

Name:

Form Group:



Year 7 Knowledge Organiser Term 4



(1) Narrative Voice	(2) Persuasive Methods 1	(3) Grammar
<p>Narrator: The voice who recounts the story to the reader. The narrator can be one of the main characters or can be omniscient (detached from the main story and knowing more than the characters in the story do). <i>Examples: It was a quiet day in September as the sun began to rise.</i></p> <p>Monologue: Where one person or character shares their feelings or point of view. <i>Examples: I wish I hadn't eaten that extra sandwich for lunch, I feel too full now.</i></p> <p>Dialogue: Where two people engage in a conversation with each other. <i>Examples: "What are you doing?" asked Joe.</i> <i>"Revising my knowledge organiser. You?" replied Sarah.</i> <i>"Same. Time to complete the Educake quiz!"</i></p>	<p>You can use the acronym MADFOREST to help you remember persuasive techniques.</p> <p>Metaphor: A comparison that is not literal, it states that something is something it cannot be. Does not use like or as.</p> <p>Alliteration: Beginning more than one word with the same sound.</p> <p>Direct address: Addressing your audience or reader through the use of the pronoun 'you' or 'we'.</p> <p>Facts: A true statement based on evidence.</p> <p>Opinions: A statement based on your own feelings towards a topic.</p> <p>Rhetorical questions: Asking a question that does not require an answer.</p> <p>Emotive language: Vocabulary that provokes an emotional response in your reader or audience.</p> <p>Statistics: Facts that include numbers, such as percentages, fractions etc.</p> <p>Triplets: Three consecutive words used in the form of a list.</p>	<p>Was or were? Was: Singular past tense verb. <i>Examples: The house was abandoned. The dog was lonely.</i></p> <p>Were: Plural past tense verb. Also used when using 'you' in the past tense. <i>Examples: We were hungry. The dogs were barking. You were excited.</i></p> <p>Is or are? Is: Singular present tense verb. <i>Examples: He is happy. The house is wonderful.</i></p> <p>Are: Plural present tense verb. <i>Examples: They are happy. The dogs are running around.</i></p> <p>Have (not of) The phrases 'should of', 'would of' and 'could of' are always wrong. Should of = should have, would of = would have, could of = could have.</p>
(4) Apostrophes	(5) Sentence Functions	(6) Writer's Intentions
<p>Apostrophes are used for omission and possession.</p> <p>Omission: In place of a missing letter, to demonstrate when two words are contracted (shortened) into one. <i>Examples: do not = don't, would not = wouldn't, could not = couldn't, they are = they're, it is = it's.</i></p> <p>Possession: Used to show that one thing belongs to something or someone. <i>Examples: The cat's bowl.</i></p> <p>If the noun ends in 's' or is a plural you just add an apostrophe. <i>Example: James' bag. The brothers' feet were muddy.</i></p>	<p>There are four different functions of sentences depending on what job they do.</p> <p>Declarative: Used to make a statement and proclaim something. <i>Example: Today we are going to learn about sentence functions.</i></p> <p>Exclamative: Ends with an exclamation mark. <i>Example: The ending of Cirque Du Freak was spectacular!</i></p> <p>Interrogative: Ends with a question mark. <i>Example: When are we going to read Blood Brothers?</i></p> <p>Imperative: A sentence which starts with a verb and is considered a command. <i>Example: Revise for your knowledge organiser quiz.</i></p>	<p>Writer's intentions: When a writer produces a text, they often have an intended effect they want to have on the reader or audience.</p> <p>Verbs used to explore writer's intentions:</p> <p>Reflects: The message the writer is trying to convey is the same, or similar, to a relevant social issue.</p> <p>Warns: The writer is using their work as a way of alerting the audience or reader to an issue or concern.</p> <p>Criticises: The writer is using their work to judge the behaviour of society.</p> <p>Highlights: The writer is calling attention to a particular issue or concern.</p>


