

Q3 Academy Langley

Quest for Knowledge Booklet

Year 7 – Cycle Three

This pack has been put together by your core Learning Consultants.

It contains lots of information that will support you in your learning outside of the classroom.

Use it when you have either completed your Independent Learning, or if you want to stretch yourself further.

Some strategies to help maximise how you use this pack:

- Copy out information to help you learn;
- Test yourself on information (Look-Cover-Test-Check);
- Read through the pack silently to deepen your understanding.

Student Name:

Company:

Tutor:



**ACADEMY
LANGLEY**

Using your Quest for Knowledge Booklet

There are lots of ways to use your Quest for Knowledge booklets to supplement your learning in Core subjects.

If you complete your Independent Learning, you should learn your Quest for Knowledge for each Core subject you study – the information has been designed to support your learning.

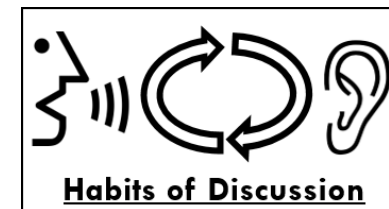
Strategies to use your Quest for Knowledge effectively:

Strategy	Guidance
Copying out – writing out information from the Q4K yourself.	<i>This strategy is useful for working through information systematically; it has its limitations though.</i>
Mind Mapping – writing a topic or key idea, and surrounding it with linked ideas or information.	<i>This strategy is a nice way to break down information, and draw links between them.</i>
Self-quizzing – cover information that you feel is learned, before testing yourself.	<i>This is an extremely effective strategy – as you get more confident, you can ask more difficult questions of yourself!</i>
Quizzing at home – parents/carers relatives take key information, and quiz you on it.	<i>This is similar to self-quizzing; make sure that whoever quizzes you pays close attention to accuracy of your answers!</i>
Blurting – write a topic or key idea, before writing everything you can think of. Then, check to see what you know and have missed.	<i>This is a great way to find the gaps in your knowledge; give it a try!</i>
Flash-cards – on a small piece of paper or card, write a question or term. On the back, write the answer or definition. Test yourself, or get tested by someone!	<i>Flash cards are particularly useful for remembering key terminology, vocab or dates.</i>

<p><u>Agreement Prompts:</u></p> <ul style="list-style-type: none"> • “I agree with Jason because...” • “I was just thinking of something similar to Maria’s point about...” • “Grace’s point makes sense because...” • “I think that the strongest part of Taz’s response was...” • “Nelam’s point about ____ was important because it...” 	<p><u>Disagreement Prompts:</u></p> <ul style="list-style-type: none"> • “I disagree with Chris because...” • “I think it’s more complex than what you’re saying, Alice, because...” • “I understand why you’d say that Naresh, but...” • “There’s another piece of evidence that contradicts Rosie’s point...” • “I see things differently to Shara because...” • “The evidence I’ve looked at suggests something different to Ben’s response...”
<p><u>Add to Prompts:</u></p> <ul style="list-style-type: none"> • “I’d like to elaborate on Jade’s idea...” • “I’d like to build on Kate’s point...” • “There’s another example of what Theo is talking about...” • “You could also add that...” • “The thing that I think is missing from Charlie’s point is...” • “I understand, and would like to add...” • “Is it fair to say that...” • “If we change Jess’ point just a little, we could add...” • “Alex’s point about _____ was good but I’d also add...” 	<p><u>Paraphrasing:</u></p> <ul style="list-style-type: none"> • “Another way you may interpret that is...” • “Put another way, Brian is saying...” • “So Nyasha is saying that...” • “It is fair to say that Chris believes...”

Habits of Discussion

French



<p style="text-align: center;"><u>Agreement Prompts</u></p> <ul style="list-style-type: none"> • “Je suis d’accord avec _____ parce que...” – I agree with _____ because... • “Je suis du même avis que...” – I am of the same opinion as... • “Sans doute ton point est vrai _____ parce que...” - There is no doubt that your point is true because... • “ Selon moi, ta idée est... convaincante/puissante/pertinente _____ parce que...” – In my opinion, your idea is... Convincing/powerful/relevant because... • “Je prends le parti de _____ parce que...” – I take the side of _____ because... • “J’abonde dans le sens de _____ parce que...” – I agree wholeheartedly with... • “J’accepte sans équivoque l’avis de _____ parce que...” 	<p style="text-align: center;"><u>Disagreement Prompts</u></p> <ul style="list-style-type: none"> • “Je ne suis pas d’accord avec...” – I disagree with... • “Je pense que c’est plus compliqué/complexe que ce que tu as dit _____ parce que...” – I think that it is more complicated/complex than what you have said • “Je comprends ce que tu veux dire _____ mais...” - I understand what you are trying to say but... • “J’ai un avis différent à _____ car...” – I am of a different view to _____ as... • “Je suis désolé(e) _____ mais à mon avis...” – I am sorry but in my opinion... • “Je suis contre le point de _____ parce que...” – I am against _____’s point because... • “Le point de _____ ne dépasse pas la surface des choses parce que...” _____’s point skims the surface because... • Je refute le point de _____ parce que... I reject this point because... • Je condamne nettement le point de _____ parce que... - I condemn outright _____’s point because... • Je crois que c’est tout le contraire – I believe that exactly the opposite is true • Je suis (fermement) opposé(e) à l’avis de _____ parce que... - I am firmly opposed to _____’s opinion because
<p style="text-align: center;"><u>Add to Prompts</u></p> <ul style="list-style-type: none"> • “En plus, on pourrait dire que...” – In addition, one could say that... • “Le point de _____ était vrai mais je voudrais ajouter quelque chose...” - _____’s point was true but I would like to add something... • “En cela s’ajoute”... - In addition there is... • “Par ailleurs, Je voudrais dire que”... - Furthermore, I would like to say that... 	<p style="text-align: center;"><u>Paraphrasing</u></p> <ul style="list-style-type: none"> • “En d’autres termes _____ dit que...” – In other words, _____ said that... • “Cela revient à dire que” – This amounts to saying that... • “Pour résumer le point de _____...” – To summarise _____’s point... • “Autrement dit...”- In other words... • “Autant dire que...” – In other words... • “En fin de compte...” – At the end of the day... • J’en reviens toujours là...” I come back to the point that... • J’ai déjà constaté/dit que...” – I have already said that...

<p><u>Agreement Prompts</u> <u>Respuestas de acuerdo</u></p> <ul style="list-style-type: none"> • Estoy de acuerdo con _____ porque... I agree with _____ because... • Tengo la misma opinión que... I have the same opinion as... • No hay duda, tu punto de vista es verdad porque... There is no doubt that your point is true because... • En mi opinión, tu idea es convincente / poderosa / relevante porque... In my opinion, your idea is convincing/powerful/relevant because... • El punto de vista de _____ tiene sentido porque... _____ point makes sense because... 	<p><u>Disagreement Prompts</u> <u>Respuestas de desacuerdo</u></p> <ul style="list-style-type: none"> • No estoy de acuerdo con _____ I disagree with _____ • Pienso que eso es mas complicado/complejo que lo que has dicho porque... I think that it is more complicated/complex than you have said because... • Entiendo lo que dices pero... I understand what you are trying to say but... • Lo siento pero en mi opinión... I am sorry but in my opinion... • Estoy en contra de _____ porque... I am against _____'s point because... • Veo las cosas diferentes a _____ porque... I see things differently to _____ because...
<p><u>Add to Prompts</u> <u>Añadimos las respuestas</u></p> <ul style="list-style-type: none"> • Además, puedo decir que... In addition, I could say that... • El argumento de _____ era verdad pero me gustaría añadir algo... _____’s argument was true but I would like to add something... • Además, hay... Also, there is... • Entiendo, y me gustaría añadir... I understand, and would like to add... 	<p><u>Paraphrasing</u> <u>Parafrasear</u></p> <ul style="list-style-type: none"> • En otras palabras _____ diría que... In other words, _____ said that... • Así que _____ esta diciendo que... So _____ is saying that... • Para resumir el punto de vista de _____... To summarise _____’s point... • En otras palabras... In other words...

Capital Letters

Rule	Example
Start of a sentence.	London is the capital of England.
Proper noun – specific names, places, ideas of organisations	The capital of E ngland is L ondon.
Days of the week, and months	M onday; J anuary
Acronyms or initials	D r. Badyal; SLANT
Personal pronoun 'I'	Should I bring in my P.E kit?

Frequent misconceptions:

- The most common mistake with capital letters is not placing them at the start of a sentence.
- Another common mistake is when people forget to capitalise their proper nouns.
- A less common mistake is when people place capital letters in the middle of sentences when it is not needed.

Common nouns:

We know that we should capitalise **proper nouns**. However, **common nouns** do not have to be capitalised. A common noun is a noun used to name common things, such as animals, objects and ideas. Every sentence needs a common noun to make sense, but unless they appear at the start of a sentence, they do not need to be capitalised.

Punctuation

Type	When to use:
Full Stop .	<ul style="list-style-type: none"> End of a sentence. After an abbreviation – Mr. Lee; Dr. Badyal.
Commas ,	<ul style="list-style-type: none"> Before FANBOYS (for, and, nor, but, or, yet, so) If WWABBIT starts a sentence – in the middle. After -ly adverb at the start of a sentence. To embed a subordinate clause – extra information after a noun.
Apostrophe '	<ul style="list-style-type: none"> Indicates possession – before the 's' if singular; after if plural. Indicates a contraction to replace missing letters – I'm; you've; let's; don't.
Semi-colon ;	<ul style="list-style-type: none"> Replace a comma/FANBOYS combination. Before an adverb/connective when linking sentences – We transition in silence; therefore, no time is wasted. Connect two sentences that have a link in their meaning, or add on to each other. Separate items in a list.
Colon :	<ul style="list-style-type: none"> Introduces a list. Introduces a quotation. Indicates that the sentence that follows explains or proves the first. Replaces 'because'. Separates a main title from a subtitle – Q3 Academy Langley: The Path to Success.
Dash -	<ul style="list-style-type: none"> Signals additional information in a sentence – can be used with embedded clauses.
Hyphen -	<ul style="list-style-type: none"> Can join compound or 'spate' word, or noun/adjective/verb combinations, which make an adjective (spine-tingling).
Question Mark ?	<ul style="list-style-type: none"> Indicates a question – look for interrogative verbs (who; what; where; when; why; how) and modal verbs followed by a pronoun.
Exclamation mark !	<ul style="list-style-type: none"> Indicates that the sentence expresses heightened emotion.

Homophones

Homophone	Rules	Example
There	There is a location. Here is also a location. There must have a here .	Place your coats over there .
Their	A pronoun – Their has an 'I'; 'I' is a pronoun.	Their appreciation was well thought out.
They're	A contraction of 'they are'. Try putting ' they are ' in your sentence to see if it makes sense!	They're (they are) going to transition to the Sports Hall.
Whether	Conjunction to indicate choice. There's no need to choose which ' h ' to lose – 'whether' has two.	You must decide whether you want a jacket potato for lunch.
Weather	A tmospheric state. ' weather ' = a tmosphere.	It looks like we could have cold weather today.
Have	Verb showing ownership. Have is used as a contraction – could' ve , would' ve , should' ve . Try putting the full word to check for sense.	I should have remembered my purple pen!
Of	A preposition, which expresses the relationship between a part and a whole.	Who will be the Star of the Lesson today?
Which	Relative pronoun used when writing about a thing or making a choice.	Which company do you belong to?
Witch	A noun. The ' t ' is the wi ch on their broom.	What does the witch say in the opening scene of Macbeth?
Your	Pronoun meaning belonging to you.	Put your pens down please!
You're	A contraction of ' you are '. Try putting 'you are' in your sentence to see if it makes sense!	I don't know if you're getting a Q-Point or not.
To	A preposition expressing motion in direction of a location. (One 'o')	Transition, in silence, to your next lesson.
Too	Excessive or more - add another ' o '. To mean also, add another ' o '.	You can fulfil that role on your Family Lunch table too !
Two	The number in word form – one more than one!	Two plus three is five.

Commonly Misspelled Words

Word	Rule or Tip	Word	Rule or Tip
Achieve	A-chi-eve.	Happiness	In order to gain happiness, you must replace the 'y' with an i.
Aggressive	If you 'grr' and 'hiss' aggressively when you say this word, you will hear that you need two gs and two s 's.	Immediately	Immediately mediate between the prefix -im and the suffix -ly .
Apparently	A pparently, a parent named their children ap and ly .	Independent	Independent is so independent it does not need an 'a'.
Argument	Think of the m breaking up an argument between the u and e .	Necessary	It is necessary for your shirt to have one Collar and two Sleeves .
Beginning	In the beginning, there were not one, not two, but three ns .	Occasion	O- cc -a-sion. Remember, two cs , one s .
Believe	Be-li-eve. Remember i before e .	Occurred	O- cc -u- rr -ed. Remember, two cs and two rs .
Completely	Com-ple-te-ly. Suffix is -ly .	Possession	Two s 's at the beginning, two s 's at the end.
Conscious	Remember, ' sci ' is in the middle; it means knowledge!	Preferred	Pre-fer-red. Remember, one f , two rs .
Definitely	Remember, ' ite ' not ' ate '.	Received	Remember, i before e except c when the sound is e .
Disappear	Dis-ap-pear. One s , two ps .	Referred	Re-fer-red. Remember, one f , two rs .
Disappoint	Dis-ap-point. One s , two ps .	Religious	Rel-igi-o-us. Suffix is -gious .
Embarrass	Emb-a-rr-a-ss. Two rs , two s 's.	Sense	Sense cannot ' c ', only sense. Suffix is -se .
Environment	En-vi-ron-ment. Remember, n before the m.	Tomorrow	You need to choose: Tom-or-row? Remember, one m , two rs .
Familiar	Fami-liar. Suffix is -iar .	Unfortunately	Un-for-tun-ate-ly. Suffix is -ely .
Friend	Fri-end. Fri the end of friend. Remember, i before e .	Until	Until has only un I.
Government	Govern-ment. Remember, n before the m.		
Happened	Hap-pen-ed. Suffix is -ened .		

Quest for Knowledge – Assessment Cycle Three – English

How will we use the Q4K in English?

Just like Cycle One and Two, you will be tested on your Q4K Knowledge during your Independent Learning test during every 'lesson one'.

Why are we re-quizzing Cycle One and Cycle Two Q4K content?

Simply put – you need to know it! The Cycle One and Two Q4K contained **foundational grammar knowledge** that you must know. All the research on how our memory works shows that regular knowledge retrieval strengthens your memory of key facts.

Thus, you will need to be revising your Cycle One, Two and Three Q4K for your Independent Learning!

What is in the English Section?

1. Timeline of the history of comedy.
2. Context of A Midsummer Night's Dream.
3. Summary of the links to A Midsummer Night's Dream.
4. Key information and summary of A Midsummer Night's Dream.
5. Key grammar knowledge.
6. Assessment support.

The Big Question:

Cycle One

Why are myths so legendary?

Cycle Two

What is English?

Cycle Three


How do we know reality is not in fact a dream?

Word Bank:

Word Bank:

Word	Definition

Timeline of the History of Comedy in Theatre

Time	Important Information	Examples of Plays/ Extra Information
6th Century B.C	Pottery decoration frequently represented actors dressed as horses, satyrs, and dancers in exaggerated costumes; it was one of the first indications of humour.	
5th Century B.C	The beginning of Greek Comedy. The only authors' work to survive the century was the work from Aristophanes. His work was crafted to include the antics of ridiculous characters.	<i>"The Frogs"</i> <i>"The Wasps"</i> <i>All roles were played by males.</i>
5th Century B.C	The beginning of the Roman Comedy – the main playwrights being Plautus and Terence. The comedic elements were influenced by political and social satire.	<i>All roles were played by males initially, but eventually a few women were given roles.</i>
16th – 18th Century	The elements of comedy in this era was performed through street theatre. The Italian comedy known as the Commedia Dell'arte (comedy of the trade) goes back as early as 1545. The majority of this comedy was improvised and sketch work.	<i>All roles were played by males until it was finally made legal in 1661 for women to play the roles too.</i>
17th Century	Shakespeare's comedies were amongst those he was commonly known for. Performances were mainly performed in London, predominantly in the <i>Globe Theatre</i> . Shakespearean comedies were comical for their interpretation of women as men were used to play all roles, including those of women (especially when most of Shakespeare's comedies included love and marriage).	<i>"Merchant of Venice"</i> <i>"Much ado about nothing"</i> <i>"The Taming of the Shrew"</i>
17th Century	Ben Johnson was known for his satirical comedies. He was also known for the trickster approaches, which were designed to give the audience exactly what they desired.	<i>"Volpone"</i> <i>"The Alchemist"</i>
12th – 16th Century	Beaumarchais's light, comical play gave him a platform before progressing into much darker humour.	<i>"Le Barber de Seville"</i> <i>"Le Mariage de Figaro"</i>
21st Century	Comedy in theatre has evolved into something quite spectacular. With satire, parody, stand up, and farce, to name a few. Comedy is now something to be enjoyed by all audiences.	<i>"Blood Brothers"</i> <i>"The Play That Goes Wrong"</i>

A Midsummer Night's Dream
By William Shakespeare

Context

We can see influences of social norms in Shakespeare's plays, including A Midsummer Night's Dream. During Shakespearian times, marriages - especially between nobles - were often forced upon young women. Shakespeare no doubt witnessed many of these marriages born out of obligation and gain rather than happiness. It was not unusual for women to be given away in marriage, with no regard to their feelings. Often, women were sent to abbeys if they refused to marry or failed in their wifely duties. In A Midsummer Night's Dream, this situation is mirrored by Hermia's dilemma in being forced to marry Demetrius because her true love, Lysander, is 'beneath' her.

Romeo and Juliet – Links

Most critics believe the play was written for and performed at an aristocratic wedding, with Queen Elizabeth I in attendance. Scholars estimate the play was written in 1595 or 1596 (when Shakespeare was 31 or 32 years old), at approximately the same time as Romeo and Juliet and Richard II. Obvious plot links exist between A Midsummer Night's Dream and Romeo and Juliet, and critics disagree about which play was written first. Not only do both plays emphasise the conflict between love and social convention, but the plot of "Pyramus and Thisbe," the play-within-the-play of A Midsummer Night's Dream, parallels that of Romeo and Juliet. Critics have wondered if Romeo and Juliet is a serious reinterpretation of the other play or just the opposite: Perhaps Shakespeare is mocking his tragic love story through the burlesque (parody) of "Pyramus and Thisbe."

