

Pre Learning

Subject: French

Year: 10

THE PRESENT TENSE

The present tense describes what is happening now, at the present time or what happens regularly.

Je vais à l'école ce matin. I am going to school this morning.

Il vend des glaces aussi. He sells ice cream as well.

Elle joue au tennis le samedi. She plays tennis on Saturdays.

The expressions **depuis** and **ça fait... que** are used with the present tense when the action is still going on :

Je l'attends depuis deux heures. I've been waiting for him for two hours.

Ça fait trois mois que je travaille en France. I've been working in France for three months.

In the present tense, most verbs use a regular pattern, depending on whether the ending of the infinitive ends in **-er**, **-re** or **-ir**.

	Chanter (to sing)	Attendre (to wait)	Choisir (to choose)
I	Je chante	J'attends	Je choisis
You (singular)	Tu chantes	Tu attends	Tu choisis
He/she/one	Il/Elle/On chante	Il/Elle/On attend	Il/Elle/On choisit
We	Nous chantons	Nous attendons	Nous choisissons
You (plural)	Vous chantez	Vous attendez	Vous choisissez
They	Ils/Elles chantent	Ils/Elles attendent	Ils/Elles choisissent

Now complete this translation;

Hello. My name is..... I am 15 years old and I live in Ripon, a small town in the north of England, near York. I have two sisters and one brother. My brother is called David and my sisters are called Erika and Claire. We live in a large house in the centre of town. In our house there is a lounge, four bedrooms, a dining room, a kitchen, two bathrooms and a garage. We have a small garden behind the house.

In my bedroom there is a computer, a hi fi, a desk, two chairs, a wardrobe, a chest of drawers and, of course, a bed. I spend a lot of time in my room. For example, I do my homework, I listen to music, I talk to my friends on the computer and I practise my guitar.

In my spare time I play the guitar, I watch TV, I play football with my friends at school, I go out at the weekend and I like to read. Sometimes I help my mother in the kitchen, but I don't like working in the garden.

THE PERFECT TENSE

The perfect tense is used to describe what happened in the past, an action which is completed and is not happening now.

It is made up of two parts: either *avoir* or *être* in the present tense, and a past participle.

Samedi dernier, j'ai chanté dans un concert. (Last Saturday, I sang in a concert.)

Hier, ils sont allés à La Rochelle. (Yesterday, they went to La Rochelle.)

Regular verbs form the past participle as follow:

-er verbs change to **-é** eg. *travailler* becomes *travaillé*

-re verbs change to **-u** eg. *attendre* becomes *attendu*

-ir verbs change to **-i** eg. *finir* becomes *fini*

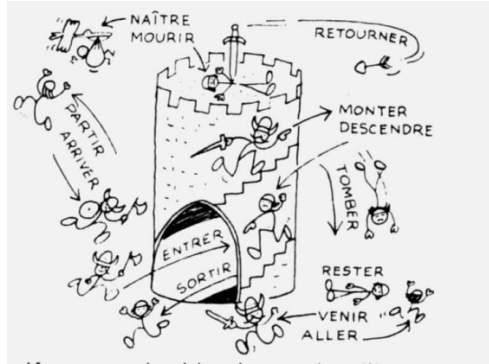
Many verbs have irregular past participles. Look them up in your verbs table!

Many verbs form the perfect tense with *avoir*. This includes many common verbs which have irregular past participles, such as:

<i>Avoir</i>	<i>eu</i>	<i>Faire</i>	<i>fait</i>
<i>Boire</i>	<i>bu</i>	<i>Mettre</i>	<i>mis</i>
<i>Comprendre</i>	<i>compris</i>	<i>Pouvoir</i>	<i>pu</i>
<i>Connaître</i>	<i>connu</i>	<i>Prendre</i>	<i>pris</i>
<i>Croire</i>	<i>cru</i>	<i>Savoir</i>	<i>su</i>
<i>Devoir</i>	<i>dû</i>	<i>Voir</i>	<i>vu</i>
<i>Dire</i>	<i>dit</i>	<i>Vouloir</i>	<i>voulu</i>
<i>Etre</i>	<i>été</i>		

With *avoir*, the past participle doesn't change to agree with the subject

About thirteen verbs, mostly verbs of movement like *aller* and *partir*, form the perfect tense with *être*. You need to learn them. Here is a picture which could help you to memorise them:



When you form the perfect tense with *être*, the past participle agrees with the subject of the verb. This means that you need to add an extra -e if the subject is feminine, and to add an extra -s if the subject is plural (more than one).

the computer and read my new book. I had my lunch, then I decided to go and see my friend Paul. We went into town, we met some friends and then we went to the cinema. We saw the new Bond film. After the film we went to McDonalds and had a burger and chips. I returned home by bus at 10 o'clock.