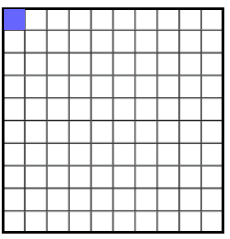
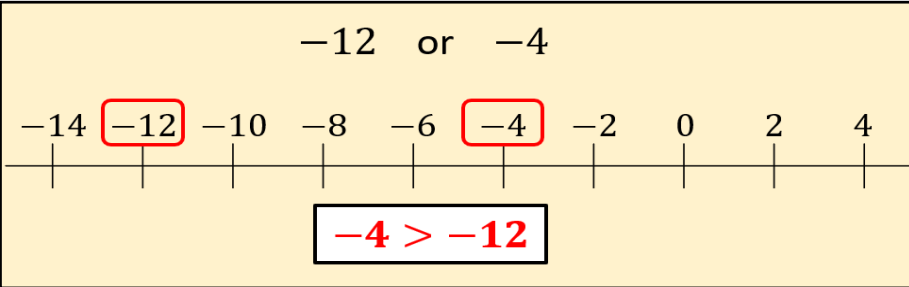
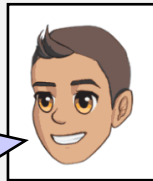


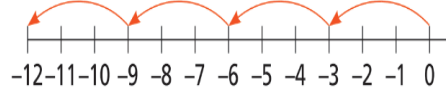
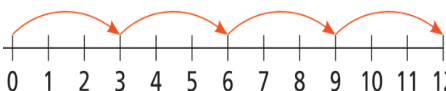
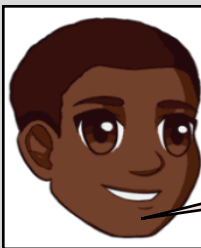
Directed Number and Percentage of Amounts


Year 7

Term 4



(1) Key Terms		(2) Percentage of an amount	(3) Order Directed Number
Percentage	The number of parts per hundred.	<div><div><p>The shaded part of the diagram represent 1% of the large square.</p></div><div><p>Percentages and Fractions</p><div><div>50% equals one-half</div><div>25% equals one-quarter</div><div>20% equals one-fifth</div></div><div><div><div>100%</div><div>50%50%</div></div><div><div>100%</div><div>25%25%25%25%</div></div><div><div>100%</div><div>20%20%20%20%20%</div></div></div></div></div>	<div><p>-12 or -4</p><p>The number line shows that -4 is greater than -12.</p></div>
Directed Numbers	Numbers that can be negative or positive.		
Negative Numbers	Numbers less than zero.		
Zero pairs	Two numbers that add together to equal zero. For example, +1 and -1 equal zero.		
Evaluate	Calculate the value of an expression.		

(4) Add and Subtract Directed Numbers		(5) Divide and Multiply Directed Numbers	(6) Substitution with negative numbers			
<div><div><p>Show $4 + (-7) = -3$</p><div><div><div>+1+1+1+1</div><div>-1-1-1-1-1-1-1</div><div>+1+1+1+1</div><div>-1-1-1-1-1-1-1</div></div></div></div><div><p>Show $5 - (-3) = 8$</p><div><div><div>+1+1+1+1+1</div><div>-1-1-1</div><div>+1+1+1+1+1+1+1+1</div><div>-1-1-1</div></div></div></div></div>	<div><div><p>$-3 \times 4 = -12$</p></div><div><p>$-3 \times -4 = 12$</p></div></div> <table><tr><th>Calculations with a positive answer</th><th>Calculations with a negative answer</th></tr><tr><td><div><div>-5×-4</div><div>11×17</div><div>$-132 \div -10$</div></div></td><td><div><div>$-8 \div 2$</div><div>10×-5</div><div>$64 \div -2$</div></div></td></tr></table>	Calculations with a positive answer	Calculations with a negative answer	<div><div>-5×-4</div><div>11×17</div><div>$-132 \div -10$</div></div>	<div><div>$-8 \div 2$</div><div>10×-5</div><div>$64 \div -2$</div></div>	<div><div><p>In the calculations below $p = 3$ and $q = -5$</p></div><div><div>$p + q = (3) + (-5) = 3 - 5 = -2$</div><div>$p - q = (3) - (-5) = 3 + 5 = 8$</div></div></div>
Calculations with a positive answer	Calculations with a negative answer					
<div><div>-5×-4</div><div>11×17</div><div>$-132 \div -10$</div></div>	<div><div>$-8 \div 2$</div><div>10×-5</div><div>$64 \div -2$</div></div>					



