clay, it can't soak in, so <b>flows off</b> into rivers and lakes. These are easy to get water from. However, when rain falls on <b>permeable rock</b> e.g. sandstone, it <b>infiltrates</b> through them and forms underground <b>water stores</b> aquifers), which are harder to get to. However groundwater can make water available in very dry places e.g. the Sahara desert.</li> </ul>
<b>Economic and social factors</b>	<ul style="list-style-type: none"> <li>• <b>Over extraction</b> can take place, when <b>more water</b> is being <b>used</b> than is being <b>replaced</b>. This can be caused by <b>population growth</b> (which is common along the area of the Sahel – on the edge of the Sahara desert). Another cause can be <b>improvements in sanitation</b> and <b>personal hygiene</b> e.g. people take <b>more showers</b>. Finally, tourism and <b>recreation</b> can increase water stress, for example watering golf courses in dry areas – in Spain one <b>golf course</b> of the summer season uses as much water as a town with a population size of 20,000 in the UK.</li> <li>• The <b>pollution of water</b> from rapid industrial development, means <b>less</b> water is <b>available</b> for drinking.</li> <li>• <b>Human and animal waste</b> are a hazard where people share water sources with animals and do have access to sanitation.</li> <li>• <b>Limited infrastructure</b> – rapid urbanisation means that water pipes and sewers can not be built quickly enough. This means <b>sewage contaminates the supply</b>.</li> <li>• <b>Poverty</b> – water providers charge a fee for supplying water. People who are <b>too poor</b> to <b>pay</b> for the <b>mains supply</b> will look for other sources, which may not have been treated to make them safe.</li> </ul>

**Impacts of water insecurity – waterborne disease and water pollution, food production, industrial output, potential for conflict where demand exceeds supply.**

- **Diseases** – where water is scarce, supplies of drinking water can become contaminated with sewage or industrial chemicals e.g. fertilisers. This can cause **cholera and typhoid**, leading to death.
- **Reduced food production** – A shortage of water means **less irrigation** can happen, therefore less crops produced which can lead to **starvation**.
- **Industrial output can decline** – Industries use huge amounts of water, when water is scarce it results in less being produced, causing **profits and wages to fall**, which is bad for the economy.
- It can cause **conflict** – When countries of water insecurity share the same water supplies e.g. a river or aquifer, water shortages can trigger conflicts. For example one country may decide to build a dam to trap more water, however this will mean the country further down stream will have less.

**Overview of strategies to increase water supply: • diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination**

**Water supplies can be increased**

- Water is often not where it is needed. **Water diversion schemes** transfer water from areas of surplus to areas of deficit.
- **Seasonal variations** in rainfall can cause a water deficit at certain points during the year. One way to solve this is to **store water in tanks**, or in **reservoirs**. This gives a reliable source of water all year round.

**Water transfer**

- Water transfers are **large scale engineering** projects that move water from a river that has surplus water to a river that has a water shortage.
- The water is usually transferred in **canals and pipes**.
- Water transfer can **reduce the water deficit issue**, meaning farmers do not suffer crop failure and life can carry on as normal e.g. no hosepipe bans etc. In LICs this stops people being forced to drink dirty water.
- However, it can cause **social and economic problems**. For example, the cost of pipes can be **expensive** and this is **passed** on to the **consumer**, this means poorer people may struggle to buy the water. **Areas** where the water is being **transferred from** could end up in **drought**, during particularly dry periods. This causes **conflict** as local farmers may be angry that they can't grow crops as their water is being transferred.

**Overview of strategies to increase water supply: • diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination**

**Dams and Reservoirs**

- Building a dam across a river **traps** a large amount **water** behind the dam, creating a **reservoir**.
- During times of **water surplus** the reservoir will fill. This is **stored** and can then be **released in times of water deficit**. Meaning there is a consistent flow of water all year round. This provides clean water for the population and allows crops to be grown.
- Water transfer from reservoirs is usually along **pipelines** and **pumping stations**. These are **expensive** to construct and maintain and push the price of water up for the local population.
- Most of **Birmingham's water comes from the Elan valley in mid-Wales**, where a series of dams and reservoirs provide a continuous supply for the city.
- Reservoirs cause **conflict** due to the huge area of **land** which is **flooded**. This destroys agricultural land, putting farmers out of business. It can drown settlements in the local area, meaning locals are forced to move, breaking up the community.

**Desalination allows sea water to become a water source**

1. Desalination is the **removal of salt from seawater** so that it can be used. There are **two ways** to do this. The first is to **heat** the seawater so it evaporates, the water is then condensed, this is collected and drinkable water has been achieved. The other method is to use a **special membrane** to remove the salt. This provides clean drinking water in areas of water deficit such as places like Dubai.
2. This is very **expensive** as the seawater must be **heated**, or enough **energy** is needed to push the water through the membrane. This means huge amounts of **fossil fuels** would be needed, **increasing CO2 levels**. However, in Saudi Arabia, they are currently building the world's first large scale solar powered desalination plant.
3. In the **UK**, **desalination** is mainly used during **droughts**. For example, London has a desalination plant on the banks of the river Thames. It can supply enough water for 400,000 homes in times of water shortage.
4. Wealthy desert countries such as Dubai, mainly use desalination as their main source of clean, drinking water. In **Dubai 98.8% of the water comes from desalination** with one supply plant creating 140 million gallons of desalinated water each day. This means that huge amounts of energy are being used to produce this.
5. The plants being used across the Arab countries are quite energy efficient, with the latest plant in Dubai being 82% efficient. However, it still has one of the **largest carbon footprints** in the world because of this. Also the amount of **salt in the sea is rising** rapidly as the water is taken out and the salt dumped back into the sea, this is threatening sea life in the area.
6. Dubai only has **4 days worth of back up supply of water at any time**, so if any problems were to arise at the desalination plants, the area would quickly run out of water.

## An example of a large scale water transfer scheme to show how its development has both advantages and disadvantages.

### China's south to north water diversion project – Large scale project

To cope with water insecurity, the Chinese government has planned a **\$62 billion project** that will transfer **44.8 billion cubic litres of water** every year **from the south to the north** of the country. Two of the three planned routes have been completed – the Central and Eastern Routes.

#### Advantages of the project

1. It provides water for people in the north, in major cities such as Beijing and Tianjin. In total over **50 million people will benefit** from the project, as they will have clean, uncontaminated water.
2. **Industry** can continue to **develop** in these large cities and across northern China, bringing **taxes** and wealth to the country allowing it to develop.
3. It provides a reliable source of water to **irrigate farmland**, meaning crops can be grown and food shortages do not happen.

#### Disadvantages if the project

1. Huge areas of **land** had to be **flooded** to create the **reservoirs**, one of the largest was part of the 3 gorges dam project. This caused **habitats to be ruined** and animals such as the **yellowfin dolphin** to become extinct.
2. The creation of the **Danjiangkou Reservoir flooded farmland**, causing farmers to lose jobs, as well as forcing 345000 people to move, destroying the communities within the area.
3. The **water supplied** to Beijing is **very expensive** for consumers as the project cost so much. The project **only supplies urban areas** and those that can afford it – this means that the **urban poor** and those in **rural areas have not got access to this clean water source** so still have the same problems as the past.
4. **Water stress in the south** will increase as so much water is being diverted. During severe droughts, there won't be enough drinking water or irrigation water for over 30 million people. This could cause crop failure and force people to drink dirty water causing disease.



sketchmap only—exact data unknown  
 Current status:  
 Eastern route: extensive work has been done  
 Central route: work commenced in 2004

**Moving towards a sustainable resource future: an example of a local scheme in an LIC or NEE to increase sustainable supplies of water.**

**Kenya: Sand Dams**

Kenya is a LIC, with a hot, dry climate. Most rain falls in just a few heavy downpours each year. Most rivers therefore only flow in the rainy season, as in the dry season the water evaporates. It is difficult for rural communities to store water for future use. People in Kenya's Malaika near the town of Mitito Andei have been helped to build sand dams (African Sand Dam Foundation), which give them access to water all year round.

**This is how:**

1. A low dam (about 1 m high) is built across the river using locally found materials like rocks and cement
2. During the rainy season, when water is flowing in the river, coarse material like sand is trapped behind the dam.
3. Water gets trapped between the sand particles (about a third of what is trapped behind the dam is actually water)
4. Over many rainy seasons the sand builds up
5. The sand prevents the water from being evaporated by the hot sun during the dry season and filters the water
6. When the river stops flowing, water can be extracted from the sand by digging a well, piping the water through the dam to a tap or simply digging holes and scooping the water out
7. Eventually the water table also rises, which means that crops start to flourish in the area.
8. The dams are cheap to build, use local materials and don't require much maintenance
9. The height of the dam can be raised every year to trap more sand and water

**Problems of the scheme:**

1. Require the charity to supply the concrete and knowledge on how to build the dam
  2. Require the charity to educate local people on drought resistant crops
- Both of these depend on overseas aid donations from the public.



## Moving towards a sustainable resource future: water conservation, groundwater management, recycling, 'grey' water

### Water conservation:

1. Fixing **leaking reservoirs, pipes and dripping taps** helps to stop water being wasted. In the UK **3.3 billion litres** of water are lost every single day.
2. Fitting **dual flush toilets** reduces use, as they use less water. They save up to **3.5 litres** for every flush. Some urinals are also waterless now, such as in McDonalds, saving millions of litres of water per day.
3. More **efficient dishwashers and washing machines** are now used, and people are encouraged to only run these on full load.
4. Fitting homes and businesses with **water meters**, means people are more aware of the water which they are wasting/using. This means they are more likely to reduce their use.
5. **Educating people** to take shorter showers and turn off taps when not in use (e.g. brushing teeth).
6. **Building adaptations such as green roofs**, these filter rain water and allow it into the main supply. Where it can be used for cleaning.
7. **Water butts** can be used to catch rainwater which would from the downpipe of gutters. This can be used to water the garden, flush toilets etc.

### Recycling and 'Grey' Water:

1. Recycling water means to **take what has already been used and using it again**, rather than returning it to a river or the sea. This makes water use more sustainable because less water needs to be taken from rivers or groundwater.
2. Water from homes and industries can be pumped to **water treatment plants**, where it is cleaned and made safe to reuse.
3. The recycled water is used for **irrigation, industry, power plants and toilet flushing**. However, it can be treated enough to make it re-drinkable and the process is expensive and polluting.
4. **'Grey' water** is a type of recycled water. It is usually **used immediately** rather than being treated first. It is normally waste water from people's homes, for example, from washing machines, showers or sinks. It does not include toilet water as this is contaminated.
5. Because it is quite clean it can be **used for irrigating gardens, farmland, washing cars and flushing toilets**. This can save thousands of litres of water.
6. This also **conserves the energy** needed to treat the water, which can be expensive.
7. This is also good as it **reduces the use of clean water**, which can be saved for drinking.
8. However, a negative is grey water **can not be used as drinking water** as it is far too dirty.

### Ground water management:

1. **Monitoring groundwater extraction** means that you can ensure that extraction of the water is not faster than is naturally being replaced.
2. **Farmers** have been told to use **less artificial fertilisers and pesticides**, companies that leak toxic waste are fined. This stops the water supply becoming contaminated.
3. **International agreements** have been created where **groundwater is shared** between countries. This ensures that one country does not take an unsustainable amount of water leaving another country short. However, agreeing how much water each country can take from the aquifer can be very difficult.

AVERAGE UK HOUSEHOLD WATER CONSUMPTION



### 3. The Spanish Empire 1528-1555



#### Pizarro – First Expedition

Pizarro was with Balboa when they reached the Pacific. Pizarro was impressed by Cortes and his success in Mexico. Tales of vast wealth in Peru encouraged Pizarro to find his own success.

#### November 1524 – First expedition

Not a success. Only reached Columbia before a bad weather, lack of food and attacks by hostile natives forced Pizarro to turn back. The mangrove swamps put off any idea of establishing a settlement too.

#### Impact of Gold and Silver on Spain

Used to make 8 sided coins – ‘pieces of eight’. Widely accepted in Europe due to high silver content.

The Crown took 25% of bullion coming into Spain.

75% of wealth went to Spanish merchants and conquistadors.

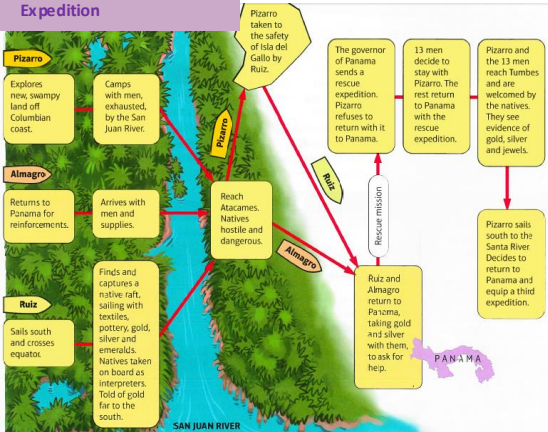
European traders put up prices for the wealthy Spanish merchants.

High prices led to inflation – workers demanded higher wages in Spain.

Charles I invested money in the military – not industry and business.

Spanish were getting wealthy by finding bullion instead of making products and selling.

#### Pizarro's Second Expedition



#### Governing the Empire

The Spanish needed to find a way to govern the discovered territories to restore peace and stability. They needed to make sure basic essentials were available, laws were in place, conquistadors didn't fight among themselves and ensure daily life was managed effectively.

**Bartolome de las Casas** – was a priest that tried to encourage the fair treatment of natives in the New World. 1527 he wrote a book 'A Short Account of the Destruction of the Indies'.

#### The New Laws:

- It was made illegal to enslave natives.
- The amount of tribute that could be collected was limited.
- Encomiendas had to be passed back to the Spanish government on the death of the encomendero.

#### The role of the Viceroy:

The Council of the Indies appointed two viceroys to govern Spanish territories: one in Mexico city and one in Lima (Peru). They acted on behalf of the government.

Justice was managed through the audiencias (courts), with judges who were independent of the viceroys.

#### The role of the **encomienda system**:

This was imposed officially across the Spanish Empire. An encomienda was land granted to a Spaniard, who was then called an encomendero. He could demand tribute from natives. In return he was responsible for their protection and their conversion to Christianity.

#### Significance of the New Laws 1542:

Laws introduced to improve the rights of native people, but encomenderos opposed them and the viceroy of Peru refused to implement them. Revolts in Peru: the most serious in 1544 had to be put down by the Spanish government and led to a temporary halt in the Spanish conquest of the New World in 1550. Although forced to suspend the laws, Charles I insisted encomiendas be passed back to the crown on the death of an encomendero. Natives continued to be exploited in the New World.

#### Pizarro's appeal to the Spanish King Charles I

In 1528 Pizarro returned to Spain with evidence of Inca wealth, including Llamas, silver and gold. Having been refused permission to launch a third expedition by the governor of Panama, he appealed to Charles I. Pizarro received a licence, the *Capitulacion de Toledo*, in July 1529, authorising him to conquer Peru.

Date	Event
Dec 1518	Smallpox epidemic in Haiti.
Sept 1520	First cases of smallpox in Mexico
1525-1527	Smallpox spreads along the Caribbean coast.
1527	Smallpox reaches Peru. Huayna Capac dies from smallpox after returning to help his people.
1529	Civil War breaks out between Huascar and Atahualpa (Huayna Capac's son).
April 1532	Huascar is captured and killed. Atahualpa takes over Cuzco.
Nov 1532	The Battle of Cajamarca – Pizarro's men hid in the town square of Cajamarca. When Atahualpa's men entered the town they met with a priest who showed them a bible. Atahualpa threw the bible on the floor which was the signal needed for Pizarro's men to attack and they took Atahualpa prisoner.
July 1533	Atahualpa promised to fill his prison with treasure in order to secure his release. Although he did this, the Spanish still sentenced him to death. On 26 <sup>th</sup> July he was garrotted.
1533	Manco made puppet ruler of the Inca Empire.

#### Founding of La Paz, 1548

La Paz was founded to symbolise the end of the revolt and to demonstrate that Spain had the overall authority in the New World, not the conquistadors. It became the administrative centre of the Spanish Empire. The Viceroy and the audiencias (courts) were based here. It was founded close to trade routes to ensure it maintained control over the silver mines based in Potosi and Oruro.

#### Discovery of silver in Bolivia and Mexico

By 1500 silver had been discovered in Potosi (Bolivia) and in Guanajuato and Zacatecas (Mexico). Some was sent back to Spain but most was kept by the conquistadors. Large mining towns developed to house workers for the mines. Colonisation of the New World increased as adventurers, merchants, speculators and their employees came in search of wealth. 25% of silver shipped to Spain went straight into the treasury.

#### Conquistador Revolt in Peru 1544

A serious revolt took place as the encomenderos were unhappy with the New Laws. This revolt was led by Gonzalo Pizarro, brother of Francisco Pizarro. It was a success and Gonzalo ruled over the Inca territory for 2 years. The arrival of a Spanish army resulted in his execution and the restoration of Spanish authority. The revolt raised the issue of control. Spain needed to govern its territories and control the rebellious conquistadors and encomenderos. This led to the founding of La Paz in 1548.

#### Pirates and Privateers

Spanish treasure was a target for Pirates and Privateers (funded by government/monarchy).

The ships were easy to find as they took well-defined and predictable routes across the Atlantic.

War with France (1542-46) meant Spain had to adapt ships and develop systems to deal with French privateers.

Galleons patrolled the sea routes and started carrying treasure as they were well armed.

Treasure fleet system developed: the **Tierra Firme** (went to S. America) and the **New Spain** (went to Mexico).



#### Revolt of the Incas 1536

The Spanish saw Manco as a puppet king who would rule on their behalf. When Manco escaped from the Spanish he assembled an army and attacked the base at Cuzco.

**The Siege of Cuzco 1536-1537**  
-10,000 Inca warriors faced 150 Spanish and 1000 native allies.  
-The Inca warriors broke into town, burning buildings to try to drive out the Spanish, but the Spanish were able to put the fires out.

-The Spanish used their cavalry to attack the Inca warriors.  
-The Spanish captured the fortress of Sacsahuaman from the Incas, which the Inca army then besieged.

-The siege ended when Spanish forces exploring Chile returned.  
-Manco withdrew and established a separate kingdom which lasted until 1572.

#### Growth of Seville

All goods imported to Europe had to go through Seville. Merchants travelled from all over Europe to buy and sell goods. This gave Spain a monopoly over trade with the New World.

#### The Slave Trade

Due to the number of deaths of natives in the New World, there was a labour shortage. Under the Treaty of Tordesillas, Spain could not directly get slaves from W. Africa. Spanish merchants could get licences (asientos) to supply slaves to the New World. Licences sold to the highest bidder who could then buy from Portuguese merchants and sell to merchants in the New World.

#### Casa de Contratacion (House of Trade)

Established in 1503 by Isabella. Collected colonial taxes. Approved voyages of exploration and trade and kept secret information on new lands and trade routes. Licenced captains of ships. In theory, no Spaniard could sail anywhere without the approval of the Casa.

#### Council of the Indies

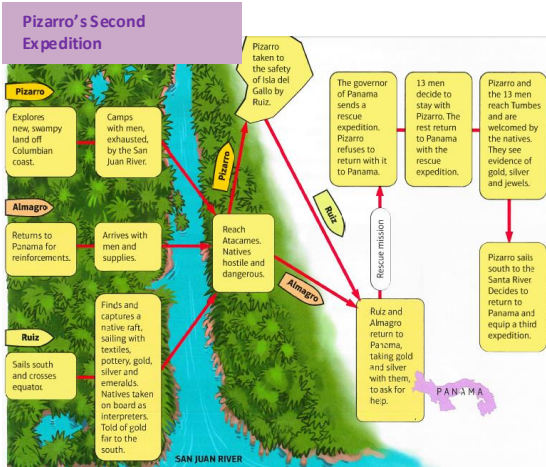
Formed in 1524 and based in Spain. Controlled all matters concerning the New World. Messages received from Viceroys would be discussed and advice given to the King. Decisions made were sent from the Council to the Viceroys. This was Spain's way of trying to maintain control over its empire in the New World.

### 3. The Spanish Empire 1528-1555



Pizarro – First Expedition

November 1524 – First expedition



#### Governing the Empire

#### Bartolome de las Casas –

#### The New Laws:

#### The role of the Viceroy:

#### The role of the *encomienda* system:

#### Significance of the New Laws 1542:

#### Pizarro's appeal to the Spanish King Charles I

In

Pizarro and the Conquest of the Inca Empire	
Date	Event
Dec 1518	
Sept 1520	
1525-1527	
1527	
1529	
April 1532	
Nov 1532	
July 1533	
1533	

Revolt of the Incas 1536	
The Seige of Cuzco 1536-1537	

#### Impact of Gold and Silver on Spain

Used to make 8 sided coins – 'pieces of eight'. Widely accepted in Europe due to high silver content.

The Crown took 25% of bullion coming into Spain.

75% of wealth went to Spanish merchants and conquistadors.

European traders put up prices for the wealthy Spanish merchants.

High prices led to inflation – workers demanded higher wages in Spain.

Charles I invested money in the military – not industry and business.

Spanish were getting wealthy by finding bullion instead of making products and selling.

#### Founding of La Paz, 1548

#### Discovery of silver in Bolivia and Mexico

#### Conquistador Revolt in Peru 1544

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#### Growth of Seville

#### The Slave Trade

#### Casa de Contratacion (House of Trade)

#### Council of the Indies



Keywords	
Tawhid	The belief in Islam that there is only one God who created everything
Omnipotent	God is all powerful and <b>"has power over everything"</b>
Immanent	God is active in the world and involved in its' creation.
Transcendent	God is outside of time and space. God cannot age or die or be located in one place.
Beneficent	Allah is compassionate, caring and good
Sunnah	The traditions and practices of the Prophet Muhammad
Qur'an	The Islamic sacred book
Hadith	A collection of traditions and sayings of the Prophet Muhammad
6 Articles of Faith	6 basic beliefs that shape the Islamic way of life
5 Roots of Usul Ad-Din	5 rules which explain how Muslims should act in daily life
Akhirah	Belief in the afterlife
Al Qadr	Supremacy of God's will and The belief in predestination which is slightly different for Sunni and Shi'a Muslims

What we are learning in this unit		
A. 6 Articles of Faith B. 5 Roots of Usul Ad-Din C. Sunnah and Hadith D. Risalah E. Torah, Psalms and Gospels F. Nature of Allah G. Qu'ran H. Torah, Psalms and Gospels I. Angels J. Al Qadir K. Day of Judgement, Paradise and Hell		

B.	5 Roots of Usul Ad-Din	
The 5 roots of Usul ad-Din are central to the Shi'a Muslim faith.		

Root	What is it?	Quote
1: Tawhid	The belief in the oneness of Allah	"He is <b>God the One, God the eternal</b> " Surah 112
2: Nubuwwah	Belief in prophethood: the chain of messengers from Adam to Muhammad	"We sent <b>messengers</b> to every community" Surah 16
3: Adl	Allah is just (fair) and will bring Divine Justice	"I advise you to being <b>just towards both friend and foe</b> " Imam Ali
4: Imamah	A term for God-given leadership	"obey God and the Messenger, and <b>those in authority among you</b> "
5: Mi'ad	The day of judgement and resurrection	"His is the <b>judgement</b> ; and to Hjm you shall be returned"

A.	6 Articles of Faith	
Article of faith	What is it?	
1: Belief in one God	Allah is the creator and sustainer of life. There is no God but Allah	
2: Belief in Angels	Angels do the work of Allah and do not have free will like humans. They obey Allah	
3: Belief in God's revealed books	The Torah, the Psalms, the Gospels, the Scrolls of Abraham and the Qur'an.	
4: Belief in the messengers of God	Prophets and messengers are chosen by Allah to deliver His message to humankind	
5: Belief in the Day of Judgement	There will be a day when all people stand in front of Allah and are sent to Heaven or Hell	
6: Belief in pre-destination	Allah knows everything. Everything is ordered by Allah – nothing is random or by chance	

C.	Sunnah and Hadith	
Sunnah	<ul style="list-style-type: none"> <li>The practices, customs and traditions of Prophet Muhammad</li> <li>They give an example for Muslims to follow</li> <li>The Sunnah and Hadith are sources of Wisdom and authority alongside the Qur'an</li> </ul>	
Hadith	<ul style="list-style-type: none"> <li>Reading the Hadith helps a Muslim to learn how Muhammad explained the teachings from the Qur'an</li> <li>The Hadith makes the Qur'an easier to understand</li> </ul>	
What does the Sunnah tell Muslims?	<ul style="list-style-type: none"> <li>The Sunnah covers many areas of life</li> <li>It provides a guideline for Muslim life</li> <li>There is a Sunnah for everything</li> </ul>	



Keywords	
Tawhid	
Omnipotent	
Immanent	
Transcendent	
Beneficent	
Sunnah	
Qur'an	
Hadith	
6 Articles of Faith	
5 Roots of Usul Ad-Din	
Akhirah	
Al Qadr	

What we are learning in this unit		
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B.	5 Roots of Usul Ad-Din	

Root	What is it?	Quote
1:		
2:		
3:		
4:		
5:		