R.A: 16+.

Glossary

Norms	Something that is usual, typical or standard. Social norms are the standards/behaviours which are acceptable to that social group.	Nobles	A person of noble rank or birth. Noble: belonging to the aristocracy (the highest class/upper class).
Obligation	A duty or commitment; an act/action to which a person is morally or legally bound.	Abbeys	The build or buildings where monks or nuns live. Monks (men) and nuns (women) are religious people who vow to live in poverty and never marry.

A Midsummer Night's Dream
By William Shakespeare

Other Links

Unlike most of Shakespeare's plays, A Midsummer Night's Dream does not have a single written source. The story of "Pyramus and Thisbe" was originally presented in Ovid's The Metamorphosis, making it one of many classical and folkloric allusions in the play. Other allusions include Theseus and Hippolyta's wedding, which is described in Chaucer's "Knight's Tale" in The Canterbury Tales, while the theme of a daughter who wants to marry the man of her choice despite her father's opposition was common in Roman comedy. The fairies that dance and frolic throughout this play were most likely derived from English folk tradition. On the one hand, these creatures have a sinister side — Puck, for example, is also known as Robin Goodfellow, a common name for the devil — but they can also be viewed as fun-loving nature spirits, aligned with a benevolent Mother Nature. The interaction of this eclectic array of characters — from the classically Greek royalty such as Theseus (derived from Plutarch's tale of "Theseus" in his Lives of the Noble Grecians and Romans) to more traditionally Celtic fairies such as Puck — emphasises Shakespeare's talent in using elements of the old to create something completely new.

R.A: 16+.

Glossary

Allusions	An indirect or passing reference to; a link.	Benevolent	Well meaning and kindly; loving.
Eclectic	Ideas, style or taste from a broad and diverse range of sources (from many sources).	Sinister	Giving the impression that something harmful or evil is happening or will happen.

Pyramus and Thisbe (Metamorphoses, Book 4)
By Ovid

A Summary

Pyramus and Thisbe lived in a city built up by Semiramis. The two of them were the most beautiful in the city, and their neighbourly relationship later became a love that grew stronger with each day. They would have become engaged if their parents had allowed it. The wall that stood between their houses was cracked, and the two of them would tell each other love stories through the crack. They wanted to be close to each other, but the wall stood between them. However, they were grateful for the crack in the wall that allowed them speak to each other. When they had to go home, they would kiss the wall.

One day, they planned to run away in the middle of the night, and they made a deal to meet near Ninus’s tomb. They would sit under a mulberry tree.

The day went away slowly, and when night arrived, Thisbe managed to sneak out of her house, covered with a veil. She came to the tomb and sat under the tree. She saw a lioness and ran away into a dark cave, but while she was running, her veil fell off. When the lioness drank some water, she found Thisbe’s veil and tore it apart. Since her mouth was bloody, the veil became bloody.

Later, Pyramus came and saw Thisbe’s veil, torn and covered in blood. Thinking Thisbe was dead, he blamed himself for her death. Pyramus took Thisbe’s veil and sat under the tree to cry. While he kissed the veil, he pierced a dagger through his heart. The mulberry tree fruit became black, and when the roots were covered in his blood, it turned red.

Thisbe decided to go back, so Pyramus would not have to wait for her. Thisbe wanted to tell Pyramus the trouble she was in. Getting back, she realised that the tree had changed colour. Then, she saw Pyramus’s dead body. She hugged him and filled the injury with her tears. She kissed his cold face. Pyramus opened his eyes for a moment, saw his loved one, and then closed them again.

When she saw her veil and the dagger, she knew what had happened. He was killed by his own love and hand. She knew that love will give her the strength to follow him into death. Before she died, she asked their fathers to bury them together (the gods told Pyramus’s and Thisbe’s fathers about this wish). Thisbe took the dagger, still warm from Pyramus’s blood, and pierced it through her chest. The tree carried a bloody sign forever.

R.A: 11-12.

Glossary

Mulberry Tree	A small tree with broad leaves. The colour ‘mulberry’ is a dark red or purple colour.	Semiramis	Appears in many myths and legends. She is Queen of Babylon, who rules for many years after the death of her husband – Ninus.
Ninus	The mythical founder of the city of Nineveh (an ancient city that would have been located in what is now Iraq). There is no record of Ninus ever existing.	Veil	A piece of material worn by women to protect or conceal their head and/or face.

The Knight's Tale	<p><u>The Knight's Tale</u> <u>By Chaucer (1387-1400)</u></p> <p><u>A Summary</u></p> <p>The Knight's Tale is the story of Palamon and Arcite. They are captured by Theseus, the king of Thebes, and imprisoned in a tower together. The tower has one window, which the knights spend their days looking out of.</p> <p>One day, they see Emilye, the queen's young sister, walking in her garden. Both Palamon and Arcite fall in love with her instantly; while they fight over her at first, they soon realise there is no point in fighting since they're both trapped in a tower; therefore, equally unlikely ever to meet her, let alone marry her.</p> <p>Several years later, however, Arcite manages to escape the tower with the help of a friend. He becomes a page in Emilye's household, but does not confess his love to her. Meanwhile, Palamon spends several more years in prison before escaping.</p> <p>The two knights meet and fight over Emilye, but the fight is broken up by Theseus, who insists that they hold a proper tournament. Palamon and Arcite are each given one year to build an army and return to Thebes. The tournament will be a fight to the death, and the winner of the tournament will receive Emilye's hand in marriage.</p> <p>The evening before the tournament, Palamon, Arcite, and Emilye each visit one of the three shrines built into the walls of the tournament arena. Arcite visits the shrine of the Roman god of war, Mars, where he prays to win the tournament. Palamon visits the shrine of the Roman goddess of love, Venus, where he prays to win Emilye's hand. Emilye, meanwhile, visits the shrine of the Roman goddess of chastity, Diana. There, she prays that Diana will allow her to remain unmarried, but she states she is willing to accept whatever Diana's will is for her.</p> <p>The next day, the tournament begins. After much fighting, Arcite emerges as the winner of the tournament, but he is thrown from his horse and suffers a fatal injury. On his deathbed, he announces his wish for Palamon to marry Emilye.</p> <p>R.A: 15-16.</p>		
	<p>Glossary</p>		
	<p>Page</p>	<p>A youth being trained for the medieval rank of knight and in the personal service of a knight; or can be young male attendant or servant.</p>	<p>Shrines</p>
			<p>A place considered as holy due to its association with something holy; religious relics (item).</p>

Key Characters – A Midsummer Night’s Dream

Character Name	Role/Title at START	Key Words Linked to Character	Links to other characters
Puck	A mischievous fairy, who likes to play pranks.	Mischievous; menacing; enchanting; jester; servant; hobgoblin; quick-witted.	Puck mistakes Lysander for Demetrius and applies the love potion, causing chaos. He also transforms Bottom’s head into that of an ass.
Oberon	The king of the fairies. Married to Titania.	Revengeful; powerful; jealous, argumentative; strong-willed.	Oberon has resentment towards his wife, Titania, so sends Puck to obtain the lover flower potion.
Titania	The queen of the fairies. Married to Oberon.	Head-strong; impulsive; determined; gullible.	Titania opposes her husband’s desire to knight an Indian prince. She then has a brief potion-induced love for Bottom.
Hermia	Egeus’s daughter – in love with Lysander.	Jealous; self-conscious; loving; passionate; feminist; disobedient.	Hermia is resentful towards her father, Egeus, and refused to marry Demetrius - the man her father chose for her.
Nick Bottom	A weaver from Athens.	Puerile; confident; mischievous; incredulous.	Puck transforms Bottom’s head into that of an ass. He also applies a love potion that makes Titania fall in love with Bottom.
Lysander	A young man of Athens.	Romantic; persuasive; dismissive; flippant.	Lysander runs away with Hermia as her father, Egeus, refuses to let Lysander marry Hermia. Lysander becomes victim of misapplied magic and wakes up in love with Helena.
Helena	A young woman from Athens – in love with Demetrius.	Self-conscious; jealous; fickle; pious.	Once betrothed to Demetrius, but left abandoned when he meets her friend Hermia and falls in love.
Egeus	Hermia’s Father.	Controlling; traditional; patriarchal; insistent.	Hermia’s father. He brings a complaint against his daughter to Theseus after she refuses to marry Demetrius.
Demetrius	A young man of Athens.	Romantic; passionate; determined; unlamented.	Initially, Demetrius is in love with Hermia, but later falls in love with Helena. His pursuit of Helena is challenged by Lysander, who also seeks Helena’s love.

Key Themes – A Midsummer Night's Dream

Themes	Definition	Linked Characters
Love	Having an intense emotion of affection, warmth, fondness, and regard towards a person or thing.	<i>Hermia, Helena, Lysander, Demetrius, Bottom, Titania.</i>
Magic	The power of influencing events by using mysterious or supernatural forces.	<i>Puck, Oberon.</i>
Humour	The quality of being amusing or comic, especially as expressed in literature or speech.	<i>Puck, Oberon, Nick Bottom, Lysander, Demetrius.</i>
Dreams	A series of thoughts, images, and sensations occurring in a person's mind during sleep.	<i>Oberon, Puck.</i>
Jealousy	Feeling or showing an envious resentment of someone or their achievements, possessions, or perceived advantages.	<i>Hermia, Lysander, Helena, Demetrius</i>
Mischief	Harm or trouble caused by someone or something.	<i>Puck, Oberon, Nick Bottom.</i>
Transformation	A marked change in form, nature, or appearance.	<i>Nick Bottom.</i>
Reality	The world or state of things as they actually exist as opposed to an idealistic or notional idea of them.	<i>Egeos, Hermia, Titania, Nick Bottom.</i>
Appearance	The way in which someone or something looks, or is presented.	<i>Nick Bottom, Lysander, Demetrius, Helena.</i>
Unreason	The inability to act or think reasonably.	<i>Puck, Oberon, Titania, Nick Bottom.</i>
Reversal	A change to an opposite direction, position, or course of action.	<i>Titania, Nick Bottom, Lysander, Demetrius.</i>

Play Summary – A Midsummer Night's Dream

Act/Scene	Key Events	Characters
Act I Scene I	The opening scene of the play introduces Theseus, Duke of Athens, and his wife Hippolyta, Queen of the Amazons, who are planning the entertainment of their wedding. Egeus enters with his daughter, Hermia, alongside Lysander and Demetrius, to issue a complaint about his daughter, who is refusing to marry Demetrius. Hermia loves Lysander and refuses to give into her father's demands. Lysander tells Hermia about his plans to evade the Athenian laws and for them to run away, so they can wed outside of Athens. Hermia then reveals her plans to her best friend Helena, but struck with jealousy, Helena reveals their plan to Demetrius.	<i>Theseus; Hippolyta; Egeus; Hermia; Demetrius; Lysander; Helena.</i>
Act I Scene II	In this scene, the audience are introduced to the play within the play. A group of common labourers meet to discuss the play they will perform at Theseus's wedding. They choose to perform: <i>The Most Lamentable Comedy and Most Cruel Death of Pryamus and Thisbe</i> (a story of two lovers, separated by their parent's feud, who choose to go against the odds for love). Nick Bottom, a talkative weaver, makes his character known in this scene as he consistently interrupts and alludes that he is perfect for every role on offer.	<i>Nick Bottom.</i>
Act II Scene I	This scene introduces Oberon and Titania, the king and queen of the fairies, who are pugnacious towards one another over the want of a beautiful, young Indian boy. Oberon wants to make him a knight, but Titania refuses to hand over the boy. Oberon turns to his servant Puck, a mischievous fairy, who he asks to seek out the love-in-idleness flower, which was known to be once hit by Cupid's arrow. It is said that the flower's juice, once rubbed on the sleeper's eyelids, will cause the sleeper to fall in love with the first living thing he or she sees upon waking. Oberon asks Puck to use this on Titania, so that he can manipulate her until she yields to his demands and gives the young Indian prince to him.	<i>Oberon; Titania; Puck.</i>
Act II Scene II	Whilst Puck is on his quest for the flower, Oberon stumbles across Demetrius and Helena, passing through the glade, looking for Lysander and Hermia. Oberon makes himself invisible and watches on. He hears of Helena's admiration for Demetrius, but also his foul responses, refusing her advances. Puck appears, carrying the flower, and is ordered by Oberon to find the Athenian who just passed and apply the spell to the young man, so that Demetrius will fall in love with Helena. Oberon looks for Titania and finds her sleeping in the glade, and he applies the juices to her eyelids. Simultaneously, Puck, still searching for the Athenian man, comes across Lysander and Hermia, who are resting from their quest to find his aunt's house. Mistaking them for the couple Oberon mentioned, he rubs Lysander's eyelids with the juices from the flower. After losing Demetrius in the woods, Helena stumbles across Lysander sleeping and wakes him up to help her. The potion takes effect, and Lysander declares his love to Helena.	<i>Oberon; Puck; Lysander; Hermia; Demetrius; Helena.</i>

Play Summary – A Midsummer Night's Dream

Act/Scene	Key Events	Characters
Act III Scene I	The craftsmen gather in the woods to rehearse their play. Nick Bottom, as facetious as ever, promotes changing parts of the play and adds a monologue, which he manages to convince the others to agree with. Puck then enters and marvels at the scene that he sees before him. Bottom steps aside out of view, and his head is transformed into that of an ass (a donkey) by the menacing fairy, Puck. Bottom returns to the stage and terrified of what they see, the men run away in fear. Perplexed, Bottom remains in the glade. Titania, asleep in the same glade, awakens to be greeted by the ass-headed weaver (donkey-headed Bottom). Contrary to Puck's disbelief, the potion has worked, and Titania falls deeply and instantly in love with Bottom.	<i>Puck; Titania; Nick Bottom</i>
Act III Scene II	Puck approaches Oberon and tells him of Titania's misfortune, to which he is thrilled. They then witness Hermia enter the clearing with Demetrius. Oberon, confused as to why the Athenian is with another woman, questions Puck's actions. They soon realise the mistake that they have made. Oberon sends Puck to fix the issues they have caused, so Puck begins his quest to find Demetrius. Puck finds him sleeping in the glade and squeezes the flower juice into his eyes. Helena enters, closely followed by Lysander declaring his love for her. Demetrius is awoken by the noise and instantly falls in love with Helena. Helena believes that both men are playing an awful trick on her and mocking her. Hermia then arrives to the confusion as she witnesses Lysander wanting to fight Demetrius for Helena's love. The men wander off into the woods to fight, closely followed by Helena, who tries to escape a revengeful Hermia.	<i>Helena; Hermia; Demetrius; Lysander; Puck; Oberon.</i>
Act III Scene III	This scene solidifies the characters and their insecurities. Helena's low self esteem prevents her from believing the Athenian men's advances, whereas Hermia cannot quite believe that she, the once loved and admired woman, has lost the admiration of both men to Helena. Hermia is convinced it is something to do with her height. The men settle their aggression towards one another and refocus their attention to competing for Helena's love.	<i>Helena; Hermia; Demetrius; Lysander.</i>
Act IV Scene I	Titania and Bottom enter the glade where all the Athenians are sleeping. Titania asks Bottom to lay down with his head in her lap, so she can twine roses in his hair. Yawning, Titania tells him to sleep in her arms. Puck and Oberon enter and comment on the success of his revenge. Oberon talks of how he saw Titania in the woods earlier on, and she agreed to give the Indian boy to him if the spell was removed. Oberon leans over a sleeping Titania and speaks the charm to undo the spell. Titania wakes up and is amazed to see herself sleeping beside a donkey-headed Bottom. Puck then speaks a charm to restore Bottom's normal head. They all exit. Dawn breaks and Theseus, Hippolyta and Egeus enter to find the young Athenians sleeping. They wake them and demand answers, but they find them startled and confused, unable to recall the previous night. All that is clear is that Lysander loves Hermia, and Demetrius loves Helena. Bottom speaks of the wondrous dream he has had and asks for it to be added to the play.	<i>Titania; Bottom; Oberon; Puck; Demetrius; Lysander; Helena; Hermia; Theseus; Egeus; Hippolyta.</i>

Play Summary – A Midsummer Night’s Dream

Act/Scene	Key Events	Characters
Act IV Scene II	The craftsmen gather, sit sombrely and worry about the whereabouts of Bottom as they have not seen him since the appearance of the ghastly ass-headed monster. Concerned that he has been felled (chopped down/killed) by the terrifying creature, the craftsmen agree that no man in Athens is capable of portraying Pryamus like Bottom. Suddenly, in bursts a craftsman to share the alarming piece of news that the King is married, and the newlyweds are eagerly awaiting their entertainment. Bottom triumphantly enters, just as they had given up hope, and declares he has wonderful story to share, but for now they must don their costumes and go forth and perform their play for the Duke and his wife.	<i>Craftsmen; Bottom.</i>
Act V Scene I	Theseus speaks with Hippolyta about the story told to him by the Athenian youths about the magical romantic mix-ups that took place the previous night. The craftsmen then enter and perform their play; Bottom, being the highlight of their performance. Finally, they all resign back to their quarters for bed.	<i>Theseus; Hippolyta; Bottom.</i>

Word Class

Word Class	The category or function of a specific, individual word.	The boy jumped <i>Determiner noun verb</i>
Adjective	An adjective is a word that modifies a noun or noun phrase or describes its referent. A word naming an attribute of a noun, such as sweet, red, or technical.	The <u>soft, periwinkle</u> sky smiled.
Adverb	Modifies or describes a verb, adjective, or another adverb. Adverbs can describe how something was done, the manner and extent.	Does not always end in –ly. Randomly, brutally, briskly, sloppily, wearily, abruptly.
Article	<p>The definite article is the word "the". It is used before a noun to define it as something specific, such as: something previously mentioned or known, something unique, or something being identified by the speaker.</p> <p>The indefinite article ("a" or "an") defines something as unspecific, such as: something generic or something mentioned for the first time.</p>	<p>I'm <u>the</u> pirate. This means a specific pirate. Can we go to <u>the</u> park? The park is specific. It is known to the speaker and the listener.</p> <p>I'm <u>a</u> pirate. This means an unspecified pirate. Can we go to <u>a</u> park? The park is unspecific. The speaker does not care which one.</p>
Noun	A noun is a word that functions as the name of a specific object or set of objects, such as: living creatures, places, actions, qualities, states of existence, or ideas.	In <u>Birmingham</u> , <u>Dr. Shahid</u> sat at the <u>desk</u> writing out <u>notes</u> .
Preposition	<p>A word that indicates the relationship – often spatial – of one word to another.</p> <p>A word indicating position.</p> <p>A word that relates the object to another word or phrase in the sentence.</p>	<p>He hid <u>under</u> the table.</p> <p>She went <u>out</u> the window.</p> <p>At, by, for, of, in, into, on, to, with, near, beside.</p>
Pronoun	<p>Often used to refer to a noun that has already been mentioned.</p> <p>A word that takes the place of a noun.</p>	<p>Luke prides <u>himself</u> on doing a good job. <u>He</u> works hard.</p> <p>He, she, they, me, I, you and so on.</p>
Verb	A word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence, such as: hear, become or happen.	<p><u>They listened</u>. <u>Reece played</u> the piano.</p> <p>Marie <u>would like to be</u> a proficient, she <u>thought</u>.</p>

Assessment Support

Term	Definition	Example
Language device	A word, or group of words, that work together to make a figurative meaning.	Metaphor, simile, rhetorical devices (questions, triples), personification, alliteration.

