Name: .....

Tutor Group: .....

Trinity Academy Bradford

Year 9 Knowledge Organiser Term 3

English: *Othello*

Year 9 **Term 3**

(1) Tragic Vocabulary

Tragedy: A genre which usually involves suffering, sadness and death.

Tragic hero: The protagonist of a tragedy who starts heroically but has a dramatic downfall.

Hamartia: A character flaw in the tragic hero which leads to their own death (and the deaths of others).
Examples: ambition, jealousy, anger.

Tragic waste: The unnecessary loss of life of a good, honest or innocent character.

Catharsis: The release of tension and relaxation of the audience's emotions through having empathised with the characters.

Comic relief: Humorous scenes which are intended to lighten the mood of tragedy plays, usually placed next to a particularly dark or serious scene.

(2) Synonyms and Antonyms

Synonyms: Words that means exactly or nearly the same as another word or phrase.

Examples:
Big: colossal, immense, voluminous.
Small: miniscule, diminutive, petite.

Antonyms: Words that means the opposite of another word or phrase.

Examples:
Benevolent/Uncharitable.
Amiable/Ignorant.

(3) Apostrophes

Apostrophes are used for omission and possession.

Omission: In place of a missing letter, to demonstrate when two words are contracted (shortened) into one.
Examples: do not = don't, would not = wouldn't, could not = couldn't, they are = they're, it is = it's.

Possession: Used to show that one thing belongs to something or someone.
Examples: The cat's bowl.

If the noun ends in 's' or is a plural you just add an apostrophe.
Example: James' bag. The brothers' feet were muddy.

(4) Character Types

Protagonist: The main character.

Antagonist: The character that actively opposes the main character.

Foil: A character that brings attention to the qualities of the protagonist, usually by contrasting them.

Contrast/Juxtaposition: Putting two or more things next to each other, in order to show the differences between them.

Examples:
Harry Potter is a protagonist. Lord Voldemort is Harry's foil as he contrasts him.

Revise the content in each box every week.
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(5) Its and It's

Its and **It's** have different meanings and can be easy to mix up as they break the apostrophe rule for possession (they need to be remembered separately).

Its: (no apostrophe) Belonging to someone or something.
Example: The parrot flapped its wings.

It's: (with apostrophe) A contraction of 'it is'.
Example: It's raining today.

(6) Genre

The **genre** of a novel, play or film is its style, form or content.
Examples: comedy, tragedy, history, horror, crime or gothic.

Comedy: features funny situations which create humour for the audience.
Examples: The Twits, Gangsta Granny.

Tragedy: features the downfall or death of the main character(s).
Examples: Romeo and Juliet, Macbeth.

History: features events from a specific period of time.
Examples: War Horse, The Boy in the Striped Pyjamas.

Horror: features characters and events which are frightening and are intended to shock the reader.
Examples: Goosebumps, The Woman in Black.

Crime: features detectives investigating the actions of criminals.
Examples: Sherlock Holmes, Poirot.

Gothic: features supernatural beings such as ghosts and vampires and has a dark and mysterious atmosphere.
Examples: Dracula, Frankenstein.

Number, Percentages, Money and Deduction

Year 9 Term 3

(1) Key Terms

Balance: In financial questions, the amount of money in a bank account.

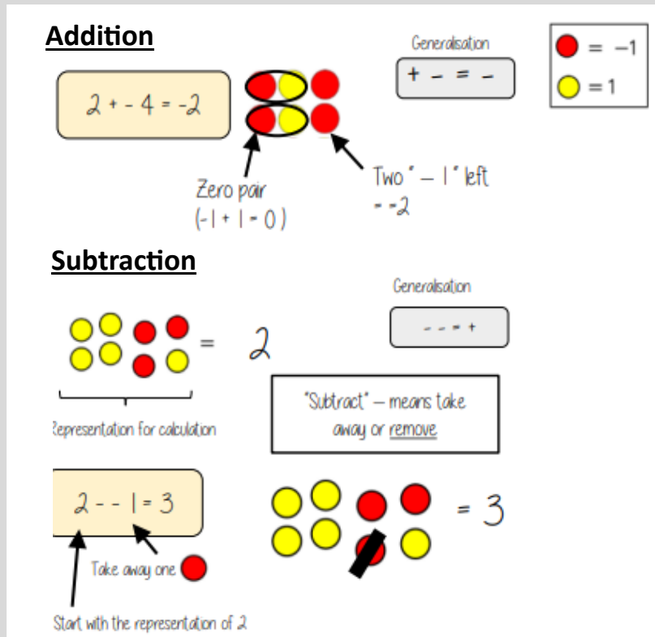
Credit: Money that goes into a bank account.