A.	6 Articles of Faith	
Article of faith	What is it?	
1:		
2:		
3:		
4:		
5:		
6:		

C.	Sunnah and Hadith	



D.	<i>Risalah (Prophethood)</i>	E	<i>Torah, Psalms and Gospels</i>
What is it	<ul style="list-style-type: none"> <li>• Muslims believe there has been 124,000 prophets</li> <li>• Every Islamic prophet preached Islam and key beliefs</li> <li>• The first was <b>Adam</b>, the last was Muhammad (Box E)</li> </ul>	Psalms (Zabur)	<ul style="list-style-type: none"> <li>• The Psalms of Dawud are a collection of prayers to Allah</li> <li>• They contain lessons of guidance for the people</li> </ul>
Why are prophets important?	<ul style="list-style-type: none"> <li>• Prophets are guided by Allah</li> <li>• Their love of Allah stops them from sinning</li> <li>• Some prophets are messengers who have been given revelation of news</li> </ul>	Gospel (Injil)	<ul style="list-style-type: none"> <li>• This is the good news about Isa (Jesus)</li> <li>• Muslims highly respect Isa because there are revelations in the Qur'an about him</li> <li>• Muslims believe he was the Masih, he was not the son of Allah, he was not crucified, he did not die to save sins</li> <li>• The gospels contain some mistakes because they were written many years after Isa died</li> </ul>
Adam	<ul style="list-style-type: none"> <li>• The first prophet</li> <li>• The father of all humankind</li> <li>• He taught about the work of Iblis and how to protect themselves</li> <li>• He taught life on Earth was temporary, eternal life is in the next life</li> <li>• He built the Ka'aba as the first place of worship</li> </ul>	Torah (Tawrat)	<ul style="list-style-type: none"> <li>• The Tawrat is the Arabic word for the Torah</li> <li>• These are the revelations given to Moses by Allah on Mt Sinai</li> <li>• The Qur'an refers to the Tawrat as <b>"guidance and light"</b></li> </ul>
Ibrahim	<ul style="list-style-type: none"> <li>• Ibrahim was told in a dream to sacrifice Isma'il as a test of faith – remembered at Hajj every year</li> <li>• His son <b>Isma'il</b> is the ancestor of the prophet Muhammad</li> </ul>	Scrolls of Ibrahim	<ul style="list-style-type: none"> <li>• Revelations received by Ibrahim on the first day of Ramadan</li> <li>• Contained stories about worship and reflection</li> <li>• Not a book, individual revelations</li> </ul>

F.	<i>The Nature of Allah</i>
Tawhid	<ul style="list-style-type: none"> <li>• There is only one God and this God has no equal.</li> <li>• He created everything.</li> <li>• Only He should be worshipped: worshipping other Gods is a sin called <b>shirk</b>.</li> <li>• <b>"There is no God but Allah, and Muhammad is his messenger"</b>.</li> <li>• <b>"Allah witnesses that there is no deity except Him"</b></li> <li>• <b>"Do they not see that Allah, who created the heavens and the Earth and was not wearied by their creation, has the power to raise the dead to life?"</b></li> </ul>
2: Omnipotent	Allah is all powerful and has power over everything
3: Immanence	Allah is active in the world and able to control events
4: Transcendent	<ul style="list-style-type: none"> <li>• Allah is outside of the universe</li> <li>• Not limited by time or space</li> </ul>
5: Beneficence	God has love and good will
6: Mercy	<ul style="list-style-type: none"> <li>• <b>"In the name of Allah, the most compassionate, the most merciful"</b></li> <li>• God is forgiving and caring</li> </ul>
7: Fairness and justice	<ul style="list-style-type: none"> <li>• Allah is fair to all people</li> <li>• <b>Allah has sent the same message to all prophets to allow humans numerous opportunities to submit to the will of Allah</b></li> <li>• Allah will ensure that judgement is fair and punishments are suitable</li> </ul>



D.	<i>Risalah (Prophethood)</i>	E	<i>Torah, Psalms and Gospels</i>
What is it		Psalms (Zabur)	
Why are prophets important?		Gospel (Injil)	
Adam		Torah (Tawrat)	
Ibrahim		Scrolls of Ibrahim	

F.	<i>The Nature of Allah</i>
Tawhid	
2: Omnipotent	
3: Immanence	
4: Transcendent	
5: Beneficence	
6: Mercy	
7: Fairness and justice	



<b>G.</b>	<i>Qur'an</i>	<b>I.</b>	<i>Angels</i>
Revelation	<ul style="list-style-type: none"> <li>Chapters of the Qur'an were revealed to Prophet Muhammad over 13 years in Makkah</li> <li>While Muhammad received the revelations, he was not able to change them because it was the will of Allah</li> <li>After Muhammad received them, he recited them, and somebody wrote them down.</li> </ul>	What are they?	<ul style="list-style-type: none"> <li>Angels are made from light and have wings which can move at the speed of light</li> <li>They have no gender and are in the unseen world</li> <li>They always complete what Allah asks and they always obey Allah as they have no free will</li> </ul>
Authority	<ul style="list-style-type: none"> <li>It is the direct word of Allah so it has His authority</li> <li>It is without error and remains in its' original form</li> <li>A written book was needed to formalise the religion</li> </ul>	What do they do?	<ul style="list-style-type: none"> <li>Watch over humans</li> <li>Bring peace to believers and instill fear in non-believers</li> <li>Angel of Death takes the soul at death</li> <li>Greet people entering paradise or throw people into the pits of hell</li> <li>Signify the end of the world by blowing a horn</li> </ul>
What does it contain?	<ul style="list-style-type: none"> <li>It covered every aspect of life</li> <li>It influences a person throughout their lives</li> <li>The basics of worship which Muhammad developed</li> <li>Shari'ah law and social systems</li> <li>It explains creations and other ultimate questions</li> </ul>	Jibril	<ul style="list-style-type: none"> <li>Most important angel in Islam</li> <li>Always brings good news</li> <li>Helped Ibrahim when he was thrown in to a fire, opened up the Zamzam well for Hajar</li> <li>Told Maryam she would have a son (Isa)</li> <li>Dictated the Qur'an directly from Allah</li> </ul>
Supreme authority	<ul style="list-style-type: none"> <li>The Qur'an is believed to have supreme authority</li> <li>It is a timeless book – it is only the word of Allah if it is not translated from Arabic</li> </ul>	Mika'il	<ul style="list-style-type: none"> <li>Assisted Muhammad with his spiritual mission</li> <li>Giver of rain and sustenance – in charge of plants and rain</li> <li>Helped Muhammad to fight for Makkah</li> <li>Will help to weigh peoples' actions on Judgement Day</li> <li>Mika'il prepared Muhammad by providing Jibril with purifying water</li> </ul>

<b>K.</b>	<i>Day of Judgement, paradise and Hell</i>
What will happen?	<ul style="list-style-type: none"> <li>Muslims believe Judgement day will come on a Friday (Adam was created on a Friday)</li> <li>It will be announced by Israfil's trumpet</li> <li>Allah will refer us to the book of deeds to justify damnation or salvation</li> <li>Humans will go to paradise or Hell</li> </ul>
Jannah	<ul style="list-style-type: none"> <li>Paradise</li> <li>No growing ill, old or dying – it is a reward and gift from Allah</li> <li>A person must live religiously and ask Allah for forgiveness</li> <li>Good beliefs and actions</li> <li>It is beyond human imagination</li> </ul>
Entry to Jannah	<ul style="list-style-type: none"> <li><b>"enter among my servants! Enter my paradise!"</b></li> <li>People will arrive over the As-Sirat bridge</li> <li>There are 8 gates and you go through the one which represents your best action</li> <li>Two angels welcome people saying <b>"peace be upon you"</b></li> </ul>
Jahannam	<ul style="list-style-type: none"> <li>Hell</li> <li>People wail in misery, 70x hotter than any flame on earth, boiling water poured on their heads, pain, dragged in chains</li> <li>Punishment for a life full of evil or rejecting the teachings of the Qur'an</li> </ul>

<b>J.</b>	<i>Al Qadir</i>
	<ul style="list-style-type: none"> <li>Everything happens as a result of Allah's will and nothing is ever random or without reason</li> <li>Allah is in charge of everything</li> <li>Everything is a part of Allah's plan</li> <li><b>"never will we be struck except by what Allah has decreed for us"</b></li> </ul>
<b>E.</b>	<i>Muhammad</i>
Why was he chosen?	<ul style="list-style-type: none"> <li>Muhammad had characteristics such as responsibility, determination, patience, courage and honesty</li> <li>He was highly respected in his community</li> <li>He was extremely devoted to Allah – he prayed and fasted for long periods of time</li> </ul>
What did he do as a prophet?	<ul style="list-style-type: none"> <li>He became the ruler of Madinah and set up the first Islamic community</li> <li>He converted the people of Makkah to Islam</li> </ul>
Why is Muhammad important?	<ul style="list-style-type: none"> <li>He is seen as the perfect role model as he is trustworthy and obedient to Allah</li> <li>His influence can still be seen in the Hadith and Sunnah</li> <li>The night of power in Ramadan is to remember Muhammad's first revelation from the angel Jibril</li> </ul>





G. <i>Qur'an</i>		I. <i>Angels</i>	
Revelation		What are they?	
Authority		What do they do?	
What does it contain?		Jibril	
Supreme authority		Mika'il	

K. <i>Day of Judgement, paradise and Hell</i>		J. <i>Al Qadir</i>	
What will happen?			
Jannah		E. <i>Muhammad</i>	
Entry to Jannah		Why was he chosen?	
Jahannam		What did he do as a prophet?	
		Why is Muhammad important?	



**What we are learning this term:**

- A. Talking about your family
- B. Describing your family and friends
- C. Explaining family relationships
- D. Describing relationships
- E. Describing future plans
- F. Translation practice

**6 Key Words for this term**

- |                  |                   |
|------------------|-------------------|
| 1. Me llevo bien | 4. El año próximo |
| 2. No soporto    | 5. Por otro lado  |
| 3. discuto       | 6. Voy a...       |

**1.1F Hablando de los amigos**

a menudo	often
alegrarse de	to be happy about
comprensivo/a	understanding
conocer	to know a person
el consejo	advice
la cosa	thing
cuidar	to look after
la discusión	argument
divertido/a	good fun
egoísta	selfish
el equipo	team
escribir	to write
fastidiar	to annoy, to bother
fuerte	strong
hablador/a	talkative
honrado/a	honest
maduro/a	mature
mismo/a	same
peligroso/a	dangerous
reírse	to laugh
seguro/a	certain, sure
el sentido del humor	sense of humour
travieso/a	naughty
triste	sad
el verano	summer
la vida	life

**1.1H Relaciones con la familia**

abierto/a	open
aconsejar	to advise
actualmente	nowadays
aguantar	to bear, to put up with
arreglar	to tidy
la barrera generacional	generation gap
el cariño	affection
celoso/a	jealous
la culpa	blame, fault
los demás	others
harto/a	fed up
el hogar	home
hoy en día	nowadays
incluso	even
injustamente	unfairly
juntos	together
la libertad	freedom
manera	way
molestar	to bother
oír hablar de	to hear about
olvidar	to forget
orgullosa/o	proud

**Key Verbs**

<u>Llevarse</u> to get on	<u>Ir</u> To go	<u>Soportar</u> To stand	<u>Hacer –</u> to do/make	<u>Discutir</u> to argue
Me llevo I get on	Voy I go	Soporto I can stand	Hago I do	Discuto I argue
Te llevas You (s) get on	Vas You go	Soportas You can stand	Haces You do	Discutes You argue
Se lleva He/se gets on	Va s/he goes	Soporta He/she can stand	Hace s/he does	Discute He/she argues
Nos llevamos They get on	Vamos They go	Soportamos W can stand	Hacemos We do	Discutios We argue
Se llevan They get on	Van They go	Soportan They can stand	Hacen They do	Discuten They argue

**1.1H Relaciones con la familia**

parecido/a	similar
la pelea	fight
perezoso/a	lazy
provocar	to cause
el sobrino / la sobrina	nephew, niece
tender a	to tend to
todavía	still
tratar	to treat
triste	sad

**1.2G Hablando de parejas**

el beso	kiss
cada vez más	more and more
cocinar	to cook
comprar	to buy
echar de menos	to miss someone
enamorado/a	in love
los familiares	relatives
feliz	happy
la gente	people
el invitado/a	guest
maleducado/a	rude
el marido	husband
el matrimonio	marriage
la mujer	wife, woman
la novia	girlfriend, fiancée
el novio	boyfriend, fiancé
parecer	to seem
la pareja	partner
los parientes	relatives
pelear(se)	to fight
el piso	flat, apartment
serio/a	serious, responsible
sonreír	to smile

**1.2F Planes para el futuro**

así que	so, therefore
la boda	wedding
buscar	to look for
cambiar	to change
el casamiento	wedding
casarse	to get married
el compañero/a	colleague, friend
decepcionado/a	disappointed
encontrar	to find
la felicidad	happiness
la fiesta	party, festival
por eso	therefore
próximo/a	next
el sitio	place
solo/a	alone, only
soltero/a	single
tener suerte	to be lucky
las vacaciones	holidays
ya no	no longer

**1.2H Las relaciones de hoy en día**

ahora	now
alguien	someone
cara a cara	face to face
distinto/a	different
en contra	against
en primer lugar	in the first place,
la edad	age
estar de acuerdo	to agree
el/la jubilado/a	retired person,
pagar	to pay
la pareja	partner
la piel	skin
por otro lado	on the other hand



Translation Practice. G – blue F – orange H - Green	
Mi <b>a</b> _____ es	My <b>grandfather</b> is
<b>a</b> _____ y _____	<b>Happy and Kind</b>
Tiene los ___ verdes	He has green eyes
Y tiene el pelo _____	He has <b>Curly hair</b>
la _____ de mis sueños	The <b>wife</b> of my dreams
Quiero un _____ guapo	I want a pretty <b>boyfriend</b>
Mis padres me dan buenos _____	My parents give me good <b>advice</b>
Es importante _____ a otros	It's important <b>to look after</b> others
Se debe _____ a los niños	It's necessary <b>to advise</b> kids
Mi hermano es _____	My brother is <b>understanding</b>
Es bueno _____ a otra gente	It's good <b>to know</b> other people
Tener una _____ me importa	Having a <b>partner</b> is important
_____ me interesa	<b>Getting married</b> interests me
Mis padres me dan mucho _____	My parents give me lots of <b>affection</b>
No soy nunca _____	I'm never <b>jealous</b>
Estoy _____/a de los deberes	I'm <b>fed up</b> of homework
encontrar _____	To find a <b>partner</b>
Fue una buena _____	It was a good <b>party</b>
No quiero ser _____	I don't want to be <b>single</b>

Key Questions: Answer the following in your own words. Use these model answers	
¿Puedes describir te? ¿Cómo es tu aspecto físico, tu personalidad?	Soy bastante alto y delgado. Tengo los ojos azules y el pelo marrón y liso. Mis padres me describen como una persona cariñosa, comprensiva, sensible, honesta y un poco vaga.
¿Cómo sería un novio perfecto/una novia perfecta? ¿Por qué?	Mi novia perfecta sería muy guapa y honesta y tendría el pelo rubio, corto y rizado. Todos los días sería sensible y no sería nunca perezosa o torpe.
¿Quiénes son los miembros de tu familia?	Somos cinco en mi familia. Vivo con mis padres que se llaman .... Tengo un hermano menor que se llama .. y tengo una hermana mayor que tiene _____ años
¿Te llevas bien con tu familia? ¿Por qué?	Me llevo bien con mi hermano porque es cariñoso y siempre comprensivo. No me llevo bien con mi hermana porque nos peleamos mucho y mi hermana se enfada conmigo.
¿Hay discusiones en tu familia? ¿De qué se discute?	Sí, hay discusiones en mi familia. Hay tensión en la casa de vez en cuando. No estoy de acuerdo con los consejos de mis padres. También hay discusiones porque mi hermana pone su música demasiado fuerte
¿Quieres casarte y tener niños en el futuro? ¿Por qué?	Si, en el futuro me gustaría casarme con un hombre/mujer (man/woman) honesto y sensible. Quiero casarme porque el matrimonio es muy importante para mí y quiero una boda perfecta en una iglesia. Quiero tener dos niños, una chica y un chico. Voy a tener niños después de haber ido a la universidad
¿Qué has hecho recientemente con tu familia?	Recientemente, fui al centro de la ciudad con mi familia. Fuimos juntos en coche y fuimos para comprar unos regalos para el cumpleaños de mi abuelo. Después comimos en un restaurante, yo comí un bocadillo de pollo, mi hermana comió una ensalada. Me gustó mucho porque fue muy divertido y la comida fue muy deliciosa.
¿Crees que el matrimonio es importante para ti? ¿Por qué?	Quiero casarme porque el matrimonio es muy importante para mí y quiero una boda perfecta en una iglesia. Aunque las bodas son muy caras, tener una boda es mi ambición.

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, –ER, –IR endings first	Remember the preterite (past) tense endings for –AR, –ER, –IR verbs. They are: -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, –ER, –IR endings first	Remember the conditional ('would') tense endings for –AR, –ER, –IR verbs. They are: -AR, –ER, –IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

**GCSE Unit 2 SPANISH Knowledge organiser.**  
**Topic Technology in Everyday Life**



**Key Verbs**

What we are learning this term:	
A. Saying how you keep in touch via the internet	
B. Picking out key words when reading	
C. Giving opinions about online messaging	
D. Talking about using a mobile	
E. Give opinions about mobile technology	
6 Key Words for this term	
1. chateo	4. sala de chat
2. redes sociales	5. descargar
3. en línea	6. subir

2.1F ¿Cómo prefieres mantenerte en contacto?	
comunicarse	to communicate
desafortunadamente	unfortunately
empezar	to start
escoger	to choose
genial	brilliant / great
gratis	free of charge
el hecho	fact
el inconveniente	disadvantage
interactivo/a	interactive
el jefe / la jefa	boss
la letra	letter of the alphabet
mandar	to send
los medios sociales	social media
el móvil	mobile phone
ofrecer	to offer
el ordenador	computer
la pantalla	screen
poder	to be able to
por desgracia	unfortunately
por mi parte	as far as I'm concerned
la revista digital	digital magazine
sencillo/a	simple
tampoco	neither / nor

Descargar To download	Subir To upload	Mandar To send	Hacer – to do/make	Chatear To chat
Descargo I download	Subo I upload	Mando I send	Hago I do	Chateo I chat
Descargas You download	Subes You upload	Mandas You send	Haces You do	Chateas You chat
descarga He/she download	sube He/she uploads	Manda He/she sends	Hace s/he does	Chatea He/she chats
Descargamos We download	Subimos We upload	Mandamos We send	Hacemos We do	Chateamos We chat
Descargan They download	suben They upload	Mandan They send	Hacen They do	Chatean They chat

2.1G Comunicarse por internet	
a veces	sometimes
allí	there
chatear	to chat online
colgar fotos	to post photos
el correo electrónico	email
demasiado/a	too much
hablar	to speak / talk
increíble	incredible
justo/a	fair
el país	country
un poco	a little
propio/a	own
la razón	reason
la red	internet / network
la red social	social network
la sala de chat	chat room
la salida	outing
todos los días	every day
usar	to use
utilizar	to use
la vez	time

2.2G ¡El móvil para todo!	
aunque	although
dar	to give
dar las gracias	to thank
enviar	to send
el juego	game
lento/a	slow
el mensaje de texto	text message
el móvil	mobile phone
navegar la red	to surf the internet
la norma	rule
prohibido	forbidden
el regalo	present, gift
la regla	rule
ridículo/a	ridiculous
roto/a	broken
único/a	only

2.2F La tecnología portátil	
andar	to walk
archivo	file
borrar	to delete, erase
la canción	song
cargar	to load
contestar	to answer
el correo basura	spam, junk mail
cualquier	any
de vez en cuando	from time to time
el disco duro	hard drive
el espacio	space
igual	same
el ordenador portátil	laptop
sacar fotos	to take photos
sentir	to feel
la tableta	tablet
la tecnología	technology

2.1H Las redes sociales	
a mi juicio	in my opinion
acosar	to bully
el acoso	bullying
apasionar	to excite
aun	even
bajo	low
compartir	to share
el comportamiento	behaviour
el desarrollo	development
la desventaja	disadvantage
divertirse	to have a good time
gratuito/a	free of charge
mejorar	to improve
el riesgo	risk
el/la seguidor/a	follower
tener éxito	to be successful
el/la usuario/a	user

2.2H ¿Podrías vivir sin el móvil y la tableta?	
la conexión inalámbrica	wireless connection
chatear	to chat online
correr	to run
darse cuenta de	to realise
en vez de	instead of
las felicidades	best wishes,
congratulations	
felicitar	to send best wishes/to
congratulate	
hasta	until
imprescindible	essential
preocupar	to worry

2.2H ¿Podrías vivir sin el móvil y la tableta?	
raras veces	rarely
la sala de chat	chat room
la señal	signal
la tarjeta de crédito	credit card
todo lo contrario	the exact opposite

Translation Practice. G – blue F – orange H - Green	
Mando _____ a mis amigos	I send <b>emails</b> to my friends
Me gusta usar _____	I like to use <b>social networks</b>
Siempre _____ fotos a Instagram	I always <b>upload</b> photos to Instagram
Recibo más _____ en Facebook que Twitter	I receive more <b>messages</b> on FB than Twitter
El _____ es más útil que Facebook	<b>Email</b> is more useful than Facebook
Twitter es menos divertido que las _____	Twitter is less fun than <b>chatrooms</b>
Estoy borrando _____	I am deleting <b>files</b>
Los _____ son muy caros	<b>Laptops</b> are very expensive
Me gusta _____ a los videojuegos	I like <b>playing</b> video games
_____ muchas fotos con mi tableta	<b>I take</b> lots of photos with my tablet
Prefiero _____ correos electrónicos	I prefer <b>to send</b> emails
I hate _____	I hate <b>spam emails</b>
Estamos ayudando a niños usar un _____	We are helping young children to use <b>a laptop</b>
He _____ de usar Instagram	I have <b>stopped</b> using Instagram
Está _____ hablar con su familia en Francia	He's <b>trying</b> to talk to his family in France
He _____ con comprar un móvil nuevo	I have <b>dreamt</b> of buying a new mobile
_____ de hablar con nuestros amigos	<b>We have just finished</b> speaking to our friends
_____ es importante para todos	<b>Technology</b> is important for everyone
He _____ Facebook antes	I have <b>used</b> Facebook before

Key Questions: Answer the following in your own words. Use these model answers	
¿Cómo usas las nuevas tecnologías/los redes sociales?	Todos los días uso las nuevas tecnologías. Uso mi ordenador, mi portátil nuevo, mi móvil y las redes sociales. Uso mi ordenador para ver videos de mis artistas favoritos en YouTube. Uso mi ordenador para hacer mis deberes y uso mi móvil para jugar juegos y subir y descargar fotos de mis amigos en Facebook.
¿Las nuevas tecnologías/los redes sociales son importante para ti? ¿Por qué?	Las redes sociales son muy importantes para mí. Las uso para contactarme con mis amigos, para charlar con mis amigos, para compartir experiencias y fotos, para ver videos de mis músicos favoritos. Ayer usé mi móvil para llamar a mis amigos, mandé mensajes a mis amigos y hice mis deberes.
¿Crees que las redes sociales son buenas o malas? ¿Por qué?	De un lado, lo bueno de las redes sociales es que puedes compartir experiencias y fotos con tus amigos, puedes seguir tus artistas o músicos favoritos. También lo bueno es que es muy rápido y barato mantenerte en contacto con tu familia. Lo malo es que los móviles cuestan mucho dinero, tu vida no es muy privada, es difícil para, es muy fácil ser dependiente de las redes sociales. Lo malo es que las personas no hablan y solo usan sus móviles.
¿Para qué usaste tu ordenador ayer?	Ayer usé mi ordenador para charlar con mis amigos y para mandar mensajes. También, ayer descargué música de la Red y subí fotos en Facebook. Me gustó porque fue entretenido y fue mejor que hacer mis deberes.
¿Qué es tu opinión de Facebook/youtube/skype/Twitter/Instagram?	En mi opinión Facebook etc es muy importante/útil/entretenido/divertido.
¿Podrías vivir sin tu móvil / tu tableta? ¿Por qué?	No podría vivir sin mi móvil. Soy adicto a mi móvil. Lo uso todos los días para contactar con mi familia y es muy importante para buscar información, ayudar con los deberes

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for –AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a subir fotos = I'm going to upload photos Va a mandar un correo electrónico = He / She is going to send an email



**What we are learning this term:**

- A. Talking about free time
- B. Talking about your plans for the weekend
- C. Talking about eating out
- D. Talking about special occasion meals
- E. Extending what you can say about sport
- F. Talking about sport in the world

**6 Key Words for this term**

- |                 |                |
|-----------------|----------------|
| 1. disfrutar    | 4. campeones   |
| 2. jugar        | 5. formentar   |
| 3. los deportes | 6. a selección |

**3.1F ¿Qué haces en tu tiempo libre?**

a veces	sometimes
bastante	quite
cada	each, every
cenar	to have an evening meal
charlar	to chat
el coro	choir
descansar	to rest
los dibujos animados	cartoons
el documental	documentary
el fin de semana	weekend
genial	great
las noticias	news
nunca	never
ocupado/a	occupied, busy
policia/o/a (adj.)	police, detective, crime
poner	to put
por lo general	in general
siempre	always
el teatro	theatre
la telenovela	soap opera
terminar	to finish
el tiempo	time
todo/a/os/as	all, every
tonto/a	silly, stupid
la vez	time, occasion

**3.2G Comer y Beber**

el (fem.) agua (mineral)	(mineral) water
beber	to drink
el bocadillo	sandwich
la carne	meat
la cena	evening meal
cenar	to have supper / to have an evening meal
comer	to eat
la comida	lunch, food, meal
desayunar	to have breakfast
el desayuno	breakfast
después	afterwards
el helado	ice cream
el huevo	egg
el jamón	ham
la leche	milk
las legumbres	pulses
la mantequilla	butter
la manzana	apple
la mermelada	jam, marmalade
las patatas fritas	chips, fries

Key Verbs				
<u>Salir</u> To go out	<u>Ir</u> To go	<u>Jugar</u> To play	<u>Hacer –</u> to do/make	<u>Tocar</u> To play (ins)
Salgo I go out	Voy I go	Juego I play	Hago I do	Toco I play
Sales You go out	Vas You go	Juegas You play	Haces You do	Tocas You play
Sale He/she goes out	Va s/he goes	Juega He/she plays	Hace s/he does	Toca He/she plays
Salimos We go out	Vamos They go	Jugamos We play	Hacemos We do	Tocamos We play
Salen They go out	Van They go	Juegan They play	Hacen They do	Tocan They play

