Name: .....

Form Group: .....

Trinity Academy Bradford

Year 8 Knowledge Organiser Term 5

English: *An Inspector Calls*

Year 8 **Term 5**

(1) Dramatic Vocabulary

Drama is intended to be seen on a stage rather than read on a page.

Stage directions: Used to inform the actor how to say the words in a play script, how to move or where to move to.

Soliloquy: An actor speaks the character's thoughts aloud when alone on stage to share them with the audience.

Dramatic irony: The audience is more aware of situations that will impact on the characters than the characters themselves.
Example: The audience is aware that Romeo and Juliet will die but they are not.

Lighting: Used to create mood and atmosphere on the stage as well as to establish the time and location of events.

Setting: Scenery or backdrops on the stage are used to indicates a time or location.

Props: Objects used by the actors to make the events clear.

(2) Scale of Agreement

Sometimes there is no right or wrong answer to a topic, only different opinions. When giving an opinion you can agree to different extents.

Completely, totally, wholly, unreservedly, utterly: You agree or disagree without any doubt or room for questioning.
Example: I completely disagree with violence, it is always unnecessary.

Partially, somewhat, moderately, I agree/disagree to a certain extent, I agree/disagree to a certain degree: You agree/disagree with some of the statement/topic, but not all of it.

Example: I partially agree with the decision to set homework but I can also see the problems it causes.

(3) Persuasive Techniques

You can use the acronym **MADFOREST** to help you remember persuasive techniques.

Metaphor: A comparison that is not literal, it states that something is something it cannot be. Does not use like or as.
Alliteration: Beginning more than one word with the same sound.
Direct address: Addressing your audience or reader through the use of the pronoun "you" or "we".
Facts: A true statement based on evidence.
Opinions: A statement based on your own feelings towards a topic.
Rhetorical questions: Asking a question that does not require an answer.
Emotive language: Vocabulary that provokes an emotional response in your reader or audience.
Statistics: Facts that include numbers, percentages or fractions.
Triplets: Three consecutive words used in the form of a list.

(4) 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.

Revise the content in each box every week.
Then, complete your homework on Educake.
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(5) Narrative Voice

Narrator: The voice who recounts the story to the reader. The narrator can be one of the main characters or can be **omniscient** (detached from the main story and knowing more than the characters in the story do.)
Examples: It was a quiet day in September as the sun began to rise.

Monologue: Where one person or character shares their feelings or point of view.
Examples: I wish I hadn't gone eaten that extra sandwich for lunch, I feel too full now.

Dialogue: Where two people engage in a conversation with each other.
Examples: 'What are you doing?' asked Joe.
'Revising my knowledge organiser. You?' replied Sarah.
'Same. Are you nearly finished?'

(6) 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.

Standard Form, Angles in Parallel Lines, Angles in Polygons

Year 8 Term 5

(1) Key Terms

Integer	A positive or negative whole number. Zero is an integer.
Transversal	A line that crosses at least two other lines.
Corresponding Angles	A pair of angles in matching positions compared with a transversal.
Alternate Angles	A pair of angles between a pair of parallel lines on opposite sides of a transversal.
Co-interior Angles	A pair of angles between parallel lines on the same side of the transversal.

(2) Display a number in Standard Form

A number written in standard form is written $\mathbf{a \times 10^n}$

8×10^4

Greater than or equal to 1
Less than 10

Integer

Are the numbers written in correct standard form?

2.5×10^8 ✓ 0.4×10^6 ✗

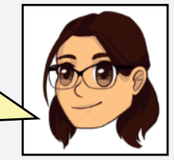
(3) Convert Large Numbers to/from Standard Form

Write 64000 in standard form

6.4×10000

$= 6.4 \times 10^4$

Be careful to write the correct number of zeros.