Debit: Money that goes out of a bank account.

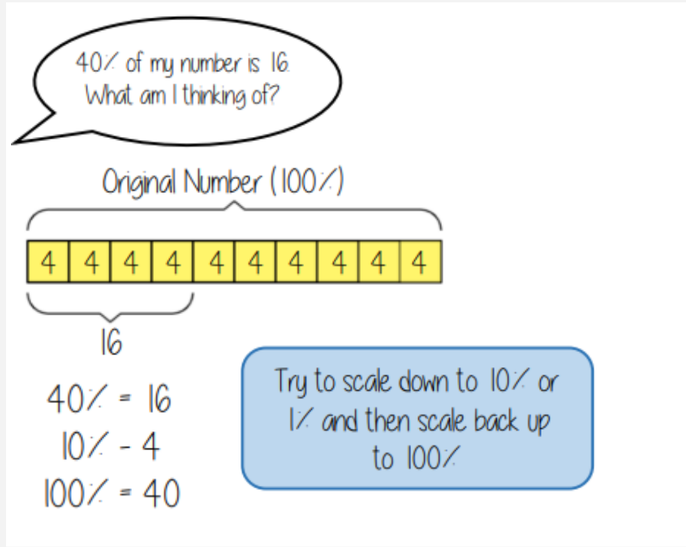
Factor: Numbers that divide into another number exactly.

Multiple: The numbers in another number's times table.

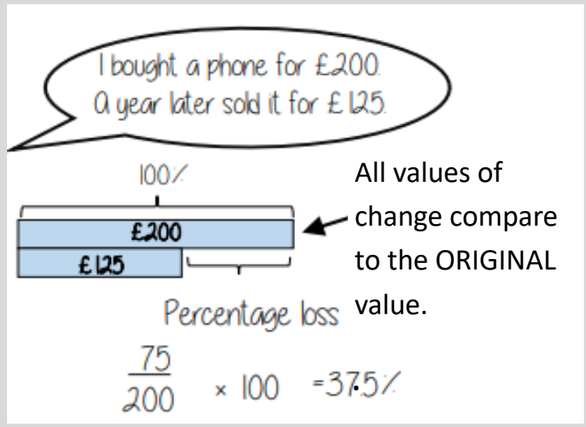
(2) Directed Number



(3) Reverse Percentages



(4) Percentage Change



All values of change compare to the ORIGINAL value.

$$\frac{Difference\ in\ values}{Original\ value} \times 100$$

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(5) Maths and Money—Compound Interest

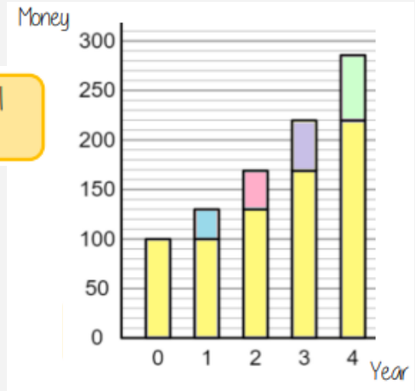
Compound interest is added to the current value of investment at the end of each year, so the interest for the next year is greater than the previous years.

$$\text{Principal amount} \times \text{Multiplier}^{\text{Years}}$$

E.g. Invest £100 at 30% compound interest for 4 years.

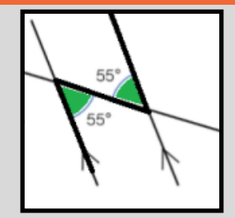
$100 \times 1.3^4 = £285.61$

This account has **£285.61** in total at the end of the 4 years.

