# Pre Learning

## Subject: French

## Year: 11

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 chant**e** | J'attend**s** | Je chois**is** |
| You (singular) | Tu chant**es** | Tu attend**s** | Tu chois**is** |
| He/she/one | Il/Elle/On chant**e** | Il/Elle/On attend | Il/Elle/On chois**it** |
| We | Nous chant**ons** | Nous attend**ons** | Nous chois**issons** |
| You (plural) | Vous chant**ez** | Vous attend**ez** | Vous chois**issez** |
| They | Ils/Elles chant**ent** | Ils/Elles attend**ent** | Ils/Elles chois**issent** |

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. t*ravailler* 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:

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

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

About thirtheen 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:
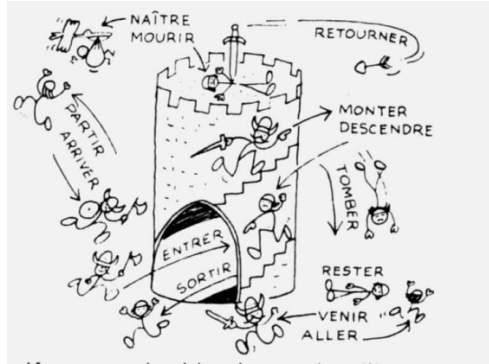


When you form the perfect tense with être, the past participle agrees with the subject of the verb. This means that you need to add an extra -e if the subject is feminine, and to add an extra -s if the subject is plural (more than one).

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

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

| | | | |
|---|---|---|---|
| Travailler | je travaillerai | Partir | nous partirons |
| Donner | tu donneras | Jouer | vous jouerez |
| Finir | il finira | Sortir | Ils sortiront |

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:

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

**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 dinnet at 7 o'clock, then I will do my homework.  I'll have Maths, Science and Geography.  Then I shall watch televison a bit.  I shall play on the computer for an hour and I shall go to bed at about 11 0'clock.

Tomorrow morning I'll get up early and I shall leave for shool 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.

## <u>The imperfect tense- higher only</u>

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 portrait 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)

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**Forming the imperfect tense :**

The endings for the imperfect tense are the samme 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 i trains 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

# Computer Science – Year 11

## Easy challenges!

### Question 1:

What is a variable?

### Question 2:

Explain what makes a good variable name.

### Question 3:

Describe how a constant is different from a variable

### Question 4:

Code a solution that will prompt the user to input a number, multiply it by ten and output the result to the user.

### Question 5:

Modify that solution to output the result to the user in this format: <original number> + "x10=" + <result>.

### Question 6:

Code a solution that will ask the user for three numbers and then output the numbers in the opposite order from which they were input.

Medium challenges!

# Pre Learning

## Computer Science – Year 11

### Question 7:

Given 3 variables, code a solution to output the values of all three, then assign the value of one variable to the other two and output all three variables again.

### Question 8:

Given 2 variables, code a solution that swaps their values.

# Pre Learning

## Subject: History: Fountains Abbey

# Year: 11

**The Fountains Estate is almost 850 hectares and comprises a unique water garden, elegant temples and statues, which take full advantage of the natural landscape. National Trust volunteer guide John Carter explains the history behind the landmark.**

Founded in 1132 by 13 Benedictine Monks, Fountains Abbey near Ripon, became one of the largest, richest and the most influential Cistercian abbeys in Britain.

Archbishop Thurston of York gave the monks the land. Old chronicles describe it as an, "..inhospitable valley thickset with thorns lying between the slopes of mountains among rocks jutting out both sides of the River Skell. Fit rather to the lair of wild beasts than the home of human beings".Life was hard and the monks almost gave up, but they persevered. The monks began to receive gifts of money and endowments of land from wealthy families in exchange for prayers to save their souls. The monks were assisted by lay brothers, mostly illiterate, they carried out the routine tasks of the Abbey; they served as masons, tanners, shoemakers, smiths and bakers. Sheep farming was the greatest source of income with many of the lay brothers working on the farms and granges. Lead mining, quarrying of stone and horse breeding were also very important.