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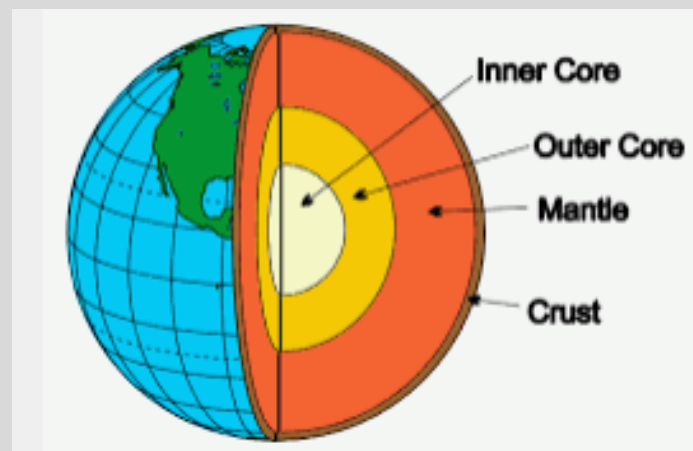
(1) Biology—The Skeletal System

The function of the skeleton:

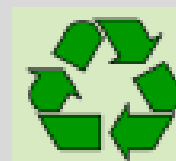
- Protection of internal organs.
- Working with muscles to provide movement.
- Creating blood cells.
- Supporting the body.



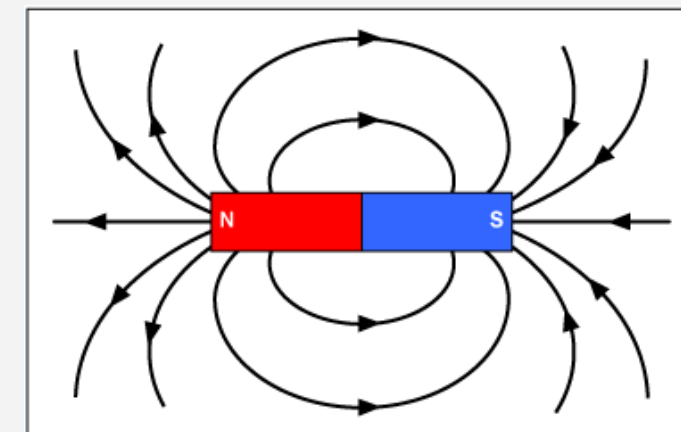
(2) Chemistry— The Structure of the Earth



- The Earth provides us with resources such as metal, paper and fossil fuels. Lots of these resources are limited.
- Therefore we need to recycle as much as we can. If a material can be recycled it shows the recycling symbol.
- The three arrows represent: reduce, reuse, recycle.



(3) Physics—Magnetism



Magnetic field—The area around a magnet where it has a magnetic effect.

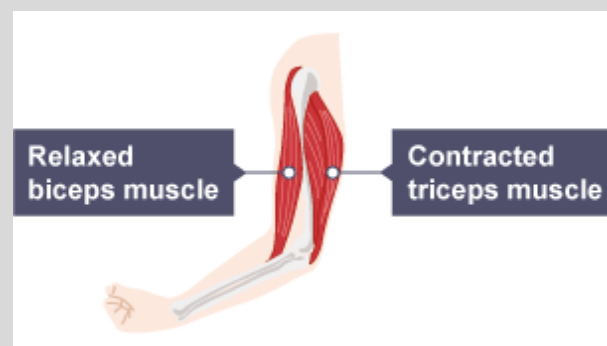
The three **magnetic elements** are: Iron, Nickel, Cobalt.

(4) Biology— Key Vocabulary

Joint—Found between bones.

Tendon—Joins muscles to bones.

Antagonistic muscles—A pair of muscles that work together to allow movement.



