

A – A Environment & Recycling

The **Recycling Symbol** represents:

- **reducing waste**
- **reusing materials to protect the environment.**



It is a universal sign that encourages people to recycle and promote sustainability.

B Plastic pollution

Plastic pollution is the buildup of **plastic waste** in the environment, harming **wildlife, ecosystems and human health.**

Single-use plastic is plastic that is used **only one time** and then thrown away.

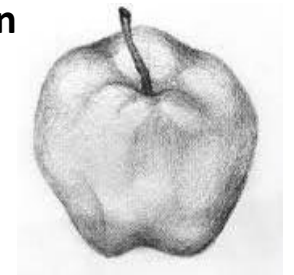
Here are some examples:

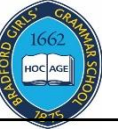
- Plastic bottles 🍹
- Plastic bags 🛍️
- Straws 🍷
- Food wrappers 🍫

C - C Observational drawing, Tone, Form

Observational drawing - Observational drawing is drawing what you see in real life, rather than from a photo or imagination, rather than from a photo or imagination. It focuses on **accuracy, detail, and realism**, improving **hand-eye coordination skills.**

- ✓ **Tone** – The **lightness or darkness** of a colour or shade, used to create **depth, contrast, and mood** in artwork.
- ✓ **Form** – The **three-dimensional appearance** of an object, created through shading, perspective, and highlights.





A Key Tools in Photoshop

Move Tool

Lets you move objects around.

Magic Wand Tool

Selects parts of an image with similar colours.

Crop Tool

Cuts out parts of an image.

Brush Tool

Adds colour or effects.

Eraser Tool

Removes parts of an image.

B Important Terms

Layer

Part of your image that can be edited separately.

Rasterize

Converts a layer so you can edit it.

Opacity

Controls how see-through something is.

Overlay Layer

Adds colour or effects without changing the original image.

Clipping Mask

Shows parts of a layer only where another layer is visible.

C Shortcuts

Ctrl + D	Deselect
Ctrl + C	Copy
Ctrl + V	Paste
Ctrl + Z	Undo
Ctrl + T	Free Transform (reseze)
Ctrl + +	Zoom in
Ctrl + -	Zoom Out

D Made a Mistake?

To undo the last thing you did, choose
Edit - Undo

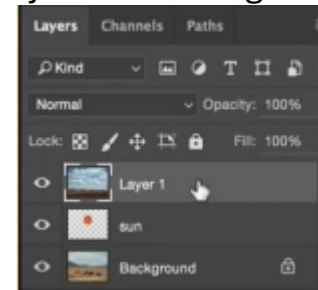
To redo the last thing you did, choose
Edit - Redo

E Layers

A layer is one image stacked on top of another

Changing the order of your layers will change
hoy your image looks

Remember to select the
correct layer if you are
working on an image



F Saving your Work

Saving your work in Photoshop format (.psd) will
help keep the layers and other features added. Use
this format while you're still working on the image,
or to edit it later

Select File - Save

Saving in JPEG (.jpg) format will save it as a
standard image. This file can then be shared in
other apps

Select File – Save a Copy – Select JPEG



Key Words

Gesture	An action that emphasizes what is being said. It can also be used as a way of non-verbal communication.
Direct Address	Speaking to the audience as a character.
Stage Directions	Instructions given to an actor. These can be written into a script by a playwright.

Theatrical terminology abbreviations.

1. **DSR** - Downstage Right
2. **DSL** – Downstage Left
3. **USR** – Upstage Right
4. **USL** – Upstage Left

Characterising the Witches

They look like ordinary women on the outside so no one knows they're witches. But they're really monsters hiding in disguise!

They HATE children — more than anything else in the world.

- Their goal is to get rid of every child on Earth!

They're clever and cruel.

- They trick people to get close to children.
- They use magic and potions (like the one that turns kids into mice!)

The Grand High Witch is the scariest and most powerful of them all.

- She's the leader of all witches and super evil.

Who's Who in Macbeth

Macbeth - A brave Scottish soldier who becomes too ambitious. After hearing a prophecy that he'll be king, he starts doing terrible things to make it come true. He changes from a hero to a villain.

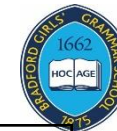
Lady Macbeth - Macbeth's wife. She really wants Macbeth to be king and pushes him to do bad things. At first, she seems strong and fearless, but later she feels guilty and breaks down.

The Three Witches - Creepy and mysterious women who can tell the future. They give Macbeth the idea that he'll be king, which starts all the trouble. They love causing chaos.

Curriculum Area: English

Half Term: 2

Year: 9



A Themes/Big Ideas

Crime & Justice – How society punishes or forgives wrongdoing.

Fate & Consequence – Actions bring unavoidable results.

Greed & Temptation – Desire for wealth or power leads to risk.

Mystery & Suspense – Secrets keep readers guessing.

Urban Fear – Dark streets and poverty create danger.