ZAP and STAMP Language Devices

Z	Zoomorphism	Gives something animal features or sounds.
A	Alliteration	When words next to each other start with the same letter.
P	Power of three	When three adjectives, three verbs or three adverbs are used together.
S	Simile	When something is described as something else using 'like' or 'as'.
T	The Five Senses	Describing how or what something looks, smells, tastes, sounds or feels like.
A	Adjectives	Modifies or describes a noun or pronoun (describing words).
M	Metaphor	The comparison of one thing to another without the use of like or as: "A man is but a weak reed"; "The road was a ribbon of moonlight."
P	Personification	When something is described as having human characteristics or features.

Pathetic Fallacy	Pathetic Fallacy is when the weather/nature is used to reflect the character's emotion/mood. E.g. 'The cold rain poured down' shows the character is feeling depressed.
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You SOZOP Paragraph Structure

You	Only include the second person pronouns 'you' or 'your'.	Do not use 'I'.
S	Set the scene.	Describe the setting. Where are you?
O	Other senses.	Include any other senses that you did not include in the first paragraph. Have you included everything you can?
Z	Zoom in on one thing.	Pick something in the image to focus on and describe it.
O	Opposite Zoom – Zoom in on something else.	Pick something else to focus on and describe it.
P	Big Picture – Zoom back out to the big picture.	What has changed that you can describe (e.g. time of day)? What else can you add?

Connectives

Connectives	A word used to connect words, phrases, clauses, and sentences, as a conjunction.
Adding	Moreover, also, as well as, furthermore, additionally.
Cause/effect	Therefore, consequently, as a result of this, thus.
Contrasting	On the other hand, however, alternatively, unless.
Time	Finally, meanwhile, eventually, next, then.

Elevated Diction

Anger	Indignant	Angry because of something that perceived as being unfair.
	Irate	Extremely angry.
	Resentful	To feel angry because you have been forced to accept someone or something that you do not like.
	Vexed	Annoyed, frustrated or worried.
Brave	Courageous	Not afraid of danger or pain; being brave.
	Dauntless	Showing determination and no fear.
	Valiant	Very brave or determined, especially when things are difficult, or the situation gives no cause for hope.
	Valorous	Showing great courage in the face of danger, especially in battle.
Depressed	Crestfallen	Sad and disappointed.
	Disconsolate	Extremely sad and unable to be comforted.
	Forlorn	Alone and unhappy; left alone and not cared for.
Evil	Iniquitous	Grossly unfair and morally wrong.
	Malevolent	Causing or wating to cause harm or evil.
	Malignant	Evil in nature or effect.
Happy	Convivial	Friendly, lively and enjoyable.
	Ecstatic	Feeling or expressing overwhelming happiness or joyful excitement.
	Elated	Extremely happy and excited.
	Jovial	Cheerful and friendly.
Intelligent	Ambitious	Having or showing a strong desire and determination to succeed.
	Enterprising	Good at thinking of and doing new and difficult things; especially things that will make money.
	Innovative	Using new methods or ideas.

Dependent/Subordinate Clauses

Dependent/ subordinate clause	A dependent clause – also known as a subordinate clause – is an incomplete independent clause; it lacks either a noun or verb, or it has both but does not express a complete thought that makes sense. Dependent clauses usually start with a relative pronoun (which, that) a participle (dancing, shouting) or a subordinating conjunction (because, though).
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Appositive	A noun or noun phrase that renames or adds identifying information to a noun it immediately follows.	His brother, <u>an accountant with Arthur Andersen</u> , was recently appointed.
Fronted adverbial	Beginning a sentence with an adverb followed immediately by a comma.	<u>Suddenly</u> , the car stopped.
Preposition	Please see previous page for definition.	<u>Under the stairs</u> , he slept. <u>Inside</u> , she felt empty. The rain, <u>in England</u> , never stops!
Subordinating conjunctions (ON A WHITE BUS)	Please see previous page for definition.	<u>When the effulgent stars shone</u> , it reminded them of paradise.
Relative clause	Relative clauses are clauses starting with the relative pronouns: who, that, which, whose, where, when . They are most often used to define or identify the noun that precedes them.	King Midas, <u>who was very greedy</u> , did not heed God's warning.
Verb, noun.	These sentences start with a verb, followed by a comma, and then the noun of the person/thing along with what they do.	<u>Flying, John</u> had always been terrified of it. Trembling, he fled from the beast.

Elements of Writing: clauses and sentences.

Clause	Definition	Example											
Main clause.	A main clause – also known as an independent clause – is a group of words that contains a noun and a verb (subject and predicate) and expresses a complete thought that makes sense.	<table><tr><td>The</td><td>cat</td><td>slept.</td></tr><tr><td>determiner</td><td>noun</td><td>verb</td></tr><tr><td colspan="2">subject</td><td>predicate</td></tr></table>	The	cat	slept.	determiner	noun	verb	subject		predicate		
The	cat	slept.											
determiner	noun	verb											
subject		predicate											
Subordinate clause.	A subordinate clause – also known as a dependent clause – is an incomplete main clause; it lacks either a noun or verb, or it has both but does not express a complete thought that makes sense. Dependent clauses usually start with a relative pronoun (which, that), a participle (dancing, shouting), or a subordinating conjunction (because, though).	<table><tr><td>because</td><td>the</td><td>cat</td><td>slept.</td></tr><tr><td rowspan="2">Subordinating conjunction</td><td>determiner</td><td>noun</td><td>verb</td></tr><tr><td colspan="2">subject</td><td>Predicate</td></tr></table>	because	the	cat	slept.	Subordinating conjunction	determiner	noun	verb	subject		Predicate
because	the	cat	slept.										
Subordinating conjunction	determiner	noun	verb										
	subject		Predicate										

Commas are for demarcating clauses not for pauses!

Sentence	Definition	Example
Simple sentence	A simple sentence contains one main (independent) clause.	The boy fell.
Compound sentence	Compound sentences are made of two or more main (independent) clauses linked by a connective (usually a coordinating conjunction).	The boy fell, and the girl laughed.
Complex sentence	A complex sentence contains a main clause and a subordinate clause.	The girl laughed because the boy fell.
Complex-Compound	A compound-complex sentence has two main clauses joined to one or more subordinate clauses.	The girl, who was immature, laughed as the boy fell.
Because colon	Use a colon to replace the conjunction ' because ' (or ' for ') where it joins two main clauses. The colon tells the reader that the second main clause will explain, justify or elaborate on the first main clause. A colon means "that is to say" or "here's what I mean".	The dodo was utterly alone: it was the last of its kind.
Colon list starter	Use a colon to introduce an item or a series of items. Do not capitalize the first item after the colon (unless it's a proper noun).	You may be required to bring many things: sleeping bags, pans, utensils, and warm clothing.
Conjunctive adverbs semi-colon (however)	Use a semicolon between two main clauses that are connected by conjunctive adverbs. The semi-colon goes before the conjunctive adverb. See Q4K glossary for phrases.	You must do your homework; otherwise , you might get a bad grade.

Analysis Writing: Stepping stones to great planning!

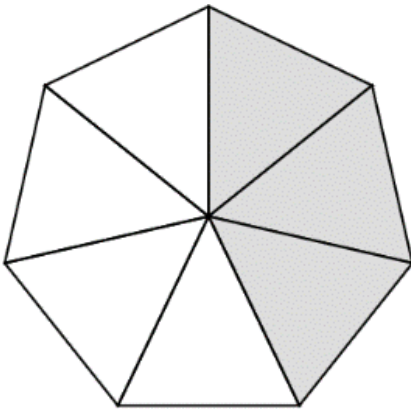
Stepping Stone	What I need to do:
1	Pick an interesting word. (STAND OUT)
2	Look at the sentence the word is in – what language device/word class can you spot? (SPOT)
3	Note down what this meaning might symbolise and make you imagine. (IMAGINE)
4	Therefore, how does the writer's symbolism link back to the key words in the question? (THEREFORE) <u>Always write in topic sentences!</u>

Evaluative Writing: Stepping stones to great planning!

Stepping Stone	What I need to do:
1	<ol style="list-style-type: none"> Find key words. Delete the noise (unnecessary words). List synonyms for 'extent'.
2	<ol style="list-style-type: none"> Rule off the lines. Copy the words you're arguing about onto the extract (insert). Highlighter key: agree colour and disagree colour.
3	<ol style="list-style-type: none"> Read! Highlight any quotes that make you disagree/agree – the shorter, more precise the quote, the better! Make a <u>rough</u> note (annotation) of why the quote makes you agree/disagree. Circle a specific word in the quote to write about in your answer/argument.
4	<ol style="list-style-type: none"> Review and number your quotes. Number the quote you can write most passionately about as number 1 and so on.
5	<ol style="list-style-type: none"> Write up your argument, starting with quote 1. Use a topic sentence to introduce the quote. Give the quote – just the key words! Explain what you learn from the quote – think about the question! Higher marks: comment on the <u>language</u>. Higher marks: show the other side to each point.

Grammar Support

Term	Definition	Example																						
FANBOYS (co-ordinating conjunctions)	<p>The co-ordinating conjunctions include: for, and, nor, but, or, yet, so.</p> <p>When co-ordinating conjunctions join two main/independent clauses together a comma is placed before the co-ordinating conjunction (FANBOYS). However, if one of these words are joining a main/independent clause with a subordinate/dependent clause, it is no longer being used as a co-ordinating conjunction, so it does not require a comma before it.</p>	<p>I am revising my FANBOYS, so I know where to place my commas.</p> <table><tr><td>F</td><td><i>For</i></td></tr><tr><td>A</td><td><i>And</i></td></tr><tr><td>N</td><td><i>Nor</i></td></tr><tr><td>B</td><td><i>But</i></td></tr><tr><td>O</td><td><i>Or</i></td></tr><tr><td>Y</td><td><i>Yet</i></td></tr><tr><td>S</td><td><i>So</i></td></tr></table>	F	<i>For</i>	A	<i>And</i>	N	<i>Nor</i>	B	<i>But</i>	O	<i>Or</i>	Y	<i>Yet</i>	S	<i>So</i>								
F	<i>For</i>																							
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ON A WHITE BUS (subordinating conjunctions)	<p>The subordinating conjunctions include: when, where, while, after, although, before, because, if, though, and since. These are a sample of subordinate conjunctions. For additional words, consult a grammar book.</p> <p>When subordinating conjunctions begin a sentence, a comma always is placed in the middle of the sentence just before the main or independent clause. However, if the subordinating conjunction is in the middle of the sentence, then the comma is not used.</p>	<p>When I wake up, I like to eat a bowl of Captain Crunch cereal.</p> <table><tr><td>O</td><td><i>only if</i></td></tr><tr><td>N</td><td><i>now that</i></td></tr><tr><td>A</td><td><i>as (after, although)</i></td></tr><tr><td>W</td><td><i>when, whenever, where, wherever, while</i></td></tr><tr><td>H</td><td><i>how, however</i></td></tr><tr><td>I</td><td><i>if, in case</i></td></tr><tr><td>T</td><td><i>though</i></td></tr><tr><td>E</td><td><i>even if/though</i></td></tr><tr><td>B</td><td><i>before, because</i></td></tr><tr><td>U</td><td><i>unless, until</i></td></tr><tr><td>S</td><td><i>since</i></td></tr></table>	O	<i>only if</i>	N	<i>now that</i>	A	<i>as (after, although)</i>	W	<i>when, whenever, where, wherever, while</i>	H	<i>how, however</i>	I	<i>if, in case</i>	T	<i>though</i>	E	<i>even if/though</i>	B	<i>before, because</i>	U	<i>unless, until</i>	S	<i>since</i>
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Key Term	Definition/Examples
Numerator and Denominator	<p>The top number of a fraction is called the numerator. The numerator tells you how many parts we have.</p> <p>The bottom number is called the denominator. The denominator tells you how many parts are in a unit.</p> <div><div><div>3</div><div>7</div></div><div><div>Numerator</div><div>Denominator</div></div></div> <p>E.g. There are 3 <u>equal</u> parts shaded. The numerator is 3. There are 7 <u>equal</u> parts in each unit. The denominator is 7.</p> 
Fractions of Amounts Hegarty Maths – 77	<p>The steps for working out fractions of amounts are the following:</p> <p>1) Write whole numbers as a fraction by making the denominator 1. 2) Multiply the two fractions.</p> <p>E.g. $\frac{2}{5}$ of 10 = $\frac{2}{5} \times \frac{10}{1} = \frac{20}{5} = 4$</p>
Equivalent Fractions Hegarty Maths – 59	<p>When we multiply the numerator and denominator of a fraction by the same number we get an equivalent fraction.</p> <p>This doesn't change the value because a fraction with the same numerator and denominator is equal to 1.</p> <p>$\frac{2}{9} \times \frac{2}{2} = \frac{4}{18}$</p> <p>Therefore $\frac{2}{9}$ and $\frac{4}{18}$ are equivalent.</p>

Key Term	Definition/Examples
Multiplying Fractions Hegarty Maths – 68 – 69	When multiplying fractions , we multiply the numerators together and multiply the denominators together. We can simplify if required. $\text{E.g. } \frac{3}{4} \times \frac{5}{6} = \frac{3 \times 5}{4 \times 6} = \frac{15}{24} = \frac{5}{8}$
Dividing Fractions Hegarty Maths – 70	When dividing fractions , you need to make the denominators the same using equivalent fractions. You can then divide the numerators and remove the original denominator. $\text{E.g. } \frac{2}{5} \div \frac{1}{4} = \frac{8}{20} \div \frac{5}{20} = \frac{8}{5}$
Adding and Subtracting Fractions Hegarty Maths – 65 – 66	When adding and subtracting fractions , you need to use equivalent fractions to make the denominators the same. Then add or subtract the numerators but leave the denominator as it is. You can then simplify or convert to a mixed number if required. $\begin{aligned} \text{E.g. } & \frac{1}{3} + \frac{5}{6} \\ &= \frac{2}{6} + \frac{5}{6} = \frac{7}{6} = 1\frac{1}{6} \end{aligned}$
Mixed Numbers and Improper Fractions Hegarty Maths 63 – 64	<p>A mixed number contains a whole number and a fraction.</p> $\text{E.g. } 1\frac{1}{2}$ <p>An improper fraction is a fraction that is greater than one, where the numerator is greater than the denominator.</p> $\text{E.g. } \frac{11}{10}$ <p>To convert a mixed number into an improper fraction, you need to convert the whole number into a fraction and add it to the rest of the fraction part.</p> $\text{E.g. } 1\frac{1}{2} = \frac{2}{2} + \frac{1}{2} = \frac{3}{2}$ <p>To convert an improper fraction to a mixed number you need to do the numerator divided by denominator and leave your remainder as a fraction.</p> $\text{E.g. } \frac{15}{13} = 15 \div 13 = 1 \text{ remainder } 2 = 1\frac{2}{13}$

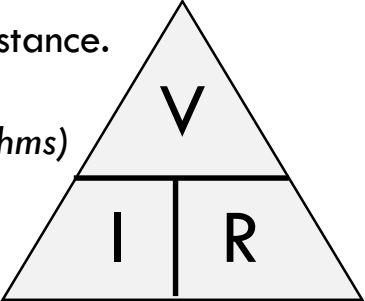
Key Term	Definition/Examples
Converting Between Fractions and Decimals Hegarty Maths 73 – 74	<p>1. To convert a fraction to a decimal: numerator \div denominator.</p> <p>E.g. $\frac{2}{5} = 2 \div 5 = 0.4$</p> <p>2. To convert a decimal to a fraction, use place value to make the denominator a power of 10 (10, 100, 1000 etc.).</p> <p>E.g. $0.7 = \frac{7}{10}$; $0.43 = \frac{43}{100}$</p>
Converting Between Decimals and Percentages Hegarty Maths – 55	<p>1.To convert a decimal to a percentage, multiply by 100. E.g. $0.45 = 45\%$; $0.09 = 9\%$</p> <p>2. To convert a percentage to a decimal, divide by 100.</p> <p>E.g. $36\% = 0.36$; $12.5\% = 0.125$</p>
Converting Between Fractions and Percentages Hegarty Maths 75 – 76	<p>1.To convert a fraction to a percentage, first convert to a decimal by doing numerator \div denominator (see converting fractions to decimals above) then convert to a percentage by multiplying by 100 (see converting decimals to percentages above).</p> <p>E.g. $\frac{1}{10} = 0.1 = 10\%$</p> <p>2. Another method to convert a fraction to a percentage is to make the denominator into 100.</p> <p>E.g. $\frac{7}{50} = \frac{14}{100} = 14\%$</p> <p>3. To convert a percentage to a fraction, use 100 as the denominator (percentages are always “out of 100”) then simplify if possible.</p> <p>E.g. $30\% = \frac{30}{100} = \frac{3}{10}$</p>