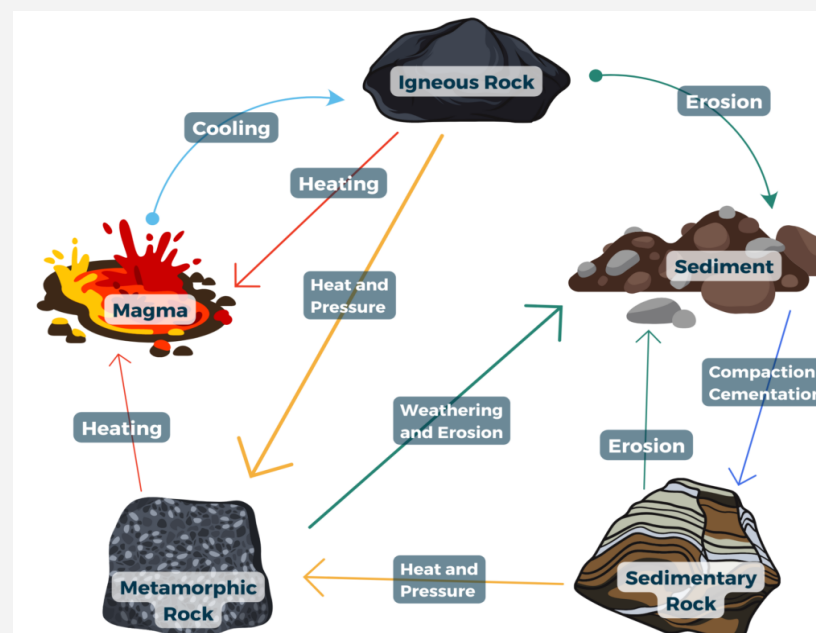
Stem—Part of the plant that provides support.

(4) Chemistry—Types of Rock

Igneous Rock—Formed from molten rock called magma that has cooled and solidified. Contains crystals. E.g. Granite.

Sedimentary Rock—Formed from sediments (broken rocks) that have been compressed over time into layers. Often contains fossils. E.g. Limestone.

Metamorphic Rock—Formed through changes to other rocks due to heat and pressure. E.g. Marble.



(6) Physics—The Earth & Space

Sun—A star in the centre of our solar system.

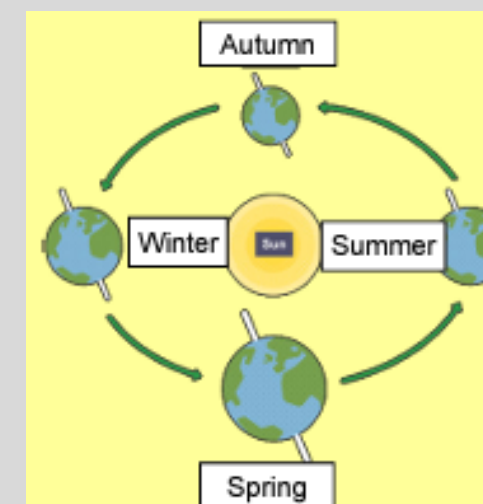
Galaxy—A collection of stars in space e.g. The Milky Way, Andromeda, Sombrero.

Light year—The distance light travels in one year.

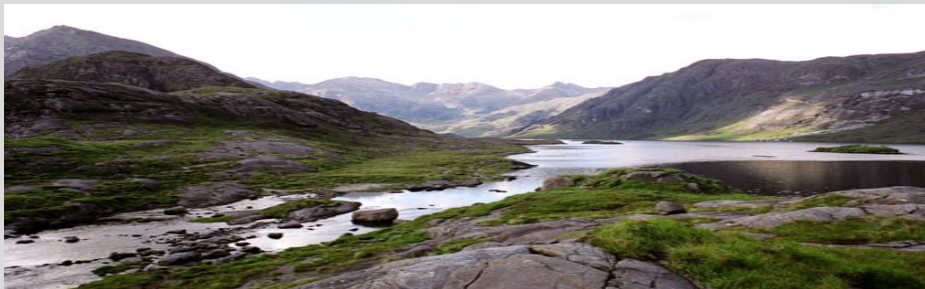

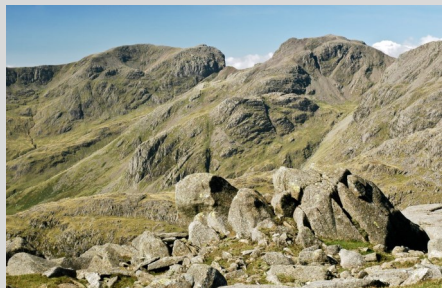

Axis—The tilt of the Earth.

Orbit—The path an object takes when it travels around another object such as a planet or star.

- Summer and Spring—The Earth is tilted towards the Sun.
- Autumn and Winter—The Earth is tilted away from the Sun.