“Every crime is a mystery of motive and consequence.”

B Settings

Foggy London alleys – *damp cobbles, gas lamp glow*

Crumbling mansion – *echoing halls, creaking stairs*

River Thames at night – *oil-slick water, distant oars*

Candle-lit rooms – *flickering shadows, smoky air*

Bustling market – *clamour of hawkers, pickpocket danger*

Choose a setting that matches your crime: dark for suspense, crowded for chaos.

C Key Words

Techniques: Suspense – tension; Foreshadowing – hint of future events; Red herring – false clue.

Investigation: Deduction – logical reasoning; Motive – reason for a crime; Alibi – proof of presence elsewhere.

Atmosphere: Pathetic fallacy – weather mirrors mood; Gothic – dark, mysterious style; Atmosphere – overall feeling.

Challenge: use at least three of these in your crime-story opening.

D Writing the Opening of A Crime Story:

Start with Atmosphere – a vivid setting detail (“*Fog curled through the alley ...*”).

Introduce a Character – detective, suspect, or mysterious stranger.

Plant a Hint – a suspicious sound, a dropped clue, or a shadow to **foreshadow** danger.

Use Techniques – at least one **simile** and one **short, sharp sentence** for tension.

End your opening on a **mini cliff-hanger**—stop right before the crime is revealed.

Wk1 Healthy living – Parts of the body

le corps	body
le cœur	heart
le dos	back
le bras	arm
le pied	foot
la tête	head
la main	hand
la jambe	leg
l'oreille	ear
les yeux	eyes

masculine
feminine
plural

à + le	=	au
à + la	=	à la
à + l'	=	à l'
à + les	=	aux

Wk2 Healthy living – Illness and injury

Avoir mal à = to have pain/an ache etc.

J'ai mal **au** pied = I have a sore foot (**à + le**)

J'ai mal **à la** tête = I have a headache (**à + la**)

J'ai mal **à l'**oreille = I have an earache (**à + l'**)

J'ai mal **aux** yeux = I have sore eyes (**à + les**)

Je suis malade = I am ill

J'ai une maladie = I have an illness

J'ai eu un accident = I had an accident

Wk3 Healthy living – Illnesses/feelings + actions

**SI (IF) ...
QUAND (WHEN)...**

j'ai mal à la tête, (I have a headache)	je prends des médicaments (I take medicine)
je suis blessée (I am injured)	je vais à l'hôpital (I go to hospital)
je tombe malade (I fall ill)	je prends un rendez-vous (I make an appointment)
je suis fatiguée (I am tired)	je me couche et je me relaxe (I go to bed and I relax)
j'ai faim (I'm hungry)	je reste au lit (I stay in bed)
je suis stressée (I'm stressed)	je mange un repas équilibré (I eat a balanced meal)
	je fais une promenade (I go for a walk)

Wk4 Healthy living – Healthy/unhealthy habits. Infinitive verbs

manger un repas équilibré	to eat a healthy meal
se coucher tôt	to go to bed early
essayer de manger sain	to try and eat healthily
éviter de fumer	to avoid smoking
faire de l'exercice	to do exercise
manger trop de fast-food	to eat too much fast food
vapoter	to vape
prendre la drogue	to take drugs
boire (trop) d'alcool	to drink (too much) alcohol

Wk5 Healthy living - sentence building with modal/future verbs + infinitives (wk 3)

**Pour rester en bonne santé
(To stay in good health)**

il faut (one must) Il ne faut pas (one must not)	éviter de fumer (avoid smoking) manger trop de fast-food (eat too much fast food)
on peut (you can) on ne peut pas (you can't)	faire de l'exercice (do exercise) prendre la drogue (take drugs)
je vais (I'm going to) Je ne vais pas (I'm not going to)	me coucher tôt (go to bed early) vapoter (vape)

Wk6 Healthy living - "Qu'est-ce que tu fais pour rester en bonne santé?
(What do you do to stay healthy?)

WAGOLL: Pour rester en bonne santé, j'essaie de manger sain et me coucher tôt. Je ne fume pas et j'évite l'alcool. En plus, je ne mange pas de fast-food et je ne prends pas la drogue. Je fais de l'exercice quelquefois parce que c'est bon pour le corps, en particulier le cœur. Quand je suis malade, je prends des médicaments et je reste au lit. Dans l'avenir, je vais manger plus de fruits et légumes et je vais faire plus d'exercice car ça me donne de l'énergie

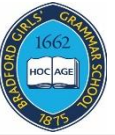
- ☐ Can you translate the WAGOLL into English?
- ☐ Now have a go at writing your own:
- Mention:**
- ☐ What you do now
- ☐ What you don't do
- ☐ What you are going to do in the future

en plus = also
quelquefois = sometimes
en particulier = particularly
dans l'avenir = in the future
me donne = gives me