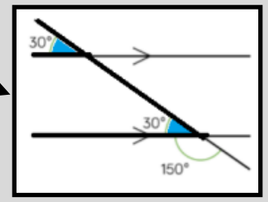


(6) Angles in Parallel Lines

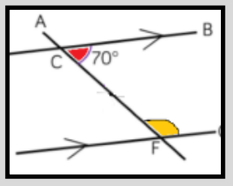
Alternate angles are equal.



Corresponding angles are equal.



Co-interior angles add up to 180°.



Science—Elements, Compounds and Mixtures (Chemistry)

Year 9 Term 3

(1) Separating Techniques - Key Vocabulary

Soluble— A substance can dissolve.
Insoluble—A substance cannot dissolve.
Solvent— The liquid solute dissolves in.
Solute—The substance that dissolves.
Solution— Formed when a solute dissolves in a solvent
Pure substance—Consists of one element or compound. Can determine purity through melting point checked against known values, or chromatography (single peak).
Impure substance— Contains more than one element
Fractional Distillation—Separates a mixture of liquids.
Distillation—Separates substances with different boiling points.
Crystallisation—Separates a soluble solute from a solvent.
Filtration—Separates an insoluble solid from a solution.
Paper Chromatography—Mobile phase = solvent being used, and the stationary phase = paper.
Thin Layer Chromatography– Mobile phase = solvent e.g. water or ethanol, stationary phase = silica or aluminium powder thin layer.
Gas Chromatography—Mobile phase = An unreactive gas, stationary phase = silica or aluminium powder or dense gel

(2) Bonding

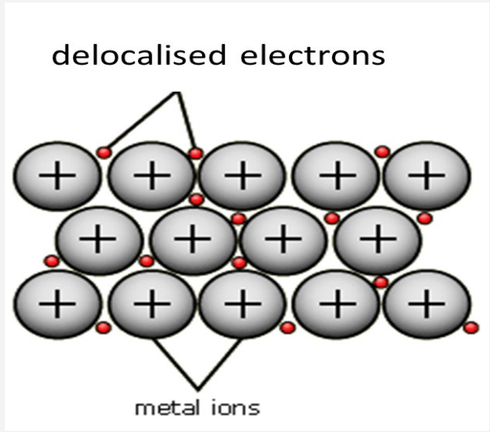
Simple Covalent Molecules:
- Formed when a two non metals react, sharing electrons to fill outer shell.
- Low melting and boiling points—weak intermolecular forces.
- Cannot conduct electricity—no charged particles present.

Ionic Compounds:
- Formed when a metal reacts with a non metal.
- Transfer of electrons from the metal atom to the non metal atom.
- Forms a giant ionic lattice held together by electrostatic forces.
- High melting and boiling points— strong electrostatic forces.
- Can conduct electricity when molten or dissolved as ions are free to move.

Metallic Bonding:
- Electrostatic attraction between positive metal ions and sea of delocalised electrons

Giant Covalent Structure—Consist of many non-metal atoms joined by covalent bonds arranged in a regular repeating pattern. High melting and boiling points due to lots of strong covalent bonds present.

(3) Structure of Metals



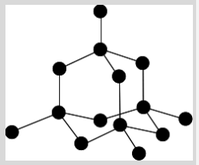
- Positive metal ions (cations.)
- Surrounded by a sea of delocalised negatively charged electrons.
- Electrostatic attraction between the positive metal ions and delocalised negatively charged electrons.

Delocalised electrons means metals are good conductors of heat and electricity. Ions arranged in layers which can move over each other allow metals to be malleable and ductile. Strong electrostatic forces mean metals have high melting and boiling points

(4) Allotropes of Carbon

Diamond

Structure: 4 carbons covalently bonded to each carbon

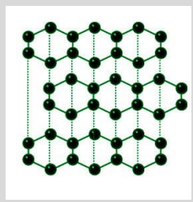


Properties: Doesn't conduct electricity, hard, high melting and boiling points

Uses: Jewellery, saw blades, cutting tools

Graphite

Structure: 3 carbons covalently bonded to each carbon in a flat hexagonal arrangement, layers held together by weak intermolecular forces.



Properties: Layer can slide over one another—slippery. Delocalised electrons—can conduct electricity.