How has ice shaped the North?

(1) Keywords		(2) When was the North covered in ice?	(3) Ice over 22,000 years ago in Britain
Abrasion	This is where rocks act as sandpaper and the rocks below it become smooth.	<ul style="list-style-type: none">The last ice age in Britain ended 10,000 years ago.The last ice age peaked 21,000 years ago.Much of the ice was 1km thick.The ice created stunning glacial landscapes in the Scottish Highlands, Lake District and North Wales. 	
Corrie	This is an arm-chair shaped hollow that is created by snow compressed into ice and by erosion processes.		
Geological Time	This refers to a time period of millions of years when different events occurred that shaped our planet.		
Glacier	A slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains.		
National Park	An area of countryside, or occasionally sea or fresh water, protected by the government for the enjoyment of the public and to protect wildlife.		
Plucking	The motion of ice freezing around an object and pulling it away. This is a form of glacial erosion.		
(4) How do we know the Lake District was covered in ice?		(5) How do glaciers form corries?	(6) What are National Parks?
<ul style="list-style-type: none">The Lake District is a National Park in the north west of England.It was shaped by glaciers during the last ice age.It is home to the England's tallest mountain, Scafell Pike which is 978m above sea level.Helvellyn is a mountain 950m above sea level and has a famous arete called Striding Edge and corrie called the Red Tarn. 		<ol style="list-style-type: none">Snow accumulates in a hollow and is compressed into an icy glacier.Freeze-thaw weathering occurs above the glacier and loosens rocks.The glacier moves down the mountain due to gravity.Plucking makes the back wall steeper.Abrasion makes the hollow deeper.After the ice age the ice in the hollow melts to leave a tarn. 	<ul style="list-style-type: none">Protected land.Areas of inspirational beauty.They host over 300 conservation projects.Everyone has the right to access these areas.They have over 1,300 km of public footpaths.Tourist hotspots. 
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Term 4: Why were Kings back in fashion by 1660?



(1) What was the main cause of the English Civil War?

- The English Civil War was fought between the Royalists (supporters of Charles I) and the Parliamentarians (loyal to Parliament). There were three main causes of the English Civil War:
 - The Divine Right of Kings**—the belief that God chose that person to be King and the King should have complete control.
 - 11 Years of Tyranny**—Charles closed Parliament and ran England for eleven years without them.
 - Grand Remonstrance**— A document given to Charles I from Parliament that demanded Parliament controlled certain things.



(2) How did England become a republic?

There were four factors why the Parliamentarians won the Civil War:

- Leadership**—The Royalists were led by the young Prince Rupert who could not control his soldiers.
- New Model Army**— Parliament improved its army by paying them, giving them a uniform and training them to fight.
- Scotland**—Parliament was joined by Scotland in fighting against Charles I's men in the North of England.
- Areas of Control**—Parliament controlled areas of England that were richer, had more people and grew more food than the land owned by the Royalists.



1641-1652 The English Civil War is taking place in England.

(3) What led to Charles I's execution?

After the Civil War, Charles I was put on trial and executed. There were four main factors why he was executed:

- Charles I**—Parliament couldn't trust Charles as he tried to escape prison and work with Scotland.
- New Model Army**— The New Model Army were very powerful after the Civil War and made sure everyone in parliament also wanted Charles executed.
- Rump Parliament**—The Rump Parliament was what was left after the New Model Army removed any MP that didn't agree with them. The remaining MPs voted for Charles' execution.
- Trial of Charles I**—Charles refused to take part in the trial believing a king could not be trialled.

1649 Charles I is executed.

(4) How different was the Commonwealth to the Monarchy ?

- After the Civil War, England became a **commonwealth** led by Oliver Cromwell. In some ways he was very different to a monarch, but in other ways he was similar.

Similarities:

- Cromwell believed he had been chosen by God to rule.
- Cromwell closed parliament when he felt they were not doing as he wanted.

Differences:

- Cromwell did not want to be a king. His aim was to have a parliament that did God's work.
- Cromwell wore plain clothes and did not want to display his status through his appearance.

(5) How did life change during the Commonwealth?