A decline in Fountains' income began in the 14th century when bad harvests, sheep disease, the invasion of the North of England by Scottish armies and the Black Death caused severe problems. Many of the Lay brothers fled, leaving the abbey with little support. Dairy farming gradually took the place of sheep farming and there was a dramatic increase in prayers and masses said for the souls of the wealthy.The power, influence and riches of the abbey grew over the next 100 years, but by the 1530s Henry VIII had become angered by the influence of the churches, their wealth and independence from the Crown. By an Act of Parliament, known as the "Dissolution of the Monasteries", Henry VIII closed all monasteries and nunneries in 1539.

For almost the next 200 years, little happened on the Abbey site. It was not until the mid-18th Century that the Aislabie family of Ripon bought the Abbey buildings for £4000.  John Aislabie, MP for Ripon and Chancellor of the Exchequer, invested large sums of Government money in the "South Sea Bubble". Government money and much of his own was lost.
After a short spell in the Tower of London, John Aislabie was sent back to Ripon in disgrace. He devoted his next few years to design and development of the Studley Royal gardens. He set off on the Grand Tour of Europe, visiting the gardens of Versailles and Chatsworth, which influenced the design and layout of the water gardens and buildings which you see today. His son, William, carried on the work.

# Pre Learning

# Geography

# Year:11

**What is a micro-loan and how can it help LIC's?**

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**They can help by:**

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*How tourism can reduce the development gap in Jamaica*

Jamaica a popular destination because:

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Impacts of tourism have been:

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Is it a sustainable strategy?

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**Now evaluate**

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|---|---|
| **Tourism has helped reduce the development gap in Jamaica by…….** | |
| **Another way tourism has helped reduce the development gap has been….** | |
| **However…..** | |
| **In addition……..** | |
| **Overall …………………** | |

# Pre Learning

## Subject: RE

## Year: 11

Research the following debates about the existence of God one in support of Gods existence and one against.

1. **The Design Argument ( in support)**

2. **The First Cause Argument ( in support)**

3. **The Big Bang Theory (Against)**

4. **Evolution & Natural Selection (against/in support)**

5. **Miracles ( in support or against)**

**Write a paragraph about each of the arguments from the list above explaining why it either supports or disproves Gods existence.**

**Extra Challenge Task: Compare two of the strongest arguments against each other explaining in a justified conclusion which you think is stronger and why.**

Use the web links below as a guide to your research.

https://www.tutor2u.net/religious-studies/blog/teleological-argument

https://www.bbc.com/bitesize/guides/zpxpr82/revision/5

https://www.bbc.co.uk/news/science-environment-19997789

https://www.bbc.com/bitesize/guides/zx7634j/revision/4

**HOME LEARNING Science Year 11**

Task A:

Make a detailed set of revision resources to focus on the area of **Testing for ions and instrumental analysis.** They must include the key definitions as well as explanations of the tests for key anions and cations and the results for these tests.

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

(Keywords – Anion, cation, flame test, precipitation, gas chromatography, mass spectrometry )


Task B:

Make a detailed set of revision resources to focus on the area of **forces and motion**. They must include the key definitions as well as explanations of acceleration, momentum, speed and graphs and key equations.

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

(Keywords –Force, mass, acceleration, speed, displacement, velocity, momentum)


Task C:

Make a detailed set of revision resources to focus on the area of **Health and disease**. They must include the key definitions as well as explanations of spread of disease, types of pathogens, diseases caused by these pathogens and the difference between communicable and non-communicable diseases.

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

(Keywords – pathogen, virus, bacteria, fungus, communicable, non-communicable, microbe)

You must also research the role of white blood cells in the body's defence against disease in preparation for the first lessons back after summer.

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# Year 11 Summer Home Learning

# English Literature

**Explore how the <u>power of nature</u> is presented in 'Storm on the Island' and 'The Prelude'.**

Paragraph 1: explain and analyse the literal and allegorical meanings of both poems.

Paragraph 2: compare the structures of both poems and analyse how the structures of the poems symbolise the power of nature

Paragraph 3: identify, analyse and explore 2/3 quotes from both poems comparing how both poems present the power of nature.