Uses: Pencil lead, lubricants, blast furnace linings, electrolysis electrodes, anti-corrosion coating

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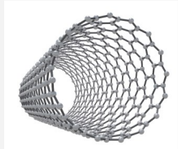
Trinity TV > Year 9 > Science

(4) Allotropes of Carbon & Nanoparticles

Fullerene (Bucky ball/Buckminster fullerene)

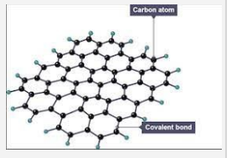
Structure: Made of 60 carbons covalently bonded to one another in a spherical structure.
Properties: Slippery, substances can be inserted inside.
Uses: Medical drug delivery, lubricants

Fullerene (Nanotube)



Structure: A sheet of graphene rolled into a tube.
Properties: Strong, electrically conductive
Uses: Catalysts in some reactions, nanotechnology

Graphene



Structure: A single layer of graphite
Properties: Strong, electrically conductive
Uses: electronics, composites

Nanoparticles
- Between 1 to 100 nanometres in diameter.
- 1 nm = 1 x 10^{-9} m
- Very high volume to surface area ratio giving them unique chemical properties.
- Uses: Medicines, sun cream, cosmetics, electronics and catalysts
- Risks: It is possible for nanoparticles to enter our cells and no one knows the long term effect this may have. More research is needed.

(6) The periodic table

- Mendeleev ordered the periodic table in terms of atomic mass and chemical properties
- He left gaps for undiscovered elements
- When they were found they had the properties Mendeleev predicted.
- The modern periodic table is arranged in order of atomic number (proton number). Group 0 were discovered and added later

Periods—The rows in the periodic table showing number of shells.
Groups—The columns in the periodic table showing the number of electrons in the outer shell.
Non-metals—Dull, usually low melting and boiling points, brittle, poor conductors (right side of periodic table)
Metals—Shiny, solid at room temperature mostly, malleable, ductile and good conductors of electricity (left side of periodic table)
Relative atomic mass— mean mass of an atom of an element compared to 1/12 the mass of a carbon-12 atom.
Relative formula mass—mean mass of a unit of substance compare
Electronic Structure:
Shell 1 = 2 electrons, Shell 2 & 3 = 8 electrons, Shell 4 = 18 electrons

Why is our world urbanising?

Year 9 Term 3

(1) Keywords

Urban	An area with lots of human structures such as buildings and roads. E.g. towns and cities.
Urbanisation	The increasing proportion of people living in an urban area.
Push Factors	Negative reasons why people move away from an area.
Pull Factors	Positive reasons why people move to an area.
Migration	The permanent movement of people from one place to another.
Megacity	A large city with over 10 million people who live there.
Squatter Settlement	Informal housing where people do not own the land and is out of government control.
Sustainable Cities	A city designed to benefit people, the economy and the environment in the long-term.

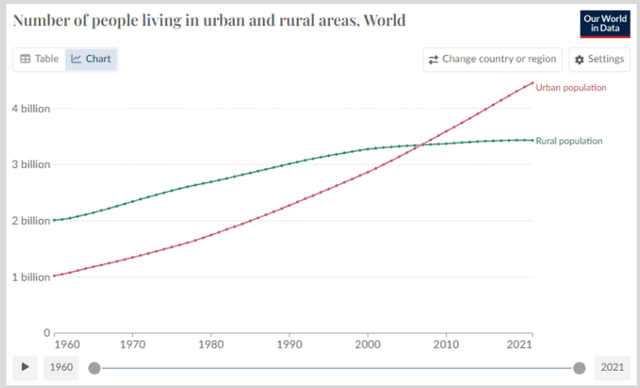
(2) How urban is our world today?

More than half the world now live in urban areas.

The number of people living in urban areas is increasing.

North America, South America and Europe have the highest proportion of people living in urban areas.

Africa has the lowest proportion of people living in urban areas.



(3) Why do people live in cities?

People migrate to urban areas from rural areas for a better quality of life.

This is called rural-urban migration.

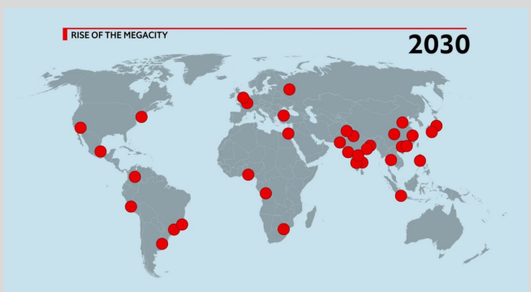
Push Factors	Pull Factors
Lack of job opportunities.	Better paid job opportunities.
Few doctors or hospitals.	More schools and universities.
Schools only provide a basic education.	Entertainment.
Poverty.	More doctors and hospitals.
Farming is hard and poorly paid.	Better standard of living.

