Name: …………………………………

Tutor Group: ……………………………………

Year 8 Knowledge Organiser Term 3

English: Poetry

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(1) Poetic Vocabulary

Form: The type of poem.
Examples: A dramatic monologue is a poem written from the point of view of one person. A sonnet is a 14 line poem which includes a regular rhyme scheme and is usually about love.

Stanza: A verse or unit within the poem (like a paragraph).

Rhyme: Where words used at the end of lines of poetry sound very similar to each other.

Couplets: Pairs of rhyming lines that often link together.

Blank verse: Poetry written with unrhymed lines.

Enjambment: When a sentence or idea continues onto the next line or stanza.

Caesura: A dramatic pause in the middle of a line of poetry created by punctuation such as a full stop.

(2) Common Methods 1

Simile: A comparison that is not literal. Uses like or as.
Examples: As hot as the sun. Fast like lightning.

Rhetorical questions: Asking a question that does not require an answer.
Examples: How would you feel? What is he doing?

Alliteration: Beginning more than one word with the same sound.
Examples: Seven swans are swimming.

Triplets: Three consecutive words used in the form of a list.
Examples: Fox hunting is cruel, heartless and unnecessary.

Repetition: Repeating something that has already been written.
Examples: Why? Why would she say that?

Onomatopoeia: Words that imitate the sound they are describing.
Examples: hiss, boom, bang, echo.

(3) Pronouns and Perspective

Pronouns: Words used to replace a noun or proper noun.
Examples: I, he, she, we, they, our, you, them, their.

There are three types of pronoun:

1st person: Referring to yourself or a group that you are in and is used to show personal experience.
Example: I walked down the road. We are going to the park.

2nd person: Addresses someone directly, the person you are talking to.
Example: You will really enjoy the ride.

3rd person: Written about another person.
Example: He glided elegantly down the road.

Perspective: Texts are often written from a certain point of view. You can identify the pronouns to help you understand the perspective.

(4) Verb Types

Modal verbs: Words that give an indication of possibility, necessity or permission. Can, may, might, could, should, would, will, must.

Examples:
Can I go to the park? (Permission)
I might go the cinema this weekend. (Possibility)
You should wear a seat belt in the car. (Necessity)

Imperative verbs: words that are commands.

Examples:
Stop running!
Go to bed.
Pick up your pen.

(5) Common Methods 2

Hypophora: When you ask a question and then immediately answer it yourself.
Example: Do you want to succeed? Of course you do!

Personification: A type of metaphor which gives human actions to non-human things.
Example: The tree waved its arms in the wind.

Anaphora: Repeating the same word or phrase at the start of consecutive sentences.
Example: Imagine a world where… Imagine if you… Imagine...

Pathetic fallacy: The use of the weather or nature to indicate a mood or to foreshadow a future event.
Example: A thunder storm might reflect a character's anger.

Sibilance: The repetition of the "S" sound in consecutive words. A type of alliteration.
Example: The snake silently slithered towards its prey.

(6) — and …

Dash (—): Used to add extra information at the end of a sentence. A dash is a mid sentence punctuation and does not need a capital letter after it.
Example: Please call my mum — she's at home.

Ellipsis (…): Used to show a pause, hesitation or interruption in speech. An ellipsis can also be used to indicate missing words from a quotation to shorten it.
Examples: "I'm… I'm pleasantly surprised." 'The house was large, red, brick...and built over 100 years ago.'

An ellipsis can also be used to leave a cliffhanger at the end of a sentence or text.
Example: Suddenly, it was gone...

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Brackets, Equations and Inequalities

(1) Key Terms

Variable: An unknown value that is usually represented by a letter.

Like-Terms: Terms with the same variable and power.

Substitute: Replace a variable with a numerical value.

Equivalent: Something of equal value.

Coefficient: A number used to multiply a variable (usually a letter).

Inequality: Something that compares values showing if one is greater than or less than another.