**3.2G Comer y Beber**

el perrito caliente	hot dog
el pescado	fish
el pollo	chicken
el postre	dessert, pudding
el queso	cheese
la sopa	soup
el té	tea
tomar	to take, to have (food, drink)
la tortilla	omelette
la tostada	toast
el vaso	glass
las verduras	vegetables

**3.2F Vamos a comer fuera**

el atún	tuna
el bacalao	cod
la barra	loaf
el bistec	steak
los calamares	squid
la cebolla	onion
el cerdo	pork
la cerveza	beer
los champiñones	mushrooms
el chorizo	chorizo
la chuleta	chop
el cordero	lamb
el filete	fillet
la fresa	strawberry
las gambas	prawns
el gazpacho	chilled tomato soup
los guisantes	peas
el jamón serrano	cured ham
las judías verdes	green beans

**3.1H Hablando del tiempo libre y de los planes**

aburrido/a	boring
agradable	pleasant
al aire libre	in the open air, outdoors
la batería	drums
la canción	song
dar un paseo	to go for a walk
de vez en cuando	from time to time, occasionally
desafiante	challenging
divertido/a	fun
emocionante	exciting

**3.3F ¿Qué deportes harás?**

el alpinismo	rock climbing
cansado/a	tired
la carrera	race
el concurso	competition
(contest)	
contestar	to answer
durante	during
el ejercicio	exercise
el entrenamiento	training
entrenar	to train
el equipo	team
el esquí	skiing
este, esta	this
ganar	to win
el jugador	player
mañana	tomorrow
el miembro	member
el partido	match
probar	to try, to test

**3.1G ¿Qué te gusta hacer?**

aburrido/a	boring
bailar	to dance
cantar	to sing
el cine	cinema
de vez en cuando	from time to time, occasionally
entretenido/a	entertaining
estimulante	challenging
jugar	to play (game, sport)
leer	to read
libre	free
odiar	to hate
la película	film
practicar	to practise
salir	to go out
la tarde	afternoon, evening
el teclado	keyboard
tocar	to touch, to play (an instrument)
ver	to see, watch

**3.3G ¿Haces deporte?**

activo/a	active
al aire libre	in the open air, outdoors
ayudar	to help
el baloncesto	basketball
el campo	countryside, playing field
la cancha	court
los deberes	homework
la equitación	horse riding
el estadio	stadium
montar a caballo	to ride a horse
montar en bicicleta	to ride a bike

Translation Practice. G – blue F – orange H - Green	
No me gusta _____	I don't like <b>going shopping</b>
Me encanta _____ con mis amigos	I love <b>going out</b> with my friends
Me _____ escuchar música	I <b>love</b> listening to music
No me gusta _____	I don't like <b>dancing</b>
Si tengo _____	If I have <b>the time</b>
Hago _____ de música	I <b>do</b> music classes
De vez en cuando _____ una novela	From time to time, I <b>read</b> a novel
Siempre _____ la guitarra con la banda	I always <b>play</b> the guitar with the group
A veces _____ a algún concierto	Sometimes I <b>go</b> to some concert
El fin de semana _____ juego al fútbol	On the weekend I <b>always</b> play football
Siempre _____ muy preocupada	I <b>am</b> always busy
Generalmente _____ música por las tardes	Generally I <b>listen</b> to music in the evenings
Me _____ jugar a los videojuegos	Playing video games <b>interests me</b>
Ella quiere patina en la pista de _____	She wants to skate on the <b>ice rink</b>
_____ al gimnasio	I <b>will come</b> to the gym
_____ if there is a match?	<b>Will you know</b> if there's a match?
_____ el ciclismo	I <b>will try</b> cycling
Fue una buena _____	It was a good <b>party</b>
No quiero _____	I don't want <b>to participate</b>

Key Questions: Answer the following in your own words. Use these model answers	
¿Qué haces en tu tiempo libre? Frecuencia? Opiniones?	-Normalmente juego al futbol todos los días después del colegio. Lo que me encanta es jugar al futbol con mis amigos porque es bueno para la salud y es emocionante y relajante jugar contra tus amigos. De vez en cuando juego con videojuegos pero ayer hice ciclismo, hice mis deberes y toque mi guitarra. Ayer, fui al colegio durante el día. Después del colegio fui al polideportivo con mis amigos y jugué/jugamos al baloncesto juntos. Ayer por la mañana fui de compras en el centro de la ciudad con mi madre y fuimos a las tiendas de ropa. Lo que me encantó/gustó fue que ví una película entretenido por la noche/ fue que jugué mi deporte favorito y podía entrenarme. Todos los días juego al futbol y al baloncesto, que son mis deportes favoritos. De vez en cuando hago ciclismo y practico el atletismo pero son muy estresantes, duros y no son relajantes. Lo que me encanta es jugar al fútbol en mi equipo los fines de semana.
¿Te gusta ver la televisión? Qué has visto en la televisión recientemente?Tienes un programa favorito?	Si, me gusta ver la televisión, me gustan los programas de horror, de tele-realidad, los documentales y de deporte. Lo que me encanta es ver los dibujos-animados porque son más entretenidos que las noticias. Ayer ví las noticias con mis padres. Mi programa favorito es ... porque es ....
¿Qué es tu película favorita? Qué película has visto recientemente en el cine?	Mi película favorita es ... porque me encantan las películas de acción/tiene mucha violencia/tiene buenos actores/es muy romántica/me encanta la historia/tiene buenos efectos especiales.
¿Cuando se cena en Inglaterra y en España? ¿Cuándo prefieres cenar o almorzar?	Normalmente se cena en Inglaterra a las seis, como mi almuerzo a las dos, como mi desayuno a las ocho.
Describe una cena especial	Recientemente fui a un restaurante con mi familia para celebrar el cumpleaños de mi abuelo. Fuimos a un restaurante chino porque es la comida favorita de mi abuela. Primero, comí .. y bebí. Para el postre comí y bebí . Lo que me gustó fue la buena comida/ver a y hablar con toda mi familia. Fue muy emocionante.

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the future tense ('will')	<b>Future Tense ('will...')</b> <b>All verb groups:</b> -é, -ás, -á, -emos, -éis, -án
<b>Imperfect Tense (Past, ongoing actions, descriptions, 'used to' or 'was doing')</b>	<b>-ar</b> -aba, -abas, -aba, -ábamos, -abais, -aban <b>-er and -ir</b> -ía, -ías, -ía, -íamos, -íais, -ían

**What we are learning this term:**

A. Learning about Spanish life and routines  
 B. Learning about local customs  
 C. Talking about a Spanish festival  
 D. Learning about Latin American culture  
 E. Skim reading for key information  
 F. Using past expressions of time

**4.1F Algunas costumbres regionales**

la actuación	performance
agradable	pleasant
el ambiente	atmosphere
antiguo/a	old
la batalla	battle
el caballo	horse
la camisa	shirt
el concurso	competition
conmemorar	to commemorate
correr	to run
la costumbre	custom
demasiado	too much, too many
el desfile	parade, procession
el diablo	devil
divertirse	to enjoy oneself
emocionante	exciting
el encierro	bull run
encontrar	to find
enorme	enormous
entender	to understand
entrenarse	to train
el espectáculo	show, display
extraño/a	strange
fatal	awful
formar	to form
histórico	historic
humano	human
impresionante	impressive
incómodo/a	uncomfortable
llevar	to wear, take, carry
el Mediterráneo	Mediterranean
el/la moro/a	Moor (historically a person from North Africa)
nadie	no one
natural	natural
el origen	origin
pasarlo bien	to have a good time
el peligro	danger
peligroso/a	dangerous
por encima de	over
precioso/a	beautiful
el producto	product
saltar	to jump
la seguridad	safety, security
la suerte	luck
el toro	bull
la torre	tower
el traje	suit, costume
único/a	only, unique
varios/as	several
vestirse (de)	to dress (in)

<u>Celebrar</u> To celebrate	<u>Ir</u> To go	<u>Disfrutar</u> To enjoy	<u>Hacer –</u> to do/make	<u>Disfrazar</u> To dress up
Celebro I celebrate	Voy I go	Disfruto I enjoy	Hago I do	Disfrazo I dress up
Celebras You celebrate	Vas You go	Disfrutas You enjoy	Haces You do	Disfrazas You dress up
Celebra – he/she celebrates	Va s/he goes	Disfruta He/she enjoys	Hace s/he does	Disfraza He/she dresses up
Celebramos We celebrate	Vamos They go	Disfrutamos We enjoy	Hacemos We do	Disfrazamos We dress up
Celebran They celebrate	Van They go	Disfrutan They enjoy	Hacen They do	Disfrazan They dress up

**6 Key Words for this term**

1. divertirse	4. el desfile
2. hispánico	5. celebrarse
3. el turismo	6. los antepasados

**4.1G La vida en familia**

a media mañana	at mid-morning
acostarse	to go to bed
el bollo	bun
la cena	evening meal
coger	to catch
la comida	food, meal, lunch
el desayuno	breakfast
la dieta	diet
la leche	milk
levantarse	to get up
ligero/a	light
participar	to participate, to take part
probar	to try, to try out
el recreo	break
saludable	healthy
la sobremesa	sitting chatting at the table
after a meal	
el trabajador	worker
la tradición	tradition
traer	to bring
tranquilamente	calmly
el vaso	glass

**4.2G Las fiestas de España – la Tomatina**

al final	at the end
americano/a	American
australiano/a	Australian
británico/a	British
el camión	lorry
la camiseta	T-shirt
el carnaval	carnival
divertirse	to enjoy oneself
duchar	to shower
empezar	to start
la entrada	(entry) ticket
la foto	photo
la gente	people
hace (+ tiempo)	(time) ago
japónés/esa	Japanese
limitar	to limit
limpiar	to clean
llegar	to arrive
la manguera	hose, hosepipe
mojado/a	wet, soaked
el montón	heap, pile
la plaza mayor	the main square
primero/a	first
pronto	soon
rojo/a	red
sucio/a	dirty
típico/a	typical
tirar	to throw
todo el mundo	everyone, everybody
el tomate	tomato
el turismo	tourism
varios/as	several
el/la visitante	visitor
el/la voluntario/a	volunteer
volver	to return, to go back

**4.2G Las fiestas de España – la Tomatina**

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todo el mundo	everyone, everybody
el tomate	tomato
el turismo	tourism
varios/as	several
el/la visitante	visitor
el/la voluntario/a	volunteer
volver	to return, to go back

**4.2F Las fiestas del mundo hispano**

el altar	altar, shrine
los antepasados	ancestors
aparecer	to appear
el azúcar	sugar
la calavera	skull
celebrarse	to be held
el cementerio	cemetery
cerca de	close to, near to
la ciudad	city, town
comenzar	to start
completamente	completely
describir	to describe
el desfile	parade
el diablo	devil
disfrazado	dressed up, disguised
en honor a	in honour of
encendido/a	lit
el esqueleto	skeleton
el estaño	tin
los familiares	family members
famoso/a	famous
la flor	flower
hispánico	Hispanic (i.e. of the Spanish speaking world)
la mina	mine
el/la minera/a	miner
el mole	'mole' sauce / Mexican chocolate sauce
la montaña	mountain
muerto	dead
la normalidad	normality
el número	number
la plata	silver
proteger	to protect
el pueblo	village, (small) town

**4.1H ¿Cambian las costumbres?**

acostarse	to go to bed
cerrarse	to close
coger	to catch
corto/a	short
empezar	to start
hace calor	it is hot
levantarse	to get up
el marido	husband
la mayoría	majority
el ordenador	computer



Translation Practice. G – blue F – orange H - Green	
Normalmente _____ cereals	Normally <b>for breakfast we have...</b>
Ayer _____ una manzana	Yesterday <b>I ate</b> an apple
Carmen _____ de casa a las ocho	Carmen <b>leaves</b> the house at 8.00
Esta tarde _____ con la familia de mi amigo	This afternoon <b>I chatted</b> with my friend's family
Muchas veces no _____ nada	Many times <b>they don't drink</b> anything
No hablamos _____	We don't speak <b>a lot</b>
El año pasado _____ Pamplona	Last year <b>I visited</b> Pamplona
El _____ es una tradición extraña	The <b>bull run</b> is a strange tradition
Fue muy _____	It was very <b>exciting</b>
_____ dos años fuimos a Burgos	2 years <b>ago</b> we went to Burgos
Ayer fuimos a ver el _____	Yesterday we went to see the <b>procession</b>
El pueblo _____ interesante	The town <b>was</b> interesting
Vimos un _____ muy interesante	We saw a very interesting <b>competition</b>
¿Qué _____?	What <b>did you do?</b>
Hoy me _____ muy temprano	Today <b>I got up</b> very early
Compré _____ para mi familia.	I bought <b>presents</b> for my family
La _____ fue que..	The <b>disadvantage</b> was that..
_____ mucha basura.	<b>There was</b> a lot of rubbish.

Key Questions: Answer the following in your own words. Use these model answers	
Describe una fiesta popular en España	Una fiesta muy popular en España es la Tomatina. La gente celebra la Tomatina en Agosto en Buñol cerca de Valencia. Durante la fiesta, la gente tira tomates, hay desfiles y bailes, se puede comer comida tradicional, la gente lleva disfraces. Después de la fiesta las calles están llenas de tomates. Es mi fiesta española favorita porque es muy entretenida y cómica.
Describe una fiesta popular en tu país	En Inglaterra celebramos la fiesta de Fuegos artificiales. Cada 5 de noviembre, celebramos el día de Guy Fawkes. Durante la noche, la gente va a parques o el centro de la ciudad y hay muchos fuegos artificiales. Celebra la noche cuando Guy Fawkes intentó poner fuego al gobierno de Inglaterra. Es muy entretenida y cómica.
Describe tu experiencia la última vez que fuiste a una fiesta en tu país	La última vez que fui a una fiesta en Inglaterra fue muy entretenida y cómica. Fue en Noviembre cuando celebramos la fiesta de Guy Fawkes. Fuimos en el centro de la ciudad o el parque para ver muchos fuegos artificiales. Fue muy entretenido, porque comí algodón de azúcar y pasé la noche con mis amigos.
¿Qué diferencias notas entre la vida española y la vida de tu propio país?	La vida en España y en Inglaterra es un poco diferente. En España se come una dieta mediterránea, la gente come muchas frutas, verduras, mucho pescado y aceite de oliva. En Inglaterra comemos más patatas fritas y más carne y menos frutas y verduras. En Inglaterra los jóvenes suelen llevar uniforme para ir al colegio pero en España los jóvenes no llevan uniforme. ¡Qué bueno! También, en España los jóvenes de 17 o 18 años no suelen emborracharse durante el fin de semana pero en Inglaterra hay más problemas con los jóvenes y el alcohol.

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, –ER, –IR endings first	Remember the preterite (past) tense endings for –AR, –ER, –IR verbs. They are: -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR: -í, -íste, -ió, -imos, -istéis, -ieron
<b>Imperfect Tense</b> (Past, ongoing actions, descriptions, 'used to' or 'was doing')	<b>-ar</b> -aba, -abas, -aba, -ábamos, -abais, -aban <b>-er and -ir</b> -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father



What we are learning this term:	
A. Saying what your house is like B. Describing your house and where it is C. Talking about the amenities in your area D. Discussing the advantages and disadvantages of living in the town and country	
6 Key Words for this term	
1. vivir	4. el hogar
2. alojamiento	5. la casa
3. alquilar	6. las afueras

5.2G ¿Qué se puede hacer donde vives?	
el barrio	neighbourhood, area
la biblioteca	library
la bolera	bowling alley
el bolso	handbag
la carnicería	butcher's
el césped	lawn
el collar	necklace
descansar	to rest
el dinero	money
divertirse	to enjoy oneself, to have a good time
el estanco	tobacconist's (also sells stamps)
los grandes almacenes	department stores
la joyería	jeweller's
la juguetería	toy shop
el mercado	market
la muñeca	doll
el museo	museum
la panadería	baker's
el parque	infant park, playground
la pastelería	cake shop
los pendientes	earrings
la plaza de toros	bull ring
la ropa (de marca)	(designer) clothes
la tienda de comestibles	grocery store, food

<u>Vivir</u> To live	<u>alquilar</u> To rent	<u>Comprar</u> To buy	<u>Hacer –</u> to do/make	<u>Mudarse</u> To move
Vivo I live	Alquilo I rent	Compro I buy	Hago I do	Me mudo I move
Vives You live	Alquilas You rent	Compras You buy	Haces You do	Te mudas You move
Vive He/she lives	Alquila He/she rents	Compra He/she buys	Hace s/he does	Se muda He/she moves
Vivimos We live	Alquilamos We rent	Compramos We buy	Hacemos We do	Nos mudamos We move
Viven They live	Alquilan They rent	Compran They buy	Hacen They do	Se mudan They move

5.1G Mi casa	
la alfombra	carpet, rug
el armario	cupboard, wardrobe
el ascensor	lift
la butaca	armchair
la cocina	kitchen, cooker, cuisine
cómodo	comfortable, convenient, handy
compartir	to share
el cuarto de baño	bathroom
el dormitorio	bedroom
los electrodomésticos (electrical)	appliances
la escalera	stairs
el espejo	mirror
la estantería	shelves, shelving unit
el fregadero	kitchen sink
la habitación	room
el lavabo	washbasin
la lavadora	washing machine
el lavaplatos	dishwasher
el microondas	microwave oven
la nevera	fridge
la pared	wall
el salón	lounge, living room
el sillón	armchair
el suelo	ground, floor
la terraza	terrace

5.2F Mi ciudad	
la avenida	avenue
el ayuntamiento	Town Hall
bienvenido/a	welcome
el centro comercial	shopping centre
la ciudad	city, large town
el club de jóvenes	youth club
Correos	Post Office
construir	to build
convertirse en (+ noun)	to become
los espacios verdes	open spaces
la fábrica	factory
fundar	to found
el/la habitante	inhabitant
la iglesia	church
ir de compras	to go shopping
el país	country
la plaza	square (in a town)
el polideportivo	sports centre
el pueblo (small)	town, village, people
el puente	bridge
el puerto	port, harbour
el siglo	century

5.1H Mi casa y mi barrio	
abajo	under, downstairs
amplio/a	spacious, roomy
arriba	above, upstairs, up
el balcón	balcony
la calefacción	heating
la cocina amueblada	fitted kitchen
el comedor	dining room
el comercio	business, shop
imprescindible	essential, indispensable
inferior	lower
el jardín	garden
lujoso/a	luxurious
la mascota	pet
la piscina	swimming pool
la planta	floor (of a building), plant
la planta baja	ground floor
superior	upper, higher
la tienda	shop
la torre	tower, tower block
la vista	view, sight

5.1F ¿Cómo es tu casa?	
las afueras	outskirts
antiguo	old
el árbol	tree
el campo	countryside,
field, sports ground	
el chalet / chalé	bungalow, detached house, villa
la costa	coast
el estante	shelf
encontrar	to find
encontrarse	to be situated
encontrarse con	to meet up with
la granja	farm
guardar	to keep, to put
away, to save	
la librería	bookcase, bookshop
la montaña	mountain
el mueble	piece of furniture
los muebles	furniture
peor	worse

Translation Practice. G – blue F – orange H - Green	
La nevera _____ en la cocina	The fridge <b>is</b> in the kitchen
¿Dónde _____ el cuarto de baño?	Where <b>is</b> the bathroom?
En ____ casa hay muchos libros.	In <b>his / her</b> house there are many books.
Creo que esta _____ es muy bonita.	I think that this <b>house</b> is very beautiful.
¿Qué _____ ?	What <b>do you think?</b>
Estoy en _____ de esto.	I am <b>against</b> this.
Los libros están _____ de la mesa	The books are <b>under</b> the table
Vivo muy _____ de la ciudad	I live very <b>far</b> away from the city
Mi abuelo vive en el _____	My grandfather lives in the <b>countryside</b>
La _____ está debajo de la ventana.	The <b>bookcase</b> is under the window
La casa de mi amigo _____ cerca del colegio	My friend's house <b>is</b> near the school
Mi casa está _____ de la costa	My house is <b>near</b> to the coast
¿Cómo es tu _____ casa?	What is your <b>new</b> house like?
Es un _____ moderno	It's a modern <b>apartment</b>
_____ vivir en la ciudad	<b>I prefer</b> to live in the city
_____ falta un ascensor	<b>It's</b> missing a lift
¿Dónde _____ exactamente?	Where <b>is</b> it exactly?
Si _____ hay vistas del mar	<b>If</b> there are sea views

Key Questions: Answer the following in your own words. Use these model answers	
¿Cómo es tu casa y describe la casa de tus sueños? ¿Compartes piso? ¿Qué piensas de tu casa?	Vivo en una casa adosada en las afueras de Swindon. Mi casa tiene dos plantas. Abajo tenemos una cocina grande, un cuarto de baño pequeño y el salón acogedor. Arriba tenemos el dormitorio de mis padres y mi dormitorio. También tenemos un jardín enorme detrás del jardín con muchos árboles y flores. La casa de mis sueños estaría en los Estados Unidos, cerca de Los Ángeles en California. La casa de mis sueños estaría en la costa cerca de una playa bonita. La casa tendría una piscina enorme, cuatro plantas y un garaje doble. Habría mucho espacio para todas mis cosas y todos mis coches. No tengo que compartir mi dormitorio pero cuando era joven tenía que compartir mi dormitorio con mi hermano Lo que me gusta de mi casa es que está cerca de mis amigos y es bonito y caliente en invierno. Lo que me molesta de mi casa es que la cocina es muy vieja (tenemos que renovar la cocina) y también lo que odio es que no tenemos mucho espacio en el salón.
¿Cómo es tu habitación, donde está tu casa exactamente?	Mi habitación está arriba/en la segunda planta. Mi habitación está cerca del cuarto de baño y la habitación de mis padres. Me encanta mi habitación porque no tengo que compartir con mi hermano. Me encanta mi habitación porque tengo muchos posters de mis grupos favoritos y mi consola porque me encanta jugar con video-juegos.
¿Cómo es/era tu pueblo/región ahora/antes y como era en el pasado? ¿tu opinión de tu pueblo? ¿Qué puedes hacer en tu pueblo? ¿Qué hay en tu pueblo?	Mi pueblo se llama Swindon. Está en el sur-oeste de Inglaterra. Creo que mi pueblo es muy industrial y poco bonito. En el centro hay muchas tiendas de ropa donde se puede ir de compras durante el fin de semana. También hay buenas instalaciones si te gusta hacer deporte. Hay muchos polideportivos donde se puede ir al gimnasio, hacer musculación y hacer deportes de equipo. Antes el barrio era más bonito que ahora. Antes había muchas granjas y había mucho campo pero ahora hay más edificios, más industria y más contaminación del aire. Antes no había tanta contaminación del aire o basura en las calles pero ahora hay más basura y contaminación. Lo que me gusta/me chifla/me mola de mi barrio es que es/hay...