(4) What are megacities?

Megacities are large cities with a population of over 10 million people.

There are 33 megacities in the world today. This number is expected to increase to 50 by 2050.

Most megacities are located in Asia. Most new megacities will be in Asia and Africa.



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(5) What challenges and opportunities exist in Rio?

Rio de Janeiro is a megacity located in Brazil.

Its population has grown rapidly and it now has over 13 million inhabitants.

Many poor people from rural areas have migrated to Rio for a better quality of life. This has created challenges and opportunities.

Challenges	Opportunities
20% of the population live in squatter settlements called favelas.	People without an education can work in the informal job sector.
There is a high murder rate caused by violence from drug gangs.	There is a university located in one of the favelas.
50% of children leave school at age 14.	Cable cars allow the poor to travel to work for free.
Air pollution from traffic causes 5,000 deaths per year.	A police unit has been set up to stop the drug gangs.
Many of the rivers are polluted.	New water treatment plants have been built.

(6) How can cities become more sustainable?

As the number of people living in cities around the world increases, they must adapt to become more sustainable.

Features of a sustainable city include:

- **Transport**—a walkable design, affordable and efficient public transport, cycle lanes.
- **Energy**—renewable energy, energy efficient buildings.
- **Waste management**—recycling, composting, paperless.
- **Green space**—accessible to the public, high biodiversity.

Term 3: How Revolutionary was the Renaissance?

Year 9 Term 3

(1) New Technology and Key Vocabulary

- New technology such as the **printing press** allowed more texts to be printed and sold for less money.
- The use of the microscope increased.

Renaissance	Re-Birth in Italian.
Revolutionary	A significant or dramatic change.
Cauterisation	Using heat to stop bleeding or seal a wound.
Ligatures	Something used to tie veins and arteries during surgery. This prevents blood loss.
1590	The first microscope is invented.

(2) Significant Individuals

Andreas Vesalius	• Developed understanding of the Human anatomy by dissecting human bodies. • Published his book ***The Fabric of the Human Body*** in **1543.**
Ambroise Pare	• A barber surgeon who developed surgical techniques during the 1536 Battle of Milan. Including: **L**otion, **L**igatures and Prosthetic **L**imbs **(3 Ls).** • Published his book ***Works on Surgery*** in **1575.**
William Harvey	• Carried out investigations into blood circulation. He proved that the heart circulated blood around the body. • *On the Motion of the Heart* was published in **1628.**
John Hunter	• A promoter of observation and scientific research. • Surgeon to King George III in 1776. • Had 3000 specimens in a museum.

(3) The Great Plague

- The Great Plague hit England in **1665.**
- It caused **100,000** deaths in London alone.
- People still believed that the plague was a **punishment from God** for their sins; others believed in the **movement of the planets**; others believed in 'poisonous' air or **miasma.**
- Doctors still had no cure for the Plague . The main treatments for the Great Plague was praying, quarantine, prayer and burning herbs.

(4) The role of Government and hospitals

The role of the Government:

- During the Renaissance the monarchy was replaced and removed following the English Civil **War (1642-51).**
- The monarchy was restored in **1660.**

Improvements in hospitals:

- Individual wards were given over to different diseases, doctors received specific training.

Restoration	To restore something to its previous state.
1724	Guys Hospital is founded in London.
1800	London's hospitals had 20,000 patients in London.

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(5) Age of Exploration

- Exploration and voyages developed the wealth and power of countries in the Renaissance.
- Explorers on voyages of discovery brought back new treatments:
- **Opium** from **Turkey** was used as an anaesthetic.
- Lemons and limes were used to treat scurvy from **1617.**
- **Walter Raleigh** brought back Tobacco from North America, it was used to try and cure toothache and the plague but this was unsuccessful.