Curriculum Area: Geography Coasts

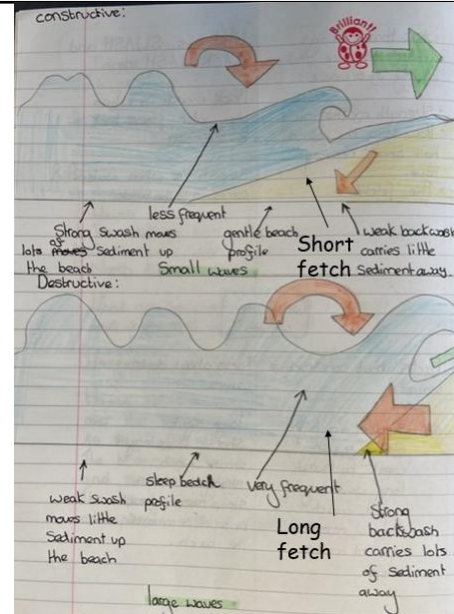
Year: 9

Half Term: 2



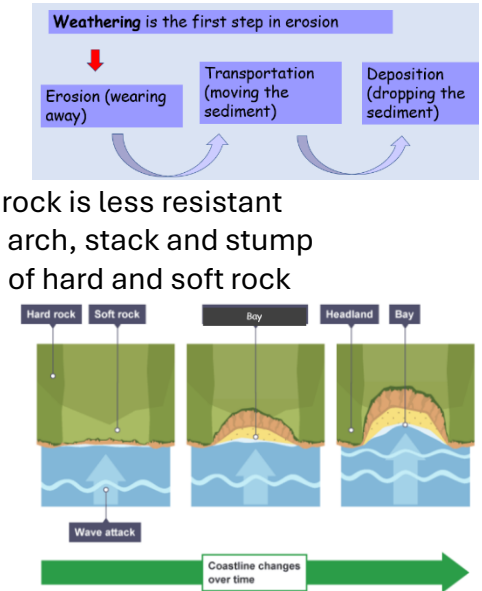
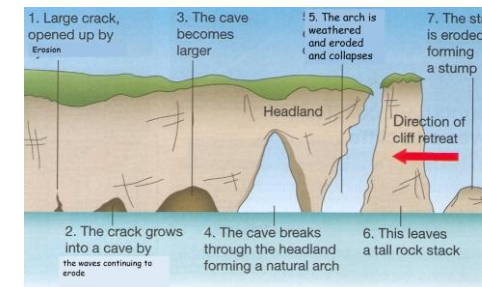
A

- The coast is an area where the land meets the sea which often has pebbles or sand on its beach, cliffs and waves
- A wave is moving water that travels towards land. Waves are created by wind dragging on the surface of the sea.
- The size of a wave depends on the **length of time** the wind has been blowing, **strength** of the wind and the '**fetch**'
- The **fetch** is how far the wind has travelled over the sea/ocean
- 2 types of waves: constructive and destructive, both create different beach profiles



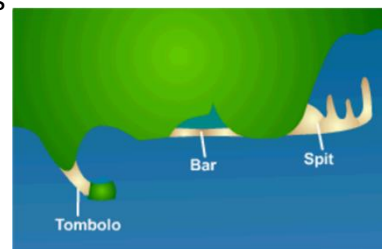
B

- 4 types of weathering:
 - Physical (freeze thaw)
 - Physical (onion skin)
 - Chemical
 - Biological weathering
- Hard rock is more resistant to erosion, soft rock is less resistant
- A headland is eroded to form a crack, cave, arch, stack and stump
- Headlands and bays formed through layers of hard and soft rock



C

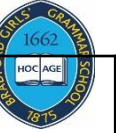
- Longshore** drift is a process of transportation where the waves move sediment such as sand and pebbles along the coastline. They do this by a continual process of transporting and depositing sand and rocks in a zig zag pattern on the coast
- Coastal landforms created through deposition include: saltmarsh, spit, tombolo, bar, sand dunes and lagoon
- A spit is an extended stretch of beach material that projects out to sea and is joined to the mainland at one end. Spits are formed where the prevailing wind blows at an angle to the coastline, resulting in longshore drift.



D

- Hard Engineering** is building artificial, man-made structures to protect coastlines against erosion. **Soft Engineering** is a natural, sustainable approach to coastal management, focusing on smaller-scale techniques that align with the natural environment
- Sea walls** are concrete barriers built along the seafront that deflect the wave energy back to sea.
- Rip rap/rock armour** - Large rocks or boulders can be placed in front of a cliff to absorb the energy of the waves and slow the rate of erosion.
- Groynes** - Wooden or rock barriers built at right angles to the beach to trap sediment
- Salt marsh** - areas of low-value land are allowed to flood creating a salt marsh
- Beach re-engineering** - Sand or shingle is placed on a beach to create a higher and wider beach.
- Sand dunes** - Provide natural protection against storms and flooding.