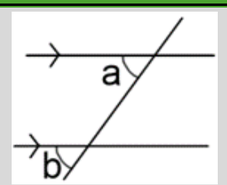
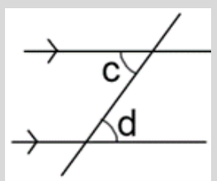
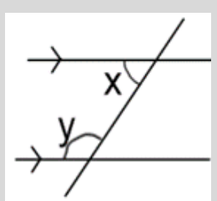


Write 3.52×10^5 as an ordinary number

3.52×100000

$= 352000$

(4) Angles in Parallel Lines

Corresponding Angles are equal $a = b$	
Alternate Angles are equal $c = d$	
Co-interior Angles sum to 180° $x + y = 180^\circ$	

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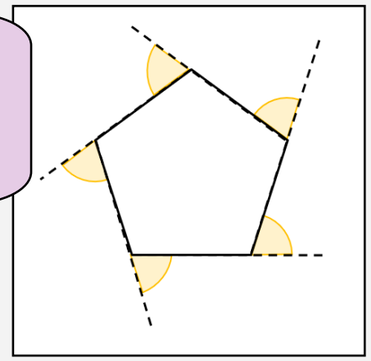
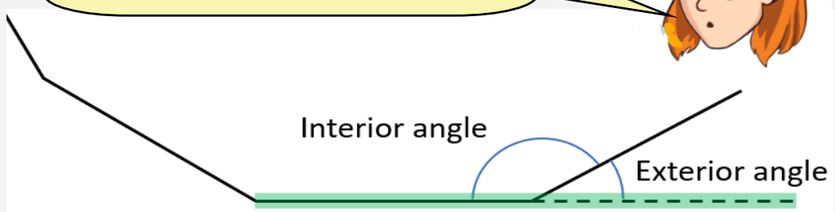
(5) Exterior Angles in a Polygon

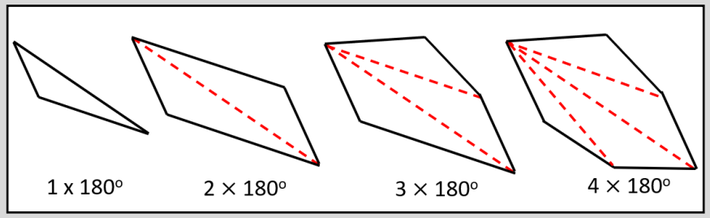
The sum of the exterior angles in any polygon is 360°



The sum of an exterior angle and an interior angle is 180°



(6) Interior Angles in a Polygon



Shape	Sides	Angle Sum	
triangle	3	1 × 180°	180°
quadrilateral	4	2 × 180°	360°
pentagon	5	3 × 180°	540°
hexagon	6	4 × 180°	720°
n-agon	n	$(n - 2) \times 180°$	

Science—Topic 6

Year 8 Term 5

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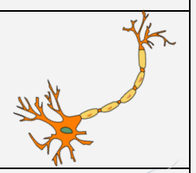
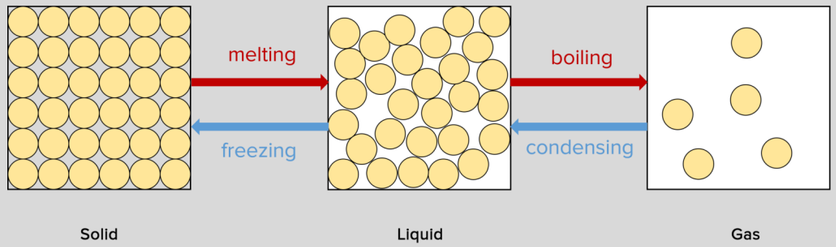
(1) Biology—Specialised Cells

Specialised Cell	How specialised	Image
Red blood cell carries oxygen	• Contains **haemoglobin** which carries oxygen • Doesn't have a nucleus so there is more space for oxygen • Has a **biconcave** shape for a large surface areas	
Ciliated epithelial cell moves particles	• Contain **cilia** which move mucus	
Nerve cell transmits electrical signals	• **Thin and long** so they can carry messages over long distances • Have **branches** to join to other nerve cells • Have a **myelin sheath** which increases the speed of messages	
Sperm cell fertilises the egg	• Have a **tail** so they can move	
Egg cell fertilised by sperm	• **Very large** and has a **nutrient rich** cytoplasm to support embryo growth	