(6) The Role of science and Edward Jenner

- Edward Jenner was trained by John Hunter at his school.
- He used scientific research to prove his theory that having **cowpox** would prevent someone from contracting **smallpox.**
- He called his discovery **vaccination**.

Inoculation	Giving someone a live form of a germ to try and make them resistant to catching the disease.
Vaccination	Using a weakened or different form of a germ to build immunity to an infection disease.
1798	Edward Jenner published his theory on vaccination.

Religious Studies: How do we apply ethical theories?

Year 9 Term 3

(1) Keywords

Ethics	Ethics tries to teach us what is right and wrong and teach us how we should act.
Natural Law Theory	An ethical theory created by St Thomas Aquinas which focusses on doing good and avoiding evil by following the 5 precepts.
Precept	Rule
Utilitarianism	An ethical theory, created by Jeremy Bentham, which states that an action that brings the greatest amount of happiness to the greatest amount of people is the right action.
Situation Ethics	Situation Ethics was created by Joseph Fletcher. Fletcher believed the action that produced the most love was the right action.
Dilemma	A situation where a difficult choice has to be made.

(2) Natural Law Theory

Natural Law Theory: St Thomas Aquinas believed it was our human nature to do good and avoid evil. Natural Law Theory is based on **five primary precepts** (rules) that if followed, would please God.

1. Preserve Life—protect life at all costs.
2. Continue the Human Species—make sure humans can reproduce.
3. Educate of Children.
4. Live in an Ordered Society—follow laws and rules from the Bible.
5. Worship God—consider God when you make decisions.

(3) Utilitarianism

Utilitarianism: Jeremy Bentham believed an action that brings the greatest amount of happiness to the greatest amount of people is the right action.

In order to work out which action will produce the greatest amount of pleasure for the greatest number of people, Bentham created the **Hedonic Calculus**:

1. Intensity - how intense will the happiness be?
2. Duration - how long will the happiness last?
3. Certainty - how likely is it that happiness will occur?

(4) Situation Ethics

Situation Ethics: Joseph Fletcher believed what was right and wrong depended upon the individual's situation. In each situation you should consider what the most loving thing to do is, by following Jesus' teaching of:

1. Love thy neighbour

2. Do unto others as you would wish do be done to you.

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Trinity TV > 9 > Religious Studies > Term 4

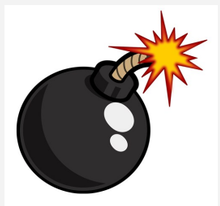
(5) Eye in the Sky & Ticking Time Bomb

Eye in the Sky

Military officers have to decide whether to fire a missile at a house where a terrorist group are staying. Next door to the house is a young, innocent girl who would be killed in the explosion. What would you do?

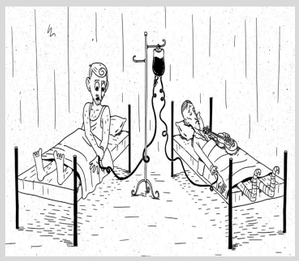
Ticking Time Bomb

A criminal group states that it has hidden a bomb in London. The authorities have captured the leader of the group and they say that only they know where the bomb is. Torture (extreme pain) is guaranteed to produce the information needed to make sure the authorities find the bomb. Is it acceptable to torture the criminal in order to find the bomb and save millions of lives? What would you do?



(6) The Violinist Dilemma—Judith Jarvis

Imagine you wake up in the morning and find yourself back-to-back in bed with an unconscious violinist. You alone have the right blood type to help. His fans have kidnapped you and last night the violinist's circulatory system was plugged into yours. If you unplug the violinist you would kill him. However, you only have to stay plugged in for nine months. By then he will have recovered from his disease and can safely be unplugged from you. What would you do?



Computing - Python

Year 9 Term 3

Week 1 - Python Syntax

Core Knowledge

- **Python** is a text based programming language that is used for web development, software development and mathematics.
- **IDE** is used to run python programs 'Hello World'.
- **Shell** is used to see the programs being run and highlight any errors.
- **Console** is used to type in our command/code.
- **Syntax Errors**: the rules of a language and will be highlighted if you break the programming language rule.
- **String:** A sequence of letters, numbers and symbols in quotation marks.
- **Function**: A piece of reusable code.

Key Literacy Programming

Definition - Programming is the act of writing instructions for a computer to follow.