(2) Form Expressions

For an unknown value a letter is normally used:

e.g. 4 more than t $\longrightarrow$ t + 4

8 less than k $\longrightarrow$ k - 8

You can simplify expressions by collecting Like-Terms:

e.g. Find the perimeter of this shape
(Perimeter = length around outside of shape)

t

2t + 1

t + 2t + 1 + t + 2t + 1 $\longrightarrow$ 6t + 2

(3) Expand Single Brackets

Multiply single brackets   3 (2x + 4)

	2x	4
3	3 x 2x 6x	3 x 4 12

6x + 12

x

6x + 12

2x + 4	2x + 4	2x + 4
x x 4	x x 4	x x 4

6x + 12

Different representations of 3(2x+4) = 6x + 12

(4) Factorise Single Brackets

Factorise into a single bracket   8x + 4

8x + 4

4

2x + 1

Try and make this the **highest common factor**

$8x + 4 \equiv 4(2x + 1)$

The **Identity** Symbol

Note:
$8x + 4 \equiv 2(4x + 2)$
This is factorised but the HCF has not been used

The expression above is not fully factorised!

(5) Inequalities

< less than

≤ Less than or equal to

> More than

≥ More than or equal to

x < 10
"X is less than ten."

10 > x
"Ten is greater than X."

Note:
x < 10 and 10 > x represent the same values

(6) Form and Solve Inequalities

Two more than treble my number is greater than 11

Find the possible range of values

Form   x $\longrightarrow$ x3 $\longrightarrow$ +2 $\longrightarrow$ 11

3x + 2 > 11

Solve   x $\longleftarrow$ ÷3 $\longleftarrow$ -2 $\longleftarrow$ 11

x > 3

Science—Topic 4

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(1) Biology—Food Chains & Webs

Food Chain

Food Web

The arrows show the direction of **energy transfer.**

Food Chain—Shows the transfer of energy through different trophic levels.

Food webs— Shows the interaction of different food chains in an ecosystem.

Trophic Level—A level in a food chain

Producer—An organism that produces its own food (plant.)

Primary consumer—An organism that eats a producer.

Secondary consumer—An organism that eats a primary consumer.

Tertiary consumer—An organism that eats a secondary consumer.

(2) Biology—Other Key Vocabulary

Carnivore—An organism that only eats animals.

Herbivore—An organism that only eats plants.

Omnivore—An organism that eats both plants and animals.

Predator—An animal that hunts, kills and eats other animals for food.

Prey—Organisms that predators kill for food.

Interdependence—When one organism depends on another organism for survival.

Ecosystem Where organisms interact with their physical surroundings.

Habitat—Where an organism lives.

Population—The number of one species of organism.

Community—All of the different species in an area.

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For more help, visit Trinity TV and watch the following videos:

Trinity TV > Year 8> Science

(3) Chemistry—Key Vocabulary

Reactive—Easily takes part in chemical reactions.

Unreactive—Does not easily take part in chemical reactions.

Reactivity series—A list of elements in order of reactivity from most reactive to least reactive.

Displacement reaction—When a more reactive element takes the place of a less reactive element in a compound.

E.g. Copper Chloride + Sodium —> Sodium Chloride + Copper

Ceramics—Solid, tough materials made by baking clay in a hot oven or kiln e.g. bricks and pottery.

Polymers—A long chained molecule made from monomers e.g. plastics.

Composites—Made from two or more different types of materials e.g. MDF, fibreglass and nylon.

Recycling—Converting waste materials into usable products.

(4) Chemistry—The Reactivity Series & Metal Reactions

potassium	most reactive	K
sodium		Na
calcium		Ca
magnesium		Mg
aluminium		Al
carbon		C
zinc		Zn
iron		Fe
tin		Sn
lead		Pb
hydrogen		H
copper		Cu
silver		Ag
gold		Au
platinum	least reactive	Pt

- Metals **less reactive** than carbon can be extracted from their **ores** by **heating them with carbon**.