Curriculum Area: History The story of the suffrage movement Half Term: 2 Year 9



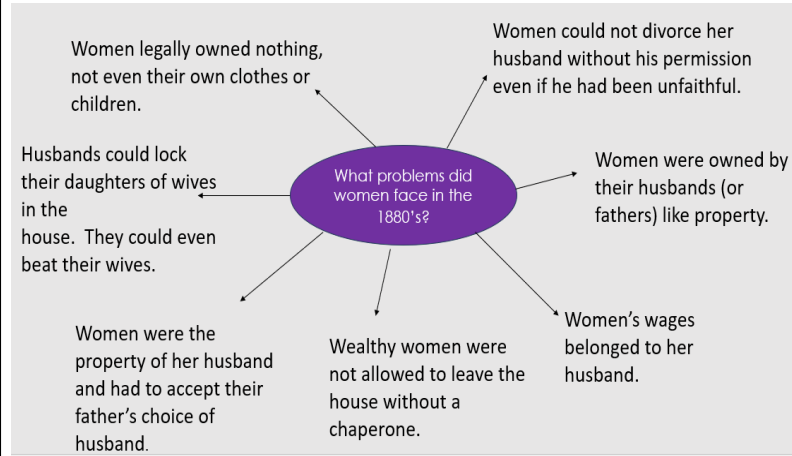
A Key dates

1897- The NUWSS is formed by Millicent Fawcett.
 1903- The WSPU is formed by Emmeline Pankhurst. They lost patience with the non-violent tactics of the NUWSS.
 1913- A bomb goes off at the glasshouse in Alexandra Park in Manchester. Kitty had made a home-made bomb.
 1918- Representation of the People Act gave the vote to all men over the age of 21 and all women over the age of 30 who were householders or who owned property.
 1914- Pankhurst suspends militancy and focuses on the war effort.
 1928- The 1928 Representation of the People Act gave all women over 21 the vote regardless of property or status.
 1967- The voting age is reduced to 18.

D Key words

Suffrage- The right to vote.
National Union of Women's Suffrage Societies (NUWSS) set up by Millicent Fawcett and campaigned peacefully.
Women's Social and Political Union (WSPU) set up by Emmeline Pankhurst and campaigned militantly by using violence.
Militancy- Being active, determined, and often willing to use force:
Terrorist- A person who uses unlawful violence, especially against civilians (the general public), in the pursuit of political.
Trade Unions- were organisations for workers. They campaigned for better wages and improved working conditions.

B How did society view women?



E How did the suffragettes protest?

- smashing windows on private property and governmental buildings
- disrupting the postal service
- burning public buildings
- attacking Church of England buildings
- holding illegal demonstrations
- burning politicians unoccupied homes
- disrupting the 1911 census
- ruining golf courses and male-only clubs
- chaining themselves to buildings
- disrupting political meetings
- planting bombs
- handcuffing themselves to railings
- going on hunger strikes



C Who was Kitty Marion?

Kitty joined the WSPU in 1908. She sold WSPU newspapers on the street. Kitty was arrested in 1909 for throwing a brick through a Post Office window in Newcastle.
 In 1913 Kitty Marion sneaked through Alexandra Park towards the glasshouse. In the November 1913 she carefully placed a bomb ready to explode in the early morning. At half past four in the morning, on Tuesday, 11 November 1913, the glasshouse in Manchester's Alexandra Park was reduced to rubble by Kitty's home-made bomb.



F Why were some suffragette stories hidden?

Edith How-Martyn, together with other suffragettes, put together documents and materials for future generations to look at and remember the actions of women campaigners for the vote. This collection of documents and materials was called the **Suffragette Fellowship Collection**.

However, some stories were hidden for several reasons:

- The Suffragette Fellowship Collection wanted to preserve the view of Suffragettes as brave and courageous women – who were prepared to go to prison – but not as terrorists.
- Other violent stories of suffragettes were also hidden as these suffragettes were still alive and so did not want to publish their actions as they could have ended up in prison.
- In the 1960s and 1970s feminism increased which meant people did not want to speak about violence done by women but violence that was against women.

Key words

Extremism - A set of beliefs or actions that are considered to be far outside the mainstream or moderate views of a society.

Terrorism - The unlawful use of violence and intimidation to bring about political or social change.

Radicalisation - The action or process of causing someone to adopt radical positions on political or social issues

The Iceberg of terrorism



Legislation

Terrorism Act 2000 - Provides the legal basis for prosecuting terrorists and banning terrorist organisations in the UK

Counter Terrorism Act 2015 - This improves the ability of law enforcement agencies to identify specific people's IP addresses on devices such as phones, tablets and computers and track their communication

Antisemitism key words

Antisemitic - Hostility and prejudice directed against Jewish people.