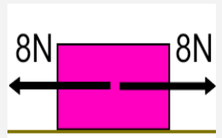
(2) Chemistry— Changes of State



Atom	A single sphere that makes up all matter
Molecule	A group of two or more atoms chemically bonded.
Particle	An atom or a molecule

(3) Physics—Forces and Energy

Stores

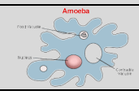


A **force** can be a **push** or a **pull.**
Force diagrams show the **size and direction** of a force. When objects are moved by a force work is done. Work can be calculated by
Work done (J) = Force (N) x Distance (m)

Contact Forces	friction, air resistance, water, resistance, normal contact.
Non-Contact	Gravity, magnetism, weight
Fluid	A liquid or gas that can change shape and flow from one place to another

8 Energy Stores

(4) Biology— Specialised Cells and Drugs

Specialised Cell	How Specialised	Image
Bacteria unicellular organism	• Don't have a nucleus • Have a **flagellum** that spins allowing for movement.	
Protozoa unicellular organism	• Has **pseudopodia** (false feet) that allow movement	
Yeast unicellular organism	• Have a **cell wall** like a plant cell but no chloroplast	

Drug– a substance that has an effects chemical reactions in the body.

Stimulant	Depressant
Speed up messages in the brain. Can cause more alertness**.** Can cause **liver and heart damage, loss of memory and concentration**. E.g. **nicotine**	**Slow down** messages in the brain. Can cause; **feelings of well-bring, lowered inhibition** and **slowed thinking.** E.g. **alcohol.**

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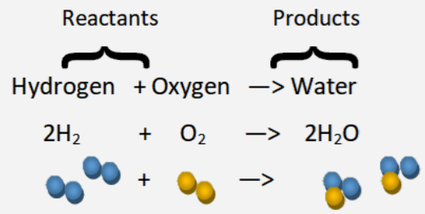
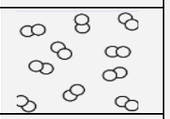
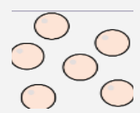
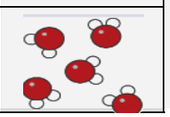
(4) Chemistry—Chemical Reactions



Term	Definition	Diagram
Atom	The simplest particles of matter.	
Molecules	Two or more atoms, chemically joined together.	
Element	A substance that is made up of only one kind of atom and cannot be broken down into any other, simpler substance.	
Compound	A substance made up of two or more elements, chemically joined together.	

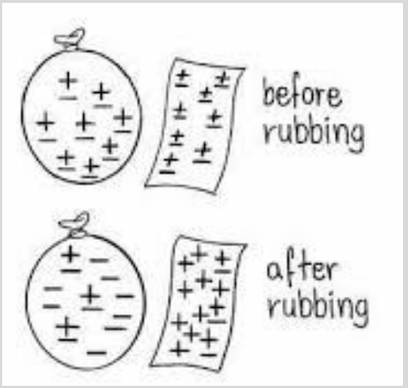
(6) Physics—Energy and Charge

Energy Transfers

Energy cannot be created or destroyed only **transferred** from one store to another**.** Energy can be transferred **by heating, mechanically, electrically or by radiation.**

Static Charge

All matter has a **charge.** Charges can be **positive** or **negative**. When charges are **separated** from an object, this causes **static electricity.** When objects are charged they can **attract or repel** when not in contact.



What are the consequences of Asia's changing demography?

Year 8 **Term 5**

(1) Keywords

Demography	The study of statistics such as births, deaths and income, which shows us the changing structure of human populations.
Population Density	The number of people in one geographical area (usually a square mile)
Distribution	The way something is spread out or arranged on a map.
Fertility Rate	The average number of children a woman will have in her lifetime based on where she lives.
Overpopulation	When the population of a place becomes too dense that is reduces the quality of life for
Internal Migration	The movement of people from one area to another within a country.
Life Expectancy	The number of years someone is expected to live to.

