

Name:

Base Group:



Year 9 Knowledge Organiser

Easter Term

How to use the Knowledge Organiser

You have been provided with an exercise book and a knowledge organiser. Your knowledge organiser contains everything that you need to learn this term. Each week, you will be asked to learn a set of words, along with their definitions. You will talk about these in class. You will also need to keep practising the words that you have already been tested on.

In order to learn the words you will be expected to use : 'look, cover, write, check'




You have been given an exercise book to practise your homework in. The expectation is that you will write out neatly the words, along with their definitions. A week later, your teacher will check that you have completed your homework and you will be given a test to check that you have remembered everything.

This will be your homework for: Maths, English, Science, History, Geography and French.

You will need to remember:

- to take your exercise book and knowledge organiser to all lessons;
- to take your exercise book and knowledge organiser home each night;
- to write neatly;
- to practise every night.

Remember to keep your knowledge organiser from the Autumn Term as you will still be tested on the information that you have already learnt.

| Ways to help you remember | | | |
|---|--|---|--|
| <p>Retrieval Practice</p> <p>HOW TO DO IT</p> <p>You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.</p>  | <p>Spaced Practice</p> <p>HOLD ON</p> <p>When you sit down to study, make sure you are using effective study strategies rather than just re-reading your class notes.</p> <p>TESTING 1 2 SPACING 3 SKETCHING</p>  | <p>Retrieval Practice</p> <p>HOLD ON!</p> <p>Retrieval practice works best when you go back to check your class materials for accuracy afterward.</p>  | <p>Once you are confident that you know everything try to :</p> <ul style="list-style-type: none">Make a crosswordWrite a quizDraw a mind mapProduce a posterExplain a topic to a friend |

You should be given some words and definitions to learn for each subject. Use the table below which lists what you need to learn week by week

| | Maths | English | Literacy | Science | History | Geography | French |
|-------------|-----------------------|------------|----------|------------|----------------|-----------------|-----------------|
| w/b 8/1/18 | Number 1 | Poems 1-5 | Week 1 | 1-5 | Key Facts 1-10 | Key Facts 1-8 | Le corps |
| w/b 15/1/18 | Number 2-12 | Poems 6-10 | Week 2 | 6-10 | Key Facts 2-20 | Key facts 9-16 | La tête |
| w/b 22/1/18 | Handling Data 1-10 | Poems 1-5 | Week 3 | 11-15 | Key Facts 1-10 | Key Facts 1-8 | Les opinions |
| w/b 29/1/18 | Handling Data 11-20 | Poems 6-10 | Week 4 | 16-20 | Key Facts 2-20 | Key facts 9-16 | Le sport |
| w/b 5/2/18 | Angles in a pie chart | Everything | Week 5 | 1-20 | Key Facts 1-20 | Key Facts 1-16 | La nourriture |
| w/b 12/2/18 | HALF TERM | | | | | | |
| w/b 19/2/18 | Number 1 | Poems 1-5 | Week 6 | 21-25 | Key dates 1-10 | Key Facts 17-24 | La nourriture 2 |
| w/b 26/2/18 | Number 2-12 | Poems 6-10 | Week 7 | 26-30 | Key dates 1-10 | Key Facts 25-32 | Manger sain |
| w/b 5/3/18 | Handling Data 1-10 | Poems 1-5 | Week 8 | 31-35 | Key Facts 1-20 | Key Facts 17-24 | Mes ambitions |
| w/b 12/3/18 | Handling Data 11-20 | Poems 6-10 | Week 9 | 36-40 | Key dates 1-10 | Key Facts 25-32 | Le fréquence |
| w/b 19/3/18 | Angles in a pie chart | Everything | Week 10 | 21-40 | Everything | Key facts 17-32 | Les numéros |
| w/b 26/3/18 | Everything | Everything | Week 11 | Everything | Everything | Everything | Les résolutions |