After the film we went to McDonalds and had a burger and chips. I returned home by bus at 10 o'clock. On Sunday I stayed in bed until 11 o'clock, then I got up, had a shower and got dressed. I went down to the kitchen and had my breakfast. I listened to the radio, then I read the newspaper. I phoned Paul and we went to the park together to play football with some friends.

THE FUTURE TENSE

The future tense is used to describe what will (or will not) happen at some future time:

L'année prochaine, je passerai mes vacances à Paris. (Next year I'll spend my holidays in Paris.)

Qu'est-ce que tu feras quand tu quitteras l'école? (What will you do when you leave school ?)

The future tense must be used after *quand* if the idea of future tense is implied.

*Je lui dirai de vous téléphoner **quand** il rentrera.* (I'll ask him to phone you when he gets home)

The endings for the future tense are the same as the endings of the verb *avoir* in the present tense/

Je	...ai	Nous	...ons
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To form the future tense of regular **-er** and **-ir** verbs, you just add the endings to the infinitive of the verb:

<i>Travailler</i>	<i>je travaillerai</i>	<i>Partir</i>	<i>nous partirons</i>
<i>Donner</i>	<i>tu donneras</i>	<i>Jouer</i>	<i>vous jouerez</i>
<i>Finir</i>	<i>il finira</i>	<i>Sortir</i>	<i>Ils sortiront</i>

To form the future tense of regular **-re** verbs, you take the final **-e** off the infinitive and add the endings:

Prendre *je prendrai*

Attendre *j'attendrai*

Some common verbs don't form the first part of the verb in this way. But they still have the same endings:

<i>Acheter</i>	<i>j'achèterai</i>	<i>Faire</i>	<i>je ferai</i>
<i>Aller</i>	<i>j'irai</i>	<i>Pouvoir</i>	<i>je pourrai</i>
<i>Avoir</i>	<i>j'aurai</i>	<i>Recevoir</i>	<i>je recevrai</i>
<i>Courir</i>	<i>je courrai</i>	<i>Savoir</i>	<i>je saurai</i>
<i>Devoir</i>	<i>je devrai</i>	<i>Venir</i>	<i>je viendrai</i>
<i>Envoyer</i>	<i>j'enverrai</i>	<i>Voir</i>	<i>je verrai</i>
<i>Être</i>	<i>je serai</i>	<i>Vouloir</i>	<i>je voudrai</i>

Now complete this translation

This evening I shall go home at 4.00. I'll take the bus as usual and I shall arrive home at 4.30. When I get home I shall have a cup of coffee and I'll eat some biscuits. Mum will return home at 6.00. We shall have dinner at 7 o'clock, then I will do my homework. I'll have Maths, Science and Geography. Then I shall watch television a bit. I shall play on the computer for an hour and I shall go to bed at about 11 o'clock.

Tomorrow morning I'll get up early and I shall leave for school at 8.30. This weekend I'm going to watch a film at the cinema and I'm going to play football for my club. My friend Eric will come to the house and we shall watch a DVD or we shall play computer games. Perhaps we'll eat a pizza.

The imperfect tense- higher only

The imperfect is used to describe something that used to happen frequently or regularly in the past :

Quand j'étais petit, j'allais chez mes grands-parents tous les week-ends. (When I was small, I **used to** go to my grandparents' every weekend.)

It is also used for description in the past, particularly of weather:

J'étais en vacances. Il faisait beau. (I was on holidays. The weather was fine.)

Est-ce qu'il portait des lunettes? (Was he wearing glasses ?)

It describes how things used to be:

A cette époque, il y avait beaucoup moins de circulation. (At that time, there was much less traffic.)

It often translates 'was... ing' and 'were...ing':

Que faisiez-vous quand j'ai téléphoné? (What were you doing when I phoned ?)