- Cromwell wanted to establish a **puritan** way of life.
- Some of the changes Cromwell and the Commonwealth made to every day life included: banning Christmas, theatres and wearing make-up as they were not in the Bible.
- Cromwell also allowed some religious freedoms during the Commonwealth, including allowing Jewish people to return to England after they were banned during the Middle Ages.



Commonwealth	A country not run by a monarchy.
Puritan	An extreme protestant who believed churches should be plain and that prayer and Bible reading should take place everyday.

(6) Why were Kings back in fashion by 1660?

- When Oliver Cromwell died, his son, **Robert Cromwell** took charge. Robert Cromwell did not have the respect of the New Model Army or Parliament.
- By **1660**, many people in England wanted a King back in charge. However, before Charles II (Charles I's son) was restored as King, he had to agree to certain compromises to ensure that he would not become like his father.
- The Restoration of the monarchy was complete in 1660 and England has been a monarchy ever since.



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Why did God need to come to Earth?

Year 7

Term 4



(1) Keywords		(2) The Story of Original Sin - The Fall	(3) Salvation
Incarnation	God in flesh (as Jesus).	<div>Original Sin</div> <div>1. The first sin committed by Adam and Eve. 2. The wickedness that all human beings are born with, because the first human beings, Adam and Eve, disobeyed God.</div> <div>Original sin is the result of the story of Adam and Eve in the Bible. In that story, they broke God's command, which was not to eat the fruit from the tree of the knowledge of good and evil. The snake persuaded Eve to eat the fruit. Once they broke God's only command, they were removed from the Garden of Eden. Christians believe that all humans are born with original sin, which means they are born with a wickedness, which means they are tempted to commit sins.</div>	Following the mistake made by Adam and Eve, (original sin) which led to evil entering the world, God offered <i>salvation</i> by coming down as a human and sacrificing himself. This means human souls can be saved from eternal punishment and are allowed to enter Heaven. How do you receive salvation / access to heaven? <div>1. They have to follow Gods rule, such as the ten commandments. 2. They have to believe Jesus is God in flesh. 3. Some Christians believe you don't need to do anything, that God is omnibenevolent and will offer salvation to everyone.</div>
Sin	A wrongdoing against God.		
Gospel	The teachings of Jesus, found in the Bible.		
Salvation	Being saved from the consequences of sin (going to hell).		
Atonement	Restoring the relationship between God and humanity.		
Kingdom of God	Heaven.		
Sacrifice	When Jesus died to save humans he sacrificed himself.		
(4) Atonement		(5) Kingdom of Heaven	(6) Diagram of Atonement & Salvation
<p>The term atonement refers to the belief that Jesus dying on the cross resolved the problems between humans and God. These problems began with Adam and Eve, who went against God's wishes by eating the fruit from the tree in the Garden of Eden.</p> <div>1. The relationship between God and humans was perfect when he first created Adam and Eve. 2. When Adam and Eve committed the original sin, this broke that relationship. 3. Throughout time, people kept committing sin and the relationship got worse. 4. Therefore, God came down to Earth to restore this relationship. This is what atonement is, he came down to atone the relationships between God and humans.</div>		<p>The Christian faith teaches that the death of the physical body is not the end and that after their time on Earth, humans will have eternal life in the afterlife.</p> <p>People's time on Earth will be judged by God and this will determine what happens to the soul in the afterlife. Many Christians believe that they will either go to Heaven or to <i>Hell</i>.</p> <p>Heaven</p> <div>a. For those who receive salvation. b. A place of paradise. c. No suffering. d. God will be there. e. It is eternal (you'll be there forever).</div>	<p>The diagram 'The Fall of Man' (2 Ne. 2) depicts the spiritual journey of humanity. It begins in the 'Garden of Eden' where 'God' and 'Adam and Eve' are shown. 'Adam's Transgression' is marked by eating the 'Forbidden Fruit'. This leads to 'The Fall' into a chasm, followed by 'The Atonement' and a 'Time of testing on Earth' (involving family, learning, growth, and experience). The path concludes with being 'Raised by Jesus Christ' to 'In God's presence, salvation, eternal life, eternal families', contrasting with the initial state of 'In God's Presence (no children)'.</p>



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Week 1 - Computer Networks & Protocols

Core Knowledge

- **Computer Network:** A computer network is when two or more computers are connected together to allow them to communicate.
- **Email protocols:** An @ symbol must be used. The email address must be unique.
- **Web address protocols:** All website addresses start with 'http://' followed by 'www'. All website addresses are unique. They use dots to separate each part of the address.