Zionism - Refers to the political movement to create a Jewish state in the Middle East (Israel)

Zionist - Someone who supports Jews upholding their Jewish identity, defined as adherence to religious Judaism, and advocates for the return of Jews to Israel

Anti Zionism - Opposes the support of a modern day Israel and is the opposition to Zionism

A Equations, inequalities and formulae

Solution: The answer that makes the equation true

Inequality: An inequality compares two values, showing if one is less than, greater than, or simply not equal to another value

Satisfy: A value (or values) that solve an equation

Equation: An equation says that two things are equal. It will have an equals sign

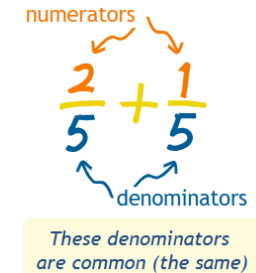
Solve: To find a value (or values) we can put in place of a variable that makes the equation true.

Unknown: A value that we do not know yet

Coefficient: A number used to multiply a variable

Formula: A formula is a fact or rule that uses mathematical symbols. It will usually have an equals sign (=) and two or more **variables** (x, y, etc) that stand in for values we don't know yet. It shows us how things are related to each other.

B Fractions



Fraction: How many parts of a whole we have

Product: To multiply

Equivalent: Of equal value

Numerator: Number at the top of a fraction

Denominator: Number at the bottom of a fraction

Commutative: Changing the order of the operations does not change the

Reciprocal: To get the reciprocal of a number, we divide 1 by the number

Simplest form: Making the numbers simpler by dividing the numerator and the denominator by common factors until they no longer have any common factors.

Of: means to multiply

Common denominator: When the denominators of two or more fractions are the same, they are Common Denominators.

C Rates

- **Mass** is a measure of how much **matter** something contains
- **Weight** is a measure of how strongly gravity pulls

Speed: How fast something is moving $\text{Speed} = \frac{\text{distance}}{\text{time}}$

Distance: How far something has moved

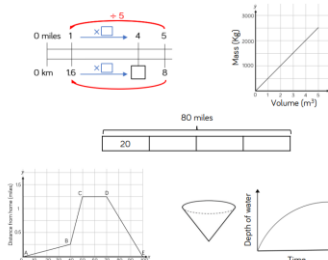
Time: Time is the ongoing sequence of events taking place. The past, present and future

Density: A measure of how much matter is in a certain volume $\text{Density} = \frac{\text{mass}}{\text{volume}}$

Mass: Is a measure of how much matter something contains

Volume: Amount of 3-D space something takes up

Constant rate: A situation where a quantity changes at a fixed or unchanging pace over time



D Standard form

Numbers in standard form are written in this format:

$$a \times 10^n$$

Where **a** is a number $1 \leq a < 10$ and **n** is an integer.

exponent
(or index,
or power)

base

8^2

Base: The number that we repeatedly multiply

Power: How many times we multiply the base number

Index/indices: Another word for power

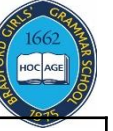
Standard form: is a system of writing numbers which can be particularly useful for working with very large or very small numbers. It is based on using powers of 10 to express how big or small a number is.

Commutative: You can swap the numbers round and still get the same answer

Reciprocal: 1 divided by a number. Every number has a reciprocal except 0.

Notation: How we write something

Root: Inverse of power



Composers of film music

John Williams- Jaws, Harry Potter, Star Wars, Raiders of the Lost Ark, ET
Danny Elfman- Batman
Rachel Portman- Emma
Hans Zimmer- Pirates of the Caribbean

Terms

Leitmotif- a musical theme associated with a character
Diegetic music- music which the characters hear; that is part of the plot
Non-diegetic music- Music which is in the background
Mickey-mousing- making the music reflect the actions of the character

How the elements are used

Dynamics- loud, medium or quiet sounds reflect the mood
Tempo- reflects the action
Instruments reflect the spirit and genre
Texture varies according to intensity and action. It can be dense or sparse

Awards

John Williams- Star Wars and Schindler's List
Hans Zimmer- Dune
Volker Bertelmann- All Quiet on the Western Front
Hurwitz- La La Land and Babylon

How much is the National living wage in England?

Age 21 and over	£12.21
Age 18 - 20	£10.00
Age 16-17	£7.55
Apprentices	£7.55

4 of 9 the Protected Characteristics

- gender reassignment
- pregnancy and maternity
- religion or belief
- sexual orientation.



Careers

Physiotherapist:

- Physiotherapists work with patients with physical difficulties resulting from illness, injury, disability or ageing.
- They help patients to restore and maximise their movement and reduce the risk of problems arising in the future

Actuarial analyst

Actuarial analysts use specialist computational software and spreadsheets to analyse data to assess risk.

The Law

- The Equality Act 2010:** This legally protects people from discrimination in the workplace and in wider society.
- The age of criminal responsibility** in the England and Wales is 10 Years old. This means that a child aged 10 and over can be convicted of a crime. A custodial sentence (time in prison) can be awarded depending on how severe the crime is.
- Possession of a knife or blade:** It is an offence to carry a knife or weapon in a public place, even if the person carrying it claims they were not intending to use it.

What is the ready position?