- Metal extraction from an ore can be very expensive, sometimes this means it's not done.

Metal Extraction

Metal Oxide + Carbon —> Carbon dioxide + Metal

Copper Oxide + Carbon —> Carbon dioxide + Copper

Metal and Acid Reactions

Metal + Acid —> Salt + Hydrogen

Copper + Hydrochloric Acid —> Copper Chloride + Hydrogen

(5) Physics—Circuits

Switch (open)   Cell   Battery

Bulb   Voltmeter (measures potential difference)   Ammeter (measures current)

Resistor   Variable resistor   Motor

Key Vocabulary:

Potential difference (V) - Difference in energy between two points in a circuit.

Resistance (Ω) - Difficulty of current flow.

Current (A) - Rate of flow of electric charge.

(6) Physics—Series and Parallel Circuits

Series Circuit	Parallel Circuit
• Current is the same at all points in the circuit. • Potential difference is shared between components.	• Current is shared across the branches. • Potential difference is the same at all points in the circuit.

How risky is North America?

(1) Keywords

Risk	The likelihood of a hazard causing danger.
Natural Hazard	A natural event that can cause loss of life, damage to property, and can disturb human activity e.g. earthquake.
Man-Made Hazard	A human caused situation that can cause loss of life, damage to property and can disturb human activity, e.g. crime.
Earthquakes	The shaking of the surface of the Earth caused by the movement of tectonic plates.
Hurricanes	A rotating storm with strong winds and heavy rain.
Organised Crime	Criminal activities that are planned and controlled by powerful groups and carried out on a large scale.
Coastal Erosion	The wearing away of the coast land by the sea.

(2) Where is North America?

North America is a continent with 23 countries.

To the north lies the Arctic Ocean, to the east lies the Atlantic Ocean and to the west lies the Pacific Ocean.

It is the third largest continent, after Asia and Africa.

Nearly 600 million people live here.

(3) How does the Earth create risk?

Earthquakes are caused by:

- Tectonic plates move due to the movement of material in the Earth's mantle.

- Plates move in three different directions.

- **Plates can move apart and towards each other, this movement causes some plates to snag past each other side by side at different locations around the world.**

- This side by side movement is a **conservative plate margin.**

- As plates move past each other, friction is built up which eventually releases as energy—causing an earthquake.

Earthquakes can cause damage to buildings and other infrastructure—often leading to death and injury, especially in built up areas (like cities).

(4) How does the ocean create risk?

Coastal erosion happens when:

- **Waves can be very powerful and destructive.**

- Especially when they have travelled a long distance.

- **Softer rock at the coast erodes quicker.**

- There are two main types of erosion at the coast: hydraulic action and abrasion.

Coastal erosion causes the land to be lost to the sea over time. This causes damage to property, loss of infrastructure and even risk to life.

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For more help, visit Trinity TV and watch the following videos:

Trinity TV > Year 8 > Geography

(5) How does the atmosphere create risk?

Hurricanes are caused when:

- **Ocean temperatures are at least 27°c.**

- **Coriolis effect spinning the Earth.**

- **A cluster of thunderstorms.**

- Latitude is 5° to 30° north or south of the Equator.

- Low wind shear.

- Ocean depths above 50m.

Hurricanes bring with them strong winds, heavy rainfall and storm surges.

Hurricanes damage property, destroy infrastructure and sometimes death and injury.

(6) How do humans create risk?

Organised crime happens when:

- **Powerful groups carry out crime on a large scale.**

- **This can include criminal activity such as the illegal movement of drugs internationally.**

Organised crime can have severe social and economic effects such as:

- Fear and intimidation of anyone who stands in its way.

- Mobilisation of police forces on a large scale.