Associated terms - Coding, Syntax, Loops, Variables, Algorithms.

•**Programming** allows you to bring ideas to life through computer code.

•I am currently working on a **programming** project to create a mobile app.

Week 2 - Using Variables

Core Knowledge

- **A variable** is storage location for values. The values can change.
- **myName = input ()**
- **Print** (" Please type your name in")
- **myName = input()**
- Print ("Nice to meet you", **myName**)
- **Concatenation**: Adding strings and variables together.

Key Literacy Variables

Definition - A variable is a storage location for data.

Associated terms - Data, Value, String, Function, Storage.

•In programming, variables are used to store and manipulate data.

•Variables in computer programmes can be of different types such as integers, strings & Booleans.

•The values of variables can change.

Week 3 - Using Selection

Core Knowledge

- **Debugging** is the process of finding the bugs and correcting them.
- **Selection** is using logic commands to change the flow of a program.
- **IF statements** are used to change the flow of a program through the use of conditions of 'What IF this occurs'.
- **Indentation**: Moves the code inwards to show it belongs to the same subsection of code.

Key Literacy Selection

Definition - Selection in computing involves making decisions based on specific conditions or criteria.

Associated terms - Boolean, Logic Gates, Control Statements, Branching.

•The selection of the appropriate algorithm greatly impacts the efficiency of the program.

•The user can make selection options.

•The selection of the right programming language depends on the project's requirements.

Week 4 & 5 - Data Types & Using Modules

Core Knowledge: Data Types

- **String:** A sequence of letters, numbers and symbols.
- **Integer:** A whole number.
- **Float:** A number which contains a decimal point.
- **Boolean:** A value which either is True or False.

Core Knowledge: Using Modules

- **A module** is a file containing a set of functions that the user would like to include in the application.
-

Key Literacy Data Types

Definition - Data types categorise different types of data for storage and manipulation in computer programs.

Associated terms - String, Boolean, Array, Byte, Integer

•Data types define the kind of data that can be used in computer programs.

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Trinity TV > Year 9 > Computing

Week 6 & 7 - Using Loops & Using Arrays

Core Knowledge: Using Loops

- **Iteration (Loops):** Repetition of a section of code for a set number of times or until a condition is met.
- **For Loop:** Definite loop that will run for a set number of times.
- **While Loop:** Continues to run and execute a while statement as long as a predetermined condition holds true.
- **Array:** An Array is a 'list' of data items which are all the same data type.
- **Random Module:** Allows the computer to generate a random number or options.

Key Literacy Loops

Definition - A loop is a programming construct that allows a set of instructions to be repeated multiple times.

Associated terms - Instructions, Conditions, Iteration, Loop Variable, Control Variable.

•Mastering loops is a fundamental skill.

•The three common loops are 'for', 'while' and 'do-while' loops.

Key Literacy Array

Definition - Arrays are a way to store and access multiple elements of the same type using indices.

Associated terms - Elements, Strings, Index, Data Types, Iteration.

•Arrays is a data structure that stores a fixed number of elements.

•Arrays can store elements of any data type.

Week 8 & 9 - Using Functions & Advanced Operators

Core Knowledge

- **Function:** Block of reusable code that is used to perform a single or related action.
- **Boolean operators**: Used to make selection statements more efficient and versatile. Brackets must be must in long Boolean expressions.
- **AND operator** will output truth if both sides are true, otherwise it will be false.
- **OR operator** will provide a broaden search of the algorithm.
- **NOT operator** will provide results that exclude specific terms of the algorithmic search.

Key Literacy Operators

Definition - Operators are symbols or keywords used to perform specific operations on variables or values.

Associated terms - Arithmetic, Relational, Logical.

•Relational **operators** are used to compare two values or variables, comparisons and logical operations.

Key Literacy Function

Definition - Functions are blocks of code that can be called and executed.

Associated terms - Parameters, Modular, Overloading, Building in function.

•**Functions** are essential in computer science as they allow modular and reusable code.