It can be used to describe something you wanted to do, but didn't.

Nous voulions aller à paris, mais il y avait une grève des transports. ((we wanted to go to paris, but there was a transport strike.)

It describes something that lasted for a long period of time.

En ce temps-là, nous habitions à Marseille. (At that time we lived in Marseille)

C'était + adjective can be used to say what you thought of something:

C'était magnifique. (It was great.)

C'était affreux. (It was awful)

The imperfect tense can also be used for making excuses, for example in the following expressions:

Ce n'était pas de ma faute. (It wasn't my fault.)

Je croyais/pensais que... (I thought that...)

Je voulais seulement... (I only wanted to...)

Je ne savais pas que... (I didn't know that...)

It is also used with *depuis* to show how long something had been happening.

Ils habitaient là-bas depuis 10 ans. (They had been living there for 10 years)

Forming the imperfect tense :

The endings for the imperfect tense are the same for all verbs :

Je	...ais	Nous	...ions
Tu	...ais	Vous	...iez
Il/Elle/On	...ait	Ils/Elles	...aient

To form the imperfect tense, you take the **nous** form of the **present** tense, eg. *nous allons*.

Now complete this translation

When I was young I used to live in London. I went to a primary school not far from the railway station. I used to get up every day at 8 o'clock and I went to school by car with my mum. Lessons started at 9.15. I used to like art and music. I didn't like maths; I preferred science.

I used to play football in the park with my friends and I used to watch programmes for children on the TV. I didn't eat tomatoes and mushrooms, but I loved pizza and pasta.

At the weekend we used to go out into the countryside in the car. We used to go and see my grand-parents who lived in Essex. We went for walks, we had lunch in a pub and sometimes we went to the seaside. We used to play on the beach or go to the funfair.

When the weather was bad we would stay indoors and watch a film.

Si clauses- higher only

Sentences which contain two parts, one of which is an 'if' clause, normally follow one of the following pattern :

Si + present tense, +future tense

*S'il **pleut** demain, je **resterai** à la maison.* (If it rains tomorrow, I'll stay at home)

Si + imperfect tense, + conditional tense

***Sauriez**-vous quoi faire si la voiture **tombait** en panne ?* (Would you know what to do if the car broke down ?)

Si + pluperfect tense, + conditional perfect tense

*Si tu m'**avais téléphoné** plus tôt, j'**aurais pu** venir.* (If you had phoned me earlier, I could have come)

Pre Learning

Subject: Music

Year: 9

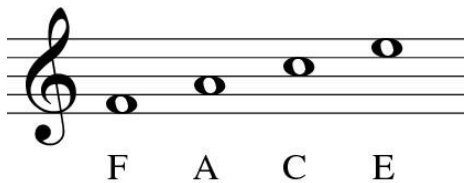
Use the information on the pages to answer the questions. Make sure you answer in as much detail as possible. If you are unsure about something, research to find out what it could be. Look at the following website:

<https://www.mymusictheory.com/>

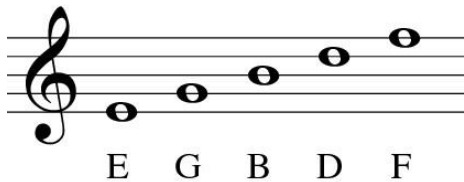
Music is written through symbols called **notes**. These notes are named after the first seven letters of the alphabet, A-G.

Music notes are written on a five lines, called the **stave**. Notes can be placed on the lines or in the spaces between the lines.

The names of the notes in the spaces are:



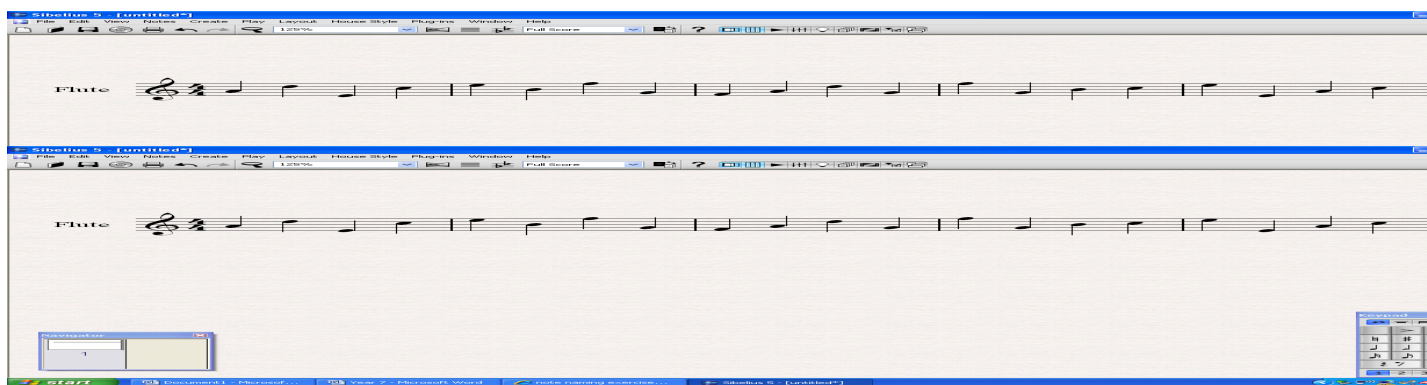
The names of the notes on the lines are:



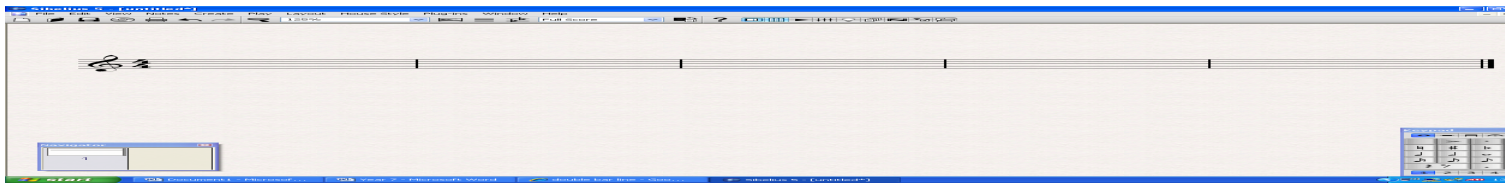
The note names in the spaces spell FACE. Can you think of a phrase to remember the note names on the lines? For example, the phrase Every Good Boy Deserves Fruit is a simple sentence and uses the names of the notes in the correct order.

E_____ G_____ B_____ D_____ F_____

Can you name these notes?



The symbol at the beginning of every line of music is called a **treble clef**.



Music notes are divided by lines on the staff, called **bar lines**.

At the very end of a piece of music there is always a **double bar line**.

The set of numbers at the beginning of a piece of music is called the **time signature**.






Using the staff below, practise drawing ten treble clefs:



Putting together everything that you have learned, can you label all the musical symbols on this piece of music, including the names of the notes.


A screenshot of the Sibelius 5 software interface showing a musical score. The score is for a piece titled "Allegro Moderato". It features four staves: Trumpet in D, Timpani, Viola, and a fourth staff. The music is written in 4/4 time and includes various musical symbols such as notes, rests, and bar lines. The software's menu bar and toolbars are visible at the top and bottom.

There are many different types of notes. This is to represent how many beats each note is worth. They all look different and have a name.


Name	Note	Rest			
			Semibreve	=	4 beats
Whole Note					
			Minim	=	2 beats
Half Note					
			Crotchet	=	1 beat
Quarter Note					
			Quaver	=	1/2 beat
Eighth Note					
			Semi-quaver	=	1/4 beat
Sixteenth Note					

This means that four quavers are equal to two crotchets, that two crotchet are equal to one minim, etc. The chart below will help to explain this:

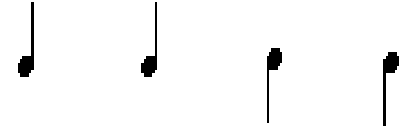
1 Whole note




2 Half notes




4 Quarter notes













8 Eighth notes













16 Sixteenth notes













How long is each note? Complete the following sentences with the right answer. The first and last sentences have been completed as examples.











Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		











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Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		











Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		











lasts as long as _____

Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		











Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		











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Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		











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Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		





lasts as long as _____

Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		



Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		

lasts as long as _____

Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		

Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		

lasts as long as 8

Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		

When there are two or more quavers in music, they can be joined together, like this:



When there are two or more semiquavers in music, they can also be joined together, like this:



Look at the following piece of music. Underneath all the notes, write in the number of beats in each one (i.e. 1 beat, $\frac{1}{4}$ beat, 2 beats etc.):

The screenshot shows the Sibelius 5 interface with a musical score for 'Hebrides'. The score is in 2/4 time and features a Timp. (Timpani) part and a Vc. (Violoncello) part. The Timp. part has a single note with a duration of 4 beats. The Vc. part has a melody with notes of various durations, including 4 beats, 2 beats, and 1 beat. The score is marked with dynamics like *p* (piano) and *mf* (mezzo-forte). The interface includes a menu bar, a toolbar, and a keyboard shortcut window.

Using the blank stave below, draw your own set of notes in whichever order you like. You must then label the name of each note (i.e. A B C D E F or G) and also the value of each note (i.e. 4 beats, 2 beats, 1 beat, $\frac{1}{2}$ beat or $\frac{1}{4}$ beat):

A blank musical stave in Sibelius 5, ready for a user to draw their own set of notes. The stave is empty, with only the clef and key signature visible. The interface includes a menu bar, a toolbar, and a keyboard shortcut window.

A second blank musical stave in Sibelius 5, identical to the one above, for a user to draw their own set of notes. The stave is empty, with only the clef and key signature visible. The interface includes a menu bar, a toolbar, and a keyboard shortcut window.

Pre-Learning

Art KS4

Year 10:

Artist links are of high importance and refer to 25% of your overall marks in your GCSE. They bend and shape the way our work develops over the year and are often the missing link we need to create exciting, high quality and different work. Over the half term you will be researching and creating reference sheets relating to an 'Artist Link' that suits, bends or shapes your work. The sheets should be seen as a piece of art work in itself, and display the quality and ability you have as an artist, along with signs of understanding the artists' work; through trying the techniques used and maybe writing a little about it (annotation). Create 'Artist Link' pages (Minimum A3) that shows us what or who the artist is looking at, try the techniques using the same or similar medium (paint, pencil, chalks etc) and write a little about what you think about the work, important or exciting things you find out about them. Most important of all – make the sheets look creative and exciting...experiment!

Pre-Learning

Business Studies KS4

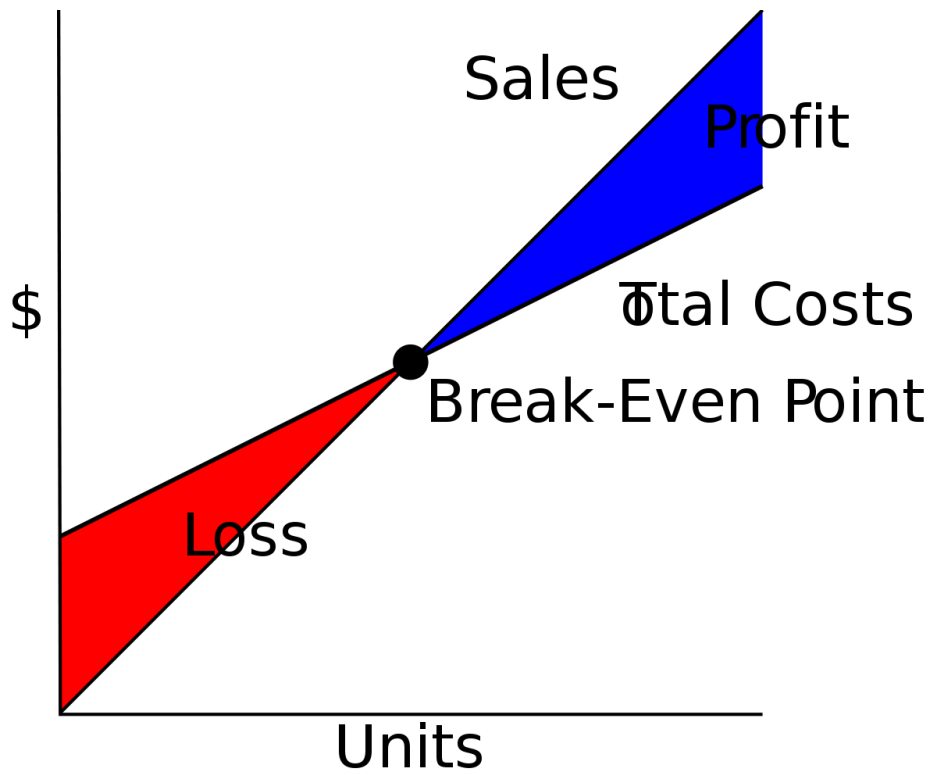
Year 10:

Task 1: Find the formulas and definition for the following business concepts:

- Profit
- Total cost
- Fixed costs
- Variable costs
- Revenue
- Net cash flow
- Cash inflow
- Cash outflow

Task 2: Identify the ways that a business can improve their cash flow (increase cash inflows and reduce cash outflows)

Task 3: Look at the break even chart below. Explain what the break even chart shows and where the break even point is. Explain why a business may find this information useful:



Python Mini Test

Against each segment of code, write the output from the system:

<pre>For x in Range (1,6): Print x</pre>	
<pre>i = 0 While i < 5: Print i i = i + 1</pre>	
<pre>Speed = 75 If Speed > 75: Print ("Issue Fine") Elif Speed > 70: Print ("Issue warning") Else: Print ("Not speeding")</pre>	
<pre>Num1 = 3 Num2 = 5 Sum = Num1 + Num2 Print (Sum)</pre>	
<pre>Str1 = "Hello" Str2 = "World" print (Str1 + Str2)</pre>	
<pre>Str = "Hello" print (len(Str))</pre>	

Now, Write 6 of your own Python test questions on the back of this sheet (use functions)

English Pre-learning

Year 10 Macbeth

Research the following. Bring your notes with you to the first English lesson in September.

1) Who was William Shakespeare?

2) Who was King of England in 1605? Find three facts about this King.

3) What was 'The Gunpowder Plot'?

Pre Learning

Subject: History, Living Under Nazi Rule

Year: 10

Give each paragraph a
heading:

Write TWO bullet
points to summarise
each paragraph:

Propaganda within Nazi Germany was taken to a new and frequently perverse level. Hitler was very aware of the value of good propaganda and he appointed Joseph Goebbels as head of propaganda.

Propaganda is the art of persuasion – persuading others that your ‘side of the story’ is correct. Propaganda might take the form of persuading others that your military might is too great to be challenged; that your political might within a nation is too great or popular to challenge etc. In Nazi Germany, Dr Joseph Goebbels was in charge of propaganda. Goebbels official title was Minister of Propaganda and National Enlightenment.

To ensure success, Goebbels had to work with the SS and Gestapo and Albert Speer. The former hunted out those who might produce articles defamatory to the Nazis and Hitler while Speer helped Goebbels with public displays of propaganda.

To ensure that everybody thought in the correct manner, Goebbels set up the Reich Chamber of Commerce in 1933. This organisation dealt with literature, art, music, radio, film, newspapers etc. To produce anything that was in these groups, you had to be a member of the Reich Chamber. The Nazi Party decided if you had the right credentials to be a member. Any person who was not admitted was not allowed to have any work published or performed. Disobedience brought with it severe punishments. As a result of this policy, Nazi Germany introduced a system of censorship. You could only read, see and hear what the Nazis wanted you to read, see and hear. In this way, if you believed what you were told, the Nazi leaders logically assumed that opposition to their rule would be very small and practiced only by those on the very extreme who would be easy to catch.

Hitler came to power in January 1933. By May 1933, the Nazi Party felt sufficiently strong to publicly demonstrate where their beliefs were going when Goebbels organised the first of the infamous book burning episodes. Books that did not match the Nazi ideal was burnt in public – loyal Nazis ransacked libraries to remove the ‘offending’ books. “Where one burns books, one eventually burns people” commented the author Brecht.

<https://www.historylearningsite.co.uk/nazi-germany/propaganda-in-nazi-germany/>

Pre-Learning

Subject: Geography

The Boscastle floods, Cornwall UK 2004

Year : 10

Using the information sheet above, complete the following questions:

1) Give and explain a hard engineering and soft engineering method that can be used to reduce the risk of flooding.