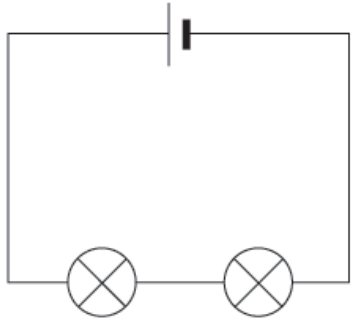
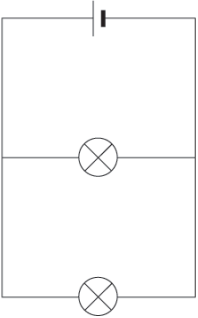
Key Term	Definition/Examples																												
Common Equivalent Fractions, Decimals and Percentages	<p>The equivalent fractions, decimals and percentages below are ones that you need to learn from memory.</p> <table><tr><th>Fraction</th><th>Decimal</th><th>Percentage</th></tr><tr><td>$\frac{1}{2}$</td><td>0.5</td><td>50%</td></tr><tr><td>$\frac{1}{4}$</td><td>0.25</td><td>25%</td></tr><tr><td>$\frac{1}{10}$</td><td>0.1</td><td>10%</td></tr><tr><td>$\frac{1}{100}$</td><td>0.01</td><td>1%</td></tr><tr><td>$\frac{1}{5}$</td><td>0.2</td><td>20%</td></tr><tr><td>$\frac{1}{20}$</td><td>0.05</td><td>5%</td></tr></table>	Fraction	Decimal	Percentage	$\frac{1}{2}$	0.5	50%	$\frac{1}{4}$	0.25	25%	$\frac{1}{10}$	0.1	10%	$\frac{1}{100}$	0.01	1%	$\frac{1}{5}$	0.2	20%	$\frac{1}{20}$	0.05	5%							
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Percentages of Amounts Hegarty Maths 84 – 87	<p>To work out the percentage of an amount there are two main methods:</p> <p>1. Convert the percentage to a decimal and multiply the decimal by the amount.</p> <p>E.g. 40% of 150 = 0.4 x 150 = 60</p> <p>2. Convert the percentage to a fraction (out of 100) and multiply the fraction by the amount (divide by the denominator and multiply by the numerator).</p> <p>E.g. 75% of 90 = $\frac{75}{100}$ x 80 = $\frac{3}{4}$ x 80 = 60</p>																												
Common Percentages of Amounts	<table><tr><th>Percentage</th><th>Converted to a Fraction</th><th>Simplified Fraction</th><th>Method to Find Percentage of an Amount</th></tr><tr><td>50%</td><td>$\frac{50}{100}$</td><td>$\frac{1}{2}$</td><td>Divide by 2.</td></tr><tr><td>25%</td><td>$\frac{25}{100}$</td><td>$\frac{1}{4}$</td><td>Divide by 4.</td></tr><tr><td>10%</td><td>$\frac{10}{100}$</td><td>$\frac{1}{10}$</td><td>Divide by 10.</td></tr><tr><td>1%</td><td>$\frac{1}{100}$</td><td>$\frac{1}{100}$</td><td>Divide by 100.</td></tr><tr><td>20%</td><td>$\frac{20}{100}$</td><td>$\frac{1}{5}$</td><td>Divide by 5 (Or divide by 10 then multiply by 2).</td></tr><tr><td>5%</td><td>$\frac{5}{100}$</td><td>$\frac{1}{20}$</td><td>Divide by 20 (Or divide by 10 then divide by 2).</td></tr></table>	Percentage	Converted to a Fraction	Simplified Fraction	Method to Find Percentage of an Amount	50%	$\frac{50}{100}$	$\frac{1}{2}$	Divide by 2.	25%	$\frac{25}{100}$	$\frac{1}{4}$	Divide by 4.	10%	$\frac{10}{100}$	$\frac{1}{10}$	Divide by 10.	1%	$\frac{1}{100}$	$\frac{1}{100}$	Divide by 100.	20%	$\frac{20}{100}$	$\frac{1}{5}$	Divide by 5 (Or divide by 10 then multiply by 2).	5%	$\frac{5}{100}$	$\frac{1}{20}$	Divide by 20 (Or divide by 10 then divide by 2).
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Key Term	Definition/Examples
<p>Percentage Increase and Decrease Hegarty Maths – 88 – 91</p>	<p>To increase or decrease an amount by a percentage, work out the percentage of the amount, then add or subtract it from the original amount.</p> <p>E.g. Increase £60 by 5%. 5% of £60 = £3 Increase means add, so £60 + £3 = £63</p> <p>E.g. Decrease 500 kg by 20%. 20% of 500 kg = 100 kg. Decrease means subtract, so 500 – 100 = 400 kg.</p>
<p>Simple Interest Hegarty Maths – 93</p>	<p>Simple interest is when interest is calculated on the original amount and stays the same each period.</p> <p>E.g. I borrow £2000 over 5 years at 2.5% simple interest. How much do I need to pay back?</p> <p>STEP 1: 2.5% of £2000 is £50</p> <p>STEP 2: £50 x 5 years = £250 total interest</p> <p>STEP 3: £2000 + £250 = £2250 paid back to the bank.</p>
<p>Percentage Change Hegarty Maths – 97</p>	<p>To work out what percentage an amount has changed by:</p> $\frac{\text{change in amount}}{\text{original amount}} \times 100$ <p>E.g. The cost of a chocolate bar has increased from 50p to 60p. What is the percentage change?</p> <p>Change in cost = 10p increase Original cost = 50p</p> $\frac{10}{50} \times 100 = 20\%$

Quest for Knowledge – Assessment Cycle Three – Science

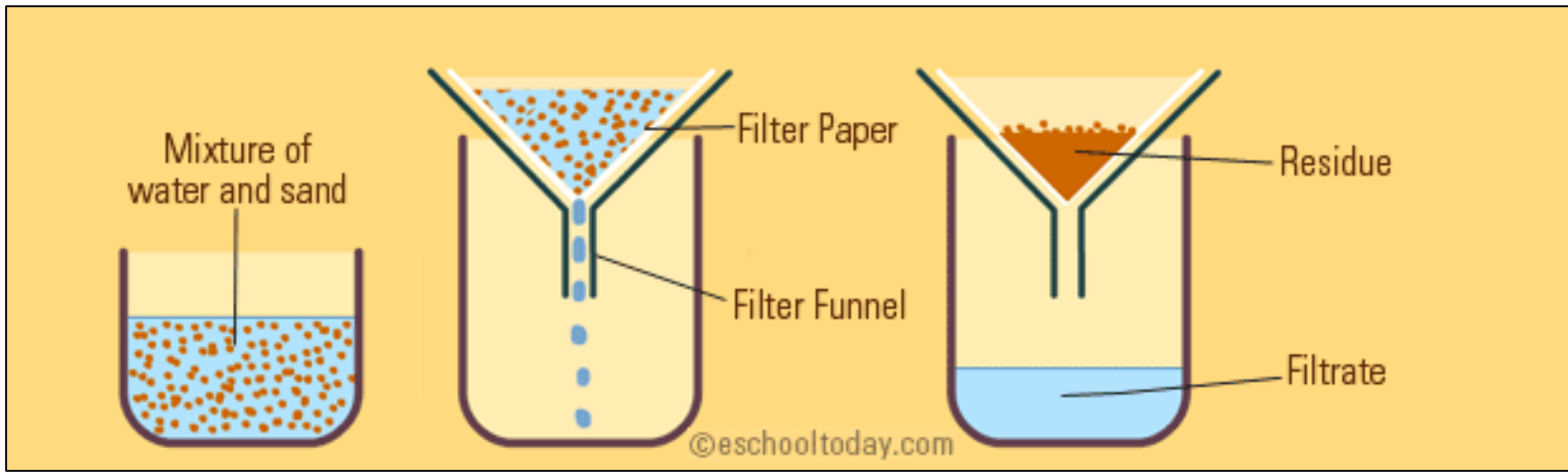
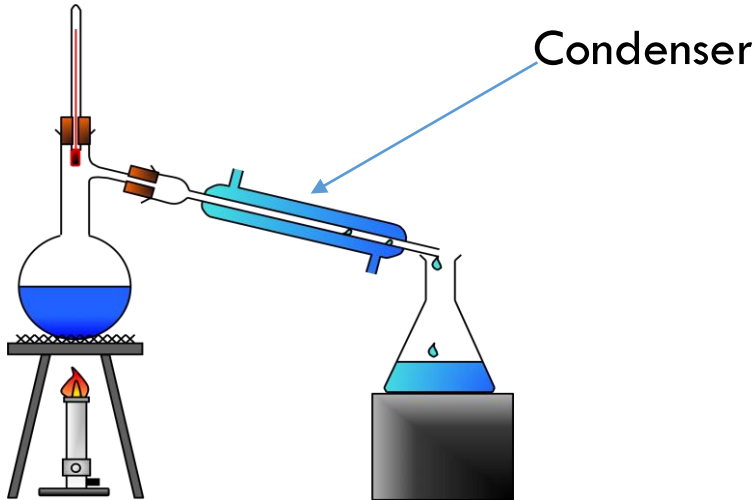
Electrical Circuits

Key Word, Symbol	Definition
Current, I	The flow of charge (electrons) around a complete circuit. It is measured in amps (A) using an ammeter.
Amps, A	The unit of current. It has the symbol, A.
Potential Difference, V	The energy given to (or taken from) each electron. Cells and batteries give energy to the electrons; bulbs, buzzers and motors take energy from each electron.
Volts, V	The unit of potential difference. It has the symbol, V.
Resistance, R	Anything that acts against the flow of current causes resistance in the circuit. The more resistance, the more difficult it is for the current to flow. It is measured in Ohms, Ω .
Ohms, Ω	The unit of resistance. It has the symbol, Ω , which is the Greek letter omega.
Ohm's Law	<p>The relationship between potential difference, current and resistance.</p> <p>Potential Difference (Volts) = Current (Amps) X Resistance (Ohms)</p> <p>$V = IR$</p> 
Series Circuit	A circuit that contains just one loop/path for the electrons to follow.
Parallel Circuit	A circuit that contains more than one loop/branch/path for the current to follow.

Series	Parallel
Current is the same everywhere.	The current splits at a junction. The current along the two branches leaving the junction must be equal to the current from the branch into the junction.
The potential difference splits between the different components. The sum of the p.d. across the components = the sum of the p.d. of the battery.	The potential difference is the same on each branch of the circuit.
	

Quest for Knowledge – Assessment Cycle Three – Science

Separating Mixtures

Soluble	Means something will dissolve.
Dissolve	When the particles of a solute and a solvent completely mix .
Solute	A solid that dissolves in a liquid .
Solvent	A liquid that dissolves a solid .
Solubility	The maximum amount of solute that will dissolve.
Solution	The mixture formed when a solute dissolves in a solvent.
Filtration	Separates an insoluble solid from a liquid. E.g. sand and water. The sand doesn't dissolve and the particles are too big to pass through the filter paper, so they get left behind.
Residue	The solid left over from filtration.
Filtrate	The liquid that passes through the filter paper.
Filtration	
Distillation	Separates a soluble solid from a liquid. E.g. salt and water. Also separates two liquids with different boiling points. E.g. water and oil. The solution is boiled and the liquid turns to a gas (the solid gets left behind). The vapour is then cooled down using a condenser, which turns the gas back into a liquid.
Distillation	
Chromatography	Separates different colours in inks and dyes. When the paper is put into the water, the water moves up the paper and dissolves the ink. The ink (solute) is then carried up the paper with the water. The easier it is for the ink to dissolve (the more soluble it is) the further up it will go.
Rf Value	The ratio of the distance moved by the solute (ink) compared to the distance moved by the solvent (e.g. water).

Reproduction

Reproduction is the process by which animals (and plants) make offspring.

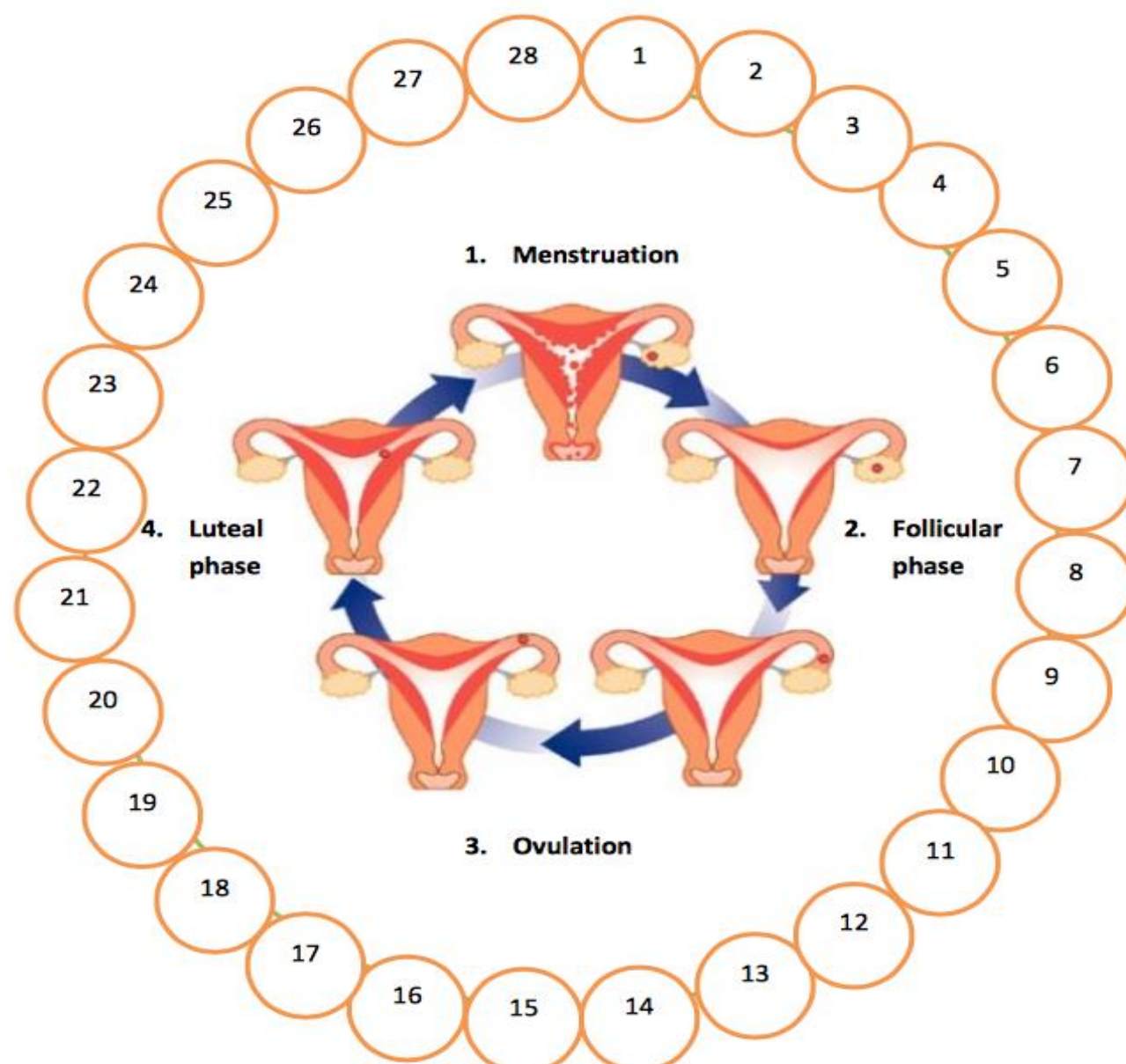
In humans, a sperm cell is produced in the testes during puberty. It leaves the penis with millions of other sperm cells via the sperm duct and the urethra. The sperm cell enters the vagina and then travels through the cervix towards the oviduct (egg tubes). An egg that has matured in the ovaries is released and hopes to meet with a sperm cell.

If a sperm cell meets the egg cell it can fertilise it. The fertilised egg divides into lots of cells (an embryo) and travels down the egg tube into the uterus. Here it nestles into the lining and develops into a baby over 9 months.

Menstrual Cycle

When a girl goes through puberty, they begin their menstrual cycle (period). Eggs mature in the ovaries. Once a month, an egg is released from one of the ovaries and travels down the oviduct.

During this time, the lining of the uterus starts to thicken so that is ready to accept a fertilised egg. If the egg cell is not fertilised then the lining of the uterus breaks down and leaves the vagina with a little bit of blood (a period). Then the cycle begins again.



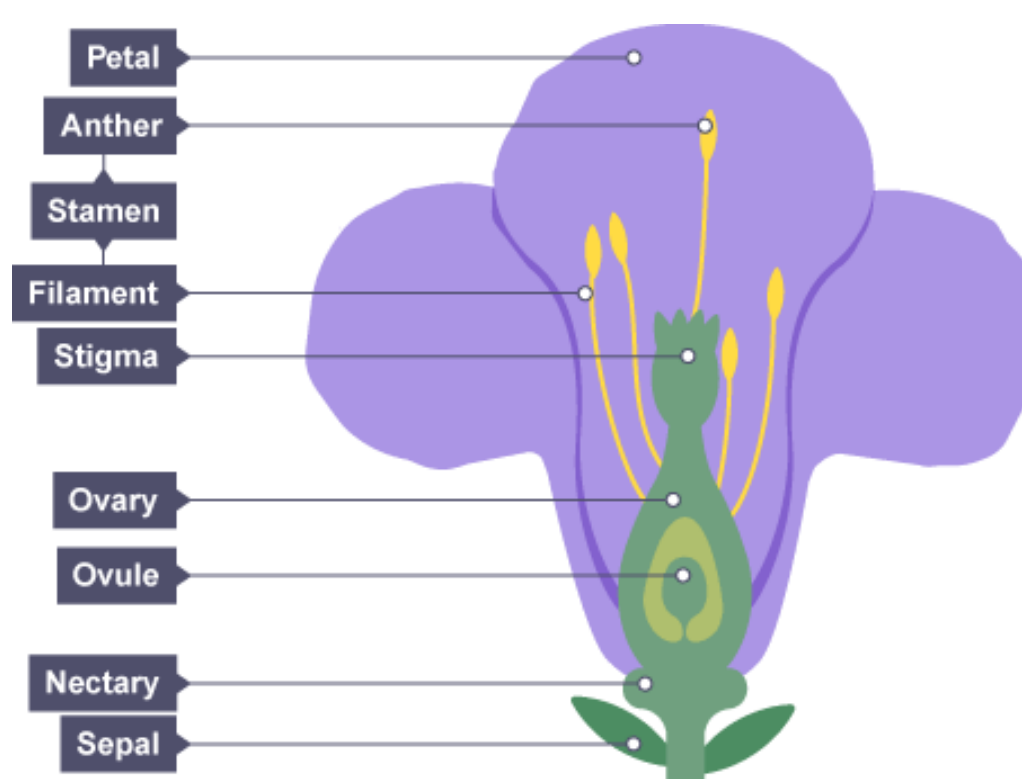
Quest for Knowledge – Assessment Cycle Three – Science

Reproduction and Variation

Plant Reproduction

Flowering plants reproduce sexually through a process called . The flowers contain male sex organs called stamens (stamen and filament) and female sex organs called pistils made up out of the stigma, style, ovule and ovary. The male and female sex cells produced from the male and female sex organs must meet for reproduction to begin.