Key Literacy Protocols

Definition - All methods of communication need rules in place in order to pass on the message successfully. These sets of rules are called protocols.

Associated terms - Communication Protocols, TCP/IP, HTTP/HTTPS, Transmission, Router.

- Communicating over the internet requires us to use a set of rules, this is known as protocols.
- Protocols are similar to traffic rules for computer.

Week 2 - Networking Hardware

Core Knowledge

- **Networking Hardware:** A number of pieces of hardware that are needed in order to create a computer network.
- **Network Cable:** To connect together different devices, you need cables. They have plastic plugs that connect into sockets on devices. The cable is made up of a number of copper wires. Data can be sent in both directions across a cable.
- **Hubs** connects a number of computers together. Ports allow cables to be plugged in from each connected computer.
- **Servers:** A server is a powerful computer which provides services.
- **Router:** When a network needs to be connected to another network over a large area, a router is needed.

Key Literacy Hardware

Definition - The machines, wiring, and other physical components of a computer or other electronic system.

Associated terms - Hub, Network Cable, Server, Router, Components.

- Computing components refers to the physical components of the computer such as a CPU.

Week 3 - Wired & Wireless

Core Knowledge

- **Wired Networks** send data **along cables**.
- **Wireless Networks** send data through the air **using radio waves**.

Key Literacy Network Connectivity

Definition - Network connectivity refers to the extensive process of connecting various parts of a network to one another may be through the use of routers, switches and gateways, and the method of the process.

Associated terms - Ethernet Cable, LAN, Router, Bandwidth, WIFI, Hotspot, 4G/5G .

- Without network connectivity, our digital devices wouldn't be able to browse websites, send messages, or play online games.
- Network connectivity is essential for devices like computers and smartphones to link up and exchange data, just like friends talking on the phone to share information.

Week 4 - The Internet

Core Knowledge

- The **internet** is a worldwide network of computers. It is the physical hardware, i.e. the cables, the routers, and other pieces of hardware used to connect devices together.
- An **IP address** is made up of 4 groups of numbers between 0 and 255, each separated by a full stop. These are unique for every device on the internet.
- **Transmission Control Protocol:** Splits the messages sent across the internet into smaller pieces called 'packets' Assembles the packets in the correct order at the receiver end.
- **IP:** A protocol to route the packets Each device on the internet has an IP address that uniquely identifies it from all other devices.

Key Literacy IP Address

Definition - A unique numerical address to each device that is part of a computer network that uses IP Protocol for communication.

Associated terms - TCP/IP, Data Packets, Data Transmission, Internet.

- A unique numerical label assigned to each device connected to a network, serving as its digital identification for data transmission and routing is known as IP Address.

Week 5 - Internet Services

Core Knowledge

- The **World Wide Web** is a service provided on the internet. It is the web-sites, web pages, and links found on the internet.
- **Email** is an internet service that allows people who have an email address to **send and receive electronic messages**.
- The **Internet of Things** means taking everyday 'things' and connecting them to the **internet**. Your **privacy** maybe compromised as companies may eventually be able to learn everything about you. IoT devices could be hacked for example access to home cameras and remote access of your vehicle.
- **VoIP** is short for 'Voice over Internet Protocol'. This allows voice data to be sent in packets over the internet.

Key Literacy Internet

Definition - The **internet** is a vast network of computers all connected together.

Associated terms - Internet, Website, Web Browser, Social Media, URL.

- A massive web of connected computers that allows us to search for information is known as the internet.
- We can use the internet to watch videos and share information.

Week 6 - World Wide Web

Core Knowledge

- A **web browser** is a piece of software (code) used to view information on the World Wide Web.
- A **Web Server** is a server located on the internet that holds a websites web pages.
- The **Web Browser** communicates with the web server to retrieve information, which uses two protocols—HTTP & HTTPS.
- A **Web Page** is a document that is accessible through the internet on a **Web Browser**.
- A **Search Engine** is a website that allows you to look up information on the **WWW**.
- URL stands for 'Uniform Resource Locator'. It is the address of a World Wide Web page and is sometimes called the 'web address'.