Key Grammar	
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<b>Imperfect Tense</b> ( <i>Past, ongoing actions, descriptions, 'used to' or 'was doing'</i> )	<b>-ar</b> -aba, -abas, -aba, -ábamos, -abais, -aban <b>-er and -ir</b> -ía, -ías, -ía, -íamos, -íais, -ían
<b>Future Tense ('will...')</b>	<b>All verb groups:</b> -é, -ás, -á, -emos, -éis, -án  <i>With this tense, do NOT take the verb ending away but ADD it on to the infinitive.</i>



**What we are learning this term:**

- A. Talking about different ways of volunteering
- B. Talking about charities and voluntary work
- C. Talking about healthy eating
- D. Talking about healthy and unhealthy lifestyles
- E. Listening for different tenses

**6 Key Words for this term**

- |                    |                       |
|--------------------|-----------------------|
| 1. un voluntario/a | 4. comedor social     |
| 2. ecologista      | 5. banco de alimentos |
| 3. los sin techo   | 6. quiero             |

**6.1G ¿Quieres ser voluntario/a?**

arreglar	to tidy, to fix, to arrange
ayudar (a)	to help (to)
el banco de alimentos	food bank
charlar	to chat
el comedor social	soup kitchen
el concurso	competition
cultivar	to grow, cultivate
disfrutar	to enjoy
ecologista	environmental
la gente mayor	old people
hogar	home
limpiar	to clean
marcar (un gol)	to score (a goal)
necesitado	needed, required
los necesitados	the needy
la organización benéfica	charitable organisation, charity
participar (en)	to take part (in)
pasarlo bien	to have a good time
proteger	to protect
la residencia de ancianos	old people's home
los "sin techo"	the homeless
el Tercer Mundo	the Third World
la tienda con fines benéficos	charity shop
/tienda solidaria	
el/la voluntario/a	volunteer

**6.1F Me gustaría ayudar**

agradecer	to thank
aprender	to learn
el asombro	amazement, surprise
contar (que)	to tell, to relate
el curso	school year, course
los/las demás	the others, the rest
esperar	to wait for, to hope, to expect
formar parte	to be part (of)
hacer la cama	to make the bed
el centro de menores tutelados	children's home
el idioma	language
inútil	useless
propósito	aim, purpose, objective
repartir	to deliver, to hand out
tener sueño	to be sleepy
la tienda solidaria	charity shop
útil	useful

**6.2G ¿Comes bien?**

acostarse	to go to bed
las bebidas alcohólicas	alcoholic drinks
las bebidas azucaradas	sugary drinks
borracho/a	drunk
el dolor	pain, ache
emborracharse	to get drunk
evitar	to avoid
glotón	greedy
la grasa	fat
grasiento/a	fatty, greasy
intentar (+ infinitive)	to try to
el ladrón	thief, robber
malsano	unhealthy
musulmán	Muslim
poco sano	not healthy
la ración	portion
saludable	healthy
sano	healthy

**Key Verbs**

Ayudar To help	Ir To go	Soportar To stand	Hacer – to do/make	Limpiar To clean
Ayudo I help	Voy I go	Soporto I can stand	Hago I do	Limpio I clean
Ayudas You help	Vas You go	Soportas You can stand	Haces You do	Limpias You clean
Ayuda He/she helps	Va s/he goes	Soporta He/she can stand	Hace s/he does	Limpia He/she cleans
Ayudamos We help	Vamos They go	Soportamos W can stand	Hacemos We do	Limpiamos We clean
Ayudan They help	Van They go	Soportan They can stand	Hacen They do	Limpian They clean

**6.1H La importancia de hacer obras benéficas**

andar	to walk
el bolsillo	pocket
contribuir	to contribute
dar asco	to nauseate
el dibujo	drawing
donar	to donate
en vías de extinción	threatened (threatened with extinction)
escaso/a	scarce
la exposición	exhibition
el ganador	winner
ganar	to win
gastar	to spend
las instalaciones	facilities
el medio ambiente	environment
las obras benéficas	charity, charitable works
la pérdida	loss
perteneciente a	belonging to
el/la político/a	politician
los recursos	resources
seropositivo/a	HIV positive
el sida	AIDS
temer	to fear

**6.2H ¿Qué opinas?**

aguantar	to put up with, to bear
asqueroso/a	disgusting
ataque cardíaco	heart attack
aumentar	to increase
el botellón	drinking party in the street
cada vez más	more and more
el cerebro	brain
el consumo	consumption
el corazón	heart
cuanto antes	as soon as possible
el/la drogadicto/a	drug addict
la edad	age
la encuesta	survey
enfrentar	to face
grave	serious
hacer daño a	to injure, to harm
el hígado	liver
nocivo/a	harmful
participar (en)	to take part (in)
pedir	to ask (for), to ask (someone to do something)
los primeros auxilios	first aid
prohibir	to prohibit, to forbid
provocar	to cause, to provoke
el pulmón	lung
reducir	to reduce
síndrome de abstinencia	withdrawal symptoms
el sobrepeso	excess weight, obesity
subir	to go up
el tabaquismo	addiction to tobacco
la venta	sale

Translation Practice. G – blue F – orange H - Green	
Trabajo _____ voluntario	I work <b>as</b> a volunteer
_____ comida a los clients	<b>I serve</b> food to the customers
Pienso _____ en el instituto	I'm thinking about <b>working</b> in the school
_____ ayudar a otra gente	<b>I hope</b> to help other people
_____ muchas horas el fin de semana	<b>I work</b> many hours on the weekend
Pienso que _____ a otra gente es muy importante	I think that <b>helping</b> other people is very important
_____ ser voluntario/a	<b>I'd like</b> to be a volunteer
_____ ayudar	<b>I would like</b> to help
Quisiera _____ las comidas	I'd like <b>to prepare</b> the meals
Me gustaría _____ fondos	I'd like to <b>raise</b> funds
_____ en un hospital	<b>I used to help</b> in a hospital
_____ el trabajo un poco difícil	<b>I find</b> the work a little difficult
No _____ hacer nada	I don't <b>want</b> to do anything
_____ imposible hacer todo ese trabajo	<b>It would be</b> impossible to do all that work
¿Qué _____ tú?	What <b>would you do</b> ?
_____ de estudiar por voluntar	<b>I stopped</b> studying to volunteer
A mi _____ le encanta voluntar	My <b>boyfriend</b> loves volunteering
No _____ nada	<b>I wouldn't give</b> anything
No _____ el tiempo	<b>I wouldn't have</b> the time

Key Questions: Answer the following in your own words. Use these model answers	
¿Llevas una vida sana? ¿Comes demasiada comida rápida?	Pienso que llevo una vida sana. Todos los días como un poco de fruta y bebo agua que es sano aunque de vez en cuando como las patatas fritas que son grasientas y malsanas. Solo como la comida rápida a menudo porque lo que no me gusta es la comida grasienta. No fumo y nunca voy a fumar. Es asqueroso pero mi padre fuma. Hago también mucho ejercicio. Ayer comí una ensalada que fue muy sana y hice ciclismo y deporte en colegio.
¿Cómo te mantienes en forma? ¿te acuestas tarde? ¿haces ejercicio?	Creo que como suficiente fruta y verdura porque como frutas y verduras todos los días. Mi fruta favorita es la manzana porque es dulce y fácil a comer, aunque como bastante comida rápida también. Ayer para la cena comí dos manzanas y un plátano. ¡Qué sano! Cuando tengo calor bebo mucha coca light con hielo sin embargo los gaseosas/las bebidas azucaradas no son muy sanas. Cuando tengo frío bebo chocolate caliente con mucha leche que es delicioso. Ayer bebí demasiado coca light Normalmente hago bastante ejercicio, que es muy sano. Todos los días voy a pie al colegio y los fines de semana hago ciclismo con mis amigos en el campo que es entretenido y bueno para el cuerpo/la salud. No me acuesto tarde durante la semana. Me acuesto a las diez pero los fines de semana me acuesto a los doce de la noche porque veo películas y videos de Youtube en mi móvil. Ayer me acosté a las once.
¿Qué comes para el desayuno, la cena, tu almuerzo? ¿es sano?	Para el desayuno, como normalmente los cereales que son deliciosos con zumo de naranja. Para la cena como normalmente carne con patatas y verduras con mi familia en casa que es un poco sano. Para mi almuerzo, como un bocadillo con jamón y queso en el colegio con agua o coca. Ayer desayuné ... cené ...comí para mi almuerzo ...
¿Crees que es necesario llevar una vida sana/es necesario para los jóvenes llevar una vida sana?	Creo que es muy importante llevar una vida sana/Creo que es muy importante para los jóvenes llevar una vida sana. Es importante llevar una vida sana para ayudar con el trabajo en el colegio, para mantenerse en forma, para no ser gordo, para tener un buen aspecto físico, para mantener una buena salud, porque ayuda con tus estudios
Key Grammar	
Forming the conditional ('would like to' tense). Always remove the –AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for –AR, -ER, -IR verbs. They are:  -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
<b>Perfect Tense</b> ('have done...')	Formed with the verb ' <b>haber</b> ': he, has, ha, hemos, habéis, han + past participle: -ar: <b>-ado</b> -er/ir: <b>-ido</b> e.g. <i>He estudiado</i> = <i>I have studied</i>

**What we are learning this term:**

- A. Talking about reusing things, reducing waste and recycling
- B. Talking about ways of protecting the environment
- C. Talking about poverty
- D. Talking about homelessness

**6 Key Words for this term**

- |                 |                |
|-----------------|----------------|
| 1. la libertad  | 4. el destrozo |
| 2. pensamientos | 5. violento/a  |
| 3. asistir a    | 6. la culpa    |

**7.1G Reutilizar, reducir, reciclar**

ahorrar	to save
la basura	rubbish
la bolsa de plástico	plastic bag
el cartón	cardboard
cerrar	to shut, to close, to turn off (tap)
el contenedor	container
en vez de	instead of
intentar	to try to
la lata	tin, can
el malgasto	waste
el papel (reciclado)	(recycled) paper
la papelera	wastepaper basket
la pila	battery
el plástico	plastic
ponerse	to put on (clothes)
los productos químicos	chemicals, chemical products
el proyecto	project
recargable	rechargeable
reciclar	to recycle
reutilizar	to reuse
la Tierra	Earth
tirar	to pull, to throw away
tratar de	to try to
el vidrio	glass

**7.1F Protegiendo el medio ambiente**

la basura	rubbish
la bombilla (de bajo consumo)	(low-energy) light bulb
el combustible	fuel
combatir	to fight, to combat
la contaminación atmosférica	air pollution
desaparecer	to disappear
el desastre	disaster
desconectar	to disconnect, to unplug,
switch off	
deshacer	to undo
los desperdicios	rubbish, refuse, waste
la especie	species
incluso	even
inquietante	worrying
luchar	to struggle, fight
la medida	measure, means
medioambiental	environmental
el motor	engine
los residuos	refuse, waste, rubbish
salvar	to save

**7.2G Los necesitados**

a favor (de)	in favour (of)
la alimentación	feeding, nourishment, food
la asistencia médica	medical care
asistir a	to attend
buscar	to look for
contribuir	to contribute
la creencia	belief
la culpa	blame, fault
la enfermedad	illness
en contra	against
estar dispuesto/a a	to be prepared to, to be ready to
faltar	to be lacking, to be missing
fresco	fresh
hace(n) falta	to be necessary, to need
la libertad (de pensamiento)	freedom (of thought)
merecer	to deserve
necesitar	to need
perder	to lose
perezoso/a	lazy
querer	to love

**Key Verbs**

<u>Reciclar</u> To recycle	<u>Ir</u> To go	<u>Apagar</u> To turn off	<u>Hacer –</u> to do/make	<u>Encender</u> To turn on
Reciclo I recycle	Voy I go	Apago I turn off	Hago I do	Enciendo I turn on
Reciclas You recycle	Vas You go	Apagas You turn off	Haces You do	Enciendas You turn on
Recicla Sh/e recycles	Va s/he goes	Apaga He/she turns off	Hace s/he does	Enciende He/she turns on
Reciclamos We recycle	Vamos They go	Apagamos We turn off	Hacemos We do	Encendemos We turn on
Reciclan They recycle	Van They go	Apagan They turn off	Hacen They do	Enciendan They turn on

**7.2F Los “sin techo”**

el destrozo	damage, destruction
escoger	to choose
la falta	lack
formar parte de	to be part of
el/la gamberro/a	hooligan, lout, troublemaker
maltratar	to mistreat, to ill-treat
los niños de la calle	street children
la ONG (organización	NGO (non-governmental organisation)
no gubernamental)	
la pobreza	poverty
recoger	to pick up
robar	to steal, rob
el vertedero	rubbish dump, tip
la violencia	violence
violento/a	violent

**7.2H Es importante ayudar a los demás**

el agua corriente (fem.)	running water
bastar	to be enough
la comisaría	police station
consumir	to consume
la corriente	(electric) current,
electricity supply	
crear	to create
la criminalidad	crime
cualquier(a)	any
el empleo	job
el/la encargado/a	person in charge
el éxito	success

**7.1H Problemas ecológicos**

acercarse a	to approach
el agujero	hole
la aldea	(small) village
alejarse	to move (something)
further away	
alejarse de	to move further away
from	
amenazar	to threaten
arruinar	to ruin
el atasco	traffic jam, hold-up
el ave (marina) (fem.)	(sea) bird
el calentamiento global	global warming
la capa de ozono	ozone layer
el casco	helmet, hull (of ship)
el centenar	about a hundred
la central eléctrica	power station
la circulación	traffic
constituir	to constitute
cortar	to cut, to cut off
el efecto invernadero	greenhouse effect
extender	to spread, to stretch
frenar	to brake, to put a stop
to	
el humo	smoke
el huracán	hurricane
el incendio	fire
la lluvia	rain
la mancha	stain
la marea negra	oil slick
la muerte	death
el nivel	level
el petrolero	oil tanker
el/la pescador/a	fisherman/fisherwoman

Translation Practice. G – blue F – orange H - Green	
_____ agua	I <b>save</b> water
_____ transporte público	I <b>use</b> public transport
Uso pilas _____	I use <b>rechargeable</b> batteries
_____ al instituto a pie	I <b>go</b> to school by foot
_____ latas	I <b>recycle</b> cans
_____ el uso de productos químicos	I <b>avoid</b> the use of chemical products
Es necesario tomar _____ urgentes	It's necessary <b>to take</b> urgent measures
_____ que luchar	<b>We have</b> to fight
_____ que proteger el medio ambiente	<b>We must</b> protect the environment
_____ uso bolsas reciclables	I <b>always</b> use recyclable bags
_____ reciclar lo mucho que posible	I <b>try</b> to recycle as much as possible
No _____ nada	I <b>don't recycle</b> anything
_____ ayudar	I <b>want</b> to help
Me _____ que hay tanta pobreza	It <b>worries</b> me that there is so much poverty
Me _____ que hay gente sin comida	It <b>annoys</b> me that there are people without food
Me _____ de que tu hermana pueda ayudar	I'm <b>delighted</b> that your brother can help
Me _____ triste la situación	It <b>makes</b> me sad the situation
Nos _____ falta recursos	We are <b>missing</b> resources
Me _____ mucho	It <b>matters</b> to me a lot

Key Questions: Answer the following in your own words. Use these model answers	
¿Qué haces para ahorrar energía/agua?	Me importa ahorrar energía y agua. Normalmente me ducho en vez de bañarme. Siempre cierro los grifos. Intento no malgastar agua o energía. Me pongo un jersey en vez de ponerla calefacción y solo pongo el lavaplatos cuando el lavaplatos está lleno.
¿Qué cosas reutilizas?/reciclas? / ¿Usas papel reciclado?	Me preocupa el reciclaje. Me importa reutilizar cosas y reducir el malgasto de recursos. Uso pilas recargables y reutilizo bolsas de plástico. Reciclo las latas, el papel, y el cartón, el plástico y el vidrio. Siempre separo la basura.
¿Qué deberías hacer para proteger el medio ambiente?	Hay muchas cosas que deberías hacer para proteger el medio ambiente. Deberías apagar las luces, el televisor y el ordenador. Tienes que cerrar las puertas en casa y debes reciclar las latas, las bolsas de plástico y el vidrio. Debes bañarte lo menos posible. Deberías usar el coche lo menos posible.
¿Qué vas a hacer para proteger el medio ambiente?	En el futuro voy a reciclar más. Siempre voy a reciclar las botellas de vidrio y de plástico. Voy a apagar el televisor y el ordenador cuando termino. Voy a ir lo más posible en bicicleta o a pie. Voy a ir en coche lo menos posible.
¿Qué hiciste ayer para proteger el medio ambiente?	Ayer reciclé la basura en casa. Ayer separé la basura en casa para mis padres. Ayer fui a colegio a pie en vez de ir en autobús/en coche. Ayer cerré las puertas y las ventanas en casa para conservar el calor en casa.
¿Qué es el problema del planeta que te preocupa más?	Lo que más me preocupa es la deforestación/el problema del tráfico/la sequía/las mareas negras/la contaminación del aire porque es importante evitar el cambio climático/porque causa huracanes/sequias/el calentamiento global/los incendios forestales/las enfermedades de los pulmones/afecta la flora y la fauna/ los animales/los seres humanos/amenaza el planeta//amenaza la vida humana/la vida de los animales.

Key Grammar	
<b>Future Tense ('will...')</b>	<b>All verb groups:</b> -é, -ás, -á, -emos, -éis, -án  <i>With this tense, do NOT take the verb ending away but ADD it on to the infinitive.</i>
Forming the conditional ('would like to' tense). Always remove the -AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for -AR, -ER, -IR verbs. They are:  -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

**GCSE Unit 8 SPANISH Knowledge organiser.**  
**Topic Holidays and Travel**



**What we are learning this term:**

A. Talking about travelling to holiday destinations  
 B. Talking about the weather  
 C. Talking about holiday accommodation  
 D. Talking about the regions of Spain  
 E. Understanding tourist leaflets and websites

**6 Key Words for this term**

1. alojarse	4. vacaciones
2. veranear	5. un folleto
3. la pensión	6. el AVE

**8.1G ¡Me voy de vacaciones!**

el aire acondicionado air conditioning  
 el andén platform  
 el asiento seat  
 el autocar coach  
 el AVE (tren de alta velocidad) high-speed train  
 el avión plane  
 barato/a cheap  
 el barco boat  
 la bici(cleta) bike, bicycle  
 el coche car  
 la consigna left-luggage office  
 el crucero cruise  
 desde luego of course  
 echar de menos to miss  
 Escocia Scotland  
 estrecho/a narrow  
 el equipaje luggage  
 el ferrocarril railway  
 el invierno winter  
 la maleta suitcase  
 el metro underground  
 no fumador non smoking  
 el otoño autumn  
 la primavera spring  
 la sala de espera waiting room  
 Sudamérica South America  
 el tranvía tram  
 las vacaciones holidays  
 el verano summer  
 viajar to travel  
 el viaje journey

**8.1F ¿Dónde te alojas?**

el abrebotellas bottle-opener  
 el abrelatas tin-opener  
 el aeropuerto airport  
 a la derecha on the right  
 a la izquierda on the left  
 el albergue juvenil youth hostel  
 Alojarse to stay (in a hotel)  
 el bañador swimming costume  
 la cama de matrimonio double bed  
 camping campsite, camping  
 la estación de servicio petrol station  
 la estrella star  
 fatal awful, terrible  
 el folleto leaflet  
 la gasolina (sin plomo) (unleaded) petrol  
 el guía / la guía guide (person)  
 la guía guidebook  
 la habitación (doble/ (double/single) room individual)  
 la llave key  
 mojarse to get wet  
 la oficina de turismo tourist office  
 el papel higiénico toilet paper  
 el parador state-owned hotel (in Spain)  
 el pasaporte passport  
 la pensión boarding house, B & B  
 ponerse en camino to set off  
 por desgracia unfortunately  
 la recepción reception  
 la reserva reservation  
 el saco de dormir sleeping bag  
 los servicios toilets  
 la tarjeta de embarque boarding card  
 la tienda (de campaña) tent  
 la taquilla ticket office

**8.2G ¿En qué región vives?**

el desempleo unemployment  
 la diversión entertainment  
 muy poblado crowded  
 nacer to be born  
 Nací I was born  
 nació he/she was born  
 el país country  
 Pescar to fish  
 el río river  
 la sierra mountain range  
 tanto so much, so many

**Key Verbs**

<u>Quedarse</u> To stay	<u>Ir</u> To go	<u>Veranear</u> To summer holiday	<u>Hacer –</u> to do/make	<u>Volar</u> To fly
Me quedo I stay	Voy I go	Veraneo I summer holiday	Hago I do	Vuelo I fly
Te quedas You stay	Vas You go	Veraneas You summer hol	Haces You do	Vuelas You fly
Se queda He/she/it stays	Va s/he goes	Veranea He/she summer hol	Hace s/he does	Vuela He/she/ it flies
Nos quedamos We stay	Vamos They go	Veraneamos We summer hol	Hacemos We do	Volamos We fly
Se quedan They stay	Van They go	Veranean They summer hol	Hacen They do	Vuelan They fly

**8.2F Un folleto turístico**

abrir to open  
 abierto/a open  
 callado/a quiet, reserved  
 cargar to load  
 cerrar to close, shut  
 la cocina cuisine, cooking  
 conocer to know (a person /a place)  
 el cultivo crop  
 entero/a entire, whole  
 gruñón/oña grumpy  
 ir de paseo to go for a walk  
 la mina mine  
 el monasterio monastery  
 el monte hill, mountain  
 la oveja sheep  
 Pintoresco picturesque  
 recomendar to recommend  
 el recuerdo memory, reminder, souvenir  
 la refinera (de petróleo) (oil) refinery  
 la sombrilla sunshade, parasol  
 el taller workshop  
 tranquilo/a peaceful  
 la vaca cow  
 el valle valley  
 el/la visitante visitor

**8.2H Describiendo tu región**

acostumbrado/a accustomed to, used (adj) to  
 la barca pesquera fishing boat  
 casero/a home-made  
 la cita amorosa date (with someone)  
 el clima climate

**8.1H ¿Qué hiciste y qué te gustaría hacer durante las vacaciones?**

aburrirse to get bored  
 acabar de (+ infinitive) to have just (done something)  
 broncearse to get a tan  
 coger to catch, to take  
 el crucero cruise  
 descansar to rest  
 el esquí acuático water skiing  
 extranjero/a foreign  
 el extranjero (en el \_\_, abroad al \_\_)  
 Francia France  
 genial brilliant, great  
 Grecia Greece  
 la insolación sunstroke  
 la isla island  
 las Islas Canarias Canary Islands  
 a mediados de in the middle of (time)  
 el Mediterráneo Mediterranean  
 ocupado/a busy, engaged  
 el oro gold  
 la plata silver  
 regresar to return  
 relajarse to relax  
 la sombrilla sunshade, parasol  
 el vestuario changing room, cloakroom  
 la vida nocturna night life  
 volver to return  
 el vuelo flight  
 colocar to place, to put  
 la empresa company, firm  
 la época era, age, time



Translation Practice. G – blue F – orange H - Green	
¿Con quién _____?	Who do <b>you go</b> with?
Vamos a ir en _____	We are going to go by <b>coach</b>
Voy a _____ en avión	I'm going <b>to travel</b> by plane
_____ ir en barco	<b>I want</b> to go by boat
Me gusta _____ en coche	I like <b>going</b> by car
Voy con mis _____ en bici	I go with my <b>friends</b> by bike
Después de _____	After <b>arriving...</b>
_____ de comer voy a nadar	<b>Before</b> eating I'm going to swim
¿A dónde _____ el año pasado?	Where did <b>you go</b> last year?
Me _____ en...	<b>I stayed</b> in...
Está _____ en el sur	It's <b>situated</b> in the south
Las casas están _____ blancas	The houses are <b>painted</b> white
La región está _____ por unos ríos	The region is <b>crossed</b> by some rivers
Cuando _____ pequeño/a...	When I <b>was</b> younger...
_____ he ido a Francia.	I've <b>already</b> been to France.
El próximo verano _____ a Chipre	Next summer <b>I will go</b> to Cyprus
El pueblo _____ muy tranquilo	The town <b>was</b> very quiet
¿Dónde te _____?	Where did you <b>stay</b> ?
Nunca _____ ido.	<b>We have</b> never been.

Key Questions: Answer the following in your own words. Use these model answers	
. ¿Dónde vas de vacaciones normalmente, con quien, cuando, como viajas, el tiempo, qué haces?	Normalmente en verano voy de vacaciones a Barcelona en España. suelo ir a ... / En general voy con ... (pero el año pasado fui con ... / en el futuro me encantaría ir con ... De vez en cuando hace ... weather .. pero a menudo hace ... weather Todos los años nos quedamos/me alojo en ... accomdation - Me parece que (accommodation) (describe opinion) es ... opinion pero preferería alojarme en ... where you would like to stay Viajamos en ... transport (opinion?), Durante las vacaciones hago ... nado ... practico ... tomo el sol ... etc
¿Donde fuiste el año pasado de vacaciones? ¿Cómo fueron, Qué hiciste? Comiste?	El año pasado fui a Málaga en España y fui con mis padres. Viajamos en tren y en avión. No me gustó el viaje porque fue demasiado largo y no fue relajante. Tuve que esperar demasiado tiempo en el aeropuerto. Durante las vacaciones nadé en el mar, tomé el sol en la playa y mis hermanas menores jugaron mucho en el agua. Probé platos típicos de la región de Málaga pero no me gustaron los mariscos o las gambas. Sobre todo, me encantaron mis vacaciones porque hizo mucho sol y España es mejor que Inglaterra. nadé ... hice ... jugué ... fui a .. descansé... me relajé... me alojé ... ¡Qué bueno!
¿Qué tipo de vacaciones prefieres?	Prefiero las vacaciones en las montañas/en el campo/en una ciudad/de verano/de invierno porque en verano suele hacer calor y puedo relajarme en la playa/en invierno porque me encanta el frio y me lo paso bomba celebrar las navidades con mi familia. ¡Que divertido!
¿Qué hacías en vacaciones cuando eras joven?	Cuando era joven, iba a Escocia cerca de Edimburgo. Siempre viajábamos en coche. Nos alojábamos en un hotel de lujo. Solía (I used to usually) ir a un restaurante para comer. Comía siempre las patatas fritas y pescado pero mi hermano comía siempre los platos típicos de escocia como el Haggis, que era asqueroso. Qué Asco

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -íste, -ió, -imos, -istéis, -ieron
<b>Imperfect Tense</b> ( <i>Past, ongoing actions, descriptions, 'used to' or 'was doing'</i> )	<b>-ar</b> -aba, -abas, -aba, -ábamos, -abais, -aban <b>-er and -ir</b> -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father



**What we are learning this term:**

- A. Giving your opinion about different subjects
- B. Talking about your studies
- C. Talking about your school life and daily routine
- D. Talking about school rules and uniform
- E. Translating into English

**6 Key Words for this term**

- |                |                 |
|----------------|-----------------|
| 1. asignaturas | 4. suspender    |
| 2. notas       | 5. licenciatura |
| 3. aprobar     | 6. elegir       |

**9.1G El instituto y las asignaturas**

el arte dramático drama  
 la asignatura subject  
 la carrera career, university course  
 las ciencias science  
 la clase class  
 la cocina cooking, food technology  
 continuar to continue, carry on  
 los deberes homework  
 dejar to drop  
 el dibujo art  
 difícil difficult, hard  
 divertido/a fun  
 la educación física PE  
 Escoger to choose  
 el español Spanish  
 estudiar to study  
 fácil easy  
 el francés French  
 la geografía geography  
 la historia history  
 el inglés English  
 las matemáticas maths  
 práctico/a practical  
 próximo/a next  
 la selección choice  
 Útil useful

**9.1F ¿Cómo ser buen estudiante?**

abrir to open  
 Afectar to affect  
 el apoyo support  
 aprender to learn  
 los apuntes notes  
 asistir a to attend  
 la biblioteca library  
 el/la compañero/a classmate  
 completar to complete  
 Consultar to consult  
 el debate discussion  
 los deberes homework  
 el diccionario dictionary  
 la duda doubt, query  
 el ejercicio exercise  
 entender to understand  
 la escuela school  
 Esperar to hope, to wait, to expect  
 el examen, exámenes exam, exams  
 la excursión trip  
 faltar a clase to miss lessons  
 la frase sentence  
 Intentar to try  
 interrumpir to interrupt  
 el instituto school  
 levantar la mano to raise your hand  
 la literatura literature  
 llevar to take, to carry, to wear  
 mejorar to improve  
 mirar to look at  
 el mundo world  
 necesitar to need  
 la nota grade  
 ofrecer to offer  
 el ordenador computer  
 organizar to organise  
 la palabra word  
 la pantalla screen  
 participar to take part  
 pedir to ask for, to request  
 pegado/a a glued to  
 perder to lose, miss  
 la pizarra blackboard  
 la pizarra interactiva smartboard  
 Preguntar to ask  
 el/la profesor(a) teacher  
 el progreso progress  
 la prueba test  
 Repasar to revise