- Knees slightly bent so to push off either leg quickly
- Keep your eyes on the shuttle
- Racquet held correctly, ready to move
- Bounce on your toes to help give more power



Making contact with the shuttle

Once you are in the ready position, you now need to make contact with the shuttle.

- Keep your eyes on the shuttle- try not to let the shuttle go behind you
- If the shuttle is high, use an overhead shot
- If the shuttle is low, use an underarm shot

Overhead shot



Underarm shot



Keywords

Key word	Definition
Rally	Working with your partner to hit the shuttle back and forth over the net
Service line	The line on the court you have to stand behind to take the serve
Serve	A shot used to start the game and to start every point.
Recover	Moving back to the middle of the court after each shot to get yourself in the best position for the next shot

Badminton

Dropshot

The dropshot is used to score a point if your opponent is at the back of the court.

It can be done by either the underarm or overhead shot but you need to slow your racquet down before you hit the shuttle.

This allows the shuttle to land as close to the net as possible



The serve

The serve is used to start a game and at the start of every point. An effective serve can help you win the point and make it harder for the opposition to return the shuttle.

1. Hold the shuttle in your left hand, pinching it with your finger and thumb
2. Take your racquet hand back behind your head and strike the shuttle
3. Hit the shuttle over the net to your opponent's side of the court

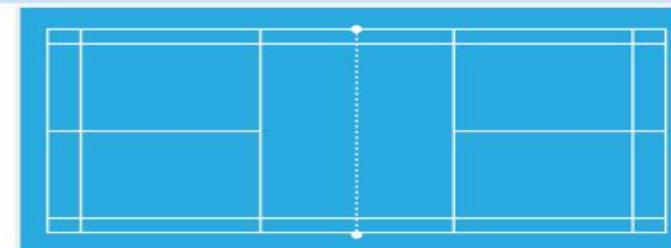


Overhead clear

The overhead clear is used when the shuttle comes high over the net.

To perform the overhead clear you need to:

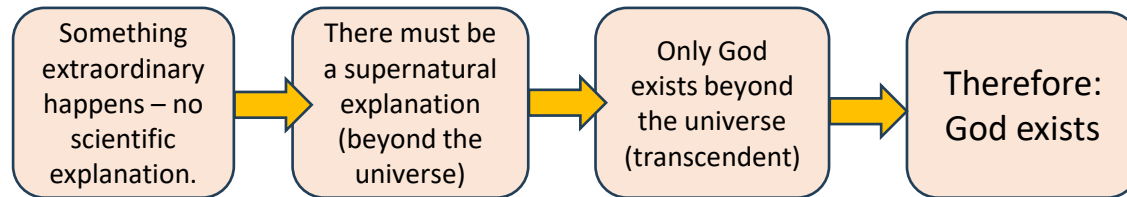
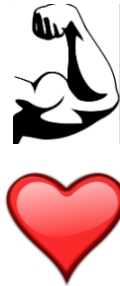
1. Stand in a sideways on position
2. Create the Usain Bolt pose
3. Strike the shuttle at the highest point and follow through



A: The Argument from Miracles

Miracle:

1. Something which science cannot explain. It breaks the laws of nature (the way we expect things to happen). This links to God's **omnipotence**.
2. A lucky coincidence. This links to God's **omnibenevolence**.



C: Responses to the Problem of evil

The Story of the Fall

The story of the Fall in Genesis explains that evil exists as a **punishment** for Adam and Eve disobeying God. This is called Original Sin.



The Story of Job

The Story of Job explains that evil is a **test of faith**. People who cope with suffering and keep their faith in God will get rewarded.



B: The Problem of evil

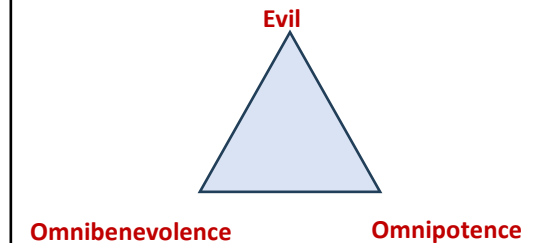
Evil: Anything which produces pain and suffering

Moral Evil: Suffering caused by humans and the choices they make due to having free will. E.g. Murder, Robbery

Natural Evil: Suffering which comes from the natural world and cannot be caused by humans. E.g. Earthquakes, volcanoes, tsunamis etc.

The Problem of evil: The existence of evil is incompatible with the nature of God. If God exists, why does he not stop suffering?

The Inconsistent Triad



If God is omnipotent, He should have the power to remove evil. If God is omnibenevolent, He should want to remove evil. So why does evil exist? Atheists would use this to prove that God does not exist.

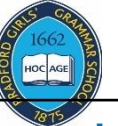
D: Is it reasonable to believe in God?