- *Wind-pollinated plants let their pollen blow in the wind and hope that their pollen grains reach another plant for pollination.*
- *Insect-pollinated plants use insects and other animals to carry their pollen grains to other plants.*



Genetic Variation

Variation helps a species to survive, by causing individuals of a species to be genetically and physically different.

Children generally look a little like their mother and their father, but are not identical to either. They inherit their features from each parent's DNA.

Surveys into variation give data that are continuous, which means to come in a range, or discontinuous, which means to come in groups.

Discontinuous variation give us values that come in groups such as blood group, eye colour and hand used to write with.

Continuous variation give us results that come in a range such as height, weight and arm span.

Apparatus	Description and Function
Beaker	A glass container with a pouring lip. Used to hold, mix or heat substances.
Balance	Scales used to measure mass.
Measuring Cylinder	A cylindrical container used to measure the volume of liquid.
Dropper/Pipette	A thin, tapering glass or plastic tube used to eject or suck in a small amount of fluid.
Test Tube	A thin, cylindrical container, usually made of glass. Used to hold chemical and biological substances.
Boiling Tube	A slightly larger glass test tube. Used to heat substances over a Bunsen burner.
Thermometer	A device that measures temperature.
Funnel	A tube that is wide at one end and narrow at the other. Used to move liquids or particles through a narrow opening.
Syringe	A tube and plunger used to eject or suck in a fluid or gas.
Stopwatch	Used to measure the duration of an event. Usually hand-held and operated by buttons.
Microscope	A device that uses lenses to magnify items that are normally too small for the human eye to see. e.g. cells.
Conical Flask	A glass container with a flat base, a wide, rounded body and a long neck. The slanted sides and narrow neck of this flask allow the contents of the flask to be mixed by swirling, without risk of spillage.



Key Word	Definition
1. Anomalous	An odd result that does not fit the general trend or pattern of results.
2. Control Variables	Variables or factors kept same during the investigation.
3. Dependent Variable	Results or measurements (output variable). This is what you measure, count or look out for.
4. Independent Variable	Factor that you change on purpose or deliberately (factor under investigation i.e. the input variable).
5. Range	Lowest to the highest value of the independent variable that is to be investigated.
6. Valid	Something is reliable, accurate or trustworthy.
7. Prediction	What you think will happen when the factor is changed.
8. Hypothesis	A hypothesis or prediction is made with limited evidence at the beginning of a scientific investigation.
9. Accuracy	Accuracy refers to how close a measurement is to the true or accepted value.
10. Precision	Precision refers to how close measurements of the same item are to each other.



High Accuracy
High Precision



Low Accuracy
High Precision



High Accuracy
Low Precision



Low Accuracy
Low Precision

Presenting Data

When constructing a table use the following guidelines:

- Each column has a heading (including units).
- Units are not needed throughout the table, only in the heading.
- Use the same number of significant figures in each column.
- Place the independent variable in the left hand column.

When plotting a graph use the following guidelines:

- Independent variable on the x-axis and dependent on the y-axis.
- Axes labelled with units.
- Axes increasing in equal increments.
- Informative title.
- Line of best fit (if applicable).

Quest for Knowledge – Assessment Cycle Three – Science

The Periodic Table

1	2											3	4	5	6	7	0			
<div>Key</div> <div><div>relative atomic mass</div><div>atomic symbol</div><div>name</div><div>atomic (proton) number</div></div> <div><div>1</div><div>H</div><div>hydrogen</div><div>1</div></div>																	4	He	helium	2
7	9											11	12	14	16	19	20			
Li	Be											B	C	N	O	F	Ne			
lithium	beryllium											boron	carbon	nitrogen	oxygen	fluorine	neon			
3	4											5	6	7	8	9	10			
23	24											27	28	31	32	35.5	40			
Na	Mg											Al	Si	P	S	Cl	Ar			
sodium	magnesium											aluminium	silicon	phosphorus	sulfur	chlorine	argon			
11	12											13	14	15	16	17	18			
39	40	45	48	51	52	55	56	59	59	63.5	65	70	73	75	79	80				
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br				
potassium	calcium	scandium	titanium	vanadium	chromium	manganese	iron	cobalt	nickel	copper	zinc	gallium	germanium	arsenic	selenium	bromine				
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35				
85	88	89	91	93	96	[98]	101	103	106	108	112	115	119	122	128	127				
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I				
rubidium	strontium	yttrium	zirconium	niobium	molybdenum	technetium	ruthenium	rhodium	palladium	silver	cadmium	indium	tin	antimony	tellurium	iodine				
37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53				
133	137	139	178	181	184	186	190	192	195	197	201	204	207	209	[209]	[210]				
Cs	Ba	La*	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At				
caesium	barium	lanthanum	hafnium	tantalum	tungsten	rhenium	osmium	iridium	platinum	gold	mercury	thallium	lead	bismuth	polonium	astatine				
55	56	57	72	73	74	75	76	77	78	79	80	81	82	83	84	85				
[223]	[226]	[227]	[261]	[262]	[266]	[264]	[277]	[268]	[271]	[272]	[285]	[286]	[289]	[289]	[293]	[294]				
Fr	Ra	Ac*	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg	Cn	Uut	Fl	Uup	Lv	Uus				
francium	radium	actinium	rutherfordium	dubnium	seaborgium	bohrium	hassium	meitnerium	darmstadtium	roentgenium	copernicium	ununium	flerovium	ununpentium	livermorium	ununseptium				
87	88	89	104	105	106	107	108	109	110	111	112	113	114	115	116	117				
																[294]	Uuo			
																ununoctium	118			

* The Lanthanides (atomic numbers 58 – 71) and the Actinides (atomic numbers 90 – 103) have been omitted.

Relative atomic masses for Cu and Cl have not been rounded to the nearest whole number.

<u>Sources Analysis</u>		
Use the acronym SNOP to remember how to evaluate sources – S ource C ontent, N ature, O rigin, P urpose.		
<u>S</u> ource C ontent		The words and images in the source itself.
P rovenance	<u>N</u> ature	What type of source is it? (e.g. newspaper, diary entry, photograph)
	<u>O</u> rigin	The origins of the source (who produced it, when it was produced, etc.) <i>For example, a diary entry of a soldier from 1912.</i>
	<u>P</u> urpose	Why was the source produced? What effect was it meant to have on the reader/audience?

Source Content – Describe what you can see in the source. If it's a text source, use a quote.



Nature (type of source)

Origin (who, when, where)

Purpose – To use symbolism to make Elizabeth appear very powerful and victorious.

Source B: An unknown Artist created this portrait following Elizabeth's defeat of the Spanish Armada in 1588.

Monarch	Duration	Description
Henry VII AKA Henry Tudor	1485-1509 <i>The Tudor Period</i>	Henry Tudor became Henry VIII of England when he defeated Richard III at the Battle of Bosworth on 22 nd August 1485, who was also the last English king to die in battle. Henry VII made England into a peaceful and prosperous kingdom by ending the constant feuding of the Wars of the Roses.
Henry VIII	1509-1547 <i>The Tudor Period</i>	In 1534, Henry VIII began the English Reformation when he broke the kingdom away from the Catholic Church. He did this mainly so he could divorce his first wife, Catherine of Aragon. He was also responsible for the Dissolution of the Monasteries, starting in 1536, which meant Henry VIII could take the wealth and land from the Catholic Church in England.
Edward VI	1547-1553 <i>The Tudor Period</i>	Edward was the first English monarch to be raised a Protestant. He was 9 years old when he came to the throne on 15 January 1547, and 15 when he died. Therefore, for the whole of his reign, there was a regency council. His rule saw England become ever more Protestant. The last head of the regency council, and therefore regent, was the Duke of Northumberland.
Lady Jane Grey AKA The Nine Day Queen	10th July 1553- 19th July 1553 <i>The Tudor Period</i>	When Edward VI died, the next in line to the throne was Mary. She was a committed Catholic. Edward's regent, the Duke of Northumberland, could not accept another Catholic monarch. He therefore arranged for Henry VII's granddaughter, and his daughter in law, Jane Grey, to be queen. She only lasted 9 days before Mary I and her army arrived in London to take power. Both the Duke and Jane Grey were beheaded. The Duke on 22 nd August 1553 and Lady Jane Grey on 12 th February 1554, aged 16 or 17.
Mary I AKA Bloody Mary	1553-1558 <i>The Tudor Period</i>	Mary I returned England to Catholicism, but notably did not return the wealth or land to the church. She earned the nickname Bloody Mary by burning many leading Protestants at the stake for their religion. She was by far the bloodiest Tudor monarch, with 283 executions for heresy.
Elizabeth I AKA The Virgin Queen	1558-1603 <i>The Tudor Period/Elizabethan Era</i>	After her sister's death, Henry VIII's youngest child became queen. Elizabeth, although making herself head of the Protestant English Church, followed a middle way policy of trying to please both Protestants and Catholics. She is most notable for leading the country to victory against the invasion of the Spanish Armada. She presented herself as the 'Virgin Queen', not only to appear pure, but to ensure that no husband could become king in her place.
James I AKA James VI of Scotland	1603-1625 <i>The Stuart Period</i>	Elizabeth arranged for a peaceful succession after her death, by inviting the king of Scotland, James VI, to become James I of England too. This meant England and Scotland had the same king. He survived a Catholic plot to destroy him and his government in 1605 when Guy Fawkes's Gunpowder Plot was discovered.

Week 1

Key Words & Facts	Description
Renaissance	Period of European history between the Middle Ages and the Early Modern Period.
Classical	The Classical Period means Ancient Greece and Rome.
Dark Ages	Another word for Early Middle Ages. In England, started when the Romans left and finished with the Norman Conquest.
Reformation	During the period of the Renaissance, some thinkers wanted changes to the Catholic Church. This was called the Reformation.
1350-1400	When the Renaissance was considered to have started.
1700-1750	When the Renaissance is considered to have ended.
Italy	Where the Renaissance is considered to have started.
Ancient Greece & Rome	Where Renaissance thinkers got their ideas.
Johannes Gutenberg	Inventor of the first practical printing press. First used in 1440 and perfected by 1450.
40	Number of pages printing presses could copy before the Gutenberg Press.
Over 1000	The amount of pages a Gutenberg Printing Press could copy in day.
Catholic Church	The Church controlled copying of books before the Gutenberg Printing Press, as they have a workforce of monks in monasteries to hand copy books.



LEFT:
Prometheus
Bring Fire to
Mankind.
(Fuger, 1790)

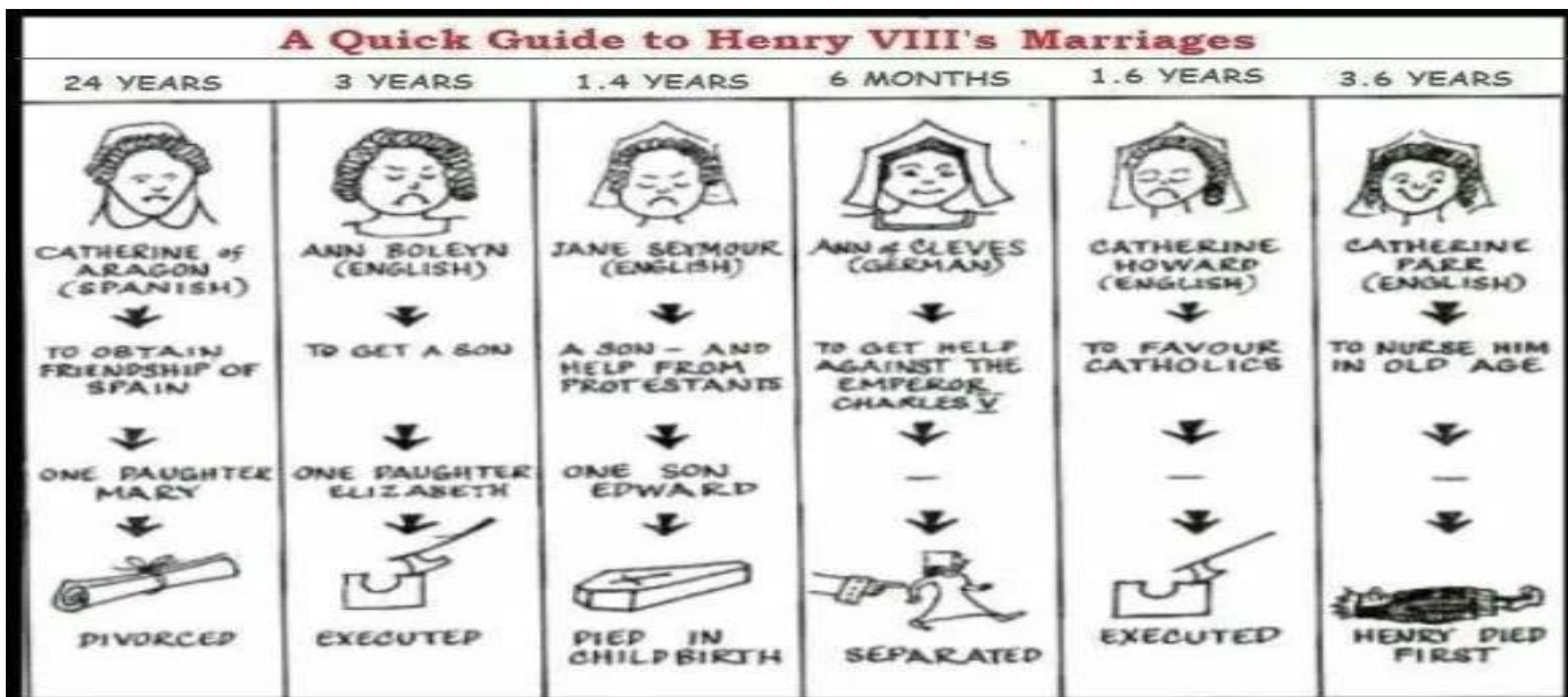
Right:
Example of
Middle Ages
painting
showing
religious
imagery.



Week 2	
Key Words & Facts	Description
1505	Martin Luther starts to train to be a monk.
Purgatory	Where Catholics believe you go between dying and getting access to heaven.
Letters of Indulgence	A Letter of Indulgence could be purchased from a member of the Catholic clergy and it would shorten your time in Purgatory. The more you paid for your Letter of Indulgence, the more chance for you to go straight to Heaven.
Catholic	The Church based in Rome and headed by the Pope.
Protestant	A church or a person inspired by Luther's split with the Catholic Church.
Eucharist	Eucharist is the miracle Catholics believe happens when the bread and wine consumed in church becomes the actual flesh and blood of Jesus Christ.
Transubstantiation	The name of the miracle where the bread and wine turns into the flesh and blood of Jesus Christ.
Communion	Some Protestant churches, such as the Church of England, still ceremonially eat and drink bread and wine in church but believe it only represents the body of Christ.
1507	Year Martin Luther becomes a monk.
95 Thesis or Points	Martin Luther nailed 95 Points to the church door in Wittenburg .
1517	The year of Martin Luther's protest in Wittenburg.
1520	Pope Leo X demands Martin Luther withdraws his protest.
1521	Diet of Worms – Trial of Martin Luther.
Wartburg Castle	Luther's friend and supporter Frederik the Wise of Saxony hid Luther in this castle.
Access to God	The Catholic Church teaches that God can be interpreted and accessed only through the Catholic Church. Protestants believe the individual can have a personal relationship with God through good works and reading the Bible.
Holy Orders	The structure, personnel and ceremony of the Catholic Church.