MATHS: Number

| Fraction | Decimal | Percentage | | Fraction | Decimal | Percentage |
|----------|---------|------------|--|------------|---------|------------|
| 1/2 | 0.5 | 50% | | 2/10 = 1/5 | 0.2 | 20% |
| 1/4 | 0.25 | 25% | | 4/10 = 2/5 | 0.4 | 40% |
| 3/4 | 0.75 | 75% | | 6/10 = 3/5 | 0.6 | 60% |
| 1/10 | 0.1 | 10% | | 8/10 = 4/5 | 0.8 | 80% |
| 3/10 | 0.3 | 30% | | 10/10 = 1 | 1 | 100% |
| 7/10 | 0.7 | 70% | | 1/8 | 0.125 | 12.5% |
| 9/10 | 0.9 | 90% | | 1/3 | 0.3̄ | 33.3̄ % |

| | | | | | |
|----|--|---|----|--|---|
| 2 | percentage increase | = $\frac{\text{increase}}{\text{original amount}} \times 100$ | 3 | percentage decrease | = $\frac{\text{decrease}}{\text{original amount}} \times 100$ |
| 4 | new value after percentage increase | = original x (100% + % increase) | 5 | new value after percentage decrease | = original x (100% + % decrease) |
| 6 | original amount after percentage increase | = new amount ÷ % increase | 7 | original amount after percentage decrease | = new amount ÷ % decrease |
| 8 | recurring decimal | a decimal which continues in a repeated pattern | 9 | terminating decimal | a decimal which ends |
| 10 | profit | financial gain. | 11 | loss | financial loss |
| 12 | multiplier | the number used to multiply another number | | | |

MATHS: Handling Data

| | | | | | |
|----|-----------------------------|---|----|------------------------------------|--|
| 1 | average | mean, median, mode | 2 | mean | total ÷ number of items |
| 3 | median | the middle number when all the numbers are in ascending order | 4 | mode | the most popular |
| 5 | range | highest value- lowest value | 6 | line of best fit | a straight line drawn so that roughly the same number of points are either side of it |
| 7 | negative correlation | one variable increases as the other decreases | 8 | positive correlation | one variable increases as the other decreases |
| 9 | interpolation | using the line of best fit to find values inside the range of the scatter diagram | 10 | extrapolation | using the line of best fit to find values outside the range of the scatter diagram |
| 11 | primary data | data you collect yourself | 12 | discrete data | certain numerical values eg number of sweets in a bag |
| 13 | qualitative data | data described in words | 14 | quantitative data | numerical data (discrete & continuous) |
| 15 | continuous data | any numerical value eg the temperature | 16 | trend | a link between data |
| 17 | random sample | a selection chosen at random for an experiment | 18 | estimate | calculate using the data. DO NOT GUESS |
| 19 | stratified sample | population split into strata and a sample taken from the sample | 20 | number sampled in a stratum | = $\frac{\text{number in a stratum}}{\text{total sample size}} \times \text{number in population}$ |

| | | | | | | | | | | | | |
|------------------------------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| Angles in a pie chart | Number | Angle | Number | Angle | Number | Angle | Number | Angle | Number | Angle | Number | Angle |
| | 360 | 1° | 180 | 2° | 120 | 3° | 90 | 4° | 60 | 6° | 45 | 8° |
| | 40 | 9° | 36 | 10° | 30 | 12° | 20 | 18° | 15 | 24° | 10 | 36° |

English

| | Poem | Quote | Technique | Theme | Key idea 1 | Key idea 2 |
|---|--|--|-------------------|-------------------|---|---|
| 1 | Envy by Mary Lamb | "...not made to bear ...blue nor lily fair" | Rhyming Couplets | Personal Conflict | Several beautiful flowers are mentioned in addition to the rose (violet, lily, mignonet) suggesting it would be foolish of the rose to compare itself to them as it has its own beauty. | This quote suggests that if humans spend their time being jealous of others, they will not appreciate their own qualities. |
| 2 | Envy by Mary Lamb | "Like a blind and senseless tree" | Simile | Personal conflict | Mary Lamb compares an envious person to that of a rose tree, suggesting that a rose wanting to be like a different flower would be blind to its own beauty. | "Senseless" connotes jealousy and envy. Envy is presented as having the power to blind us from the good in ourselves. |
| 3 | Poison Tree by William Blake | "My wrath did grow" | Extended metaphor | Personal conflict | Blake is presenting the narrator's anger as worsening and becoming dangerous through the metaphor of a tree. | The narrator's refusal to address his issues with his foe leads to dangerous consequences. Jealousy and anger are shown to be negative. |
| 4 | Flag by John Agard | "Outlive the blood you bleed" | Alliteration | War conflict | Agard is commenting on the fact that the symbol of the flag outlast human lives and sacrifice. | The poem criticizes the importance that people give to national symbols and ideas regardless of their impact. |
| 5 | What Were They Like? By Denise Levertov | "Light hearts turned to stone" | Symbolism | War conflict | The Vietnamese people are referred to with positive and natural imagery. | Levertov contrasts the word "light" and "stone" to show the cruelty and damage inflicted upon them by the war. |