**Key Verbs**

<u>Aprobar</u> To pass	<u>Elegir</u> To choose	<u>Suspender</u> To fail	<u>Estudiar</u> To study	<u>Pensar</u> To think
Apruebo I pass	Eligo I choose	Suspendo I fail	Estudio I study	Pienso I think
Apruebas You pass	Eliges You choose	Suspendes You fail	Estudias You study	Piensas You think
Aprueba He/she/it passes	Elige He/she/it chooses	Suspende He/she/it fails	Estudia He/she/it studies	Piensa He/she/it thinks
Aprobamos We pass	Elegimos We choose	Suspendemos We fail	Estudiamos We study	Pensamos We think
Aprueban They pass	Eligen They choose	Suspenden They fail	Estudian They study	Piensan They think

**9.1F ¿Cómo ser buen estudiante?**

el repaso revision  
 responsable responsible  
 resultar en to end up with, to lead to  
 saber to know  
 sacar buenas / to get good / bad grades  
 malas notas  
 serio/a serious  
 las tareas homework  
 el trabajo work, piece of work  
 la tutoría tutorial  
 Usar to use  
 el vocabulario vocabulary

**9.1H ¿Qué tal el instituto?**

preocupar to worry  
 la sala de informática IT room  
 sencillo/a simple  
 Sentirse to feel  
 usar to use  
 el viaje journey  
 la zona área

**9.1H ¿Qué tal el instituto?**

el/la alumno/a pupil  
 antiguo/a old  
 asustado/a frightened  
 asustar to frighten  
 el atasco traffic jam, blockage  
 atento/a attentive  
 el aula (fem.) classroom  
 ayudar to help  
 buscar to look for  
 cambiar to change  
 cansado/a tired  
 conocer to meet, to get to know  
 contento/a glad, happy  
 contestar to answer  
 el curso school year, course  
 los deberes homework  
 deteriorado/a dilapidated, shabby  
 distinto/a different  
 la emoción excitement  
 emocionante exciting  
 encima on top  
 encontrar to find  
 explicar to explain  
 feo/a ugly  
 el gimnasio sports hall, gym  
 hambriento/a hungry  
 el idioma language  
 inmenso/a immense  
 el laboratorio laboratory  
 largo/a long  
 mejor better  
 nervioso/a anxious, nervous  
 el patio del recreo the school yard, playground  
 la pregunta question

Translation Practice. G – blue F – orange H - Green	
Me _____ el francés	I <b>like</b> French
La historia es _____ divertida que el inglés	History is <b>more</b> fun than English
_____ a estudiar las matemáticas	I <b>am</b> going to study maths
La literatura es más _____ que el francés	Literature is more <b>fun</b> than French
Me encanta dibujo. Voy a _____ en Septiembre	I love art. I'm going to <b>study it</b> in September.
No, no _____ elegir esa opción	No, I <b>don't want</b> to pick that option
Pienso que las ciencias son muy _____	I think that science is really <b>useful</b>
No creo que voy a _____	I don't believe that I'm going to <b>fail</b>
_____ informática en la escuela primaria	I <b>used to study</b> ICT in primary school
Ayer _____ mis deberes	Yesterday I <b>did</b> my homework
La semana pasada _____ con mi profesora	Last week I <b>spoke</b> with my teacher
Voy a _____ estudiando tecnología	I'm going to <b>continue</b> studying technology
Si necesitas algo, _____ al profesor.	If you need anything <b>ask</b> the teacher
_____ mucho estudiar ciencias	I <b>enjoy</b> studying science a lot
Ya _____ hablado con el profesor	I <b>have</b> already spoken with the teacher
Va a _____ muy interesante	It's going to <b>be</b> very interesting
He _____ esta opción	I have <b>chosen</b> this option
Quiero _____ mucho	I really want to <b>do it</b> a lot
No sé _____ hacer	I don't know <b>what</b> to do

Key Questions: Answer the following in your own words. Use these model answers	
¿Qué estudias ahora, que te gustaría estudiar en el futuro, que vas a dejar?	Ahora en el colegio, estudio unas asignaturas obligatorias. Las asignaturas obligatorias son las matemáticas, las ciencias y el inglés. También he elegido estudiar el español, la geografía, la historia, la tecnología, el arte, el dibujo .... La asignatura que me interesa más es ..... porque .... La asignatura que me molesta/irrita más es .... porque ...
¿Cómo es tu colegio, las reglas, los edificios, las instalaciones?	Mi colegio es un colegio grande que tiene circa ochocientos alumnos. Está en las afueras de Swindon en los barrios de Pinehurst y Penhill. Tenemos una biblioteca nueva, una cantina acogedora, un patio grande ... En el colegio no debes comer chicle, no debes acosar, no tienes que gritar, no deberías comportarse mal... En el colegio tienes que comportarse bien, llevar el uniforme, ir al baño solo durante el recreo, llegar al colegio a hora ....
¿Describe tu primer día en tu colegio?	El primer día, estaba un poco nervioso porque me preocupaban los profesores, los otros alumnos, las clases, .. me preocupaba que los profesores serian estrictos, me preocupaban los exámenes, me preocupaba que el colegio sería tan inmenso
Es obligatorio estudiar matemáticas. ¿Crees que es una buena idea? ... ¿Por qué (no)?	Si, en mi opinión me parece una buena idea porque ... las matemáticas son muy importantes en el futuro/para un buen trabajo bien pagado/para mi futuro/para ir a una buena universidad/porque las matemáticas se usan en todos los trabajos
En tu opinión, ¿cuáles son las características más importantes de un buen profesor?	En mi opinión, un buen profesor es siempre simpático, nunca malhumorado, es de vez en cuando gracioso, es comprensivo y cariñoso, es siempre alegre y no es nunca antipático
¿Qué cambiarías de tu colegio si tuvieras la oportunidad?	Si tuviera la oportunidad, cambiaría/me gustaría cambiar las reglas. Me gustaría cambiar el uniforme porque me parece que es tan feo, me gustaría cambiar las reglas porque son demasiadas estrictas, me gustaría cambiar unos profesores porque son tan antipáticos

Key Grammar	
Imperfect Tense (Past, ongoing actions, descriptions, 'used to' or 'was doing')	-ar -aba, -abas, -aba, -ábamos, -abais, -aban -er and -ir -ía, -ías, -ía, -íamos, -íais, -ían
Forming the conditional ('would like to' tense). Always remove the -AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for -AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Future Tense ('will...')	<b>All verb groups:</b> -é, -ás, -á, -emos, -éis, -án  <i>With this tense, do NOT take the verb ending away but ADD it on to the infinitive.</i>



**What we are learning this term:**

- A. Talking about your school and daily routine
- B. Talking about school rules and uniform
- C. Translating into English
- D. Revising 'se debe', 'hay que', 'tener que'
- E. Using questions to help your answer
- F. Using quantifiers and intensifiers

**6 Key Words for this term**

- |                |                      |
|----------------|----------------------|
| 1. acabar de   | 4. demostrar         |
| 2. actuar      | 5. las instalaciones |
| 3. la ausencia | 6. el maquillaje     |

**10.1F Las reglas y el uniforme**

la agenda	diary, planner
el apellido	surname
el artículo	article
la ausencia	absence
buscar	to look for
el chicle	chewing gum
el daño	harm
dejar	to let, allow
demostrar	to show, demonstrate
el edificio escolar	building school (adj.)
firmar	to sign
el individuo	individual
las instalaciones	facilities
el intercambio	exchange
llevar	to take, carry, wear
el maquillaje	make up
los materiales	materials
mientras	while
el nombre	name
la palabra	word
el pasillo	corridor
el pendiente	earring
ponerse en contacto	to get in touch
prohibido	prohibited, banned
la puntualidad	punctuality
la regla	rule
el respeto	respect
sufrir	to suffer
traer	to bring
el trayecto	journey
el uniforme	uniform

**10.1G El día en el instituto**

acabar de	to have just done something
actuar	to perform
el aire libre	the open air
aislado/a	isolated
el/la alumno/a	pupil
aprender	to learn
la asignatura	subject
el bachillerato	A-level equivalent
el bocadillo	sandwich
bonito	lovely
campo de deportes	sports field
la clase	class
el/la compañero/a	classmate
corto/a	short
durar	to last
empezar	to start, to begin
el equipo	team, equipment
el estante	shelf
la evaluación	assessment
funcionar	to work, to function
ganar	to win
ir al baño	to go to the bathroom
el juego de mesa	board game
la hora de comer	lunch hour
el laboratorio	laboratory
la obra de teatro	play
la opción	option
la oportunidad	opportunity
pasar la lista	to take the register
el producto químico	chemical

**Key Verbs**

<u>Acabar de</u> To have just finished	<u>Mejorar</u> To improve	<u>Maquillarse</u> To put makeup on oneself	<u>Hacer –</u> to do/make	<u>Ofrecer</u> To offer
Acabo de I have just finished	Mejoro I improve	Me maquillo I put make up on	Hago I do	Ofrezco I offer
Acabas de You have just finished	Mejoras You improve	Te maquillas You put make up on	Haces You do	Ofreces You offer
Acaba de He/she it has just finished	Mejora He/she/ it improves	Se maquila He/she/it puts make up on	Hace s/he does	Ofrece He/she/it offers
Acabamos de We have just finished	Mejoramos We improve	Nos maquillamos We put make up on	Hacemos We do	Ofrecemos We offer
Acaban de They have just finished	Mejoran They improve	Se maquilan They put make up on	Hacen They do	Ofrecen They offer

**10.1H Lo bueno y lo malo del instituto**

el acoso	bullying
aguantar	to put up with
aislado/a	isolated
alegrar	to brighten up, to cheer up
aprobar	to pass an exam
el aspecto	appearance
la calefacción	heating
el castigo	punishment
el comportamiento	behaviour
la conducta	behaviour
corregir	to mark, to correct
cumplir con	to fulfil
en cuanto a	as regards
encenderse	to be turned on
enfadado/a	angry
enseñar	to teach, show
el equipo	equipment
la espalda	back
el estante	shelf
la explicación	explanation

**10.1H Lo Bueno y lo malo del instituto**

travieso/a	naughty, badly behaved
el trimestre	term
ya que	since, as
el fracaso	failure
golpear	to hit
hace falta	it is necessary
incómodo/a	uncomfortable
la intimidación	bullying
la pizarra	digital smartboard
mejorar	to improve
molestar	to disturb, to annoy
el ocio	leisure
la pared	wall
recordar	to remember
el repaso	revision
sucio/a	dirty
tardar	to take time, to delay

Translation Practice. G – blue F – orange H - Green	
Irene _____ porque estudió muy poco	Irene <b>failed</b> because she studied very little
No practicamos _____ atletismo.	We don't practise <b>much</b> athletics.
Cuando _____ de clase hay mucha gente	When <b>we change</b> class there are too many people
No _____ bastantes ordenadores	<b>We don't have</b> enough computers
El instituto está _____ lejos	The school is <b>too</b> far away
Hay _____ posibilidades de estudiarlo	There are <b>few</b> possibilities to study it
Hay _____ llevar uniform	<b>You have to</b> wear a uniform
No _____ usar el móvil	<b>We cannot</b> use mobile phones
No _____ fumar	You <b>must</b> not smoke
Me gustaría _____ para ir al colegio	I would like <b>to put makeup on</b> to go to school
Soy educado y _____	I am polite and <b>considerate</b>
Odio _____ los deberes en casa	I hate <b>doing</b> homework at home
Hay muchas _____ entre los dos	There are many <b>differences</b> between the two
Las aulas _____ ser más grandes	The classrooms <b>ought to</b> be bigger
Debería _____ más ordenadores	There ought <b>to be</b> more computers
Deberían _____ una piscina	They ought <b>to build</b> a swimming pool
He _____ mis estudios	I have <b>finished</b> my studies
Han _____ a casa	They have <b>returned</b> home

Key Questions: Answer the following in your own words. Use these model answers	
¿Qué crees que es lo peor / lo mejor aspecto del instituto?	El mejor aspecto del colegio es ... porque ... El peor aspecto del colegio es ... porque ...
¿Qué cambiarías de tu colegio si tuvieras la oportunidad?	Si tuviera la oportunidad, cambiaría/me gustaría cambiar las reglas. Me gustaría cambiar el uniforme porque me parece que es tan feo, me gustaría cambiar las reglas porque son demasiadas estrictas, me gustaría cambiar unos profesores porque son tan antipáticos
En tu opinión, ¿cuáles son las características más importantes de un buen profesor?	En mi opinión, un buen profesor es siempre simpático, nunca malhumorado, es de vez en cuando gracioso, es comprensivo y cariñoso, es siempre alegre y no es nunca antipático
¿Cómo es tu colegio, las reglas, los edificios, las instalaciones?	Mi colegio es un colegio grande que tiene circa ochocientos alumnos. Está en las afueras de Swindon en los barrios de Pinehurst y Penhill. Tenemos una biblioteca nueva, una cantina acogedora, un patio grande ... En el colegio no debes comer chicle, no debes acosar, no tienes que gritar, no deberías comportarse mal... En el colegio tienes que comportarse bien, llevar el uniforme, ir al baño solo durante el recreo, llegar al colegio a hora ....

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -iste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for –AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father
<b>Perfect Tense ('have done...')</b> Formed with the verb 'haber':	Formed with the verb ' <b>haber</b> ': he, has, ha, hemos, habéis, han + past participle: -ar: <b>-ado</b> -er/ir: <b>-ido</b> e.g. <i>He estudiado = I have studied</i>



What we are learning this term:	
A. Talking about options at 16 B. Discussing choices at 18: work or university? C. Talking about different jobs D. Looking for and applying for jobs E. Using a variety of tenses F. Using 'quisiera'	
6 Key Words for this term	
1. porcentaje	4. la empresa
2. por ciento	5. el/la jefe/a
3. la ama de casa	6. cuidar a

**11.1G ¿Qué voy a hacer?**

a tiempo completo	full time
a tiempo parcial	part time
el/la alumno/a	pupil
aprender	to learn
el aprendizaje	apprenticeship
aprobar	to pass
la asignatura	subject
avanzado/a	advanced
el beneficio	benefit
buscar	to look for
la carrera (universitaria),(university) course, career	carrera profesional
conseguir	to get, to manage, to achieve
el consejo	advice
continuar	to continue
dejar	to leave
el dinero	money
encontrar	to find
esperar	to wait for, to hope, expect
los estudios	studies
el examen	exam
la experiencia	experience
la experiencia laboral	work experience
feo/a	ugly
la informática	information technology, IT
mejor	better, best
mientras	while
la nota	grade, mark, result
la opción	option
la oportunidad	opportunity
quedar	to stay
el resultado	result
sacar buenas / malasto	get good / to get bad
grades	
notas	
seguir + gerund	to carry on ...ing

**11.1F ¿Trabajar o estudiar?**

considerar	to consider
demostrar	to show, demonstrate
la desventaja	disadvantage
estar harto/a de	to be fed up with
estar obsesionado/a con	to be obsessed with
furioso/a	furious
ganar	to earn, to win, to gain
la habilidad	skill, ability
horroroso/a	dreadful
imaginar	to imagine
inútil	useless
mundo	world
necesitar	to need
pedir	to ask for
peor	worse, worst
por otra parte	on the other hand
la promoción	promotion
relacionarse con	to relate to, to get on with
repasar	to revise
el repaso	revision
seguro/a	sure
la sociedad	society
todavía	still
vale la pena	it's worth it, it's worthwhile

Key Verbs				
Aprender To learn	Ir To go	Querer To want	Preparar To prepare	Dar To give
Aprendo I learn	Voy I go	Quiero I want	Preparo I prepare	Doy I give
Aprendes You learn	Vas You go	Quieres You want	Preparas You prepare	Das You give
Aprende He/she/it learns	Va s/he goes	Quiere He/she/ it wants	Prepara He/she/it prepares	Da He/she/it gives
Aprendemos We learn	Vamos They go	Queremos We want	Preparamos We prepare	Damos We give
Aprenden They learn	Van They go	Quieren They want	Preparan They prepare	Dan They give

**11.1H ¿Vale la pena ir a la universidad?**

a solas	on one's own
acabar de + infinitive	to have just
adecuado/a	adequate, decent
aislado/a	isolated
al final de	at the end of
apetecer	to appeal
aprender	to learn
así que	so
avanzado/a	advanced
el beneficio	benefit
bien pagado/a	well paid
la calidad	quality
la carrera (universitaria)	university course, career
claro	of course
conseguir	to get, to manage, to achieve
el consejo	advice
deber	to owe
devolver	to give back, to pay back
disfrutar	to enjoy
la edad	age
escoger	to choose
esperar	to wait for, to hope, to expect
estar a punto de	to be about to
la experiencia laboral	work experience
feo/a	ugly
el folleto	leaflet
el/la graduado/a	graduate
hacerse miembro	to become a member
inquietar	to worry, to concern
lejos de	far from
mejor	better, best

**11.1H ¿Vale la pena ir a la universidad?**

el mundo laboral	world of work
ofrecer	to offer
olvidarse	to forget
pedir prestado	to borrow
poco a poco	bit by bit
preocupar	to worry, to be concerned
recoger	to pick up, to collect
la residencia de estudiantes	student residence
el resultado	result
seguir	to follow
seguir + gerund	to carry on ...ing
tan pronto como	as soon as
el título (university)	degree
tomar un año libre	to take a year out
la ventaja	advantage

Translation Practice. G – blue F – orange H - Green	
Quiero _____ estudiando	I want <b>to carry on</b> studying
Quiero _____ más dinero	I want <b>to earn</b> more money
_____ que seguir estudiando	<b>I will have to</b> carry on studying
Si _____ buenas notas, iré a la universidad	<b>If I get</b> good grades I will go to the university
Voy a _____ el instituto	I am going <b>to quit</b> school
No _____ que hacer	I don't <b>know</b> what to do
He _____ que no quiero trabajar	I have <b>decided</b> that I don't want to work
Creo que _____ mejor estudiar	I believe that <b>it will be</b> better to study
Quiero buscar un _____	I want to find an <b>apprenticeship</b>
La _____ de mi plan es que...	The <b>advantage</b> to my plan is that...
Hemos _____ otro plan	We have <b>considered</b> another plan
_____ un titulo universitario	<b>I need</b> a degree
Mi madre es _____	My mum is <b>a dentist</b>
_____ contento cuando termine mis estudios	<b>I will be</b> content when I finish my studies
_____ la decision tan pronto como tenga mis resultados	<b>I will make</b> the decision as soon as I have my results
Espero _____ una casa	I hope to <b>buy myself</b> a house
Se puede _____ de todo lo que hay	You can <b>enjoy</b> everything there is
_____ dejado de estudiar	<b>She had</b> quit studying

Key Questions: Answer the following in your own words. Use these model answers	
¿Qué vas a hacer/estudiar/trabajar cuando termines en el colegio/ si sacas buenas notas?	Si saco buenas notas/en el futuro .. ...voy a estudiar/me gustaría estudiar .... en la universidad porque será muy útil para mi carrera, porque quiero trabajar en el aire libre/porque siempre me encanta trabajar con niños ... En el futuro, voy a trabajar como (job) porque ...
¿Qué son tus planes para el futuro? - ¿Cuál es la ventaja de este plan?	Las desventajas de mi trabajo preferido son que... Las ventajas de mi trabajo preferido son que...
¿Qué son las ventajas y desventajas de ir a la universidad?	Las ventajas/desventajas son que .. es cara pagar los gastos para la universidad, el precio es muy caro, tienes que prestar dinero del gobierno, tienes que trabajar y estudiar mucho, tienes que esforzarse mucho, es inquietante no vivir con los padres, y vivir con otra gente, va a ser fenomenal encontrar nuevos amigos ...
¿Qué trabajo quieres hacer? Por qué te interesa este trabajo? Qué son las ventajas y desventajas de hacer este trabajo?	En el futuro, quiero ser (job). Quiero hacer este trabajo porque... me interesa mucho / puedo ganar mucho dinero / tengo la oportunidad de trabajar en equipos / prefiero trabajar en una oficina/ prefiero trabajar en el aire libre/ quiero un trabajo donde puedo utilizar mis idiomas / quiero un trabajo donde puedo mejorar mi confianza con el público.
¿Cuáles son los aspectos positivos de encontrar un trabajo a los dieciocho años?	...Las (des)ventajas de empezar a trabajar a los 18 años son que... ...No tienes la oportunidad de ir a la universidad ...No tienes tantas oportunidades de ganar tanto dinero ...Puedes empezar a ganar dinero más joven que es importante para el futuro ...Puedes aprender una carrera mientras estás haciendo el trabajo – no tienes que estudiar más

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are:  -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
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Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

**GCSE Unit 12 SPANISH Knowledge organiser.**  
**Topic Jobs, Career choices and Ambitions**

What we are learning this term:	
A. Talking about different jobs B. Looking for and applying for jobs C. Recognising percentages and fractions D. Learning useful phrases E. Using a variety of tenses	
6 Key Words for this term	
1. buscar	4. empezar
2. una entrevista	5. ganar
3. anuncios	6. desafiante

12.1G Los trabajos	
el ama de casa (fem.)	housewife
el banco	bank
el/la cajero/a	cashier
el/la cliente/a	customer
el cocinero/a	cook
estar en paro	to be unemployed
el ingeniero/a	engineer
el jardinero/a	gardener
limpiar	to clean
la mitad	half
la oficina	office
la peluquería	hairdresser's
el peluquero/a	hairdresser
el/la policía	police officer
por ciento	per cent
el/la porcentaje	percentage
quisiera	I would like
resolver	to solve, resolve
salvar	to save
temporal	temporary
el/la veterinario/a	vet
la vida	life

12.1F Buscar trabajo	
a principios de	at the beginning of
el/la administrativo/a	clerk, office worker
ambicioso/a	ambitious
anciano/a	elderly
animado/a	lively
arreglar	to sort, fix, arrange
el aspecto	appearance, aspect
atender a	to attend to
la caja	till, check-out
el camping	campsite
el carnicero/a	butcher
el carpintero/a	carpenter
la carta	letter
los conocimientos	knowledge
el correo electrónico	email
cortés	polite, courteous
cuidar a	to care for, look after
el/la dependiente/a	shop assistant
el detalle	detail
dominar + language	to be fluent in
el/la electricista	electrician
el empleado/a	employee
la empresa	company, firm
en seguida	straightaway
la energía	energy
fiable	reliable
la gente	people
el/la hombre / mujer	businessman /
business woman	
negocios	
el juego	game
el/la maestro/a	primary school teacher
mayor	older
organizado/a	organised
paciente	patient
la panadería	bakery
el panadero/a	baker
práctico/a	practical
el problema	problem
el/la recepcionista	receptionist
servir	to serve
sincero/a	honest
el sitio web	website
el sobre	envelope
sueldo	wage
trabajador/a	hard-working
el traductor/a	translator
el trimestre	term
la variedad	variety

Key Verbs				
Tener To have	Ir To go	Buscar To look for	Hacer – to do/make	Encontrar To find
Tengo I have	Voy I go	Busco I'm looking for	Hago I do	Encuentro I find
Tienes You have	Vas You go	Buscas You're looking for	Haces You do	Encuentras You find
Tiene He/she/it has	Va s/he goes	Busca He/she/it is looking	Hace s/he does	Encuentra He/she/it finds
Tenemos We have	Vamos They go	Buscamos We're looking for	Hacemos We do	Encontramos We find
Tienen They have	Van They go	Buscan They're looking	Hacen They do	Encuentran They find

12.1H El trabajo ideal	
el/la abogado/a	lawyer
el/la albañil	builder, bricklayer
el/la amo/a de casa	house
husband/housewife	
ascender	to move up
el/la azafato/a	flight attendant
el/la cajero/a	cashier
el/la camionero/a	lorry driver
la capacidad	ability, capacity
el/la cartero/a	postal worker
el/la cliente/a	customer
la compañía aérea	airline
compartir	to share
el/la contable	accountant
la cuenta	account
diseñar	to design
fijo/a	fixed, permanent
físico/a	physical
la formación	training
funcionar	to function
el/la gerente	manager
el/la granjero/a	farmer
las horas de trabajo	flexitime, flexible
working hours	
flexibles	
el/la jardinero/a	gardener
el/la jefe/jefa	boss
limpiar	to clean
la lluvia	rain
mejorar	to improve
la peluquería	hairdresser's
el/la peluquero/a	hairdresser
la perspectiva	prospect
el proyecto	project
el rincón	corner

12.1H El trabajo ideal	
temporal	temporary
utilizar	to use
el viento	wind
ya que	as, since



Translation Practice. G – blue F – orange H - Green	
Me gustaría _____ policia	I would like <b>to be</b> a policeman
_____ trabajar en una tienda	<b>I would like</b> to work in a shop
Quisiera ser _____	I would like to be <b>a nurse</b>
Me gustaría _____ con animales	I would like <b>to work</b> with animals
Mi madre _____ profesora	My mum <b>is</b> a teacher
Mi hermana _____ en el hospital	My sister <b>works</b> in the hospital
Me interesa _____ el trabajo	The job <b>really</b> interests me
El trabajo me _____ muchas oportunidades	The job <b>will offer</b> me many opportunities
_____ que soy una persona muy trabajadora	<b>I think</b> that I am a very hard working person
_____ empezar el lunes	<b>I can</b> start on Monday
He _____ en una oficina	I have <b>worked</b> in an office
_____ ayudado en el colegio	<b>I have</b> helped at school
El _____ ideal dominará dos idiomas	The ideal <b>candidate</b> will be fluent in 2 languages
_____ un trabajo que me da oportunidades	<b>I'm looking for</b> a job that gives me opportunities
_____ trabajar con una empresa que tiene oficinas en el extranjero	<b>I want</b> to work with a company that has offices abroad
_____ un trabajo que ofrece buen sueldo	<b>I need</b> a job that offers a good salary
_____ con una empresa muy buena	<b>I used to work</b> with a really good company
En el futuro _____ con mis padres	In the future <b>I will work</b> with my parents

Key Questions: Answer the following in your own words. Use these model answers	
¿Te gustaría trabajar en España? ... ¿Por qué (no)?	...Si/No – (no) me gustaría trabajar en España porque ...Seria guay trabajar en un país caloroso ...Seria guay trabajar en un país donde puedo utilizar mis idiomas y mi español ...Seria chulo porque hay la posibilidad to ganar más dinero trabajando entre dos países ...Seria bueno conocer a otra gente y hacer nuevos amigos en el extranjero
A los dieciséis años, ¿crees que es mejor seguir un curso académico o uno de formación profesional?	...Hay ventajas y desventajas de hacer un curso académico y formación profesional ...Las ventajas de hacer un curso académico son que... ...tienes la oportunidad de ganar más dinero en el futuro ...tienes la oportunidad de aprender más habilidades que serán útiles en el futuro De otro lado, las ventajas de hacer formación profesional son que ... ... puedes aprender mientras haces el trabajo puedes ganar más dinero a una edad joven puedes disfrutar de tus días y tus tardes porque no tienes que estudiar y tienes más dinero puedes ganar más confianza con el público mientras trabajas con otra gente
¿Qué trabajo quieres hacer? Por qué te interesa este trabajo? Qué son las ventajas y desventajas de hacer este trabajo?	En el futuro, quiero ser (job). Quiero hacer este trabajo porque... me interesa mucho / puedo ganar mucho dinero / tengo la oportunidad de trabajar en equipos / prefiero trabajar en una oficina/ prefiero trabajar en el aire libre/ quiero un trabajo donde puedo utilizar mis idiomas / quiero un trabajo donde puedo mejorar mi confianza con el público.