Spanish—La tecnologia

Year 9 Term 3

Week 1 and 2 - Vocabulary

Week 1:

funcionar	to work
grabar	to record
guardar	to save
recibir	to recieve
hablar	to talk
jugar	to play
mandar	to send
navegar	to browse
usar	to use
un ordenador	a computer
un móvil	a mobile phone
una tableta	a tablet
pasar el tiempo	to spend time
en línea	online

Week 2:

voy en…	**I go on…**
hago / hice…	**I do/I did…**
las compras	(online) shopping
mis deberes	my homework
investigaciones	research
veo…	**I watch…**
vi…	**I watched…**
los vídeo clip	video clips
las películas	films
las series	series
mando…	**I send…**
mandé…	**I sent…**
los correos electrónicos	emails
los mensajes	messages
las fotos	photos
descargo…	**I download…**
descargué…	**I downloaded…**

Week 3 and 4 - Vocabulary

Week 3:

las redes sociales	social media
voy a…	I'm going to…
se puede…	you can…
colgar…	to post…
publicar…	to post…
las fotos	potos
los comentarios	comments
los mensajes	messages
romper	to break
ver	to see / watch
volver	to return
los videojuegos	video games
un blog	a blog

Week 4:

una ventaja	an advantage
una desventaja	a disadvantage
el riesgo de	the risk of
el robo de identidad	identity theft
la seguridad en línea	online security
lento/a	slow
rápido/a	fast
nocivo/a	harmful
peligroso/a	dangerous
(no) se debe…	you must (not)…
tener cuidado	take care
ser víctima de…	be a victim of…
la intimidación	bullying
el fraude	fraud

Week 5 and 6 - Vocabulary

Week 5: Key Phonics

Looks like:	Sounds like:
qu	k
ñ	ny
j	h
ga / go / gu	ga / go / goo
ge / gi	heh / hee

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

Week 6: Connectives

además	furthermore
aunque	although
cuando	when
dado que	given that
donde	where
luego	then
no obstante	however
o	or
para que	so that
por eso	for that reason
por lo tanto	therefore
porque	because
sin embargo	however
ya que	because

The present tense

There are 3 types of verb in Spanish: verbs that end in –ar, -er or –ir. To conjugate verbs, there are 3 simple steps:

1: Take your infinitive

2: Chop the –ar / -er / -ir off the infinitive: habl~~ar~~

3: Add on the correct ending depending on who the **subject** (the person doing the verb) is, e.g. hablo = I talk.

	-ar e.g. estudiar	-er e.g. comer	-ir e.g. vivir
I	Estudi**o**	Com**o**	Viv**o**
you (s.)	Estudi**as**	Com**es**	Viv**es**
he/she	Estudi**a**	Com**e**	Viv**e**
we	Estudi**amos**	Com**emos**	Viv**imos**
you (pl.)	Estudi**áis**	Com**éis**	Viv**ís**
they	Estudi**an**	Com**en**	Viv**en**

Trinity TV

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

Trinity TV > Year > Subject

The past tense

There are 3 types of verb in Spanish: verbs that end in –ar, -er or –ir. To conjugate verbs, there are 3 simple steps:

1: Take your infinitive

2: Chop the –ar / -er / -ir off the infinitive: habl~~ar~~

3: Add on the correct ending depending on who the **subject** (the person doing the verb) is, e.g. hablé = I talked.

	-ar e.g. estudiar	-er e.g. comer	-ir e.g. vivir
I	Estudi**é**	Com**í**	Viv**í**
you (s.)	Estudi**aste**	Com**iste**	Viv**iste**
he/she	Estudi**ó**	Com**ió**	Viv**ió**
we	Estudi**amos**	Com**imos**	Viv**imos**
you (pl.)	Estudi**asteis**	Com**isteis**	Viv**isteis**
they	Estudi**aron**	Com**ieron**	Viv**ieron**

Hacer and tener—Past

The preterite of *hacer* and *tener*

When using the verbs ***hacer* (to do) and *tener* (to have) in the preterite tense**, you must be careful! These are irregular verbs, meaning that they don't follow the regular pattern and **need to be learnt by heart**.

Hacer (to do)	
I did	Hice
You (s) did	Hiciste
He/she/it did	Hizo
We did	Hicimos
You (pl) did	Hicisteis
They did	Hicieron

Tener (to have)	
I had	Tuve
You (s.) had	Tuviste
He/She had	Tuvo
We had	Tuvimos
You (pl.) had	Tuvisteis
They had	Tuvieron