Tips:

- Use comparative phrases such: however, alternatively, similarly, in comparison, contrastingly, in contrast

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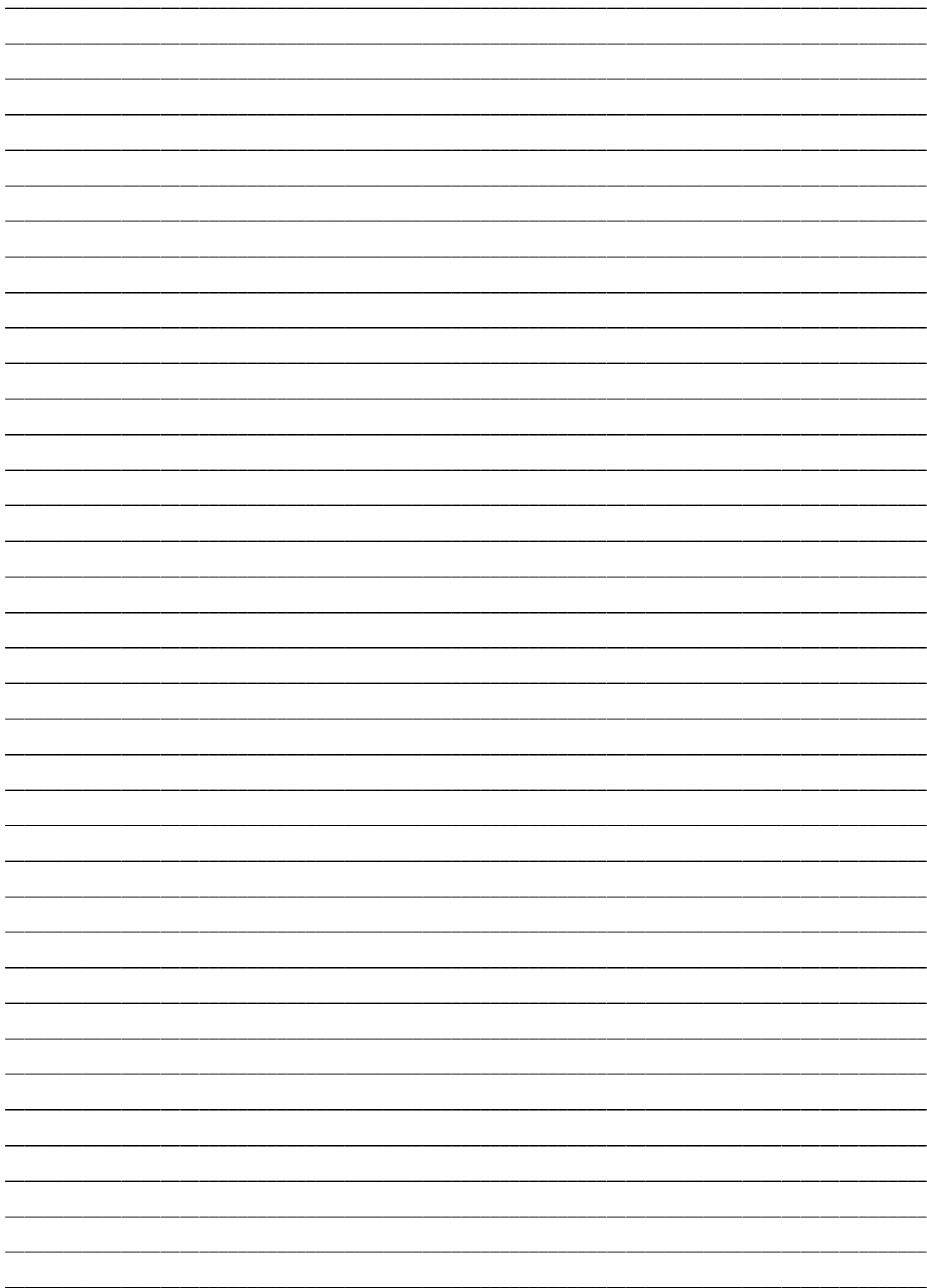
# Pre Learning

## Subject: Drama

## Year: 11

Answer the following exam questions:

How would you create mood and atmosphere in the scene between Mickey and Linda when he is looking for his pills?

Describe a set design for Blood Brothers, justify your reasons.

Explain 3 props that Eddie might have on stage and explain why.