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are:  -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for –AR, -ER, -IR verbs. They are:  -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father
Conditional Perfect Tense (the 2 tenses put together) "I would have bought..."	habría, habrías, habría, habríamos, habríais, habrían + <b>past participle</b> <i>E.g. lo habría comprado pero no tenía tiempo –I would have bought it but I didn't have time</i>

### 1. Types of Production

There are three main types of production:

Type of Production	Explanation
<b>Job Production</b>	Job production is one-off production for a one-off order. It is tailored-made to the specific requirements of a single customer. This can be a very costly method production however this means that the business has increased flexibility in terms of the product produced.
<b>Batch Production</b>	Batch production involves producing a limited number of the same item. This method of production is cheaper than job production however this method of production is not as flexible.
<b>Flow Production</b>	Flow production is continuous output of identical products. This is the cheapest method of production as production becomes fully automated. However this affords the business no flexibility in terms of product differentiation.

### 2. Types of Production (Advantages and Disadvantages)

There are three main types of production:

Type of Production	Advantages and Disadvantages
<b>Job Production</b>	<b>Advantages:</b> Highly flexible; gives the customer exactly what they want. <b>Disadvantages:</b> High production costs. Skills may be in short supply, making it hard for the business to grow
<b>Batch Production</b>	<b>Advantages:</b> Gain some cost advantages from producing several items at once...yet still able to offer customers the colour/size they want <b>Disadvantages:</b> May be limited scope for automation, making production costs far higher than with flow production. Not as flexible as job production.
<b>Flow Production</b>	<b>Advantages:</b> Can automate production fully, making it highly cost effective (which should be good for customers as well as suppliers). Many customers value consistency, and flow will provide an identical product each time. <b>Disadvantages:</b> Likely to be expensive to set up and inflexible to use; could be a disaster if a product life cycle proves much shorter than expected. Lacks flexibility in terms of meeting individual customer needs.

### 3. Managing Stock – Key Definitions

Term	Explanations
Bar Gate Stock Graph	A diagram used to manage stock.
Buffer (stock)	The minimum stock level always held to avoid running out.
Just in Time (JIT)	When new supplies must arrive 'just in time' moments before they are required.
Stock	Items held by a firm for use or sale, for example components for manufacturing or sellable products for a retailer

Managing Stock well is vital to the success of a business. Successful stock management requires the right balance between reliability and cost. **Too little stock and customers will feel let down. Too much stock and high costs will force high prices. Without stock, sales cannot happen. Manufacturers and retailers need to make sure they supply the right amount of goods to keep the shelves full.**

#### 4. Procurement – Working with Suppliers

There are five main factors at the heart of a relationship between a company and its suppliers:

<b>Quality</b>	Suppliers must supply high quality products to businesses, suppliers will struggle to maintain a good relationship with a company if they are not supplying good durable products. First and foremost suppliers must supply high quality materials to businesses.
<b>Delivery</b>	Suppliers must deliver on time to clients, there is little point supplying at the right price and with the right product, if the product doesn't arrive on time. Failing to deliver supplies on time can bring manufacturing to a halt or leave shops with empty shelves.
<b>Availability</b>	Suppliers must be available and able to cope with varying orders in a timely fashion and sometimes within a short timeframe. Suppliers must be flexible and aware of the needs of their customers.
<b>Cost</b>	Cheaper supplies mean lower variable costs and higher profit margins. Therefore, the price charged by a supplier will be a key factor in the relationship between a firm and its suppliers. Price too high and firms may look to alternative suppliers, price too low and firms may question the quality of merchandise. Pricing is key to the relationship between supplier and firm.
<b>Trust</b>	Trust is key for the relationship between firm and supplier. Most business transactions are on credit and not cash – therefore suppliers <u>have to</u> be able to trust that a firm will make a profit and be able to pay them back in cash.

#### 5. Placing Strategy – Managing Quality within a Business

Type of Quality Control	Explanation:
<b>Quality Control</b>	Quality control is a system of inspection to try to make sure that customers don't experience a poor-quality product or service. Such controls may include Factory Inspectors at the end of a production line checking the quality of a product
<b>Quality Assurance</b>	Quality Assurance describes the system put into place by a company to assure quality within the production system. Every member of staff will have responsibilities to quality assure products. Over time this should lead to quality products as people become better at their roles.
<b>Quality Culture</b>	Quality culture means the general attitudes and behaviours among staff within a workplace is focussed on high quality production. Quality culture describes motivated, punctual, diligent and invested employees who care about the business and strive to improve it.

#### 6. The Sales Process

Term	Definition
<b>Customer Engagement</b>	The attempt to make a customer feel part of something rather than an outsider.
<b>Customer Feedback</b>	Comments, praise or criticisms given to the company by its customers
<b>Post-Sales Service</b>	Service received after the purchase is completed because something has gone wrong or as a way of promoting customer engagement
<b>Product Knowledge</b>	How well staff know all the features of the products and service issues surrounding the products.

## 7. Customer Service

**Great Customer Service is pivotal to any successful business, but there is far more than that to the sales process. To succeed in sales, a business must make sure it provides:**

Component of Customer Service	Term
<b>Product Knowledge</b>	<p>Customers expect that staff will be sufficiently well trained and well-motivated to have good knowledge of the products and services being offered. In order to ensure staff, have good product knowledge, certain things are essential:</p> <p><b>Good Training</b> – if businesses provide good training to staff, then staff will be knowledgeable about products and therefore will be able to improve the customer experience</p> <p><b>Loyal Staff</b> – The longer staff stay working in a job the better they become. If staff only stay three to six months, they will never develop a rich understanding of the products and services that the business provides. Well managed businesses pay fairly and treat staff with respect.</p> <p><b>Committed Staff</b> – Committed and enthusiastic staff are crucial to the smooth running of any business. This is affected by the quality of recruitment, the standard of training and the overall culture that exists within the company's workforce.</p>
<b>Speedy and Efficient Service</b>	<p><b>Good customer service is designed for the customer not the company.</b></p> <p><b>Efficient service:</b></p> <p>Gets products to customers exactly when you want them</p> <p>Gets products to customers in good condition</p> <p>If there is anything <u>wrong</u> - it will be sorted out as soon as possible and considerately</p>
<b>Customer Engagement</b>	<p><b>In the world of social media, it becomes possible to try to keep customers engaged with the business on a regular basis.</b></p> <p><b>Companies engage customers in a variety of ways:</b></p> <p>E-Mail</p> <p>Social Media (Facebook and Instagram)</p> <p>Post</p> <p>Text</p> <p>Television/Web advertisements.</p> <p><b>It is vital that customers feel up to date and informed about any product innovations</b></p>
<b>Responses to Customer Feedback</b>	<p>How companies respond to customer feedback is vital, providing great customers service where people feel listened too ensures customers continue to come back and buy products from the business.</p> <p>It can cost a lot of money to persuade new customers to come advertising is expensive and it's affects are hard to judge. Building up a reputation for responding to customer feedback can travel by word of mouth and this is much cheaper.</p>
<b>Excellent Post Sales Service</b>	

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Cost	
Trust	

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Quality Control	
Quality Assurance	
Quality Culture	

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Post-Sales Service	
Product Knowledge	

**7. Customer Service**

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<b>Component of Customer Service</b>	<b>Term</b>
<b>Product Knowledge</b>	
<b>Speedy and Efficient Service</b>	
<b>Customer Engagement</b>	
<b>Responses to Customer Feedback</b>	
<b>Excellent Post Sales Service</b>	



Term	Definition
Arithmetic Operator	A mathematical character to perform a calculation. Example: +
Array	A set of values, of the same data type, stored in sequence. A list.
Casting	Setting or changing the data type of a variable.
Concatenation	Connecting strings of characters together.
Condition	A statement which is either true or false. A computation depends on whether a condition is true or false.
Constant	A value which does not change whilst the program is running.
Element	An individual item in an array. A value in a list.
File	Anything you can save. Document, piece of music, data etc.
Identifier	A name, usually for part of the program such as a constant, variable, array etc.
IF Statement - Selection	A statement that lets a program select an action depending on whether it is true or false.
Loops - Iteration	Repeating an action, activity or section within a program.
Operator	A character which determines what action is to be considered or determined. Example: =
Relational Operator	An operator which compares two values. Example: <
Subroutine	A section of code written outside of the main program. Covers procedures and functions.
Variable	A memory location within a computer where values are stored.

Term	Definition
Fibre-Optic Cable	A cable that carries data transmitted as light.
File Sharing	Sharing access to files via a network.
Hub / Switch	A piece of hardware used in Computer Networks to connect multiple devices.
LAN - Local Area Network	A network that covers a small area, e.g. a school or office.
Modem	Meaning modulator/demodulator allowing computers to connect to a network via a telephone line.
Network	A group of two or more computers connected together and communicating with each other.
NIC – Network Interface Card	A circuit board installed in a computer allowing it to connect to a network.
PAN - Personal Area Network	A network of personal devices, such as Bluetooth etc.
Router	A device for connecting multiple networks together.
WAN - Wide Area Network	A network which spans across a large geographical area. Multiple buildings, national, internet. Etc.
Wired	A connection which requires wires/ cables to transmit data.
Wireless	A connection which does not require wires and transmits data using radio signals.
WAP - Wireless Access Point	A device which connects computers to a network with a wireless connection.

Cybersecurity Terms	Definition
Adware	Software which causes advertising popups.
Anti-virus	Software which scans storage devices for malware and attempts to remove them.
Biometrics	Authentication technique which relies on physical characteristics like fingerprints.
Hacking	Gaining unauthorised access to a system.
Keylogger	Software which records all keystrokes on a computer keyboard.
Malware	Software which is designed to cause damage or harm to a computer system or user's interests.
Patch	An update to a piece of software. Usually to fix bugs or improve it.
Pharming	Cyberattack which redirects a user from a genuine website to a fake one.
Phishing	An email which pretends to be from a legitimate source such as a bank to gain personal information.
Ransomware	Malware which encrypts a user's files then demands a ransom to decrypt them.
Social Engineering	Tricking people into giving away sensitive information.
Spyware	Malware which collects information about the user and their activities.
Trojan	Malware which appears legitimate but performs malicious activity when running.
Virus	Malware which replicates itself and damages computer systems and files.

Variable	A memory location
	within a computer
	where values are stored.

**Input/Output and Calculation**

```

userInputName = input("Enter your name: ")
userNum = int(input("Enter an integer: "))
userDec = float(input("Enter a decimal number: "))

calculation = userNum + userDec

print("Hello", userInputName, "the result is", calculation)
    
```

Enter your name: Mr. Weston Enter an integer: 3 Enter a decimal number: 15.2 Hello Mr. West on the result is 18.2

**IF Statements**

```

print("Press 1 for a greeting. Press 2 for a farewell.")
userChoice = int(input("Awaiting Input: "))

if userChoice == 1:
    print("Hello User!")
elif userChoice == 2:
    print("Goodbye User!")
else:
    print("Error - 1 or 2 not detected.")
    
```

Press 1 for a greeting. Press 2 for a farewell Awaiting Input: 1  
Hello User!  
>>>  
Press 1 for a greeting. Press 2 for a farewell Awaiting Input: 2  
Goodbye User!  
>>>  
Press 1 for a greeting. Press 2 for a farewell  
Awaiting Input: 3  
Error - 1 or 2 not detected.

**LOOPS**

```

(userChoice = "Yes"
while userChoice == "Yes":
    userChoice = input("Do you want to repeat this? ")
    
```

```

userCount = int(input("How many times do you want to use this loop? "))
for x in range(1, userCount+1):
    print("You asked for this many.")
    
```

Do you want to repeat this? Yes Do you want to repeat this? Yes  
Do you want to repeat this? No thank you.  
How many times do you want to use this loop? 3 You asked for this many.  
You asked for this many.  
You asked for this many.





Term	Definition
	A mathematical character to perform a calculation. Example: +
	A set of values, of the same data type, stored in sequence. A list.
	Setting or changing the data type of a variable.
	Connecting strings of characters together.
	A statement which is either true or false. A computation depends on whether a condition is true or false.
	A value which does not change whilst the program is running.
	An individual item in an array. A value in a list.
	Anything you can save. Document, piece of music, data etc.
	A name, usually for part of the program such as a constant, variable, array etc.
	A statement that lets a program select an action depending on whether it is true or false.
	Repeating an action, activity or section within a program.
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	An update to a piece of software. Usually to fix bugs or improve it.
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	An email which pretends to be from a legitimate source such as a bank to gain personal information.
	Malware which encrypts a user's files then demands a ransom to decrypt them.
	Tricking people into giving away sensitive information.
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```

```

Do you want to repeat this? Yes Do you want to repeat this? Yes
Do you want to repeat this? No thank you.
How many times do you want to use this loop? 3 You asked for this many.
You asked for this many.
You asked for this many.
    
```

**How you are assessed**

**Assessment Objectives:**

Each component is marked based on 4 assessment objectives: You will be assessed on how effectively you meet the criteria set out in each objective.

**6 Key Words for this term**

- |                          |                 |
|--------------------------|-----------------|
| 1 Observe                | 4 context       |
| 2 Develop                | 5 inspiration   |
| 3 Critical understanding | 6 juxtaposition |

**A. What three techniques will you develop next in your project?**


**Art Analysis**

**Sentence Starters**

**Content**

**Form**

**Process**

**Mood**

**Context**

G.	Assessment objectives A01, A02
A01	<b>Assessment Objective 1</b> A01 is about developing ideas from a starting point through to a final outcome. This is achieved by responding in sketch format by taking inspiration from a variety of artists.
A02	<b>Assessment Objective 2</b> A02 is about refining your ideas through the selection of appropriate media, materials, techniques and processes, and should be linked to the artists you have studied. You should be annotating your work showing clearly these connections



G.	Have you explored the following techniques
	Drawing
	Etching
	Collage
	Painting
	Sculpture
	Installation
	Photography
	Inks

G.	Assessment objectives A03, A04
A03	<b>Assessment Objective 3</b> A03 is about recording your ideas, observations and insights. These can be visual shown through your use of materials, media and processes. As well as the way you develop your ideas, skills and techniques with written annotation.
A04	<b>Assessment Objective 4</b> A04 is about presenting a personal, informed and meaningful response, from your initial research through to your final piece. This should be visible through suitable source material and media, the connections you made to your chosen artist and your ability to select appropriate media. Your work should be seen as a visual 'journey' from your starting point through to your final piece, that demonstrates your understanding of your particular area of study.

**Key questions**

If you are looking at an image and don't know how to respond to it break it down into its individual parts.

**What colour is it? - could you make a response just looking at its colour or shape?**

**How does it make you feel? Could that trigger an instinctive/ expressive response**

**Could you respond to the shape or texture?**

**Could you delve deeper into the social or historical context of the piece of artwork?**

Your key areas of focus should be on figuring out how you can turn your piece of artwork into something else. Your GCSE is a series of developments and experiments leading up to your exam

<p><b>Describe</b></p> <p>What did you do?</p> <p>I created.....</p> <p>I have worked on.....</p> <p>I have used the following materials.....</p> <p>I created this by using.....</p>	<p><b>Analyse</b></p> <p>How does this process compare with the last item you made?</p> <p>This process differs from the last technique I used because.....</p> <p>This process builds on the last technique that I used because.....</p> <p>What did you think about working with this material?</p> <p>I have enjoyed working with this material because.....</p>	<p><b>Evaluate</b></p> <p>What was the benefit of working in this way?</p> <p>This material was good to work with, because.....</p> <p>How would you use the materials differently?</p> <p>I would like to try using..... in a different way because.....</p> <p>Working with..... could be improved by.....</p> <p>What was difficult about the task?</p> <p>The most difficult aspect of this task was.....</p> <p>The process I found most difficult was.....</p>	<p><b>Reflect</b></p> <p>Would you use this technique again?</p> <p>I could use this material again because.....</p> <p>How would you use the materials differently?</p> <p>I would like to try using..... in a different way because.....</p> <p>This technique would work well if used.....</p> <p>How could you adapt this technique to be with other materials you have used?</p> <p>I would like to try using this technique, in the same way I used.....</p>
---	---	--	--



**What we are learning this term:**

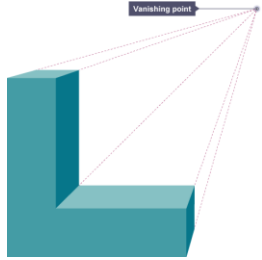
- A. One-Point Perspective
- B. Two-point Perspective
- C. Isometric Drawing
- D. Exploded Drawing
- E. Oblique Drawing
- F. CAD
- G. Orthographic Drawing

**Design Strategies Introduction.**

Design strategies are used to create technical drawings, to show an object in 3D on a 2D page. Perspective drawings show an object getting smaller in the distance. The rest are done to scale.

**A. One-point Perspective Drawing**

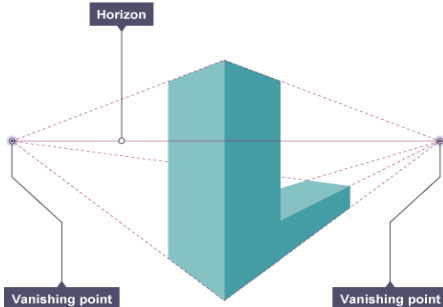
Single-point perspective shows an object from the front in a realistic way. The front view goes back towards a vanishing point on the horizon.



Commonly used by interior designers to show a view into a room.

**B. Two-point Perspective Drawing**

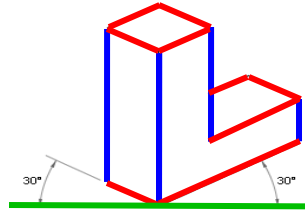
Two-point perspective shows an object from the side with two vanishing points. It gives the most realistic view of a product as it shows the item edge on, as we would see it. It is often used to produce realistic drawings of an object.



Commonly used by architects to show realistic building ideas.

**C. Isometric Technical Drawing**

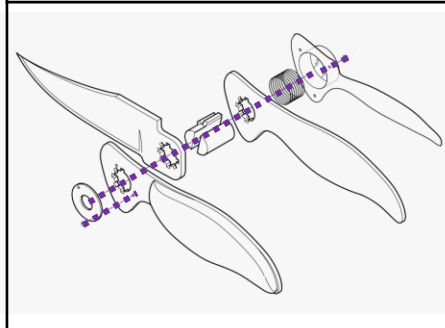
Made up of a series of parallel **vertical lines** and parallel **30-degree lines**. But no **horizontal lines**.



Used by architects and engineers to communicate their ideas to the client and manufacturer.

**D. Exploded Technical Drawing**

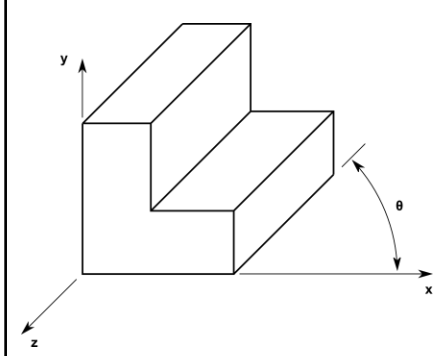
Exploded technical drawing is an Isometric drawing of all the parts and components of an object.



All parts are shown separately so you can see all aspects. **Dashed lines** indicate where everything goes and in what order.

**E. Oblique Technical Drawing**

Consists of an object where the front view is drawn flat with height and width of the object drawn to the correct lengths. Diagonal lines are drawn at 45-degrees.



Commonly used by engineers for drafting ideas.

**F. CAD (Computer Aided Design)**

This is designing using a computer using a software such as 2D Design or Solidworks.



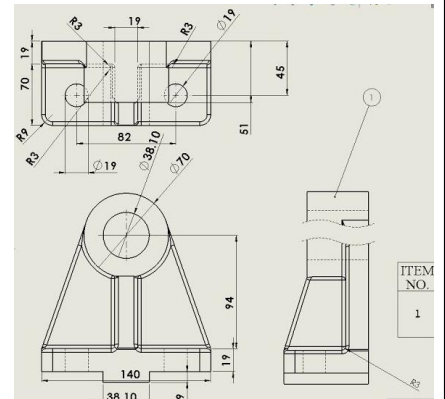
Commonly used to model, test and develop an idea before manufacture.

**G. Orthographic Projection – 2D NOT 3D Drawing Strategy!**

This shows 2D views of a 3D object from different angles – front, plan and end. Lines are dimensions have specific meaning to avoid confusion.

- Object Line
- - - Hidden Line
- · - Center Line
- Dimension Line
- Construction Line

Commonly used in industry to help the manufacturer understand the design.





**What we are learning this term:**

- A. One-Point Perspective
- B. Two-point Perspective
- C. Isometric Drawing
- D. Exploded Drawing
- E. Oblique Drawing
- F. CAD
- G. Orthographic Drawing

**Design Strategies Introduction.**

Design strategies are used to create technical drawings, to show an object in 3D on a 2D page. Perspective drawings show an object getting smaller in the distance. The rest are done to scale.

**A. One-point Perspective Drawing**

Commonly used by interior designers to show a view into a room.

**C. Isometric Technical Drawing**

Used by architects and engineers to communicate their ideas to the client and manufacturer.

**E. Oblique Technical Drawing**

Commonly used by engineers for drafting ideas.

**F. CAD (Computer Aided Design)**

Commonly used to model, test and develop an idea before manufacture.

**B. Two-point Perspective Drawing**

Commonly used by architects to show realistic building ideas.

**D. Exploded Technical Drawing**

All parts are shown separately so you can see all aspects. **Dashed lines** indicate where everything goes and in what order.

**G. Orthographic Projection – 2D NOT 3D Drawing Strategy!**

Commonly used in industry to help the manufacturer understand the design.



## Year 11 Food & Nutrition Term 2



### What we are learning this term:

A. Healthy Eating Guidelines    B. Nutritional Needs of Different Age Groups    C. Energy Needs and Portion Sizes    D. Diet-Related Health Problems

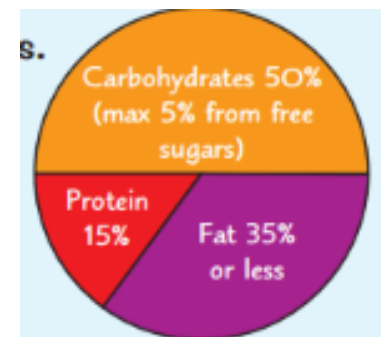
A. Healthy Eating Guidelines	
	<b>5 portions</b> of fruit and vegetables a day – making up <b>1/3</b> of daily food intake
	Using <b>unsaturated oils</b> and <b>spreads</b> , and <b>not often</b>
	<b>Protein:</b> lean cuts and <b>unprocessed</b> meat best, plus <b>2 portions</b> of fish per week ( <b>1 oily</b> )
	Having some <b>dairy</b> or <b>alternatives</b> and trying <b>lower fat</b> options
	<b>1/3</b> of daily food intake being <b>starchy carbs</b> . Go for <b>higher fibre/wholegrain</b> options
	<b>6-8 glasses</b> of fluids a day (but <b>no more than 1</b> being fruit juice)
	Eat <b>less sugary, salty</b> and <b>fatty</b> foods.