- Violence in areas where criminal activity is taking place—sometimes including innocent civilians.
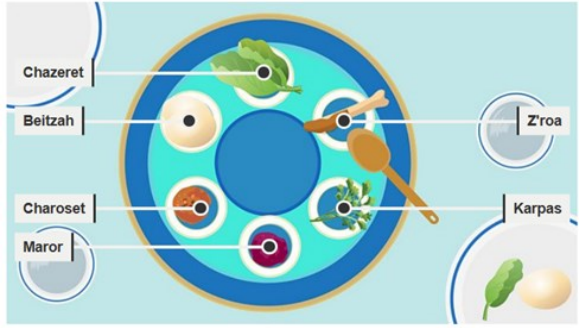
- Drug related health problems.

(1) Introduction and Propaganda

- When Hitler came to power, Germany went from being a **democracy to a dictatorship.**
- Hitler used propaganda to gain support for himself from German people.
- Joseph Goebbels was the Nazi Minister for Propaganda between 1933 and 1945.

Propaganda	Information used to promote a political viewpoint.
Dictatorship	A country governed by a dictator. This often means lack of political freedom.
January 1933	Hitler becomes Chancellor of Germany.

(2) Life for children

- The **Hitler Youth** was set up to teach German boys to have absolute loyalty to Hitler and the ideas of the Nazi Party. They were also taught military values.
- The **League of German Maidens** was set up to teach German girls how to be good mothers and housewives.

1926	The Hitler Youth is formed.
1936	Hitler Youth clubs become compulsory.

(3) Life for women

- Hitler and the Nazi party believed that women had three main roles: To have Children, go to Church, and look after the home.
- These can be remembered as the **Three K's:**
  - ◊ **Kinder= Children**
  - ◊ **Kirche= Church**
  - ◊ **Kucher= Kitchen**
- Women were expected to dress traditionally and plainly.
- They were expected to have children to help repopulate the German nation. Women were awarded the **Mother's Cross** for having over 4 children.

Lebensborn	A system to encourage women to have more children.

(4) Life for workers

- Hitler was popular with German workers because he promised 'Bread and Work'.
- He wanted Germany to be self-sufficient, so wanted his workers to work hard.
- To achieve this he provided leisure time for workers through Strength through Joy programme. Workers could go on holidays and apply for a free VW Beetle car.

1933	Hitler launches his Strength through Joy programme.

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For more help, visit Trinity TV and watch the following videos:

Trinity TV > Year 8 > History> Term 3

(5) Opposition to Hitler and the Nazi Party

- **Edelweiss Pirates** were a group of teenagers who opposed the Hitler Youth.
- **White Rose Group** was led by Hanz and Sophie Scholl. University students who opposed the Nazi party.
- **Religious opposition** members of the Church such as **Martin Niemoller** opposed the Nazi's treatment of the Church.
- **Freddie Overgsteen** joined a resistance group against the Nazi occupation of the Netherlands.

Opposition to Hitler and the Nazi party was dealt with using terror. For example:

- Execution .
- Concentration Camps.
- The Gestapo.

The Gestapo	A group who monitored, investigated and removed any opposition to Hitler and the Nazi Party.

(6) Life for minority groups

- Hitler and the Nazi party believed that some people in Germany were not in fact German, he believed this about groups such as; Jewish People, Black people and Roma Gypsy people.
- Hitler and the Nazi party believed that disabilities could be passed onto different generations, so sterilised people with disabilities during the **T4 Programme.**
- Homosexual people were sent to concentration camps.

Minority Group	A group in society that does not make up the majority of the population.
1935	The Nuremburg Laws are passed in Germany, this stripped many human rights away from Jewish people.

Religious Studies: How does the Old Testament Influence Abrahamic Faiths?

Year 8 **Term 3**

(1) Keywords

Israelite / Hebrews	A member of the ancient Hebrew nation—Gods people, descendants of Abraham.
Sabbath	A day of rest, kept by Jewish people from Friday evening to Saturday evening.
Ashura	A festival where Muslims remember the freeing of the Israelites from Egyptian rule.
Passover	A festival where Jewish people remember the freeing of the Israelites from Egyptian rule.
10 Commandments	10 rules given to Moses, from God.
Plague	Something which causes trouble or harm.
Sacrifice	Killing an animal in an offering to God.