Key Literacy World Wide Web

Definition - The **World Wide Web** is a service provided on the internet. It is the websites, web pages, and links found on the internet.

Associated terms - Web Browser, Web Server, HTTP/HTTPS/ Search Engine, Web Address, Domain, IP Address.

- A global network of interconnected web pages, making it easy for us to explore and learn about a wide range of topics at our fingertips.



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Week 1 and 2 Vocabulary				Week 3 and 4 Vocabulary				Week 5 and 6 Vocabulary			
beber	to drink	para el almuerzo	for lunch	Me gusta(n)	I like	no	not	Phonics		muy	very
comer	to eat	para la cena	for dinner/tea	No me gusta(n)	I don't like	nunca	never			bastante	quite
como	I eat	el arroz	rice	Me encanta(n)	I love	ya no	no longer	un poco	a bit		
bebo	I drink	el pescado	fish	Odio	I hate	soy...	I am		realmente	really	
para el desayuno	for breakfast	el queso	cheese	porque	because	alérgico/a	allergic	extremadamente		extremely	
la fruta	fruit	los panqueques	pancakes	es	it is	religioso/a	religious		completamente	completely	
la manzana	apple	el puerco	pork	son	they are	vegano/a	vegan	el alcohol		alcohol	
la fresa	strawberry	el chocolate	chocolate	asqueroso/a	disgusting	vegetariano/a	vegetarian		el agua	water	
la leche	milk	el helado	ice cream	delicioso/a	delicious	el espagueti	spaghetti	el vino		wine	
la mermelada	jam	la carne	meat	graso/a	fatty	el bacalao	cod		la coca cola	coke	
la mantequilla	butter	la comida rápida	fast food	rico/a	tasty	el plátano	banana	la limonada		lemonade	
las tostadas	toast	la pasta	pasta	salado/a	salty	los mariscos	seafood		la sangría	sangria	
el café	coffee	la pizza	pizza	picante	spicy	los caramelos	sweets	los refrescos		fizzy drinks	
el pan	bread	la sopa	soup	dulce	sweet	las hamburguesas	burgers				
el té	tea	las patatas	potatoes	malos/a	bad (for your health)	la cerveza	beer				
el yogur	yogurt	las verduras	vegetables	(para la salud)	health)	la piña	pineapple				
el tocino	bacon	las patatas fritas	chips	buenos/a (para la salud)	good (for your health)						
los cereales	cereal	la tortilla española	Spanish								
los huevos	eggs		omelette								
el zumo de naranja	orange juice	las salchichas	sausages								

Week 1 and 2 Grammar				Week 3 and 4 Grammar				Week 5 and 6 Grammar																																																																		
-er verbs The –er verbs in Spanish are a group of verbs that all have the same endings in the present tense. To form the correct ending you follow the two steps below: 1) Remove the –er from the infinitive, to be left with the stem. 2) Add the correct new ending depending on who is doing the action.				----------------	--------------		comer - to eat			Como	I eat		Comes	You eat		Come	He/she eats		Comemos	We eat		Coméis	You (pl) eat		Comen	They eat					**Opinions with a noun** When we give opinions we need to use the verbs ‘gustar’ and ‘encantar’. Both verbs work in the same way:					----------	------------------	--------------------			gustar - to like	encantar - to love		I	me gusta(n)	me encanta(n)		You (s)	te gusta(n)	te encanta(n)		He/she	le gusta(n)	le encantan(n)		We	nos gusta(n)	nos encanta(n)		You (pl)	os gusta(n)	os encanta(n)		They	les gusta(n)	les encanta(n)	**Be careful - we must add an ‘n’ to the end when the noun is plural:** Me gustan las hamburguesas = I like burgers. Me encantan las ensaladas = I love salads.				**Negatives:** In Spanish to turn a verb negative is very easy! You just add an adverb (the negative part) **directly before** the verb. The ones you need to know are: **No** como = I don't eat. **Nunca** bebo = I never drink. **Ya no** comemos = We no longer eat. For example: Ya no como el helado porque soy alérgico. No como la pera porque es muy dulce. Mi hermana nunca come la carne porque es vegana. No bebo el alcohol porque tengo doce años.			
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