Week 3

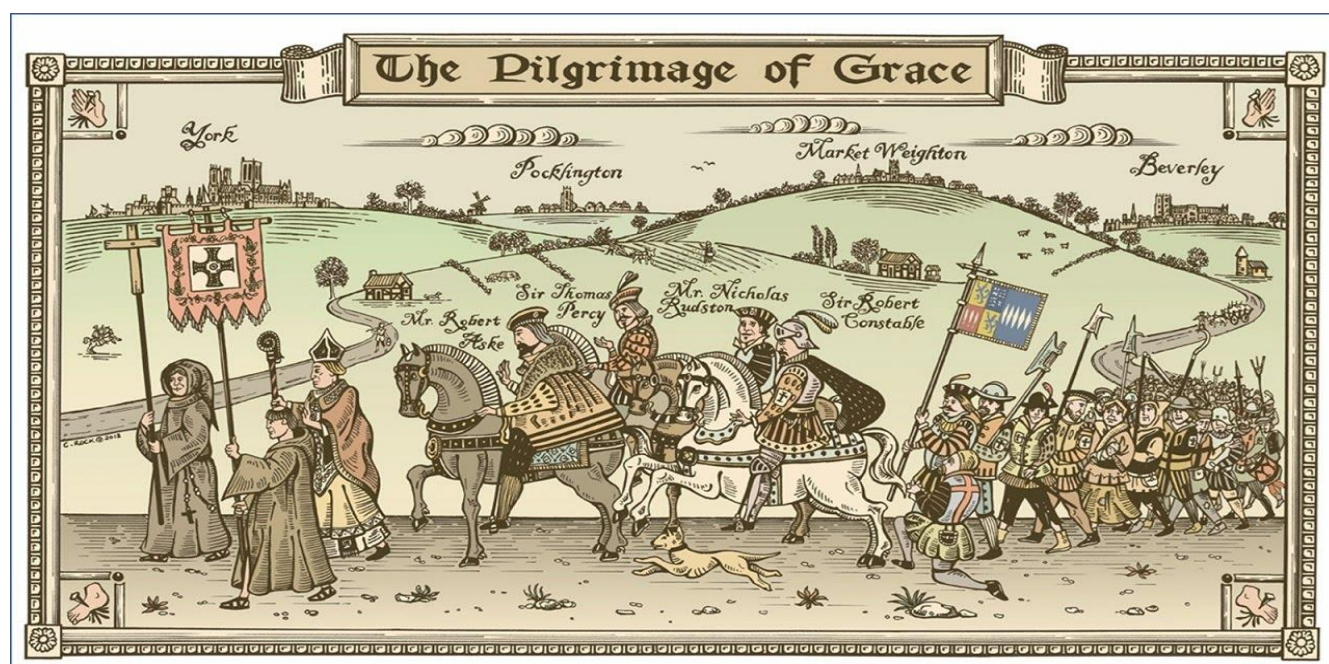
Key Words & Facts	Description
Richard III	The last King of England to be killed in battle, at the Battle of Bosworth , in 1485 .
Henry VII	The first Tudor monarch and father of Henry VIII and others.
Prince Arthur	Henry VII's first born son, who died of disease aged 16 on 2nd April 1502 .
Excommunication	This means to be excluded from the Catholic Church, and everything which goes with it, including heaven.
Cardinal Thomas Wolsey	A commoner who made his way from butcher's son to cardinal and king's chief advisor from 1509 -1529 . Fell out of favour when he failed to get Henry VIII a divorce from the Pope.
Thomas Cromwell	Thomas Cromwell, 1st Earl of Essex, was an English lawyer and Protestant who served as chief minister to King Henry VIII of England from 1532 to 1540 , when he was beheaded .
Thomas More	Committed Catholic and chief advisor to Henry VIII from 1529-1532 . Beheaded in 1535 on Henry's orders, and made a saint by the Catholic Church in 1935.
Henry's Great Matter	Henry's desire to end his marriage to Catherine of Aragon to allow him to marry a younger wife to have a son.
Annulment	To have something made as if it never happened.
Divorce	To end a marriage. The Catholic Church does not allow divorce.
Illegitimate	A child born to unmarried parents was considered illegitimate.
Leviticus 20:21	"If a man shall take his brother's wife , it is an unclean thing...they shall be childless ."
15th June 1519	Elizabeth Blount , Henry's mistress, gives birth to Henry Fitzroy – an illegitimate child.
Statute of Proclamations	1539 law which gave Henry the right to replace any law passed by Parliament.
Act of Supremacy 1534	Law which made Henry head of the church in England, instead of the Pope.
Thomas Cranmer	A Protestant made Archbishop of Canterbury by Henry in 1532 .



Week 4	
Key Words & Facts	Description
Monastery	Name for monasteries, abbeys, convents and priories. Religious buildings which would pray for the local community and provide health and hospitality.
Dissolution	Dissolution, or dissolve, means to get rid of something.
Monk or Nun	A monk is a person who devotes themselves to a religion and gives up their possessions and wealth to do so. A nun is the female equivalent.
Icon	A religious statue, painting, ornament or relic.
Suppression	To keep something down or prevent it thriving.
Healing the Sick	Monasteries would often heal the sick in the local community.
Hospitality	Monasteries would provide a bed and a hot meal for travellers.
Tithe	Taxes paid to the church are called tithes.
Hospital	In the Middle Ages hospital meant a place which provided hospitality. Now the word means a building where sick people are treated.
Infirmary	In the Middle Ages, Infirmary was synonymous with the modern use of hospital.
Corruption	People misusing power to gain wealth, influence and more power.
A Man/ Woman in Charge of a Monastery	An abbot or prior/ abbess or mother superior.
c. 800	The amount of monasteries in England and Wales in 1530.
Poverty	To have very little wealth or money.
Chastity	To not have sex – like celibate.
Obedience	To do as you are told.
Vow	A sacred promise – like an oath or pledge.
3rd November 1534	Act of Supremacy made Henry VIII head of the English church.
Early 1536	Thomas Cromwell begins Valor Ecclesiasticus – a survey into the wealth of the Church.
1536	Act for the Dissolution of the Smaller Monasteries – any monastery with an annual income of less than £200 is to be taken by the crown.
December 1536	Start of uprisings which led to the Pilgrimage of Grace.
1539	Act for the Dissolution of the larger Monasteries – the beginning of the end of the monasteries.
March 1540	Waltham Abbey is the last monastery in England to be dissolved.

Week 5

Key Words & Facts	Description
Pilgrimage	A holy or sacred journey.
Uprising / Revolt / Rebellion / Revolution	All these words have a core similarity, which is a serious protest against someone or something in a position of authority.
Grace	In a Christian sense, grace means to be living a life God would approve of.
Yorkshire	Yorkshire is a large county in the North of England. The county town is the historic city of York.
Robert Aske	Robert Aske (1500 – 12 th July 1537) led the Pilgrimage of Grace in October 1536.
Conservative	Someone who looks to the past for influence and wants to keep things as they are.
Radical	Someone with ideas which threaten the status quo, or the way things are.
Saint	A person who lived such a holy life that they went straight to heaven and they are prayed to and worshipped by Catholics in their own right.
Martyr	Some who dies for their beliefs.
Heaven	A better life after death may have kept the poor loyal to the church in the Middle Ages and gave them hope for some reward for their hard lives.
Eternal Damnation	For those who did not please the church, the threat was of an everlasting afterlife of pain and suffering in hell.
Midlands & East Anglia	Areas with large support for the Reformation and Protestantism.
North & Yorkshire	More conservative areas of England who supported Catholicism.
Wounds of Christ	The motifs on the banners of the Pilgrimage of Grace.
1st October 1536	Villagers in Louth, Lincolnshire prevent king's men from entering a church.
11th October 1536	The Duke of Suffolk takes the grievances of the rebels to the king.
16th October 1536	The Pilgrimage of Grace captures York.
27 000	Estimated size of the Pilgrimage when it faced the Duke of Norfolk at Doncaster.
6th December	The king agrees to discuss the Pilgrim's demands at a special parliament in York.
178	When another revolt broke out in the north, the king was ready, and the Duke of Norfolk hanged 178 men involved.
End of January	Robert Aske, on Henry VIII's orders, is hanged by a chain from the walls of York.



Week 6

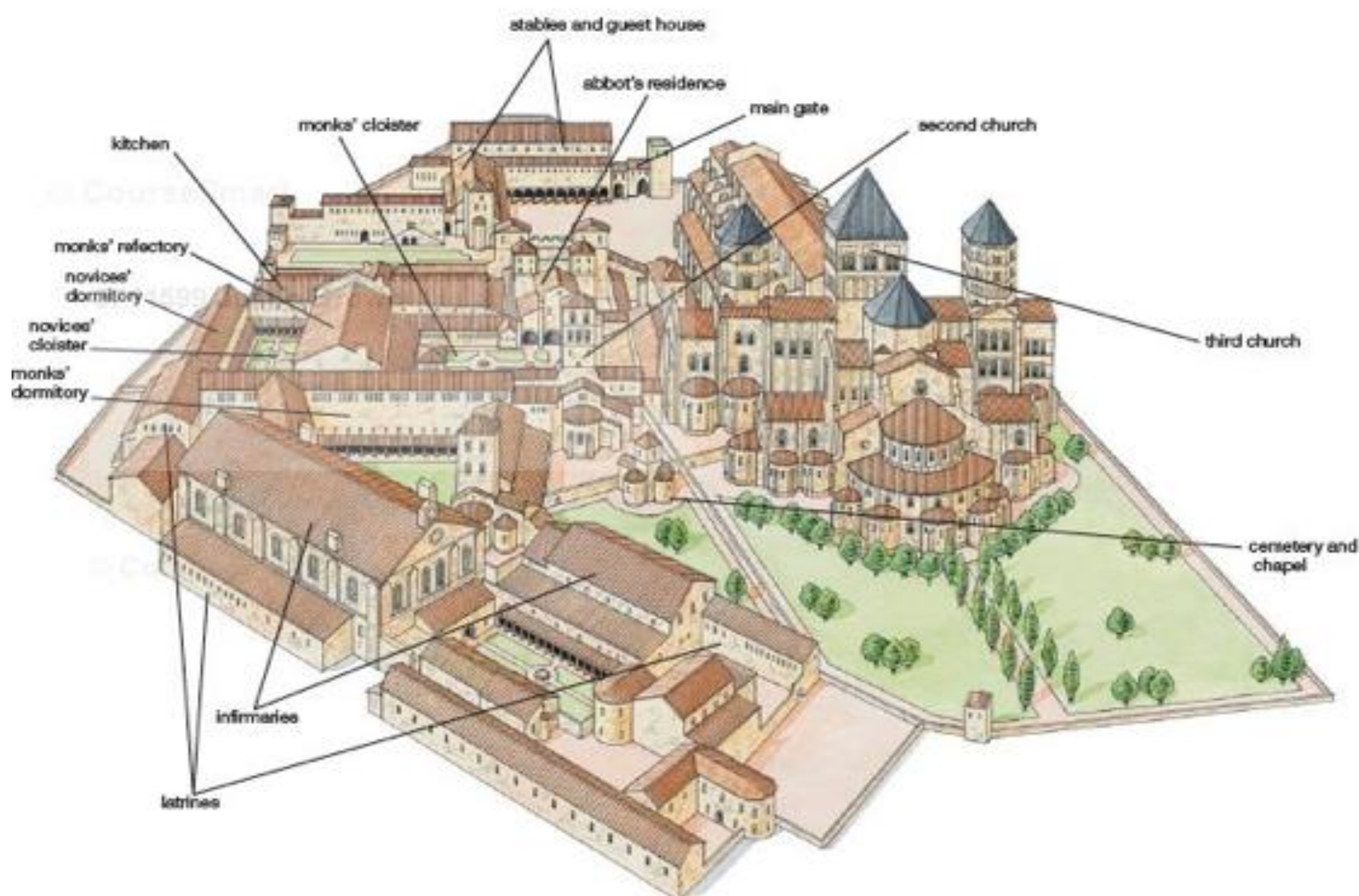
Key Words & Facts	Description
Bloody Mary	This was the nickname of the Queen of England who reigned between July 1553 and 17 th November 1558.
Phillip II of Spain	The very powerful King of Spain who was married to Mary I of England between 1554 and her death in 1558.
Catherine of Aragon	Henry VIII's first wife, Catherine of Aragon, was Mary I's mother.
Heretic	A person who disagrees with aspect of or the whole of the mainstream religion.
Burnt at the Stake	This was Mary I's favourite method of executing Protestants.
283	Bloody Mary burnt 283 Protestants at the stake for their religious beliefs.
Regent/ Regency	An advisor who rules in the name of a monarch who is too young to rule alone/ a council who rule in the name of a monarch who is too young to rule alone.

Week 7

Key Words & Facts	Description
Assessment	The purpose of an assessment is to find out the strengths and weaknesses of something. Assessments happen of Week 7 so we can find out what students have learned well and what needs to be improved, and also to discover whether students are where they should be on the path to their predicted grade in Year 11.
Recall	For us, Recall means the ability to bring information which has been previously learned from memory into the present mind.
Apply	For the assessment, apply means using information which has been recalled from memory and creating an answer to a question with it.
Review	Review means to look back over something to see strengths and weaknesses and discover ways to improve weaknesses or cement strengths in the future.
Revise	The purpose of revision is to repetitively recall information so it will be easier to recall in the future, such as for an exam or an assessment.
Reflect	Reflect means to take time to think about prior performances and identify what went well and what could be better. The purpose of this is to identify how to do better in the future.

Monarch	Date	Reign	Executed by burning	Executed per Year
Henry VII	1485-1509	24 Years	24	1
Henry VIII	1509-1547	38 Years	81	2.1
Edward VI	1547-1553	6 Years	2	0.3
Mary	1553-1558	5 Years	283	57
Elizabeth	1558-1603	45 Years	4	0.08

Week 8	
Key Words & Facts	Description
Virgin Queen, Gloriana, Good Queen Bess	These are all nicknames of Elizabeth I of England.
Anne Boleyn	Anne Boleyn (c1501-1505 – 1536) was the mother of Elizabeth I. She was beheaded on Henry VIII's orders on 19 th May 1536.
Middle Way/ Religious Settlement	After Edward VI had promoted Protestantism and persecuted Catholics and Mary I had promoted Catholicism and persecuted Protestants, Elizabeth I attempted to find a Middle Way to try to achieve peace in England.
Communion	Eucharist was renamed Communion in the Church of England – it did not make clear whether transubstantiation happened and left it open to interpretation.
Virgin	A person who has not had sex. Often considered 'pure' in the past.
Act of Supremacy (1559)	This replaced Henry VIII's Act of Supremacy (1534)
Act of Uniformity (1559)	Made church attendance compulsory and ensured the use of The Book of Common Prayer (1552) in all English churches
Supreme Governor	Elizabeth called herself Supreme Governor rather than Supreme Head.
Church of England	Elizabeth began calling her English church – the Church of England.
39 Articles	In 1571 the 39 Articles attempted to finally resolve the conflict between the Catholic Church and the Church of England.

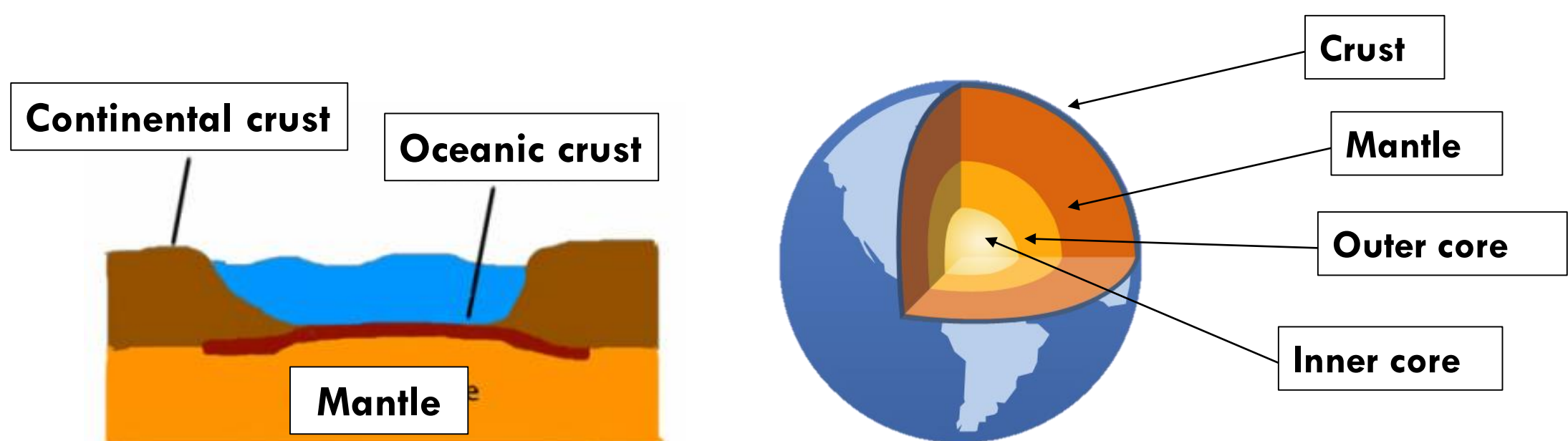


Week 9	
Key Words & Facts	Description
Gunpowder Plot	A conspiracy to blow up the King of England and his parliament to allow England to return to Catholicism.
5th November 1605	The date of the Gunpowder Plot, remembered to this day with Guy Fawkes Night aka Bonfire Night.
Robert Catesby	The leader of the Gunpowder Plot.
Guy Fawkes	The most well-known plotter and the person, as an ex-soldier, who was responsible for the gunpowder. It is Guy Fawkes who, in effigy, is burnt on a bonfire on 5 th November.
26th October 1605	An anonymous letter received by William Parker, 4th Baron Monteagle on this date, which gave details of the plot.
36	Number of barrels of gunpowder which Guy Fawkes was caught with below Parliament.
Hanged, Drawn, and Quartered	This was a punishment in England for high treason. The prisoner would be hanged but not killed, then cut down and have their intestines cut out and burned while they watched, before their body would be cut up and displayed around the country as a warning to others.
Treason	Treason is a crime committed by acting in a way which is damaging to something you are expected to be loyal to, such as; a monarch, a country, a belief or a leader.
Traitor	A person who commits treason is a traitor.
1603	Elizabeth died and James I became king of England.
1st or 6th?	James was the sixth king of Scotland called James, but the first in England.
Conspiracy	A secret plan to deceive or take power.
Plotters	People who conspire in a plot.
Houses of Parliament	To this day, the place Members of Parliament and the Lords meet to discuss laws.
Lord Cecil	King James' head of security – also was a friend of the man who rented the plotter the house next to Parliament.



Tectonic Plates

- At the Earth's centre is the core. It has an inner section and an outer section. The inner core is a ball of solid iron and nickel.
- Around the core is the mantle, which is semi-molten rock which moves very slowly.
- The outer layer of the Earth is the crust. It is about 10-70km thick.
- The crust is divided into sections called tectonic plates, which float on the mantle.
 - Plates are made of two types of crust - continental and oceanic.
 - Continental crust is thicker and less dense.
 - Oceanic crust is thinner and denser.



Tectonic plates move due to convection currents in the mantle.

- The lower parts of the mantle are sometimes hotter than the upper parts. When these lower parts heat up they become less dense and slowly rise.
- As they move towards the top of the mantle they cool down, become denser, and then slowly sink.
- The circular movements are called convection currents - they cause tectonic plates to move.