B. Nutritional Needs of Different Age Groups	
<b>Children &amp; Teens</b> 	<ul style="list-style-type: none"> <li>Still <b>growing</b> so need a lot of <b>energy</b></li> <li><b>Young</b> children need <b>small</b> and <b>frequent</b> meals</li> <li>Lots of <b>calcium</b></li> <li><b>Stress</b> during <b>teenage</b> years can affect <b>eating habits</b></li> </ul>
<b>Adults</b> 	<ul style="list-style-type: none"> <li><b>Stop</b> growing and nutritional needs <b>don't vary</b> much</li> <li>Should focus on maintaining a <b>balanced</b> and <b>healthy</b> diet</li> </ul>
<b>Elderly Adults</b> 	<ul style="list-style-type: none"> <li>Muscle <b>decreases</b> and exercising is <b>harder</b> – diet may <b>change</b></li> <li><b>Taste</b> and <b>smell</b> changing can affect the <b>enjoyment</b> of food</li> </ul>
<b>Other Factors</b>	<ul style="list-style-type: none"> <li>Males usually <b>bigger/taller</b> = more daily kcal needed</li> <li><b>Iron</b> is lost during <b>menstruation</b> = <b>higher iron</b> requirements</li> <li><b>Bone density</b> can be lost after the <b>menopause</b> = important to get lots of <b>calcium</b> and <b>Vitamin D</b></li> <li>Towards the end of <b>pregnancy</b>, the body needs <b>200 more kcal</b> per day to support <b>baby's growth</b></li> <li><b>Active</b> humans will need <b>more kcal</b> and <b>protein</b></li> </ul>

C. Energy Needs & Portion Sizes	
<b>BMR</b>	<b>Basel Metabolic Rate</b> is the amount of energy needed to <b>live e.g. breathing</b> . It's affected by many factors; <b>age, sex, weight, exercise</b>
<b>PAL</b>	<b>Physical Activity Level</b> measures how <b>active</b> you are. A <b>higher PAL</b> means <b>more active</b> .
<b>Daily energy requirement (kcal) = BMR x PAL</b>	
<b>To maintain a healthy weight, energy intake must be balanced:</b>	
Energy in > energy out = weight gain Energy in < energy out = weight loss	
<b>Portion size: prepare the right amount e.g.</b>	
<p>1 meat portion = size of palm    1 veg portion = size of fist</p> <p>Use scoops, dividers &amp; cutters to portion meals</p>	

D. Diet-Related Health Problems		
	Example of cause	Health Problems
<b>Obesity</b>	Eating lots of sugary and fatty foods	High blood pressure and cholesterol
<b>Coronary Heart Disease</b>	Eating lots of saturated fats	Blood clots and heart attacks
<b>Anaemia</b>	Not eating enough iron-rich food	Tiredness, heart palpitations
<b>Type 2 Diabetes</b>	Being overweight or obese / too much sugar	Kidney failure, poor eyesight
<b>Rickets (children)</b>	Not enough Vitamin D or Calcium	Soft bones may lead to lowed legs
<b>Osteoporosis (old age)</b>	Malnutrition and not enough Calcium	Loss of bone density, brittle bones break easily
<b>Tooth Decay</b>	Plaque build-up from eating too many sugary foods	Fillers, loss of teeth

### Recommended ratio for energy sources:





## Year 11 Food & Nutrition Term 2



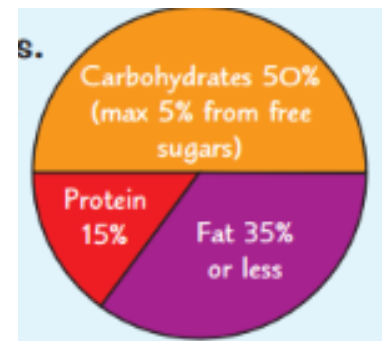
### What we are learning this term:

A. Healthy Eating Guidelines    B. Nutritional Needs of Different Age Groups    C. Energy Needs and Portion Sizes    D. Diet-Related Health Problems

A. Healthy Eating Guidelines	B. Nutritional Needs of Different Age Groups	C. Energy Needs & Portion Sizes
	<b>Children &amp; Teens</b> 	<b>BMR</b>
	<b>Adults</b> 	<b>PAL</b>
	<b>Elderly Adults</b> 	<b>Daily energy requirement (kcal) = BMR x PAL</b>
	<b>Other Factors</b>	<b>To maintain a healthy weight, energy intake must be balanced:</b>
		<b>Energy in &gt; energy out = weight gain</b> <b>Energy in &lt; energy out = weight loss</b>
		<b>Portion size: prepare the right amount e.g.</b>
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**Recommended ratio for energy sources:**





What we are learning this term:	
A.	The values that can be promoted through sport
B.	The Olympic and Paralympic values
C.	Initiatives that promote values through sport
D.	The important of etiquette and sporting behaviour
E.	The use of performance enhancing drugs

A.	Key question from Assessment objectives?	
Key word	Key definition	
Etiquette	A code of polite behaviour	
Enhancing	To improve something	
Initiatives	A scheme to try and improve something	
Reputation	The opinions about something	
Creed	A belief in something	
Inclusion	Making sure everyone has an equal opportunity	
Sportsmanship	Fair and generous behaviour	
Gamesmanship	Winning by bending the rules	

A.	What is the Olympic creed?
<p>"The most important thing is not to win but to take part, just as the most important thing in life is not to triumph but the struggle. The essential thing is not to have conquered, but to have fought well."</p> <p>Pierre De Coubertin- Founder of the modern Olympic games</p>	

Main assessment objectives	
Learning outcome: Know about the role of sport in promoting values	
C.	What is the difference between sportsmanship and gamesmanship?
<p>Sportsmanship is the unwritten rules that players play by, whereas gamesmanship is bending the rules to gain an advantage</p>	
What is spectator etiquette?	
<ol style="list-style-type: none"> <li>1. Quiet at Wimbledon during rallies</li> <li>2. Quiet during snooker</li> <li>3. Quiet during national anthems</li> <li>4. Clapping for a new batsman in cricket</li> </ol>	



A.	What are the values that can be promoted through sport?
<ol style="list-style-type: none"> <li>1. Team spirit</li> <li>2. Fair play</li> <li>3. Citizenship</li> <li>4. Tolerance</li> <li>5. Inclusion</li> <li>6. National pride</li> <li>7. Excellence</li> </ol>	



A.	What are the Olympic and Paralympic values?
<ol style="list-style-type: none"> <li>1. Respect</li> <li>2. Excellence</li> <li>3. Friendship</li> <li>4. Courage</li> <li>5. Determination</li> <li>6. Inspiration</li> <li>7. Equality</li> </ol>	

G.	Performance enhancing drugs
<p><u>Why do athletes use them?</u></p> <p>Pressure to succeed as an individual          Pressure to succeed as a nation          Pressure from sponsors</p> <p><u>Why they shouldn't be used?</u></p> <p>Long term health issues          Consequences when found guilty          Unfair advantage</p> <p><u>What is WADA?</u></p> <p>World Anti Doping Agency          The organisation is charge of drug testing across the world</p> <p><u>How do they carry out drug testing?</u></p> <p>Blood sample          Hair sample          Nail sample</p>	



Sporting values	
Team spirit	Learning how to work together and support others
Fair play	Learning the importance of playing by the rules
Citizenship	Involved in your local community through sport
Tolerance and respect	Developing understanding of different countries and culture through sport
Inclusion	Initiatives to get under-represented social groups involved in sport
National pride	Supporters and performers unite behind a country in international events
Excellence	Striving to be the best you can be in your favourite sport

Values that can be promoted through sport



**What we are learning this term:**


- A. *The values that can be promoted through sport*
- B. *The Olympic and Paralympic values*
- C. *Initiatives that promote values through sport*
- D. *The important of etiquette and sporting behaviour*
- E. *The use of performance enhancing drugs*

<b>A.</b>	<b>Key question from Assessment objectives?</b>	
<b>Key word</b>	<b>Key definition</b>	
		A code of polite behaviour
		To improve something
		A scheme to try and improve something
		The opinions about something
		A belief in something
		Making sure everyone has an equal opportunity
		Fair and generous behaviour
		Winning by bending the rules

**A.** *What is the Olympic creed?*


"The most important thing is not to win but to take part, just as the most important thing in life is not to triumph but the struggle. The essential thing is not to have conquered, but to have fought well."

Pierre De Coubertin- Founder of the modern Olympic games

<b>Main assessment objectives</b>	
<b>Learning outcome: Know about the role of sport in promoting values</b>	
<b>C.</b>	<b>What is the difference between sportsmanship and gamesmanship?</b>
Sportsmanship is the unwritten rules that players play by, whereas gamesmanship is bending the rules to gain an advantage	
<b>What is spectator etiquette?</b>	
1	
2	
3	
4	

<b>A.</b>	<b>What are the values that can be promoted through sport?</b>
1	
2	
3	
4	
5	
6	
7	

<b>A.</b>	<b>What are the Olympic and Paralympic values?</b>
1	
2	
3	
4	
5	
6	
7	

<b>G.</b>	<b>Performance enhancing drugs</b>
<u>Why do athletes use them?</u>	
1	
2	
3	
<u>Why they shouldn't be used?</u>	
1	
2	
3	
<u>What is WADA?</u>	
1	
2	
<u>How do they carry out drug testing?</u>	
1	
2	
3	

<b>Sporting values</b>	
	Learning how to work together and support others
	Learning the importance of playing by the rules
	Involved in your local community through sport
	Developing understanding of different countries and culture through sport
	Initiatives to get under-represented social groups involved in sport
	Supporters and performers unite behind a country in international events
	Striving to be the best you can be in your favourite sport

**Values that can be promoted through sport**



# BUILDING BRICKS:

Exploring the Elements of Music and the Functions of a Keyboard  
Why – To excel in listening, analysis, composition & performance

M

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## A. MELODY

Melody is a succession of pitches in rhythm. The melody is usually the most memorable aspect of a song, the one the listener remembers and is able to perform.

## B. ARTICULATION

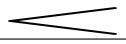
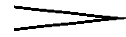
Articulation refers to the way that notes should be performed. There are many types of articulation, with each having a different effect on how the note is played.

## C. DYNAMICS

The dynamics of a piece is the variation in loudness between notes or phrases. Musicians use a variety of dynamics to add excitement and emotion to songs.

KEYWORD	MEANING
Pitch	How high or low a sound is
Octave	A series of 8 notes e.g., C-C, D-D
Pentatonic	A musical scale with 5 notes
Range	The distance between the lowest and highest pitched note in a melody
Motif	A repeated theme that is memorable
Hook/Riff	A very catchy melodic phrase
Imitation	Repeated melody in a different instrument or voice

KEYWORD	MEANING
Staccato	Short and detached notes
Legato	Smooth and slurred notes
Accent	Emphasis placed on a particular note/beat
Pizzicato	Plucked strings
Arco	Bowed strings
Col Legno	Hitting strings with the wood of the bow
Glissando	Sweeping notes (think of the harp)
Vibrato	Subtly vibrating the sound by alternating the pitch between two notes

KEYWORD	MEANING	SYMBOL
Pianissimo	Very quiet	<i>pp</i>
Mezzo Piano	Moderately quiet	<i>mp</i>
Piano	Quiet	<i>p</i>
Mezzo Forte	Moderately loud	<i>mf</i>
Forte	Loud	<i>f</i>
Fortissimo	Very loud	<i>ff</i>
Crescendo	Gradually louder	
Diminuendo	Gradually quieter	

## D. TEXTURE

Texture describes how layers of sound within a piece of music interact. Texture is determined by how many instruments are playing and how many different parts there are.

## E. STRUCTURE

Structure is the order that different parts of the song are played in. The basic structure of a song can include an intro, verse, pre-chorus, chorus, and bridge.


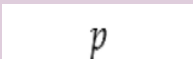



## F. HARMONY

Harmony is the blending of simultaneous sounds of different pitch. A harmony differs from a melody in the way that it stacks multiple notes on top of one another to create a sound.

KEYWORD	MEANING
Unison	All playing or singing the same note
Thick/Thin	Number of layers of instruments/voices
Monophonic	A single line of musical notes
Homophonic	Moving together in chordal fashion
Polyphonic	Multiple layers, weaving melodic lines
Tutti	Meaning 'everyone' or 'all together'
Call & Response	Like question and answer – two parts having a musical conversation
Counter melody	A tune that complements the main melody

KEYWORD	MEANING
Binary	Two main sections, AB
Ternary	Three distinct sections, ABA
Rondo	Initial section that recurs, ABACADA
Theme & Variations	A melody is stated and is then repeated several times with changes
Verse	Tells the main story of a song
Chorus	A catchy part that is repeated in a song
Bridge	A contrasting section that prepares the listener for the return of the chorus

KEYWORD	MEANING
Chord	Three or more notes played together
Triad	Three notes: root, third, fifth
Arpeggio	Broken chord: notes are sounded individually
Perfect Cadence	Two chords at the end of a passage that sound as though the music has come to an end
Imperfect Cadence	Two chords at the end of a passage that make the music sound unfinished
Modulation	The change from one tonality to another
Dissonance	Two or more clashing notes

Question	Answer	Question	Answer
Identify this musical symbol		What is a <b>Motif</b> ?	
What does this symbol mean? 		What does <b>pizzicato</b> mean?	
What does <b>Homophonic</b> mean? 		What does <b>Fortissimo</b> mean?	
How many sections are there in a <b>Binary form</b> piece of music?	1 2 3 4	Draw the symbol for <b>Fortissimo</b>	
What sections are in a <b>Ternary</b> Form piece of music?	AB ABA ABACA	Identify this musical symbol 	
Identify this musical symbol 		What does the above symbol mean?	
What does this symbol mean? 		Put these dynamic markings in order from quietest to loudest: <b>p ff f mp pp mf</b>	
What is the definition for a <b>hook/riff</b> ?		What is an <b>accent</b> ? The symbol is >	
How many beats is this note worth?		What's the musical term for notes that are played <b>short and detached</b> ?	
What is the musical term for notes that are played <b>smooth and slurred</b> ?		What does <b>Pentatonic</b> mean?	
What is an <b>Octave</b> ?		What <b>texture</b> has multiple layers and weaving melodic lines?	

## G. INSTRUMENTS

KEYWORD	MEANING
Strings	Violin, Viola, Cello, Double Bass, Harp
Brass	Trumpet, French Horn, Trombone, Tuba
Woodwind	Piccolo, Flute, Clarinet, Oboe, Bassoon
Percussion	Timpani, Xylophone, Glockenspiel, Maracas
Soprano	Highest female singing voice
Alto	A lower female singing voice
Tenor	Standard male singing voice
Bass	Low male singing voice

## H. RHYTHM

Rhythm involves time—the duration of musical sounds. Rhythm can exist without melody, as in the drumbeats of music, but melody cannot exist without rhythm.

KEYWORD	MEANING	SYMBOL
Semiquaver	¼ beat	
Quaver	½ beat	
Pair of Quavers	1 beat	
Crotchet	1 beat	
Minim	2 beats	
Dotted Minim	3 beats	
Semibreve	4 beats	
Breve	8 beats	

## I. TIMBRE

Timbre refers to the quality of a sound made by a particular voice or musical instrument. It is what makes a musical note sound different from another one.

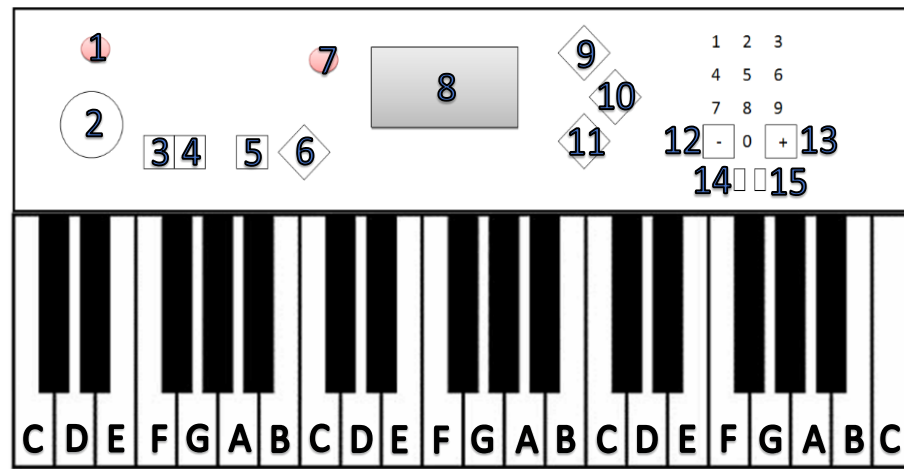
ADJECTIVE	INSTRUMENT	ADJECTIVE	INSTRUMENT
Sweet	Flute	Hollow	Xylophone
Nasal	Oboe	Booming	Bass Drum
Tinkly	Glockenspiel	Muted	French Horn
Pounding	Timpani	Dull	Viola
Brassy	Trumpet	Breathy	Saxophone
Mellow	Clarinet	Shrill	Piccolo
Rich	Cello	Pure	Violin
Crashing	Cymbals	Rattly	Maracas
Dark	Double Bass	Reedy	Bassoon

## J. TEMPO

Tempo means the speed at which a piece of music should be played. As with many other musical terms, Italian words are used to describe different tempos of music.

KEYWORD	MEANING	SYMBOL
Presto	Very fast	168-200bpm
Allegro	Fast	120-168bpm
Moderato	Moderate	108-120bpm
Andante	Walking pace	76-108bpm
Adagio	Slow	66-76bpm
Largo	Very slow	40-66bpm
Accelerando	Gradually faster	accel.
Rallentando	Gradually slower	rall.

## K. LAYOUT AND FUNCTIONS OF A KEYBOARD








1. Power Button (on/off)
2. Volume
3. Accompaniment
4. Intro/Ending
5. Sync. Start
6. Start/Stop Button
7. Tempo Button
8. Screen
9. Song
10. Voice
11. Style
12. Go left on options
13. Go right on options
14. Dual

## L. DRILL TERMS

KEYWORD	MEANING
Treble Clef	Also known as the G Clef as it starts on the G line
Bass Clef	Also known as the F Clef as it starts on the F line
Staff	5 lines, 4 spaces that music notes are written on

KEYWORD	MEANING
Quaver	A note that lasts for ½ beat
Crotchet	A note that lasts for 1 beat
Minim	A note that lasts for 2 beats

KEYWORD	MEANING
Dotted Minim	A note that lasts for 3 beats
Semibreve	A note that lasts for 4 beats
Sharp/Flat	Higher/Lower by 1 semitone

Question	Answer	Question	Answer
How many <b>Semi-quavers</b> are in a <b>Crochet</b> ?		What <b>Instrument</b> has a <b>Dark Timbre</b> ?	
What does <b>Accelerando</b> mean?		What is the definition of <b>Allegro</b> ?	
Give the names of <b>4 Brass instruments</b> ...		How many <b>Quavers</b> are in a <b>Minim</b> ?	
How many <b>Beats</b> is this note?		What does <b>Alto</b> mean?	
What is the name the note?		What <b>Clef</b> is also know as the <b>F Clef</b> ?	
What does the word <b>Presto</b> mean?		Identify this musical symbol 	
List <b>3 instruments</b> found in the <b>Brass</b> section of an orchestra		How many <b>beats</b> is this symbol? 	
Solve this problem: 		List <b>3 instruments</b> found in the <b>Woodwind</b> section of an orchestra	
What <b>note</b> lasts for <b>4 beats</b> ?		What musical term is used for the <b>highest female singing voice</b> ?	
What does <b>Sharp/Flat</b> mean?		What <b>Timbre</b> does the <b>Violin</b> have?	
What does the key word <b>Andante</b> mean?		List <b>3 instruments</b> that can be found in the string section	



**What we are learning this term:**

A. Health & Safety

B. Manufacturing processes

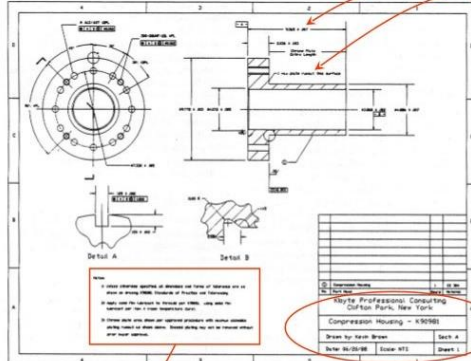
C. reading technical drawings

D. Tools & Equipment



A. Health & Safety	
<b>Risk Assessment</b>	A risk assessment is the analysis of the risks involved when using equipment or performing a process.
<b>Hazard</b> – something that may harm someone. <b>Risk</b> – how likely a hazard is to happen. <b>Control measure</b> – actions taken to reduce the risk of harm	
<b>Ejection hazard</b> – material being thrown out of the machine toward the user	<b>Entrapment hazard</b> – the user being caught and pulled into the moving parts of the machine
<b>Inhalation hazard</b> – people in the vicinity of the hazard breathe in harmful dust or chemicals	<b>Sharp force hazard</b> – the user is cut, stabbed or scraped by the sharp material.
<b>Slip, trip and fall hazards</b> – common hazards caused by unclean or cluttered workspaces.	<b>Blunt force hazard</b> – a victim is crushed, hit or bruised by the blunt object. Major blunt trauma can cause fractures or internal bleeding.

**C. Reading technical drawings**



**Dimension & Notes**

Technical drawings always include a border and title block to identify them and give the reader important information. You may also write notes on a technical drawing, if relevant.

**Notes**

*Notes:*  
 1. When drawing objects in elevation and front or isometric view or when drawing 3D models in 3D CAD software, the drawing should be drawn to the correct scale and units, and the drawing should be drawn to the correct standard.  
 2. When drawing objects in elevation and front or isometric view or when drawing 3D models in 3D CAD software, the drawing should be drawn to the correct scale and units, and the drawing should be drawn to the correct standard.  
 3. When drawing objects in elevation and front or isometric view or when drawing 3D models in 3D CAD software, the drawing should be drawn to the correct scale and units, and the drawing should be drawn to the correct standard.

The scale factor shows how big the real product is compared to the drawing.

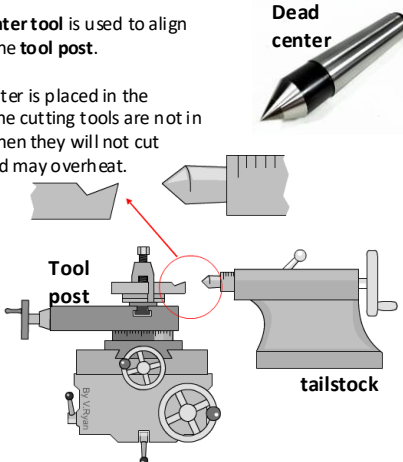
TITLE WHEEL BEARING	
NAME John Smith	CHECKED <i>[Signature]</i>
VERSION 1.1	DATE 16/10/98
NO NEED TO MEASURE - ALL MEASUREMENTS IN MM	SCALE 1:1
ITI ENGINEERING	

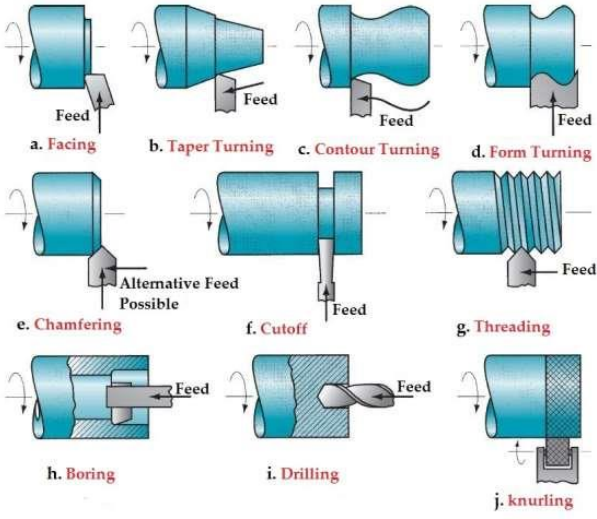
The type of orthographic drawing is shown by this symbol.

**B. Manufacturing processes**





The **dead center tool** is used to align the tools in the **tool post**.

The dead center is placed in the **tailstock**. If the cutting tools are not in line with it, then they will not cut efficiently and may overheat.





**D. Tools & Equipment**

**External calliper** – used for measuring the external dimensions of a workpiece

**Lathe tools** – cutting tools for a range of functions. From left to right; Parting tool, right-hand cutting tool, threading tool, left-hand cutting tool

**Knurling tool** - an attachment for the lathe that allows you to impress a diamond pattern into the material. Example shown here.

**Tap and die set** – these tools are attached to wrenches and allow you to cut an internal or external thread (spiral) in a hole. The hole must be pre-drilled 0.5mm smaller than the intended size of the final hole.



**What we are learning this term:**

A. Health & Safety

B. Manufacturing processes

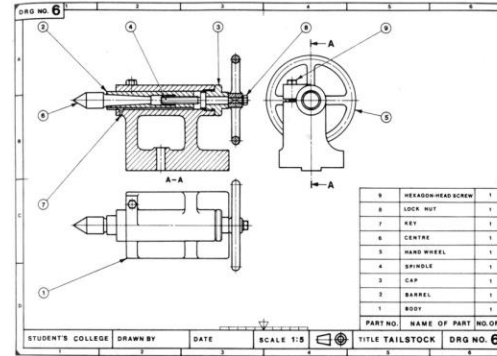
C. reading technical drawings

D. Tools & Equipment




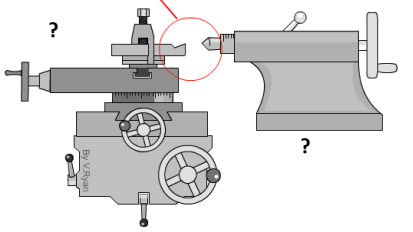
A. Health & Safety	
<b>Risk Assessment</b>	A risk assessment is the analysis of the risks involved when?
<b>Hazard –</b> <b>Risk –</b> <b>Control measure –</b>	
<b>Give an example of an Ejection hazard –</b>	<b>Give an example of an Entrapment hazard –</b>
<b>Give an example of an Inhalation hazard –</b>	<b>Give an example of a Sharp force hazard –</b>
<b>Give an example of Slip, trip and fall hazards –</b>	<b>Give an example of a Blunt force hazard –</b>

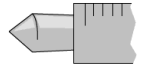


**C. Reading technical drawings**

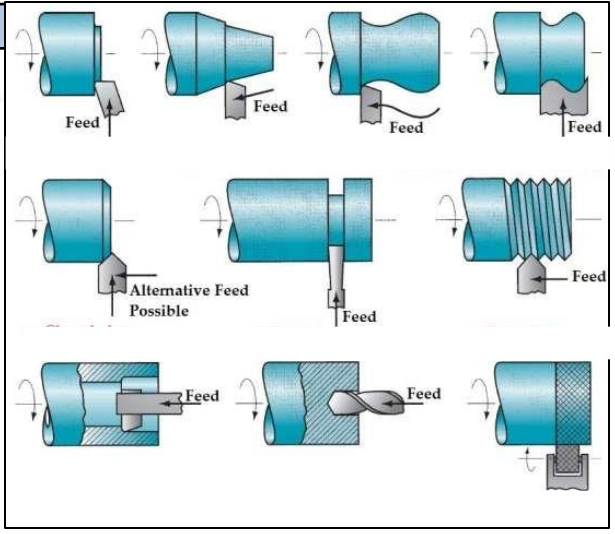


**Task -Annotate this technical drawing**












**B. Manufacturing processes**

The  is used for the tools in the .