(2) Who was Moses?

1. Moses was born in Egypt.

2. His mother placed him in a basket, to avoid him being killed by Egyptians. This was because Egyptians feared new born boys, as they worried when they grew up they would fight against them.

3. Moses grew up in the palace as an adopted son of the pharaoh's daughter.

4. When he was older he killed an Egyptian in anger of the treatment of Hebrews. He then fled Egypt.

5. 40 years later, he was asked by God to free the Hebrews from Egypt.

6. With Gods help, he completed this.

(3) Judaism: Passover—Influence

1. Passover is an annual celebration of the story of Exodus for Jewish people.

2. During Passover, Jewish people remember how their ancestors were saved from Egypt.

3. Passover is celebrated with a series of rituals. Each ritual symbolises a different part of the story.

4. On the evening before Passover starts, Jews have a special service called Seder. This takes place over a meal. The Seder plate has six items on it.

(4) What is on the Passover meal?

1. **Z'roa (lamb bone)** represents the lambs that were sacrificed on the night of Passover.

2. **Karpas (celery stalks or parsley)** are dipped in salt water. This remembers the tears of the slaves.

3. **Maror (bitter herbs, often horseradish)** symbolises the bitter suffering of the slaves.

4. **Charoset (paste made from fruits and nuts)** remembers the materials they used to build bricks when they were slaves.

5. **Beitzah (hard boiled egg)** remembers the determination of the slaves (hard).

6. **Chazeret (bitter herbs such as lettuce)** represent the bitterness of slavey.

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Trinity TV > Y7 > Religious Studies > Term 3

(5) The Ten Commandments

After Moses had freed the Hebrews from Egypt, they began to make their journey to Canaan (the Promised Land). God continued to communicate with Moses. When Moses was praying on Mount Sinai God revealed to him the 10 Commandments.

1. You shall have no other Gods

2. Do not make any idols.

3. You shall not take the name of the Lord your God in vain

4. Remember the Sabbath day, keep it holy.

5. Honour your father and mother.

6. Thou shall not murder.

7. Thou shall not commit adultery.

8. Thou shall not steal.

9. Thou shall not bare false witnesses against your neighbour.

10. You shall not covet.

(6) Ashura

1. Prophet Muhammad (peace be upon him) and the early Muslims created the day of Ashura.

2. This is the 10th day of the Islamic month of Muharram, as an annual day of fasting in commemoration of God giving victory to Moses over the Pharaoh.

3. Muslims learn that even in moments of great despair, the victory of God is always near.

4. On this day, they may fast. This is because the believe Moses fasted when he was freed.

Computing - Computer Systems

Trinity Academy Bradford
Trinity Academy Halifax

Week 1 - Computer Systems

Core Knowledge
- **A programmable device** that takes in data, processes it, and then outputs as information.
- **General purpose computers** are devices that have a variety of uses.
- **Embedded systems** are specialised systems that can perform a limited number of actions.
- **Computers** work due to a combination of **hardware** and **software** components.
- **Operating systems** allow interactions between software and hardware.

Key Literacy Computer
Definition - A programmable device that takes in data, processes it and then outputs as information.
Associated terms - Machine, Device, Mobile Phone, Network, Virtual Reality, Networking.
•I use my **computer** to do homework and research for school.
•My **computer** has a powerful processor, which makes it great for gaming.

Week 2 - CPU

Core Knowledge
- **Modern computers** use the Von Neumann Architecture that allows store and run programs.
- **The control unit** runs the instructions and communicates with the other components.
- **Arithmetic Logic Unit (ALU)** calculates the logic operations that are required.
- **Clock** is used to regulate the number of cycles carrier out per second.
- **Registers** in the CPU: Memory Address Register, Memory Data Register, Current Instruction Register, Program Counter, Accumulator.
- **A CPU Bus** transports data between components inside the processor and memory.