English

| | Poem | Quote | Technique | Theme | Key idea 1 | Key idea 2 |
|----|--|-----------------------------------|---------------|-------------------------------|---|--|
| 6 | The Man He Killed by Thomas Hardy | "Staring face to face" | Parallelism | War conflict | The two soldiers are faces each other in the poem. The narrator's description of this standoff presents the two as similar | Hardy is inferring that in war the opposition are not the monsters they are presented to be But rather that they are normal men. |
| 7 | The Man He Killed by Thomas Hardy | "We should have sat us down" | Pronouns | War conflict | The pronoun highlights the narrator's feeling that had they not been at war the two men would of been friends. | This implied bond between the soldiers emphasizes the conflict of war. |
| 8 | Punishment by Seamus Heaney | "Civilised outrage" | Juxtaposition | political/ social conflict | The juxtaposition criticises the outrage the public felt they showed because despite the horror of the event they remained subdued. | The poet is challenging the reader to think about their ideas of justice when brutal acts have been committed. |
| 9 | Honour Killing by Imtiaz Dharker | "Making, crafting, plotting" | Listing | political/ social conflict | The narrator is reinventing herself to escape her society by actively shaping a new identity. | The poet feels that honour killings are not honourable but rather, cruel. |
| 10 | Phrase Book by Jo Shapcott | "What's love in all this debris?" | Questioning | political/ social conflict | The confused attitude purposefully reflects the way in which people gather information. | Despite the fact that the narrator is at home she still questions the experiences of people at war. |

Literacy: vocabulary

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | |
|----|---------------|--------------|--------------|------------|-------------|---------------|---|
| 1 | demonstration | desert | description | dessert | desperate | designer | Learn the spellings using Look, Cover, Write, Check. |
| 2 | deserve | device | detective | diplomatic | diplomat | diary | |
| 3 | dialogue | disappointed | disappear | discount | disclose | discipline | |
| 4 | disaster | divorce | distribution | ease | earnings | eager | |
| 5 | drama | economic | echo | efficient | editorial | edit | |
| 6 | economy | electric | electoral | elderly | elegant | electronic | Look up definitions to find out the meaning of each word. |
| 7 | electricity | embassy | elsewhere | eliminate | emphasise | emotional | |
| 8 | emotion | empire | enable | empty | employment | employer | |
| 9 | employ | encounter | enterprise | enormous | enhance | engage | |
| 10 | enemy | entertain | era | equivalent | equity | engineer | |
| 11 | entitle | error | ethnic | exactly | evil | entrance | Write a sentence for each word. Make sure you use the vocabulary words correctly. |
| 12 | essentially | everywhere | examination | excuse | exciting | establishment | |
| 13 | excerpt | exception | execute | explode | existing | excess | |
| 14 | exhibition | exhaust | exploit | expression | experiment | exile | |
| 15 | expectation | expand | extensive | faction | explanation | expense | |

| Literacy: vocabulary | | | | | | | |
|----------------------|------------|-------------|-----------|-------------|--------------|-------------|---|
| | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | |
| 1 | explosion | explore | fade | fare | exposure | expose | Learn the spellings using Look, Cover, Write, Check. |
| 2 | extreme | extent | fate | flee | fantasy | fabric | |
| 3 | familiar | fairly | fierce | forth | flavour | fancy | |
| 4 | financial | fault | fleet | freeze | formula | fiscal | |
| 5 | forecast | flexible | fortune | fundamental | fraud | foreigner | |
| 6 | frame | foundation | furniture | generate | fulfil | frustrate | Look up definitions to find out the meaning of each word. |
| 7 | friendship | gallery | generous | gradual | gene | gear | |
| 8 | gamble | gentleman | given | harbour | govern | gesture | |
| 9 | genuine | glad | graduate | heal | harass | global | |
| 10 | glance | guerrilla | harm | historical | headquarters | golden | |
| 11 | guitar | hate | heaven | humour | historic | habit | Write a sentence for each word. Make sure you use the vocabulary words correctly. |
| 12 | headline | helicopter | holy | immune | household | hire | |
| 13 | highlight | honest | homeless | index | immigration | horror | |
| 14 | honour | illness | illegal | initial | impress | imagination | |
| 15 | illustrate | implication | implement | injured | incredible | imply | |