Hard engineering method: _____

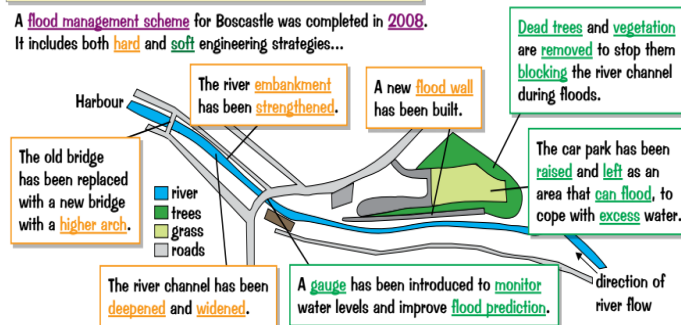
Severe Flash Floods showed the need for Flood Defences in Boscastle

- 1) The village of **Boscastle** on the north coast of **Cornwall** was devastated by a **flash flood** on 16th August 2004, which caused **millions of pounds** worth of **damage**. Despite being **vulnerable to flash flooding**, it had **no modern** flood defences.
- 2) The village is surrounded by **steep valley sides**, and land **upstream** of the village has been **cleared of trees and vegetation**. This **increases** surface **runoff** and means that during periods of heavy rain, river **discharge increases quickly**.
- 3) The **old bridge** in the village had a **low arch** over a very **narrow river channel**. The flooding in 2004 was **made worse** because trees and vehicles in the floodwater became **trapped** under the bridge, forming a **dam**.
- 4) The village is a popular **tourist destination** and **90%** of the local economy **relied on tourism**. After 2004, the number of tourists **dropped** significantly, increasing the **demand for protection** against future floods.

Flash flooding is flooding that happens very quickly, often due to a short period of very heavy rain.

A Flood Management Scheme is Now in Place

A **flood management scheme** for Boscastle was completed in **2008**. It includes both **hard** and **soft** engineering strategies...



The Scheme has Social, Economic and Environmental Issues

Social Issues

- 1) Residents' lives were **disrupted** for years by **rebuilding projects** and the construction of flood defences.
- 2) Many residents do **not like** the **new bridge**, and think that it's **not in keeping** with the character of the village.
- 3) The new defences have made Boscastle a **safer place** to live.
- 4) However, they'll only protect against a **1 in 75 year flood** — they **won't prevent** flooding of the same size as the 2004 flood. The defences needed for this would **spoil** the **character** of the village.

Economic Issues

- 1) **Homes** and **businesses** are now **less at risk of flooding**. So there is less risk of expensive **damage** to property, loss of **stock** and **business**, and rising **insurance costs**.
- 2) The flood management scheme cost over **£4 million** but the scheme isn't as good as it could be — some options were still considered **too expensive**.

Environmental Issues

- 1) **Vegetation** and **river habitats** in the area are now continuously managed. **Biodiversity** and river habitats have been **improved**.
- 2) The new channel has been engineered to look **natural** and to function as a **normal river**.

Flash flooding — sometimes brought on by the stress of exams...

Well that's about it for rivers, folks. Learn the details of a flood management scheme and you'll be home and dry...

Unit 1C — River Landscapes in the UK

HOME LEARNING Science

Task A:

Make a detailed set of revision resources to focus on the area of **atoms, molecules, compounds etc.** They must include the key definitions as well as explanations of molecular, empirical and displayed formula.

The revision resources should be varied and include cue cards, diagrams and summaries etc.

(Keywords – Atom, element, compound, mixture, molecule, pure, empirical formula, displayed formula, molecular mass, molecular formula)

Task B:

Make a detailed set of revision resources to focus on the area of **energy**. They must include the key definitions as well as explanations of energy transfers and transformations and key equations.

The revision resources should be varied and include cue cards, diagrams and summaries etc.

(Keywords –Kinetic, gravitational potential, efficiency, joule, work, power, electrical, chemical, elastic, thermal)

Task C:

Make a detailed set of revision resources to focus on the area of **cells**. They must include the key definitions as well as explanations of differences between cells, cell specialisation and functions of parts of the cell

The revision resources should be varied and include cue cards, diagrams and summaries etc.

(Keywords –Cell wall, cell membrane, chloroplast, vacuole, cytoplasm, mitochondria, respiration, photosynthesis, nucleus, DNA)

Pre Learning

Subject: Drama

Year: 10

Watch the Play Blood Brothers on you tube. This is your set text for your written exam. You need to fully understand the play.

<https://www.youtube.com/watch?v=IzPpPtOAft0>

Write a summary in your own words about what happens in the play.