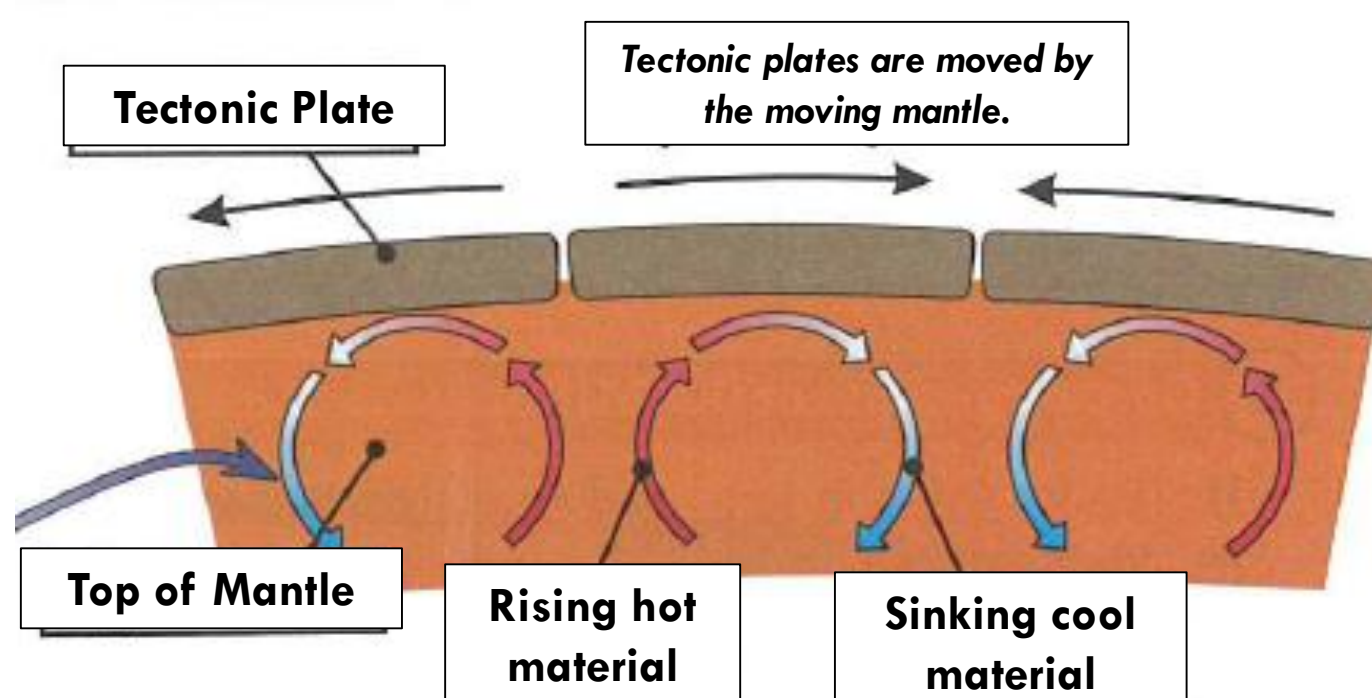
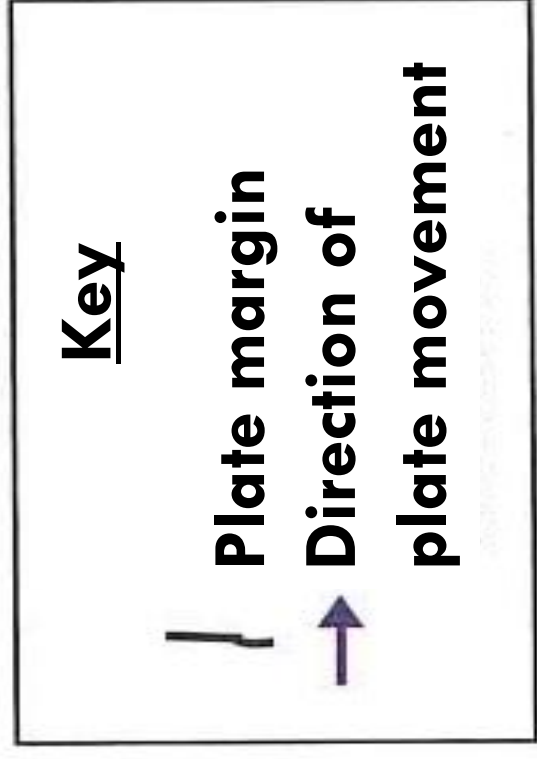
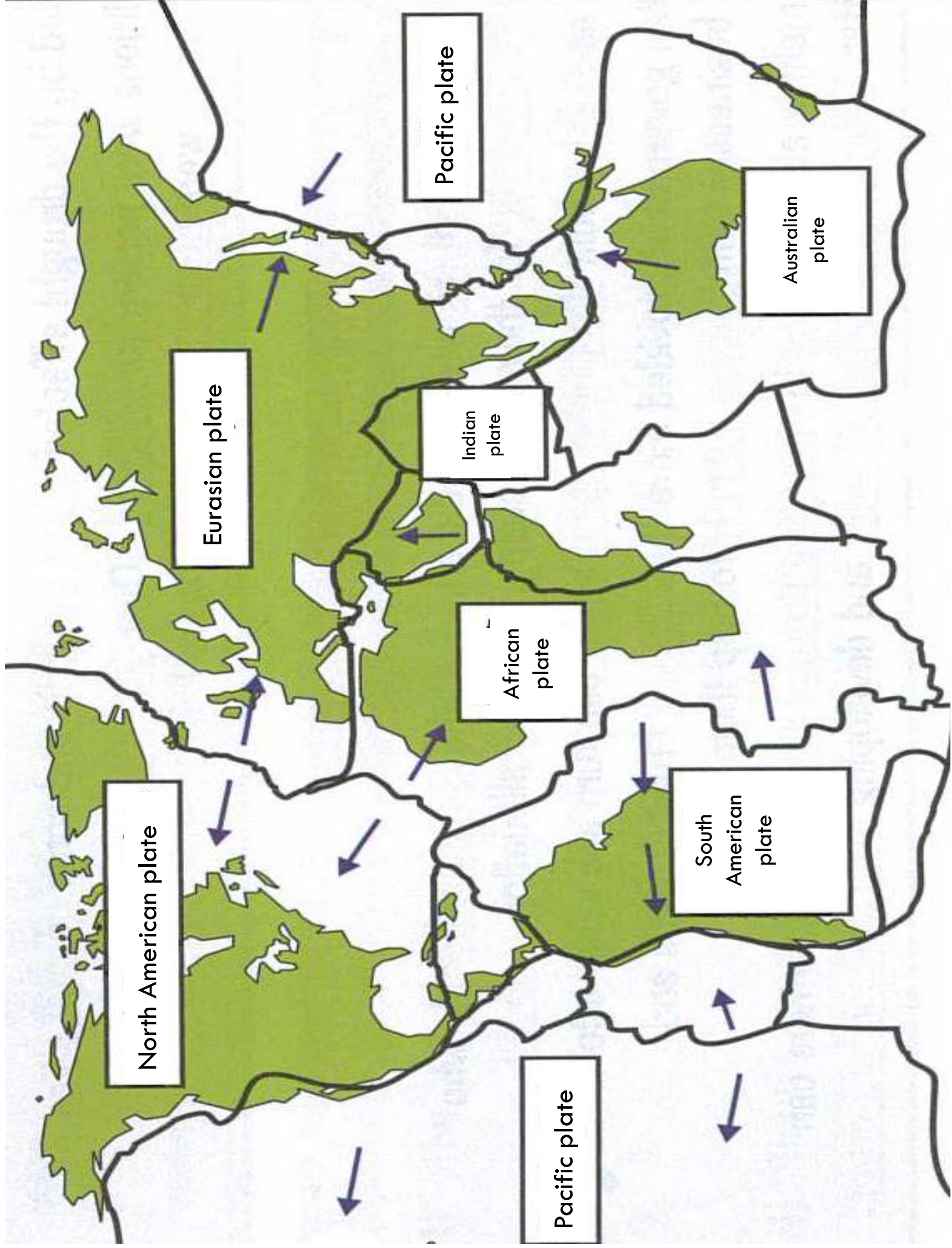


Plate boundaries are where tectonic plates meet.

The places where plates meet are called plate boundaries, or plate margins



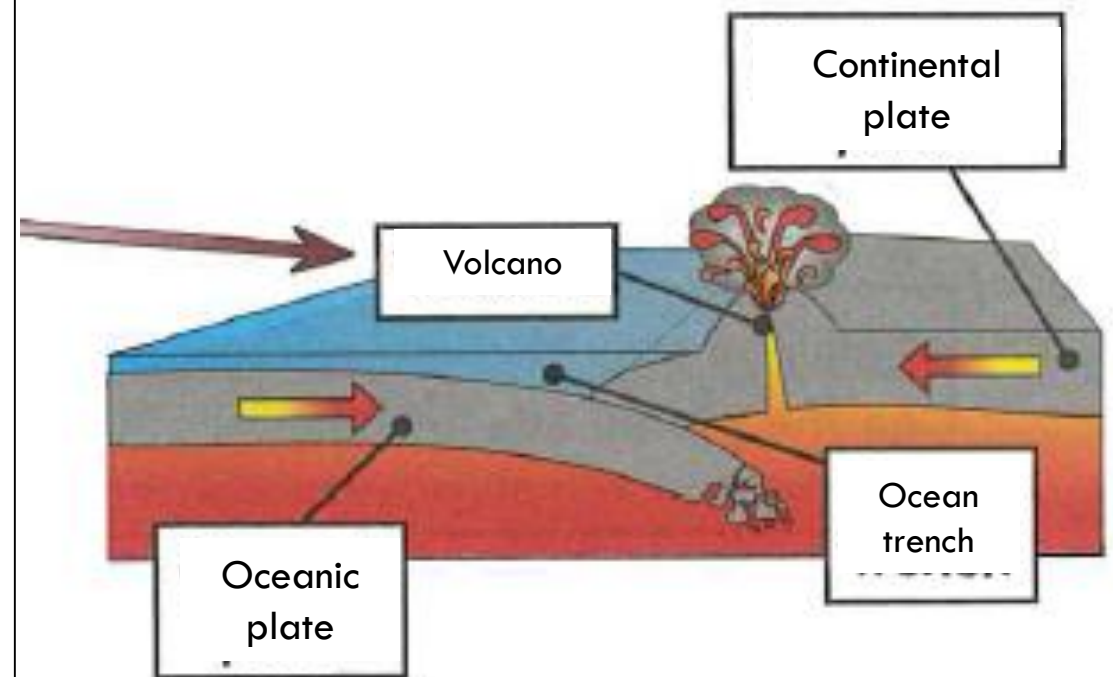
Types of Plate Boundaries

1. Destructive Plate Boundaries

Destructive boundaries are where two plates are moving towards each other.

- Where an oceanic plate meets a continental plate, the denser oceanic plate is forced down into the mantle and destroyed. This often creates volcanoes and ocean trenches (these are very deep sections of the ocean floor where the oceanic plate goes down e.g. Mariana Trench).

Example: the Pacific plate is being forced under the Eurasian plate along the east coast of Japan.

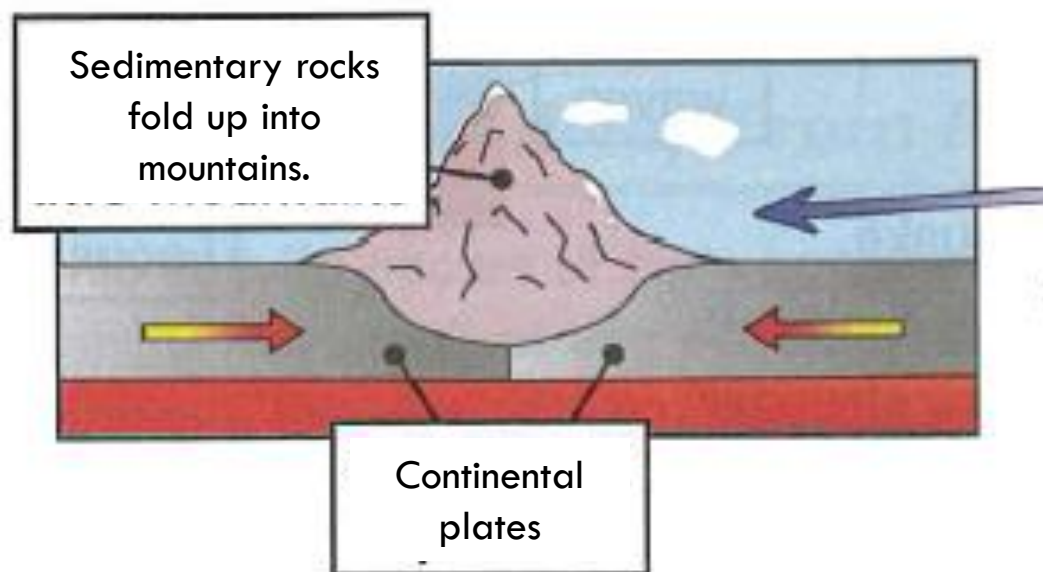


2. Collision Plate Boundaries

In collision plate boundaries, both plates are made from continental crust and move towards each other.

- Neither plate is forced down into the mantle, instead both plates are folded and forced upwards, creating fold mountains.

Example: the Eurasian and Indian plates are colliding, which forms the Himalayas.

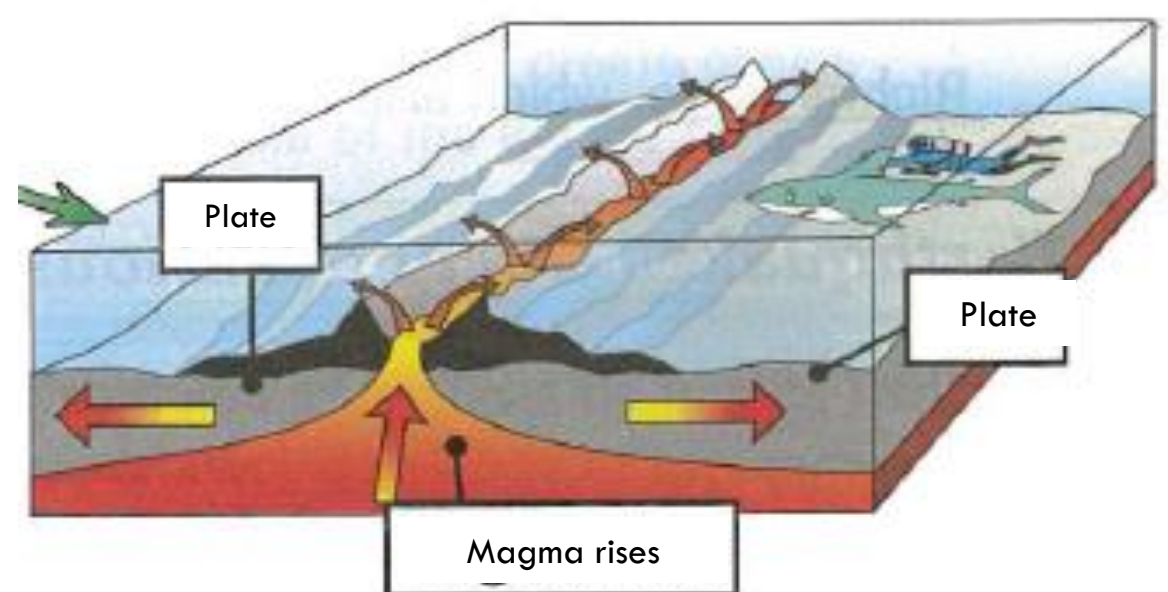


3. Constructive Plate Boundaries

Constructive boundaries are where two plates are moving away from each other.

- Magma (molten rock) rises from the mantle to fill the gap and cools, creating new crust.

Example: the Eurasian plate and the North American plate are moving apart at the Mid-Atlantic Ridge.

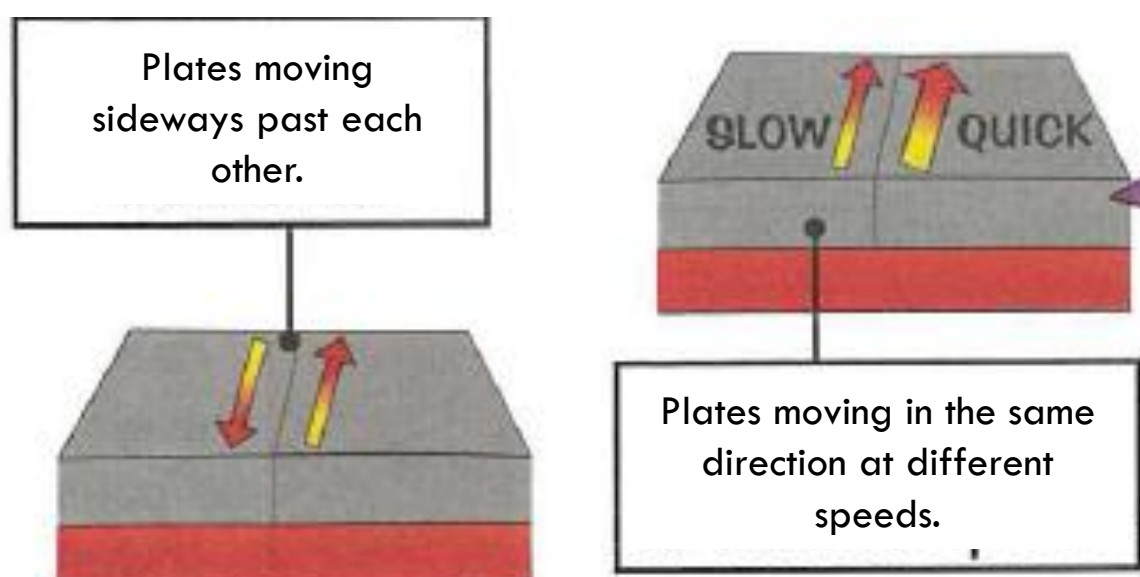


4. Conservative Plate Boundaries

Conservative boundaries are where two plates are moving sideways past each other, or are moving in the same direction but at different speeds.