The dead center is placed in the . If the cutting tools are not  then they will not cut efficiently and may .



**D. Tools & Equipment**

	– used for measuring the external dimensions of a workpiece
	– cutting tools for a range of functions. From left to right;  tool,  cutting tool,  tool,  cutting tool
	- an attachment for the lathe that allows you to impress a  pattern into the material. Example shown here.
	– these tools are attached to wrenches and allow you to cut an internal or external  (spiral) in a hole. The hole must be pre-drilled  smaller than the intended size of the final hole.



## Remember:

The Component is externally assessed by an Examiner. It counts for 20% (60 marks in total).

## Important Things!

**Remember:** Read your text, decide on your interpretation of the character and artistic intention. Be confident – full marks can be achieved in the Component.

## YOUR DRAMA:

After deciding on the play you want to perform:

**Remember:** Read the whole play in order to understand the style, the playwright's intention, the period involved before analysing and interpreting your role.

**Style:** The style of the play - Naturalistic, Realistic, Absurd, Symbolic, Brechtian, Physical Theatre.

**The Playwright's Intention:** Discuss contemporary themes, e.g. mental health, family problem, anorexia, drugs. Discuss a historical theme, e.g. War and its impact on society?

**Period:** Historical, Political, Cultural

**Research:** Go online, look at Youtube clips and write rough notes.

## ACTING ELEMENT:

**Remember:** Groups of 2 to 4

**Time:**

- groups of 2 actors – 5 to 10 minutes
- groups of 3 actors – 7 to 12 minutes
- groups of 4 actors – 9 to 14 minutes

**You must:** Perform two sections 10 minutes long that are key parts of the text.

**You must:** Perform a text that contrasts with the play you're studying for Component 3.

**The play must:** Be written by a different playwright, in different historical period and with different themes to the text in Component 3.

**Why?** To give you new experiences, and to be able to enjoy and challenge yourselves to learn and interpret different texts.

## CHARACTERISATION:

**Remember the criteria:**

You will be marked on your physical skills, vocal skills, interaction, interpretation, communication with the audience and individual contribution.

**Also remember:**

Your artistic intention must be written and submitted to the examiner before or on the day of the examination.

Once you know your text, you will need to focus on your character. Remember to use a range of practice techniques that will help you develop your role and create the rounded character: The Red Chair, Role on the Wall, Improvisation, Mime Work, The Missing Scene, Emotional Memory, The Magic If.

During the rehearsal periods, develop your vocal and physical skills:

**VOICE:** pronunciation, emphasis, pauses, tone and tempo, accent, pitch, constructiveness, highlights.

**MOVEMENT:** gesture, body posture, walk, position on the stage, characters' territories.

**INTERACTION:** distance, proximity, back turned, eye-rolling, facial response, moving away, approaching, physical gestures.

Discuss with your group what your stage shape will be, what type of set will be needed, stage equipment and props. It is also a good idea to use sound to create a mood and atmosphere either at the beginning, between scenes or at the end. You will need to carefully consider the costume, hair and make-up suitable for your role. Remember that you need consistent rehearsals and a full dress rehearsal before your final performance.



What we are learning this term:	
A.	How to develop our understanding of set design.
B.	How to apply the stanislavski system to character development.
C.	How to interpret the director's creative intention in Blood Brothers.
D.	How to reflect, analyse and evaluate our development.



Who is Willy Russell?	Other Plays by Willy Russell
William "Willy" Russell (born 23 August 1946) is an English dramatist, lyricist and composer. Russell was born in Whiston, Lancashire (which is now Merseyside). Aged 15, he became a ladies' hairdresser, eventually running his own salon, until the age of 20 when he decided to go back to college. This led to him qualifying as a teacher. During these years, Russell also worked as a semi-professional singer, writing and performing his own songs in folk clubs. At college, he began writing drama and, in 1972, took a programme of two one-act plays to the Edinburgh Festival Fringe, where they were seen by writer John McGrath, who recommended Russell to the Liverpool Everyman, which commissioned the adaptation, When The Reds..., Russell's first professional work for theatre.	<ol style="list-style-type: none"> <li>1. Educating Rita</li> <li>2. Our Day Our</li> <li>3. Shirley Valentine</li> <li>4. Keep your eyes down</li> <li>5. Stags and Hens</li> </ol>

Key Words:
<p><b>Synchronisation</b> – movement or speech that happens at the same time.</p> <p><b>Physical &amp; Visual Theatre</b> - a form of theatre that puts emphasis on movement rather than dialogue</p> <p><b>Chorus</b> - those who perform vocally in a group as opposed to those who perform singly.</p> <p><b>Soundscape</b> – layered voices and sounds to create a location or atmosphere</p> <p><b>Abstract</b> – representational and symbolic, not life-like or naturalistic</p> <p><b>Sequence</b> – an order of events/movements <b>Pattern</b> – a repeated phrase/sequence of movements.</p> <p><b>Naturalism</b>- 'A slice of life onstage' Naturalistic performance that aims to be as true to life.</p> <p><b>Epic Theatre</b> - didactic drama presenting a series of loosely connected scenes that avoid illusion and often interrupt the story line to address the audience directly with analysis, argument, or documentation</p> <p><b>Motivation</b> - the reason a character does anything <b>Revelations</b> – when information is disclosed</p> <p><b>Narration</b> – adding a spoken commentary for the audience about the action on stage or to help progress the story on.</p> <p><b>Climax</b> – is a play or a specific scene's point of highest tension and drama</p> <p><b>Emotional Memory</b>- to create a reservoir of memory from which to draw and on which to build. This memory can then be tapped into when the actor was working towards the creation of a character</p> <p><b>Narrative</b> – the storyline and character's trajectory</p> <p><b>Symbols</b> -are often used in drama to deepen its meaning and remind the audience of the themes or issues it is discussing.</p>

Key learning aims from Component 2	
<i>Learning aim A: Develop skills and techniques for performance</i>	A1: Development of physical, vocal and interpretative skills. Introduction to developing skills and techniques; participation in workshops as well as exploring symbolic and abstract performance.
<i>Learning aim B: Apply skills and techniques in rehearsal and performance</i>	B1: Interpretation of sections of Blood Brothers through a mixture of epic theatre techniques inspired by Brecht. Development of skills, techniques and interpretive skills leading to final performance in front of a live audience.
<i>Learning aim C: Review own development and performance</i>	C1: Review own development of skills and techniques for performance Evaluation of development of skills, responding to teacher/peer feedback and observations, identifying strengths and areas for development, setting actions and targets for improvement, referring to professional working practices.

	Keywords linked to Assignment Brief
Physical skills	The physical attributes you need to be able to practically move with technical accuracy. Rehearsal – Practising to improve your performance.
Performance skills	The performance attributes you need to be able to practically perform applying confidence, a character, a narrative etc.
Reflect	Look over your current work and the work of others and be able to reflect and comment on your own and others practice. How does reflection lead to improvement?
Analyse	Watch and then analyse your own, and the group, performance by seeing where your strengths and weaknesses are and how these can be improved.
Apply	How you can then physically apply the physical and performance skills to a live performance to make a successful practical performance.

Component 2 – Key focus
This component is designed to give students a practical overview of the skills, techniques and practices required for the discipline of drama. You will explore the techniques of Epic Theatre and apply them to the play: Blood Brothers. You will apply Brecht's non-naturalism to a section of the blood brothers script and perform to an audience. Through a series of workshops and rehearsals you will explore the different scenes of blood brothers as well as the director's creative intention. Using symbolism, non-naturalism, and minimalism you will explore the motivations behind these characters and their final fate.





What we are learning this term:	
A.	How to develop our understanding of set design.
B.	How to apply the stanislavski system to character development.
C.	How to interpret the director's creative intention in Blood Brothers.
D.	How to reflect, analyse and evaluate our development.



Who is Willy Russell	Other Shows by Willy Russell

Key Words:
<p><b>Synchronisation</b> – _____</p> <p><b>Physical &amp; Visual Theatre</b> - a form of _____</p> <p><b>Chorus</b> - those who perform _____</p> <p><b>Soundscape</b> – layered _____</p> <p><b>Abstract</b> – _____</p> <p><b>Sequence</b> – an order of _____</p> <p><b>Naturalism</b> - 'A slice of life' on stage. Naturalistic _____</p> <p><b>Motivation</b> - the _____</p> <p><b>Epic Theatre</b>- Didactic drama _____ to address the audience directly with analysis, argument, or documentation</p> <p><b>Climax</b> – is a play or a specific scene's point of _____ and drama</p> <p><b>Narrative</b> – the s _____ e and _____</p> <p><b>Narration</b>- Adding _____</p> <p><b>Symbols</b> -are often used in drama to _____ and remind the audience of the themes or issues it is discussing.</p> <p><b>Emotional Memory</b>- to _____ . This memory can then be tapped into when the actor was working towards the creation of a character</p>

Key learning aims from Component 2	
<p><i>Learning aim A: Develop skills and techniques for performance</i></p>	
<p><i>Learning aim B: Apply skills and techniques in rehearsal and performance</i></p>	
<p><i>Learning aim C: Review own development and performance</i></p>	

	Keywords linked to Assignment Brief
Physical skills	
Performanc e skills	
Reflect	
Analyse	
Apply	

**Expand your knowledge and understanding!**

[Blood Brothers - GCSE English Literature Revision - AQA - BBC Bitesize](#)

**Component 2 – Key focus**

This component is designed to give students a practical overview of the skills, techniques and practices required for the discipline of drama. You will explore the techniques of Epic Theatre and apply them to the play: Blood Brothers. You will apply Brechts non-naturalism to a section of the blood brothers script and perform to an audience. Through a series of workshops and rehearsals you will explore the different scenes of blood brothers as well as the direction's creative intention. Using symbolism, non-naturalism, and minimalism you will explore the motivations behind these characters and their final fate.









What we are learning:	
A.	Key words
B.	What are the different types of health care services?
C.	What are the different types of social care services?
D.	What barriers are there to accessing care services?

A.	Key words for this Unit
Primary care	First point of contact when seeking health care
NHS	National Health Service – Tax funded health care in the UK.
Secondary care	Specialist health treatment and/or care
Tertiary care	Advanced specialist health treatment and/or care.
Allied health professionals	Professionals who are involved in patient care from diagnosis to recover
Clinical support staff	Support allied health professionals with the treatment and care of patients.
Foster care	A stable family home where care is provided on either a short or long-term basis.
Residential care	Accommodation and care for a number of children, young people or adults living together in one building.
Respite care	Short-term care which provides relief for family member who are carers.
Domiciliary care	Care received in the person's own home.
Sensory impairment	Difficulties with senses, most commonly vision and hearing.
Braille	Raised lettering to help visually impaired.
Occupational therapist	Offers support to develop independence for daily living activities.

B	What are the different types of health care services?
Primary Care	<ul style="list-style-type: none"> <li>Primary care is the first point of contact a patient is likely to have with the NHS – you can refer yourself to primary care providers.</li> <li>Primary care providers include pharmacists, Registered GPs/doctors, walk-in centres, accident and emergency departments (A&amp;E), dentists and Opticians.</li> </ul>
Secondary Care	<ul style="list-style-type: none"> <li>Secondary care is specialist treatment or care. A primary care provider will refer a patient for secondary care if they feel it is necessary for the patient to receive further advice, tests or treatment.</li> <li>Secondary care providers include cardiologists (heart), gynaecologists (female reproduction), paediatrics (children), obstetrics (childbirth and midwifery), psychiatry (mental health) and dermatology (skin).</li> </ul>
Tertiary Care	<ul style="list-style-type: none"> <li>Tertiary Care is advanced specialist treatment or care. A secondary care provider will refer a patient for tertiary care for long-term treatment and/or care.</li> <li>Tertiary care areas include spinal, cardiac (heart), cancer care, chronic pain, burns and neonatal (premature and ill new born babies).</li> </ul>
Allied Health Professionals	<ul style="list-style-type: none"> <li>Allied health professionals work in a range of specialities They support patients through all stages of care – from diagnosis to recovery. To work with the public they must register with the Health and Care Professions Council (HCPC).</li> <li>Allied health professionals include art therapists, dieticians, paramedics, physiotherapists, speech and language therapists and radiographers.</li> </ul>
Clinical Support Staff	<ul style="list-style-type: none"> <li>Clinical support staff work within a range of departments under the guidance of allied health professionals. They are trained in their roles but are not required to register with the HCPC.</li> <li>Clinical support staff include theatre support workers, prosthetic technicians, dietetic assistant, phlebotomist (collects blood samples), hearing aid dispensers and maternity support workers.</li> </ul>








C.	What are the different types of social care services?
Children and young people	<ul style="list-style-type: none"> <li>Children and young people may need support on a temporary or permanent basis because their parent or carer is ill; they have family problems, they have behavioural issues or additional needs.</li> <li>Types of support for children and young people include foster care, residential care and youth work.</li> </ul>
Children or adults with specific needs	<ul style="list-style-type: none"> <li>Children and adults may need support with specific needs including learning disabilities, sensory impairments and long-term health issues.</li> <li>Types of support for children and adults with specific needs include residential care, respite care and domiciliary care.</li> </ul>
Older Adults	<ul style="list-style-type: none"> <li>Older adults may need support with a range of needs including arthritis, cardiovascular disease, dementia and depression.</li> <li>Types of support for older adults include residential care, carers and personal assistants.</li> </ul>
Informal Social Care	<ul style="list-style-type: none"> <li>Not all carers get paid for what they do – they are known as informal carers and social services would rarely struggle without them.</li> <li>Informal carers include a spouse or partner, children, friends and neighbours.</li> <li>Informal carers do practical household duties, shopping, laundry, walk the dog and help with personal care.</li> </ul>



D. What barriers are there to accessing care services?	
<b>Physical Barriers</b> 	<ul style="list-style-type: none"> <li>• Difficulty accessing care due to mobility and/or disability.</li> <li>• Obstacles include uneven and rough pavements and services, narrow doorways, no lift and transport.</li> <li>• Access could be improved by planning journeys in advance and reporting any problems to the council.</li> </ul>
<b>Sensory Barriers</b> 	<ul style="list-style-type: none"> <li>• Sensory impairments can be a barrier to accessing care.</li> <li>• A person with poor vision may need glasses or documents in large print. Profound sight problems may benefit from Braille.</li> <li>• A person with a hearing impairment may benefit from a hearing aid or sign language interpreter.</li> </ul>
<b>Social, Cultural and Psychological Barriers</b> 	<ul style="list-style-type: none"> <li>• Social, cultural and psychological barriers may leave people feeling nervous about accessing support.</li> <li>• These can include: religion/cultural barriers, negative experience, self-diagnosis, substance misuse, opening hours.</li> <li>• Care services can give individuals opportunities to share their concerns, offer different gender practitioners, facilities to worship and show respect and understanding.</li> </ul>
<b>Language Barriers</b> 	<ul style="list-style-type: none"> <li>• Language can be a barrier to accessing care services because individuals and care providers may struggle to understand each other.</li> <li>• Support for individuals could include translated documents, translators and interpreters and support from family members.</li> </ul>
<b>Geographical Barriers</b> 	<ul style="list-style-type: none"> <li>• Individuals may struggle to reach care services because public transport may not run regularly, specialist treatments may require long distance travel and travel can be expensive.</li> <li>• Support could include being provided with direct travel or having travel costs reimbursed.</li> </ul>
<b>Intellectual Barriers</b> 	<ul style="list-style-type: none"> <li>• If an individual has a learning disability it can cause difficulty in them accessing care services.</li> <li>• Support might include a learning disability nurse, speech and language therapist or occupational therapist.</li> </ul>
<b>Resource Barriers</b> 	<ul style="list-style-type: none"> <li>• As the population ages and more disorders are being successfully treated, there is a huge strain on health and social care resources – at times it might seem that not everyone can access what they need.</li> <li>• There are huge staff shortages which puts strain on people that work in the health and social care sector.</li> </ul>
<b>Financial Barriers</b> 	<ul style="list-style-type: none"> <li>• Seeing a GP or using emergency services are free but some services, such as optical and dental care, often involve some payment.</li> <li>• This can be difficult for people if they are from a low-income household as they may not feel they can afford to access the care they need.</li> </ul>

<b>What we are learning:</b>
E. Define the key words
F. What are the care values and how can they be implemented?

E.	Define the key words
Self-respect	Valuing yourself
Person centred approach	Planning care around the wants and needs of a service user
Empowerment	Supporting people to take control of their lives and futures by involving them decisions on their care and treatment
Confidentiality	Not passing on information or discussing a private conversation to anyone
Dignity	Being respected and treated with care
Safeguarding	Policies to ensure children and vulnerable adults are protected from harm, abuse and neglect
Discrimination	Treating a person or group of people unfairly or less well than others
Compassionate	Feeling or showing sympathy and concern for others
Competence	The ability to do something successfully and efficiently
Consequences	A result or effect, typically one that is unwelcome or unpleasant
Review	Involves assessing or inspecting something with the intention of making change if necessary
Empathy	Being able to understand and share feelings and views of another person.
Insomnia	Difficulties in sleeping

F.	What are the care values and how can they be implemented?
Empowering and promoting independence 	<ul style="list-style-type: none"> <li>Empowerment is when an individual feels in control of their own life and have a say in what happens to them.</li> <li>Some people might need help with empowerment because of their age, circumstances or confidence e.g. elderly people, children, adult with learning disabilities.</li> <li>You can promote empowerment and independence by involving individuals, where possible, in making choices about their treatment.</li> </ul>
Respect for others 	<ul style="list-style-type: none"> <li>You can show respect for the individual by respecting their privacy, needs, beliefs and identity.</li> <li>Show respect by being patient when someone takes longer to perform simple tasks due to their age, disability or injury.</li> <li>Do not leave personal files around for others to see or discuss your patients' case with friends.</li> <li>Gain permission before entering a room, provide private place for personal conversations.</li> </ul>
Maintaining confidentiality 	<ul style="list-style-type: none"> <li>It is a person's right by law to have information about them kept confidential.</li> <li>Care workers are not allowed to talk about one service user to another, or someone who is not involved in helping them get better. This involves not having those private conversations in public places where other can overhear.</li> <li>Paper and electronic files are to be kept confidential and only shared with care workers which are involved in the treatment of the patient.</li> </ul>
Preserving dignity 	<ul style="list-style-type: none"> <li>Preserving the dignity of individuals to help them maintain self-worth, privacy and self-respect.</li> <li>You do this by involving the person in their own care; helping them go to the bathroom; giving the person time they need, checking what they would like to be called; closing door or curtain when they are changing; making sure their clothes are clean; dealing with embarrassing situations sensitively and professionally.</li> </ul>
Effective communication 	<ul style="list-style-type: none"> <li>In health and social care it is important to communicate effectively with service users in order to build trusting relationships. These can be lost if the care worker appears not to care or listen.</li> <li>Recognising different communication needs and trying to overcome them shows that care workers respect the individual e.g. when visually impaired providing a leaflet in braille; if can't speak English well, have a translator organised beforehand.</li> <li>Show you value the person through showing empathy, asking questions, not judging, smiling, using their name, giving appropriate eye contact, open body language, giving time to process.</li> </ul>
Safeguarding and duty of care 	<ul style="list-style-type: none"> <li>Health and social care workers have a legal duty to protect service users from harm, neglect or abuse. They must recognise the signs and symptoms of abuse so they can protect people.</li> <li>Signs of abuse include low self-esteem, STDs, unexplained injuries or bruises, insomnia, change in appetite, change of personality, self-harming, fear of being alone etc.</li> <li>What to do: report the abuse, never promise to keep the abuse secret, make it clear that you will have to tell someone e.g. your supervisor or the police.</li> </ul> <p><b>DUTY OF CARE</b></p> <ul style="list-style-type: none"> <li>Care workers must work in ways that never put individuals at any risk or harms. They need to know their responsibilities, procedures, deliver care as the care plan states and always report and record any concerns about the service user even if they appear minor.</li> </ul>
Promoting anti-discriminatory practice 	<ul style="list-style-type: none"> <li>Discrimination can be obvious but sometimes it can be subtle and hidden, and The Equality Act 2010 makes it illegal to discriminate against people because of their e.g. age, gender, race, disability, religion, sexual orientation, marital status etc.</li> <li>You can promote anti-discriminatory practice by: having patience with someone who doesn't speak English well; communicating in a way that the person will understand; showing tolerance towards people who have different beliefs and values from you; challenging unkind behaviour.</li> </ul>

<b>What we are learning:</b>
G. How to apply care values in a compassionate way. H. Identifying own strengths and areas for improvement against the care values

<b>G</b>	<b>How to apply care values in a compassionate way?</b>
Show empathy and care by:	<ul style="list-style-type: none"> <li>• Being patient</li> <li>• Showing sensitivity</li> <li>• Understanding</li> <li>• Actively listening</li> <li>• Having a positive outlook</li> <li>• Being encouraging</li> <li>• Having genuine concern for other people.</li> </ul>
Care workers can check themselves against the ' <b>Six C's of Compassionate Care</b> ' checklist to make sure they are applying care values with compassion.	
Care	Helps to improve an individual's health and wellbeing. Care should be tailored to each person's needs and circumstances
Compassion	Shows the care worker understands what the individual is experiencing. Being empathetic to their situation shows care and value to the individual
Competence	Shows that care workers can safeguard and protect individuals from harm
Communication	How to adapt to individuals and their circumstances to ensure important information is given and shared- keeping the individual at the heart of everything that is done
Courage	Protecting individuals by speaking up if you think something is wrong; being brave enough to own up if you have made a mistake.
Commitment	Carrying out your duties to care for others to the best of your ability.

<b>H</b>	<b>Identifying own strengths and areas for improvement against the care values</b>
Working together	<ul style="list-style-type: none"> <li>• All care works have the responsibility to uphold care values. If everyone works together, doing their 'bit', service users and colleagues alike will all be able to have positive experiences.</li> <li>• Put any feelings aside, some clients can show anger or aggressions towards you, continues to work in a way that respects each of the care values.</li> </ul> <p>Staff training:</p> <ul style="list-style-type: none"> <li>• Staff training keeps everyone updated. Even if they also ready had care values training it is important to have it again and remind them of their importance.</li> </ul>
Making mistakes	<ul style="list-style-type: none"> <li>• Everyone sometimes make mistakes. It is crucial that staff own up to mistakes that they have made, not matter how small. This is part of the duty of care to safeguard individuals, it demonstrates respect.</li> <li>• You need to be honest about your mistake, do not pretend it never happened and do not blame someone else.</li> <li>• You can: <ul style="list-style-type: none"> <li>• Tell your supervisor, admit it and apologise</li> <li>• Be honest and accurate about what happened,</li> <li>• Suggest ways to avoid it happening again</li> <li>• Earn back the trust of the person involved</li> <li>• Prove you can do the job</li> <li>• Do no be too hard on yourself; seek help and guidance from others.</li> </ul> </li> </ul>
Reviewing own applications of care values	<ul style="list-style-type: none"> <li>• One way to improve skills is to look carefully at the areas you are good at, what you are able to do well and things that you find difficult.</li> <li>• Knowing your strengths will allow you to take on task with ease and make you feel confident that you are doing a good job.</li> <li>• Knowing your weaknesses and what needs improving will help you work on them and develop. It is important to be open with yourself and others in order to progress further and be better at your job.</li> <li>• Regularly review your strengths and weaknesses because they change overtime</li> </ul>
Receiving feedback	<ul style="list-style-type: none"> <li>• The purpose of feedback is to let you know what you are doing well and the areas you need to improve.</li> <li>• This can be formal- like reports and following an observation at work and Informal- like chatting to colleagues at break time.</li> <li>• Both types encourage you to feel pleased with what you have done well and motivate you to improve in weaker areas, perhaps even provide a way forward.</li> <li>• Remember: when giving and receiving feedback, positives must be noted so that you know what you are doing well and continue to do so. Negatives are hard to uncomfortable to hear, but do not take them personally, you need them to get better at your job and feel more confident.</li> </ul>
Using feedback	<ul style="list-style-type: none"> <li>• Create yourself a SMART action plan to set yourself Specific, Measurable, Achievable, Realistic and Time-related targets or goals to help plan for your improvements</li> </ul>

# SWINDON ACADEMY READING CANON

## Year 7



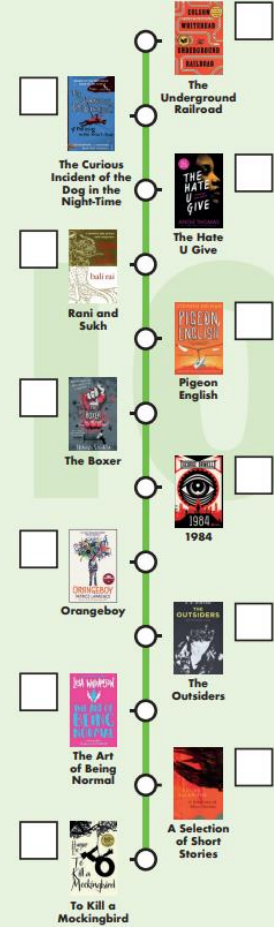
## Year 8



## Year 9



## Year 10



#ReadingisPower