Science

| | | | | | |
|----|--|---|----|--|---|
| 1 | f= m x a | force (N)= mass (kg) x acceleration m/s ² | 11 | thinking distance | the distance travelled by a car whilst the driver reacts |
| 2 | resultant force | the total force that results from two or more forces acting upon a single object | 12 | stopping distance | the distance in which a car stops. thinking distance + braking distance |
| 3 | inertial mass | the mass of an object found from the ratio of force divided by acceleration | 13 | reaction time | the time taken to react to a stimulus, which is affected by the speed of activity in the brain |
| 4 | action-reaction force | pairs of force on interacting objects. they are always the same size, in opposite directions, and acting on different objects | 14 | braking distance | the distance travelled by a car whilst the brakes are working to bring it to a halt |
| 5 | equilibrium | when a situation is not changing because all the things affecting it are not changing | 15 | kinetic energy | a term used to describe energy when it is stored in moving things |
| 6 | momentum | the measure of the tendency of an object to keep moving | 16 | chemical energy | a term used to describe energy when it is stored in chemical substances. food, fuel and batteries all store chemical energy |
| 7 | p=m x v | momentum = mass x velocity (kg m/s) (kg) (m/s) | 17 | thermal energy | a term used to describe energy when it is stored in hot objects. the hotter something is the more thermal energy it has |
| 8 | change in velocity and time | force = $\frac{\text{final velocity} - \text{initial velocity}}{\text{Time}}$ $a = \frac{u - v}{t}$ | 18 | strain energy | a term used to describe energy when it is stored in stretched or squashed things that can change back to their original shapes (elastic potential energy) |
| 9 | f = $\frac{m(v-u)}{t}$ | force= $\frac{\text{mass x change in velocity}}{\text{time}}$ | 19 | nuclear energy | a name used to describe energy when it is stored inside atoms (atomic energy) |
| 10 | conservation of momentum | the total momentum of moving objects before collision is the same as the total momentum afterwards as long as no external forces are acting | 20 | gravitational potential energy. | a term used to describe energy when it is stored in objects that can fall |

| <u>Science</u> | | | | | |
|----------------|--------------------------------------|---|----|-----------------------------|---|
| 21 | system | a set of things being studied. | 31 | radiation | a way of transferring energy. often used to signify the transfer of energy by heating. referred to as infrared radiation |
| 22 | law of conservation of energy | the idea the energy can never be created or destroyed, only transferred from one store to another | 32 | non-renewable energy | an energy source that will run out as you cannot renew your supply of it e.g. oil |
| 23 | joules (j) | a unit for measuring energy | 33 | renewable energy | an energy source that will never run out e.g. solar energy |
| 24 | efficiency | the proportion of input energy that is transferred to a useful form | 34 | climate change | changes that happen to global weather patterns as a result of global warming |
| 25 | efficiency of a device | efficiency= $\frac{\text{useful energy transferred by the device}}{\text{total energy supplied to the device}}$ | 35 | solar cell | a flat plate that uses energy transferred by light to to produce electricity |
| 26 | insulation | the method of reducing energy transfer (often using insulation materials) | 36 | hydroelectricity | electricity generated by moving water, usually falling from a reservoir, to turn turbines and and generators |
| 27 | conduction | the way energy is transferred through solids by heating | 37 | bio-fuel | a fuel made from plant or animal waste |
| 28 | thermal conductor | a material that allows energy to be transferred through it easily by heating | 38 | carbon neutral | bio -fuels are called carbon neutral, when they burn they release the same amount of carbon dioxide that they took from the atmosphere when the plants grow |
| 29 | thermal insulator | a material that does not allow energy to be transferred through it easily by heating | 39 | nuclear fuel | a radioactive metal such as uranium. nuclear fuels are used in nuclear power stations to generate electricity |
| 30 | convection | the movement of particles in a fluid (liquid or gas) depending on their temperature | 40 | fossil fuel | a fuel formed from the dead remains of organisms over millions of years |