- Crust isn't created or destroyed at these plate boundaries.

Example: the Pacific plate is moving past the North American plate on the west coast of the USA e.g. at the San Andreas fault.



Earthquakes

Earthquakes occur at all four types of plate boundaries.

- Earthquakes are caused by the tension that builds up at all four types plate boundaries.
- The plates eventually jerk past each other, sending out shockwaves (vibrations).
- The vibrations **are** the earthquake.
- The shockwaves spread out from the focus - the point in the Earth where the earthquake starts. Near the focus, the waves are stronger, so do more damage.
- The epicentre is the point on the Earth's surface straight above the focus.
- Earthquakes are measured using the moment magnitude scale (energy released by an earthquake) and the Mercalli Scale (the effects of the event).
- The Richter Scale, which measures energy released, is no longer used.

Earthquakes occur at various depths.

- The focus of an earthquake can be at the Earth's surface or up to 700km below the Earth's surface.
- *Shallow-focus* earthquakes are caused by tectonic plate movement 0-70km below the surface.
- *Deep-focus* earthquakes are caused by crust that has previously been subducted into the mantle, moving towards the centre of the Earth, heating or decomposing. They have a focus of between 70-700km below the surface.
- Deeper earthquakes generally do less damage than shallower earthquakes, as shockwaves, travelling through more rock to reach the surface, fade in terms of vibration and power.

Volcanoes

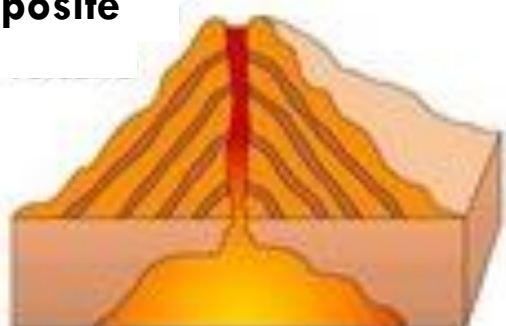
Volcanoes are found at destructive and constructive plate margins

- At destructive plate margins, the oceanic plate goes under (is subducted) the continental plate (as it is more dense due to the rock it is made of).
 - The oceanic plate moves down into the mantle, where it melts and is destroyed.
 - A pool of magma forms. The magma rises through the cracks in the crust called vents.
 - The magma erupts onto the surface (where it is called lava) forming a volcano.
- At constructive plate margins, the magma rises up into the gap created when plates move apart, forming a volcano.
- When a volcano erupts, it emits lava and gases. Some volcanoes emit lots of ash, which can cover land, block sunlight and form pyroclastic flows (super-heated currents of gas, ash and rock).

There are two different types of volcanoes:

Composite Volcanoes (Mount Fuji)	Shield Volcanoes (Muana Loa, Hawaii)
<ul style="list-style-type: none"> • Occur at destructive plate boundaries. • Subducted oceanic crust contains water - may cause crust to erupt. • Eruption - starts with layer of ash, before thick, sticky lava, that forms a steep-sided cone. 	<ul style="list-style-type: none"> • Occur on constructive plate boundaries. • Not very explosive; only made of lava. • Runny, fast-flowing lava forms a low, gentle-sided volcano.

Composite



Shield



Key Verbs

Infinitive	Meaning in English
Aller	To go
Avoir	To have
Être	To be
Habiter	To live
Parler	To speak/To talk
Apprendre	To learn
Faire	To do
Jouer	To play
Vouloir	To want
Préférer	To prefer

	Present				Near Future
	Je	Tu	Il/Elle	Nous	Je
Aller	Je vais	Tu vas	Il/Elle va	Nous allons	Je vais aller
Avoir	J'ai	Tu as	Il/Elle a	Nous avons	Je vais avoir
Être	Je suis	Tu es	Il/Elle est	Nous sommes	Je vais être
Habiter	J'habite	Tu habites	Il/Elle habite	Nous habitons	Je vais habiter
Parler	Je parle	Tu parles	Il/Elle parle	Nous parlons	Je vais parler
Apprendre	J'apprends	Tu apprends	Il/Elle apprend	Nous apprenons	Je vais apprendre
Faire	Je fais	Tu fais	Il/Elle fait	Nous faisons	Je vais faire
Jouer	Je joue	Tu joues	Il/Elle joue	Nous jouons	Je vais jouer
Vouloir	Je veux	Tu veux	Il/Elle veut	Nous voulons	Je vais vouloir
Préférer	Je préfère	Tu préfère	Il/Elle préfère	Nous préférons	Je vais préférer

Quest for Knowledge – Assessment Cycle Three – French

Key Questions

	Qui suis-je?	
1	Moi, je suis née à Londres, en Angleterre	Me, I was born in London, in England
2	donc je suis anglaise.	therefore I am English.
3	Cependant, ma mère est polonaise	However, my mother is Polish
4	et mon père est de nationalité chinoise.	and my father is of Chinese nationality .
5	Chez moi , je parle l'anglais, le polonais	At home , I speak English, Polish
6	ainsi que le chinois et j'aimerais	as well as Chinese and I would like
7	apprendre le français car j'adore Paris.	to learn French since I love Paris.
8	J'ai les cheveux mi-longs, frisés et blonds	I have mid-length, frizzy and blonde hair
9	et j'ai les yeux verts comme ma mère.	and I have green eyes like my mother.
10	Je dirais que je suis quelqu'un de plutôt	I would say that I am someone rather
11	ambitieux, travailleur mais un peu impatient.	ambitious, hard-working but a little impatient.

	Ma famille et mes passe-temps.	
1	Il y a cinq personnes dans ma famille : mes parents,	There are five people in my family : my parents,
2	ma grande sœur et mon petit frère.	my big/older sister and my little/younger brother.
3	Mes parents sont divorcés et j'habite avec mon père.	My parents are divorced and I live with my father.
4	De plus , j'ai un hamster qui s'appelle Marcel	Additionally , I have a hamster which is called Marcel
5	et qui a les yeux noirs et les poils orange et bruns.	and which has black eyes and brown and orange fur.
6	Dans le passé , j'avais un poisson mais	In the past , I had a fish but
7	à l'avenir , j'aimerais avoir un cheval.	in the future , I would like to have a horse.
8	Pendant mon temps libre , je joue au hockey et	In my free-time , I play hockey and
9	je fais de la gymnastique trois fois par semaine .	I do gymnastics three times a week .
10	Ce week-end , je vais regarder un match de foot à la télé.	This weekend , I am going to watch a football match on TV.

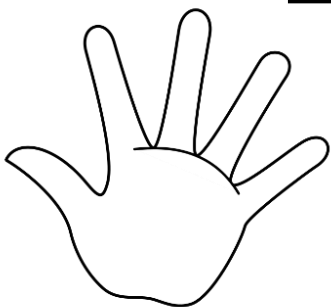
Quest for Knowledge – Assessment Cycle Three – French

Writing Success Criteria - SPARTANS

	Les exemples	Examples
Simple Opinions	<u>J'aime</u> le rugby parce que c'est amusant. <u>Je n'aime pas</u> mon frère car il est énervant.	<u>I like</u> rugby because it is fun. <u>I don't like</u> my brother because he is annoying.
Pronouns	<u>Mon petit frère</u> adore le football. <u>Nous parlons</u> anglais avec mes parents.	<u>My younger brother</u> loves football. <u>We speak</u> English with my parents.
Adverbs	Je vais <u>rarement</u> au cinéma. Je fais <u>souvent</u> de la natation.	I <u>rarely</u> go to the cinema. I <u>often</u> do swimming.
Reasons	J'aime le français <u>parce que c'est intéressant</u> . Je déteste le chinois <u>car ce n'est pas facile</u> .	I like French <u>because it is interesting</u> . I hate Chinese <u>because it isn't easy</u> .
Tenses and Time phrases	Je joue au netball <u>tous les jours</u> . <u>Dans le passé</u> , je jouais au football. <u>Demain</u> , je vais jouer à la pétanque. <u>L'année prochaine</u> , je jouerai au baseball.	I play netball every day. In the past, I used to play football. Tomorrow, I am going to play bowls. Next year, I will play baseball.
Adjectives (and comparatives)	Un cheval est <u>plus beau</u> <u>qu'un hamster</u> . Un poisson est <u>moins fidèle</u> <u>qu'un lapin</u> . Les chiens sont <u>aussi affectueux</u> <u>que</u> les chats.	A horse is <u>more beautiful</u> <u>than</u> a hamster. A fish is <u>less loyal</u> <u>than</u> a rabbit. Dogs are <u>as loving</u> <u>as</u> cats.
Negatives	Je <u>n'aime pas</u> faire de sport extrême. Je <u>ne</u> joue <u>jamais</u> aux jeux vidéos.	I <u>don't</u> like doing extreme sports. I <u>never</u> play video games.
Something WOW!	Je veux <u>que tu sois</u> plus sympa. L'animal <u>que</u> j'aime le plus, c'est la tortue.	I want <u>you to be</u> nicer. The pet/animal <u>that</u> I like the most is the tortoise.



Quest for Knowledge – Assessment Cycle Three – French
Speaking: Photo card
PALM



	French	English
To start off	Sur la photo, il y a Je peux voir La photo montre Au premier plan Au deuxième plan À gauche / À droite Près de Devant	In the photo, there is/ are I can see The photo shows In the foreground In the background To the left / To the right Close to In front of
People	Un homme/une femme Un garçon/une fille Une famille Des enfants/jeunes Des élèves Beaucoup de personnes Il/Elle a les cheveux bruns/blonds/longs/courts Il/Elle est grand(e)/petit(e)/joli(e) Il/Elle porte Ils/Elles portent un T-shirt/un jean/un pull/une veste/un uniforme	A man/woman A boy/girl A family Some children/young people Some students A lot of people He/she has brown/blond/long/short hair He/she is tall/small/pretty He/she is wearing They are wearing A t-shirt/jeans/a jumper/a jacket/a uniform
Action	Il/Elle est en train de... +INFINITIVE Ils/Elles sont en train de ...+INFINITIVE parler sourire rire se disputer marcher travailler jouer manger	He/She is... They are... talking smiling laughing arguing walking working playing eating
Location/ Weather	Il/elle est... Ils/elles sont... au collège/au parc/à la maison dans un jardin/un restaurant/un café/un hotel Il fait beau/mauvais Il fait chaud/froid Il pleut/neige	He/she is... They are... at school/at the park/at home in a garden/restaurant/ café/hotel. It's good/bad weather It's hot/cold It's raining/snowing
Mood	Il/Elle a l'air ... Ils/Elles ont l'air... content(e)(s) triste(s) fatigué(e)(s) énervé(e)(s)	He/She seems... They seem.. happy sad tired angry

Key Verbs

Infinitive	Meaning in English
Ir	To go
Tener	To have
Ser	To be
Vivir	To live
Hablar	To speak/To talk
Aprender	To learn
Hacer	To do
Jugar	To play
Querer	To want
Preferir	To prefer

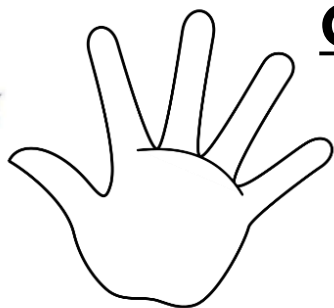
	Present				Near Future
	Yo	Tú	Él/Ella	Nosotros/as	Yo
Ir	Voy	Vas	Va	Vamos	Voy a ir
Tener	Tengo	Tienes	Tiene	Tenemos	Voy a tener
Ser	Soy	Eres	Es	Somos	Voy a ser
Vivir	Vivo	Vives	Vive	Vivimos	Voy a vivir
Hablar	Hablo	Hablas	Habla	Hablamos	Voy a hablar
Aprender	Aprendo	Aprendes	Aprende	Aprendemos	Voy a aprender
Hacer	Hago	Haces	Hace	Hacemos	Voy a hacer
Jugar	Juego	Juegas	Juega	Jugamos	Voy a jugar
Querer	Quiero	Quieres	Quiere	Queremos	Voy a querer
Preferir	Prefiero	Prefieres	Prefiere	Preferimos	Voy a preferir

	¿Quién soy?	
1	Yo, nací en Londres, Inglaterra	Me, I was born in London, in England
2	por lo tanto soy inglés/inglesa.	therefore I am English.
3	Sin embargo, mi madre es polaca	However, my mother is Polish
4	y mi padre es de nacionalidad chino.	and my father is of Chinese nationality .
5	En casa , hablo inglés, polaco	At home , I speak English, Polish
6	también chino y me gustaría	as well as Chinese and I would like
7	aprender el español ya que me encanta Madrid.	to learn Spanish since I love Madrid.
8	Tengo el pelo medio largo, rizado y rubio	I have mid-length, frizzy and blonde hair
9	y tengo los ojos verdes como mi madre.	and I have green eyes like my mother.
10	Diría que soy una persona bastante	I would say that I am someone rather
11	ambiciosa, trabajadora pero un poco impaciente.	ambitious, hard-working but a little impatient.

	Mi familia y mis pasatiempos.	
1	Hay cinco personas en mi familia : mis padres,	There are five people in my family : my parents,
2	mi hermana mayor y mi hermano menor.	my big/older sister and my little/younger brother.
3	Mis padres están divorciados y vivo con mi padre.	My parents are divorced and I live with my father.
4	Además , tengo un hámster que se llama Marcel	Additionally , I have a hamster which is called Marcel
5	y que tiene los ojos negros y el pelo castaño y naranja.	and which has black eyes and brown and orange fur.
6	En el pasado , tuve un pez pero	In the past , I had a fish but
7	en el futuro , me gustaría tener un caballo.	in the future , I would like to have a horse.
8	Durante mi tiempo libre , juego al hockey y	During my free-time , I play hockey and
9	hago gimnasia tres veces a la semana.	I do gymnastics three times a week .
10	Este fin de semana , voy a ver un partido de fútbol en la televisión.	This weekend , I am going to watch a football match on TV.

	Ejemplos	Examples
Simple Opinions	<p><u>Me gusta mucho</u> el fútbol porque es divertido.</p> <p><u>Odio</u> a mi hermano menor porque es molesto.</p>	<p><u>I really like</u> football because it is fun.</p> <p><u>I hate</u> my younger brother because he is annoying.</p>
People's Opinions	<p><u>A mi hermano menor</u> le encanta el fútbol.</p> <p><u>Preferimos hablar</u> inglés con mis padres.</p>	<p><u>My younger brother</u> loves football.</p> <p><u>We prefer to speak</u> English with my parents.</p>
Adverbs	<p>Voy al cine <u>raramente</u>.</p> <p>Hago la natación <u>con frecuencia</u>.</p>	<p>I <u>rarely</u> go to the cinema.</p> <p>I <u>often</u> do swimming.</p>
Reasons	<p>Me gusta el español <u>porque es interesante</u>.</p> <p>Odio el chino <u>porque no es fácil</u>.</p>	<p>I like Spanish <u>because it is interesting</u>.</p> <p>I hate Chinese <u>because it isn't easy</u>.</p>
Tenses and Time phrases	<p>Juego al baloncesto <u>todos los días</u>.</p> <p><u>En el pasado</u>, jugué al fútbol.</p> <p><u>Mañana</u>, voy a jugar al tenis.</p>	<p>I play basketball <u>every day</u>.</p> <p><u>In the past</u>, I played football.</p> <p><u>Tomorrow</u>, I am going to play tennis.</p>
Adjectives (and comparatives)	<p>Un caballo es <u>más bonito que</u> un hámster.</p> <p>Un pez es <u>menos fiel que</u> un conejo.</p> <p>Los perros son <u>tan cariñosos como</u> gatos.</p>	<p>A horse is <u>more beautiful than</u> a hamster.</p> <p>A fish is <u>less loyal than</u> a rabbit.</p> <p>Dogs are <u>as loving as</u> cats.</p>
Negatives	<p>No me gusta hacer los deportes extremos.</p> <p>Nunca juego a los videojuegos.</p>	<p>I <u>don't</u> like doing extreme sports.</p> <p>I <u>never</u> play video games.</p>
Something WOW!	<p>Las mascotas, <u>que</u> son fieles, son lindas.</p> <p>No creo que los animales <u>sean</u> parte de la familia.</p>	<p>Pets, <u>which</u> are loyal, are cute.</p> <p>I don't believe that pets <u>are</u> a part of the family.</p>





	Spanish	English
To start off	En la imagen... En la foto... Hay... Veo... Puedo ver... La foto muestra... En el fondo... En el primer plano... A la derecha/A la izquierda...	In the image In the photo There is/ are I see I can see The photo shows... In the background In the foreground To the right / To the left
People	un hombre/una mujer. un niño/una niña . una familia. algunos chicos/jóvenes. algunos estudiantes. mucha gente. Él/Ella tiene el pelo marrón/rubio/largo/corto. Él/Ella es alto(a)/pequeño(a)/guapo(a). Él/Ella lleva... Ellos llevan... una camiseta/unos vaqueros/un jersey/una chaqueta/un uniforme.	a man/woman. a boy/girl. a family. some children/young people. some students. a lot of people. He/she has brown/blond/long/short hair. He/she is tall/small/pretty. He/she is wearing... They are wearing... a t-shirt/jeans/a jumper/a jacket/a uniform.
Action	Él/Ella está... Ellos/Ellas están... hablando. sonriendo riendo discutiendo. caminando. trabajando. jugando. comiendo.	He/she is... They are... talking. smiling. laughing. arguing. walking. working. playing. eating.
Location/Weather	Él/Ella está... Ellos/Ellas están... en el colegio/en el parque/ en la casa. en el jardín/restaurante/ cafetería/hotel. Hace buen/mal tiempo. Hace calor/frío. Está lloviendo/nevando.	He/she is... They are... at school/at the park/at home. in a garden/restaurant/café/hotel. It's bad good/weather. It's hot/cold. It's raining/snowing.
Mood	Él/Ella parece... Ellos/Ellas parecen... feliz (felices). triste (s). cansado(a) (os/as). enfadado(a) (os/as).	He/she seems... They seem.. happy. sad. tired. angry.



The name 'Q3' represents three high ideals:
To seek that which is good.
To seek that which is right.
To seek that which is true.

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