Key Literacy CPU
Definition - The central processing unit, is a large chip inside the computer. It is the brains of the computer; it controls everything.
Associated terms - Processor, Clock Speed, Cores, Cache, Overclocking.
•In our computing class, we learned about the CPU and its role in running software and handling data.
•The processor's clock speed determines how quickly a computer can process data and run applications.

Week 3 - FDE Cycle

Core Knowledge
- **Fetch:** Instructions are loaded into the random access memory before the processor starts running the program.
- **Decode:** Binary representation of an instruction needs to be decoded before it is executed.
- **Execute:** Instructions are executed and the control unit will communicate with other components in which order to be executed for the instructions to work.

Key Literacy Fetch– Decode-Execute Cycle
Definition - The fetch-decode-execute cycle describes the basic operations of modern computers.
Associated terms - Programme Counter, Memory, Opcode, Instructions.
•The Fetch-Decode-Execute Cycle is a series of steps that a CPU goes through to carry out program instructions.
•The CPU's efficient execution of the Fetch-Decode-Execute Cycle is key to the speed and functionality of a computer.

Week 4 & 5 - Main Memory & Secondary Storage

Core Knowledge: Main Memory
- **Random Access Memory** is volatile and data is lost when the power is switched off.
- **Read Only Memory** is non-volatile that the memory is not lost when the power is switched off.
- **Cache** improves the performance of a computer system by saving frequently used instructions.
- **Solid State** storage has no moving parts, and is very expensive, which can also be called flash memory.
- **Optical Storage** is used to distribute media and software such as movies or video games.
- **Magnetic Storage** is the oldest form of storage and is stored in series as polarized dots

Key Literacy Memory
Definition - Memory, also known as primary storage, is used by a computer to store data and instructions.
Associated terms - Choices, Decision, Creation, Options, Independent.
•There is a selection of chocolate.

Trinity TV For more help, visit Trinity TV and watch the following videos:

Trinity TV > Year 8 > Computing

Week 6 & 7 - Optical / Magnetic Storage & Understanding Binary

Core Knowledge: Optical & Magnetic Storage
- **Optical Storage** utilises discs with a reflective surface to store data.
- Optical devices use **light** to store data. A **laser** burns marks into the reflective surface of the disc. These marks are called **PITS** and the gaps are called **lands**.
- **Magnetic Storage** uses discs but sections of the material is magnetised and demagnetised to represent data.
- **Factors** when **comparing storage devices**: Cost, Capacity, Access speed, durability, reliability, portability.

Core Knowledge: Understanding Binary
- **Binary system** is also known as 'base 2' as they are only two digits to select from (1 & 0) and data is converted using the power of two.
- **BIT table:** 128, 64, 32, 16, 8, 4, 2 ,1.

Key Literacy Binary
Definition - Binary is a number system that only uses two digits: 1 & 0.
Associated terms - Bit, Byte, Binary System, Binary Arithmetic, Binary Logic
•The **binary** system is a base-2 numbering system used in computing, as opposed to the decimal system, which is base-10.
•A bit is the smallest unit of data in **binary** code, representing a single binary digit, either 0 or 1.

Week 8 - Logic Gates

Core Knowledge
- **Three fundamental logic gates:** AND, OR, NOT.
- **Logic gates** switch on and off, depending on the input that been provided and the type of gate being used. If the inputs evaluate to **True,** then the electrical current flows through the gate. If the inputs evaluate to **False,** then the electrical current flow through will be stopped.
- **Logic Circuits** used a combination of logic gates.
- **Truth tables** are used to plan the different inputs for a logic gate or logic circuit and show the different outputs.