History - Key Facts

| | | | | | |
|---|-----------------------------|--|---|---------------------------|--|
| 1 | Operation Barbarossa | Hitler sent 3 million soldiers and 3,500 tanks into Russia. The Russians were taken by surprise as they had signed a treaty with Germany in 1939. Stalin immediately signed a mutual assistance treaty with Britain and launched an Eastern front battle that would claim 20 million casualties. The USA, which had been supplying arms to Britain under a 'Lend-Lease' agreement, offered similar aid to USSR. | 5 | concentration camp | a place in which large numbers of people, especially political prisoners or members of persecuted minorities, are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes to provide forced labour or to await mass execution |
| 2 | Allies | the victorious allied nations of World War I and World War II. In World War I, the Allies included Britain, France, Italy, Russia, and the United States. In World War II, the Allies included Britain, France, the Soviet Union, and the United States | 6 | propaganda | information, especially of a biased or misleading nature, used to promote a political cause or point of view |
| 3 | Pearl Harbor | the Japanese attacked the US pacific fleet in Pearl Harbor, Hawaii | 7 | Home Front | the civilian population and activities of a nation whose armed forces are engaged in war abroad |
| 4 | D-Day landings | The allies launched an attack on Germany's forces in Normandy, Western France. Thousands of transports carried an invasion army under the supreme command of general Eisenhower to the Normandy beaches. The Germans who had been fed false information about a landing near Calais, rushed troops to the area but were unable to prevent the allies from forming a solid bridgehead. For the allies it was essential to first capture a port. | 8 | ration | a fixed allowance of provisions or food, especially for soldiers or sailors or for civilians during a shortage: a daily ration of meat and bread |

History- Key Facts

| | | | | | |
|----|-----------------------|---|----|-------------------------|--|
| 9 | holocaust | destruction or slaughter on a mass scale | 15 | The Blitz | an intensive or sudden military attack |
| 10 | genocide | the deliberate killing of a large group of people, especially those of a particular nation or ethnic group | 16 | evacuation | the action of evacuating a person or a place |
| 11 | scapegoat | a person who is blamed for the wrongdoings, mistakes, or faults of others | 17 | Hiroshima | largely destroyed by an atomic bomb during World War II |
| 12 | ghetto | a part of a city, especially a slum area, occupied by a minority group or groups | 18 | civilians | people not in the armed services or the police force |
| 13 | Final Solution | the Nazi policy of exterminating European Jews. Introduced by Heinrich Himmler and administered by Adolf Eichmann, the policy resulted in the murder of 6 million Jews in concentration camps between 1941 and 1945 | 19 | air raid shelter | a building or structure designed to protect people from bombs dropped during air raids |
| 14 | Auschwitz | a Nazi concentration camp in World War II, near the town of Oświęcim (Auschwitz) in Poland | 20 | liberation | the action of setting someone free from imprisonment, slavery, or oppression; release |

History- Key Dates

| | | | | | |
|---|--------------------------------------|---|----|--------------------------|-------------------------------------|
| 1 | 1st September 1939 | Hitler invades Poland | 6 | 7th December 1941 | Pearl Harbor attacked |
| 2 | 3rd September 1939 | Britain and France declare war on Germany | 7 | 8th December 1941 | Britain and US declare war on Japan |
| 3 | 26th May 1940 | Operation Dynamo (Dunkirk) | 8 | November 1942 | Battle of Stalingrad |
| 4 | 10th July - 31st October 1940 | Battle of Britain | 9 | 6th June 1944 | D-Day |
| 5 | 22nd June 1941 | Operation Barbarossa | 10 | 8th May 1945 | VE Day |