Yes	No
The First Cause argument . Something outside the world (God) must have created it.	Criticisms of the First Cause argument . The Big Bang could have created the universe, not God.
The Design argument . The world is too detailed and purposeful to be the result of chance. God must have designed it.	Criticisms of the design argument . Darwin's theory of evolution explains why nature 'appears' designed.
Miracles . Only God has the power to cause these as they have no explanation.	Criticisms of Miracles . They could just be lucky coincidences/made up.
Responses to the problem of evil . God allows evil as a punishment or a test.	The Problem of evil . If God existed, He would stop all evil and suffering.

Curriculum Area: Science

Half Term: 2

Year: 9



A The Periodic table

John Newlands he placed elements in the same group that had very similar properties, however this did not work for all the elements.

Dimitri Mendeleev(1869) arranged elements in order of atomic weight, left gaps for elements that had not been discovered and slightly altered the order of the elements (if he thought it fitted the properties better).

Metals	Non-metals
Metals are good conductors of heat and electricity.	Non-metals are bad conductors of heat and electricity.
Metals are malleable that is they can be beaten into sheets.	Non-metals are not malleable.
Metals are ductile that is they can be drawn into wires.	Non-metals are non-ductile.
Metals are sonorous.	Non-metals are not sonorous.
Metals have high tensile strength due to high attraction between molecules.	Non-metals have low tensile strength due to low attraction between molecules.
Metals have high density.	Non-metals have low density.
Metals have high melting and boiling points.	Metals have low melting and boiling points.
Metals combine with oxygen and forms basic oxides.	Non-metals combine with oxygen and form acidic oxides.

D Osmosis (RP)

Independent variable concentration

Dependent variable change in mass

Control variable volume of solution, temperature, time, surface area of potato



The potato in the sugar solution will lose water and so will have less mass at the end; the potato in pure water solution will gain water therefore decreasing the mass.

B Groups of the periodic table

Group 1 metals are known as **alkali metals**. They are soft and very reactive the further down you go the group. They all have **one electron** in their outer shell making them very reactive.

They form **ionic compounds** with non-metals.

Group 7 are **non-metals** and are known as **halogens**. The further down the group you go the less reactive they are, the melting and boiling points also increase.

Group 0 are known as **noble gases**. They are unreactive as they have a full outer shell. This makes them very stable. They are all colourless gases at room temperature.

The boiling points increase the further down you go the group.

They have strong intermolecular forces.

Intermolecular forces are forces found between molecules.

E Forces

Contact force a force that can be exerted between two objects when they touch.

Non-contact force a force that can sometimes be exerted between two objects that are physically separated.

Centre of mass the point through which the weight of an object can be taken to act.

Force (N)= mass (kg) x acceleration speed (m/s²)

Force is a vector quantity- it has both size and direction.

Gravity is the natural pull of an object towards the centre of large objects.

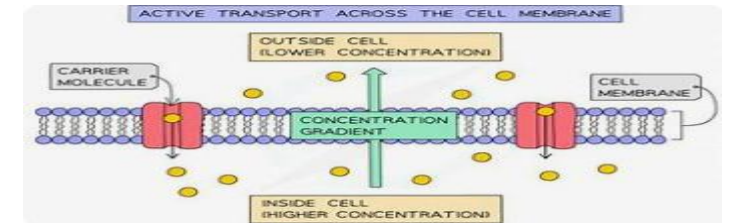
1KN= 1000N

C Diffusion, Osmosis & Active transport

Diffusion the net movement of particles from an area of high concentration to an area of low concentration.

Osmosis the diffusion of water molecules across a partially permeable membrane from an area of high concentration to an area of low concentration.

Active transport the movement of particles from a area of low concentration to an area of high concentration against a concentration gradient. This process requires energy.



F Velocity and speed

Scalar quantity a quantity with only magnitude (size) and no direction.

Vector quantity A quantity with both magnitude (size) and direction.

Velocity a speed in a defined direction.



A resultant force is a single force which replaces several other forces. The forces acting on the above object are represented in a **free body diagram**.

The arrows are relative to the magnitude and direction of the force

The resultant force is 50N – 30N= 20N

The 20N resultant force is pushing towards the right, so the car will move right.



1 Healthy lifestyle – la vida sana

Para llevar una vida sana – In order to lead a healthy lifestyle
Para mantenerme en forma – In order to stay in shape
Para estar en forma – In order to be in shape

Es importante que – it's important that
Es esencial que – it's essential that

para no estar cansado – to not be tired.
para no tener sueño – to not be tired.
para encontrarme bien – to feel good.
para estar bien – to be well.
para estar en forma – to be in shape.
La salud- health

2 Good habits

me acuesto temprano – I go to bed early
me levanto temprano – I get up early
me despierto temprano – I wake up early
duermo al menos ocho horas al día – I sleep at least 8 hours a day
evito el estrés – I avoid stress
hago ejercicio físico – I do physical exercise
me entreno – I train
tengo una dieta equilibrada/saludable – I have a healthy diet
soy vegano/a – I'm a vegan
como cinco porciones de fruta y de verdura al día – I eat 5 portions of fruit and vegetables per day.
cuidar mi cuerpo – to look after my body
evitar el sobrepeso – to avoid being overweight