Key Literacy Logic Gates
Definition - A logic gate is an electronic component that performs a specific Boolean operation on one or more input signals to produce an output signal, which is determined by a set of logical rules.
Associated terms - Truth Table, Boolean Logic, AND Gate, OR Gate, NOT Gate.
•Logic gates are used in various computing and electronics applications, such as microprocessors, memory units, and control systems.
•Boolean logic is a mathematical system used to manipulate binary data using logical operators like AND, OR, NOT, XOR, and XNOR.

Spanish - Mi pueblo

Weeks 1 and 2 - Vocabulary

Week 1:

hay	there is/are
vivo en	I live in
un centro comercial	a shopping centre
un cine	a cinema
un estadio	a stadium
un museo	a museum
un parque	a park
un polideportivo	a sports centre
un pueblo	a town
un restaurante	a restaurant
un supermercado	a supermarket
una biblioteca	a library
una ciudad	a city
una estación de tren	a train station
una iglesia	a church
una mezquita	a mosque
una piscina	a pool
una tienda	a shop
una piscina	a pool
una tienda	a shop

Week 2:

antiguo/a	old
bonito/a	pretty
feo/a	ugly
grande	big
hermoso/a	beautiful
histórico/a	historical
moderno/a	modern
nuevo/a	new
ocupado/a	busy
pequeño/a	small
ruidoso/a	noisy
tranquilo/a	quiet
urbano/a	urban

Weeks 3 and 4 - Vocabulary

Week 3:

voy...	I go...
en autobús	by bus
en autocar	by coach
en avión	by plane
en barco	by boat
en coche	by car
en tren	by train
a pie	by foot
en bicicleta	by bike
barato/a	cheap
caro/a	expensive
lento/a	slow
rápido/a	fast
incómodo/a	uncomfortable
lento/a	slow

Week 4:

Se puede…	You can
andar	to walk
beber	to drink
charlar	to chat
comer	to eat
comprar	to buy
hacer	to do
ir	to go
jugar	to play
leer	to read
salir	to go out
ver	to see/watch
visitar	to visit

Weeks 5 and 6 - Vocabulary

Week 5: Phonics

Looks like:	Sounds like:
qu	k
v	b
j	h
ca / co / cu	ka / ko / koo
ce / ci	theh / thee

Remember: the letter 'h' at the beginning of a word is always **SILENT**.

Week 6:

anoche	last night
antes	before
ayer	yesterday
el año pasado	last year
el fin de semana pasado	last weekend
en el pasado	in the past
la semana pasada	last week
recientemente	recently
hace dos días	two days ago
hace dos años	two years ago

Weeks 1 and 2 - Grammar

Hay

"Hay" is a very useful word in Spanish which means "There is" or "There are".

It is very important to pronounce this word correctly, think of the word "eye" in English.

- En mi pueblo, **hay** una piscina.
In my town, there is a swimming pool.

- En mi pueblo, **hay** tiendas.
In my town, there are shops.

- En mi pueblo, no **hay** museo.
In my town, there isn't a museum.

Weeks 3 and 4 - Grammar

Se puede

"Se puede" is an expression used which means "you can".

"Se puede" is always followed by a verb in the **infinitive** (the 'to' part of the verb that you find in the dictionary).

Infinitives always end in –**ar/-er/ir.**

For example:

- **Se puede ver** una película en el cine.
You can watch a film at the cinema.

- **Se puede comer** en un restaurante.
You can eat at a restaurant.

- **No se puede ir** al parque.
You can't go to the park.

Weeks 5 and 6 - Grammar

The irregular verb 'ir'

'Ir' (to go) is a key irregular verb in the past tense which you need to learn off by heart.

IR — TO GO

fui – I went

fuiste – you went

fue – he/she/it went

fuimos – we went

fuisteis – you went (pl.)

fueron – they went

NOTE: The verbs 'ser' and 'ir' are exactly the same in the past tense e.g. 'fue' can mean 'it was' or 'he/she went'