Geography: Newly Emergent Economy (Brazil) and Coasts

| | | |
|----|--------------------------|--|
| 1 | abrasion | the wearing away of cliffs by sediment flung by breaking waves |
| 2 | arch | a wave-eroded passage through a small headland. this begins as a cave formed in the headland, which is gradually widened and deepened until it cuts through |
| 3 | attrition | erosion caused when rocks and boulders, transported by waves, bump into each other and break up into smaller pieces |
| 4 | bar | where a spit grows across a bay, eventually blocking the bay and creating a lagoon behind it. bars may also form offshore as a long ridge of sand in the seas and oceans |
| 5 | bays | an area of less resistant rock that has eroded away between headlands of more resistant rock. bays normally form sheltered harbours or beaches |
| 6 | beach | the zone of deposited material that extends from the low water line to the limit of storm waves. the beach or shore can be divided into the foreshore and backshore |
| 7 | beach nourishment | the artificial addition of beach material to a beach, usually by dumping large amounts of sand or shingle |
| 8 | BRICs | four of the world's fastest growing economies; brazil, russia, india and china |
| 9 | cave | a large hole in a cliff caused by waves forcing their way into cracks in the cliff face |
| 10 | cliff | a steep, high rock face formed by weathering and erosion along the coastline |
| 11 | deposition | occurs when material being transported by the sea is dropped due to the sea losing energy |
| 13 | development | the progress of a country in terms of economic growth, use of technology, and human welfare |
| 14 | dune regeneration | action taken to build up dunes and increase vegetation to strengthen the dunes and prevent excessive coastal retreat |
| 15 | economic migrant | someone who migrates with the main purpose of finding work or escaping poverty |
| 16 | erosion | the wearing away and removal of material by a moving force such as a breaking wave |

Geography: Newly Emergent Economy (Brazil) and Coasts

| | | |
|----|-------------------------------------|--|
| 17 | foreign direct investment | sums of money a transnational corporation spends on building or buying up operations in another country |
| 18 | formal economy | employment that is legal - people get a regular wage and pay taxes in this wage |
| 19 | hard engineering | the use of concrete and large artificial structures to defend land against the natural erosion processes |
| 20 | hydraulic power | the process by which breaking waves compress pockets of air in cracks in a cliff. the pressure may cause the crack to widen, breaking off rock |
| 21 | inequalities | differences between poverty, wealth, wellbeing and access to things like jobs, housing and education |
| 22 | informal economy | this is work done for which people are paid but it is unofficial so workers have no rights and no taxes are paid |
| 23 | infrastructure | the basic equipment and structures needed for a country or region to function properly i.e. roads, water, sewers |
| 24 | longshore drift | the zigzag movement of sediment along the shore caused by waves travelling up the beach at an oblique angle and down the beach at a right angle. the results is the gradual movement of material along the beach |
| 25 | Newly Emergent Economy (NEE) | countries that have begun to experience high rates of economic development, usually with rapid industrialisation |
| 26 | pioneer species | simple, tough plants that can survive in places where most others cannot due to a lack of soil or extreme climate |
| 27 | rock armour | large boulders dumped on the beach as part of coastal defences |
| 28 | sea wall | a concrete which protects the coastline from the erosional power of waves by reflecting the wave energy back to sea |
| 29 | squatter development | an area of poor-quality housing, lacking in amenities such as water supply, sewerage and electricity. it often occurs spontaneously and illegally in cities in low-income countries |
| 30 | stack | an isolate pillar of rock left when the top of an arch has collapsed. over time further erosions reduces this to a stump |
| 31 | urbanisation | the process by which an increasing percentage of the country's population comes to live in towns and cities. rapid urbanisation is a feature of many LICs and NEEs |
| 32 | waves | ripples in the sea caused by the transfer of energy from the wind blowing over the surface of the sea |