3 Activities

andar/caminar to walk
bailar to dance
correr to run
escalar to climb
esquiar to ski
ganar to win
hacer to do
ir al gimnasio to go to the gym
marcar (un gol) to score (a goal)
montar a caballo/en bici to go horse riding/cycling
nadar to swim
participar to participate
patinar to skate
practicar to practise/do/ take part in a sport
perder to lose

4 Risks - los riesgos

puede causar – it can cause
podría dañar – it could damage
tabaquismo – smoking addiction
un ataque cardíaco – heart attack
la fiebre – fever, temperature

el resfriado – cold
la gripe – flu
el dolor de cabeza/garganta/estómago/oído – headache -sore throat- stomach-ache-earache
la tos – cough
las náuseas – nausea
la infección – infection
la alergia – allergy
la fractura – fracture / broken bone
la enfermedad – illnesses

5 Body parts + Doler

Doler – to hurt

Me duele = It hurts
Te duele = It hurts you
Le duele = It hurts him/her/it
Nos duele = It hurts us
Os duele = It hurts you (pl.)
Les duele = It hurts them/you all (formal)
 Example:

Me **duele** la cabeza. – I have headache.

Me **duelen** los dientes. I have toothache.

Singular-
me duele,
plural-
me duelen

el hombro – shoulder
el brazo – arm
la mano – hand
los dedos – fingers
la pierna – leg
la rodilla – knee
el pie – foot
el estómago – stomach
la espalda – back
los pulmones – lungs
el corazón – heart

el cuello – neck
el cerebro – brain
la cara – face
los ojos – eyes
las orejas – ears
la nariz – nose
la boca – mouth

6 Time phrases

Present
Ahora/hoy/ todos los días/ normalmente
 voy ... juego ... hago ... practico ...
 como ... bebo ...

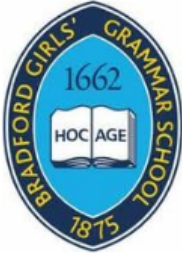
Past
Ayer/la semana pasada/el año pasado/ en el pasado
 fui ... jugué ... hice ... practiqué ...
 comí ... bebí ...

a menudo - often
a veces - sometimes
diariamente - daily
nunca - never
siempre - always
regularmente - regularly
de vez en cuando - from time to time/once in a while
cada día - every day
raramente - rarely
dos veces a la semana - twice a week
cada semana - every week

Future
Mañana/la semana que viene/ el año próximo/en el futuro
 Voy a ir/jugar/hacer/ practicar/ comer/beber
 iré ... jugaré ... haré ... practicaré ... comeré ... beberé ...

BRADFORD GIRLS'
GRAMMAR SCHOOL
**WORD OF
THE WEEK**

HALF TERM 2
WEEK 1

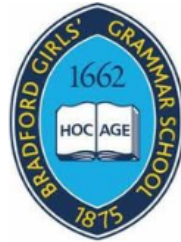


Frenetic adj.

frantic, frenzied

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**WORD OF
THE WEEK**

HALF TERM 2
WEEK 2

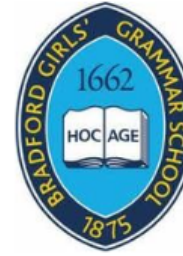


benevolent adj.

*characterised by or expressing
goodwill or kindly feelings*

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**WORD OF
THE WEEK**

HALF TERM 2
WEEK 3

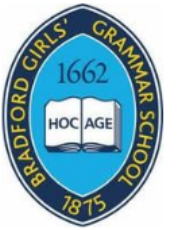


rapacious adj.

inordinately greedy.

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**WORD OF
THE WEEK**

HALF TERM 2
WEEK 4

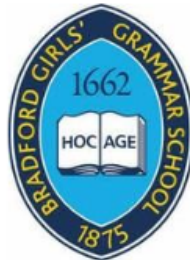


hyperbole n.

*obvious and intentional
exaggeration*

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GRAMMAR SCHOOL
**WORD OF
THE WEEK**

HALF TERM 2
WEEK 5

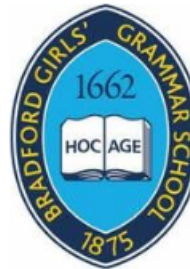


abstemious adj.

*restraining behaviour or
appetite,*

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**WORD OF
THE WEEK**

HALF TERM 2
WEEK 6

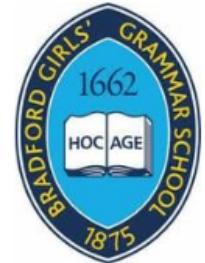


precocious adj.

*usually advanced or mature in
development*

BRADFORD GIRLS'
GRAMMAR SCHOOL
**WORD OF
THE WEEK**

HALF TERM 2
WEEK 7



ethereal adj.

*light, airy or
tenuous*