French

| <u>Le corps – the body</u> | | | <u>La tête – the head</u> | | |
|------------------------------------|-------------------------|----------------|--------------------------------------|-------------------------|--------------------|
| 1 | le bras | arm | 1 | la bouche | mouth |
| 2 | le corps | body | 2 | les yeux | eyes |
| 3 | le dos | back | 3 | les oreilles | ears |
| 4 | l'épaule | shoulder | 4 | le nez | nose |
| 5 | le genou | knee | 5 | le visage | face |
| 6 | la jambe | leg | 6 | la tête | head |
| 7 | la main | hand | 7 | les cheveux | hair |
| 8 | le pied | foot | 8 | j'ai les cheveux longs. | I have long hair. |
| 9 | le genou de Sam | Sam's knee | 9 | j'ai les cheveux noirs. | I have black hair. |
| 10 | la jambe de Sam | Sam's leg | 10 | j'ai les yeux bleus. | I have blue eyes. |
| <u>Les opinions</u> | | | <u>Le sport et le fitness</u> | | |
| 1 | je pense que | I think that | 1 | pour être | in order to be |
| 2 | je suis d'accord | I agree | 2 | il faut | you must |
| 3 | je ne suis pas d'accord | I do not agree | 3 | il ne faut pas | you must not |
| 4 | avec | with | 4 | bien manger | eat well |
| 5 | à mon avis | in my opinion | 5 | bien dormir | sleep well |
| 6 | j'adore | I love | 6 | être motivé | be motivated |
| 7 | j'aime | I like | 7 | aimer la compétition | like competition |
| 8 | je n'aime pas | I don't like | 8 | avoir | to have |
| 9 | je déteste | I hate | 9 | être | to be |
| 10 | je préfère | I prefer | 10 | jouer | to play |
| <u>La nourriture - food</u> | | | <u>La nourriture #2</u> | | |
| 1 | les boissons | drinks | 1 | le chocolat | chocolate |
| 2 | les boissons gazeuses | fizzy drinks | 2 | les produits laitiers | dairy products |
| 3 | l'eau | water | 3 | les sucreries | sweet things |
| 4 | les céréales | cereal | 4 | la viande | meat |
| 5 | les chips | crisps | 5 | le poulet | chicken |
| 6 | les fruits | fruit | 6 | le jambon | ham |
| 7 | les légumes | vegetables | 7 | le fromage | cheese |
| 8 | les œufs | eggs | 8 | les frites | chips |
| 9 | le pain | bread | 9 | le gâteau | cake |
| 10 | le poisson | fish | 10 | les pommes de terre | potatoes |

French

Manger sain – Healthy eating

| | | |
|----|-----------------------|------------------------|
| 1 | manger | to eat |
| 2 | je mange | I eat |
| 3 | je ne mange pas de | I do not eat |
| 4 | je mange sain | I eat healthily |
| 5 | je ne mange pas sain | I do not eat healthily |
| 6 | je ne mange jamais de | I never eat |
| 7 | boire | to drink |
| 8 | je bois | I drink |
| 9 | il boit | he drinks |
| 10 | elle mange | she eats |

Le fréquence = Frequency

| | | |
|----|-----------------------|-------------------|
| 1 | quelquefois | sometimes |
| 2 | souvent | often |
| 3 | tous les jours | every day |
| 4 | tous les soirs | every evening |
| 5 | tout le temps | all the time |
| 6 | de temps en temps | from time to time |
| 7 | une fois par semaine | once a week |
| 8 | deux fois par semaine | twice a week |
| 9 | trois | three |
| 10 | quatre | four |

Les résolutions

| | | |
|----|-----------------|----------------------|
| 1 | je vais changer | I am going to change |
| 2 | je vais faire | I am going to do |
| 3 | je vais manger | I am going to eat |
| 4 | plus de | more of |
| 5 | moins de | less of |
| 6 | je vais aller | I am going to go |
| 7 | tu vas | you are going |
| 8 | il va | he is going |
| 9 | elle va | she is going |
| 10 | nous allons | we are going |

Mes ambitions = My ambitions

| | | |
|----|------------------------|--------------------|
| 1 | je voudrais être | I would like to be |
| 2 | acteur/actrice | actor / actress |
| 3 | chanteur/chanteuse | singer |
| 4 | chasseur | driver |
| 5 | directeur / directrice | manager |
| 6 | footballeur | footballer |
| 7 | ingénieur | engineer |
| 8 | journaliste | journalist |
| 9 | pilote | pilot |
| 10 | professeur | teacher |

Les numéros = Numbers

| | | |
|----|------------------|-----|
| 1 | dix | 10 |
| 2 | vingt | 20 |
| 3 | trente | 30 |
| 4 | quarante | 40 |
| 5 | cinquante | 50 |
| 6 | soixante | 60 |
| 7 | soixante-dix | 70 |
| 8 | quatre-vingt | 80 |
| 9 | quatre-vingt-dix | 90 |
| 10 | cent | 100 |

Time phrases

| | | |
|----|------------------|-------------|
| 1 | après | after |
| 2 | avant | before |
| 3 | d'abord | first |
| 4 | ensuite | next |
| 5 | puis | then |
| 6 | plus tard | later |
| 7 | un peu plus tard | a bit later |
| 8 | aujourd'hui | today |
| 9 | hier | yesterday |
| 10 | demain | tomorrow |