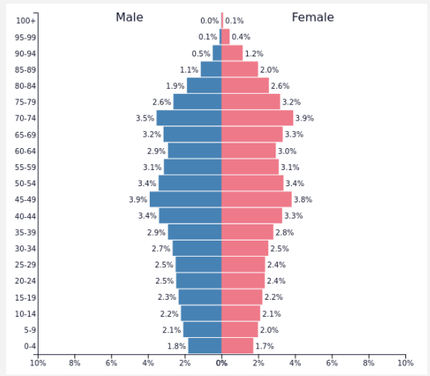
(2) Where is Asia?

Asia is a continent with 48 countries. To the north is the Arctic Ocean, to the east is the Pacific and to the west is the continent of Europe. It is the largest continent and home to 4.5 billion people.

(3) What are population pyramids?

A population pyramid is a way to visualise two variables that affect a country's population: **age and sex.**
They are used by demographers, who study populations.

- A population pyramid can be used to compare differences between male and female populations of an area.
- They can also show the **distribution** of age within the population of an area.
- They give us an idea of how **developed** a country is, and we can infer information about the **life expectancy, fertility rate and infant mortality rate** in an area.



(4) What is the demography of India and Afghanistan?

India and Afghanistan both have **youthful** populations. This means that there is **a higher proportion of children** than adults. This happens because there are **more births than deaths**.

A youthful population brings **opportunities:**

- There are many people of a working age, which increase the workforce and boosts the economy.

A youthful population brings **challenges:**

- Young adults are more likely to have children, which increases the population. Some counties, such as India, are struggling to cope with a large population.
- There is high competition for job opportunities.

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(5) Japan's Ageing Population

Japan has an **ageing** population. This means that there is a **higher proportion of elderly people**. This has happened because **the fertility rates are declining** and **life expectancy is increasing**.

- The population is expected to drop from **127 million in 2015 to 88 million by 2065.**

An ageing population has **challenges** on the economy:

- There is a labour shortage in Japan. As elderly people retire, there are not enough young people to fill employment gaps.

However, there are some **solutions**:

- Many cities in Japan are offering money and benefits to women who have children.
- The government are creating programmes where elderly people look after young children.

(6) China's One Child Policy

The policy was introduced in **1979** to try and prevent overpopulation and increase quality of life for people living there.

It was stopped in **2015** and although it did bring the population down, this policy has had **long-lasting** consequences on China.

- China now has an ageing population and faces similar challenges to Japan.
- Elderly people require more healthcare, which puts pressure on hospitals and medical services.
- Lots of families favoured having boys. This led to high abortion rates for baby girls, which has led to a much higher proportion of men compared to women today.

Term 5: How did the Holocaust change the lives of minorities?

Year 8 Term 5

(1) Pre war Jewish life and antisemitism

- Less than 1% of the German population were Jewish in 1939.
- Poland has the largest Jewish population in Europe before the Second World War.
- Medieval antisemitism is based around religion, misconceptions and beliefs.
- Nazi Antisemitism was developed by Hitler, it is based upon beliefs about race. It is fuelled by anxieties and worries during the interwar years.

The Holocaust	The Holocaust was the attempt by the Nazis and their collaborators to murder all the Jewish people in Europe.
Antisemitism	Discrimination against or prejudice or hostility towards Jewish people.

(2) Persecution

- Hitler becomes Chancellor of Germany in 1933 and starts to pass laws that slowly socially, politically and economically persecute Jews.
- Persecution started by trying to remove Jewish influence from Germany, this progresses to forced migration.
- Hitler and the Nazis also persecuted people with disabilities, gay people, Roma Europeans and black people.

1938	Kristallnacht- Night of the broken glass. A night of violence against Jewish people, also known as a pogrom. This led to the destruction of buildings and murder of innocent people.
Persecution	A program or campaign to exterminate, drive away or control people based on their religion, ethnicity, social or racial group.

(3) The Final Solution

- After the initial success operation Barbarossa, (the invasion of the Soviet Union) 4 million more Jews fell under Nazi control.

The Nazis created a plan to deal with this:

- Fit and strong Jews would be spared for a few months to work for Germany;
- Those who were believed to be of no use: mothers, the old, the very young, the sick; would be sent for 'special treatment'.

Concentration Camp	1933 onwards. A camp where people were imprisoned, forced to work, and were often killed through shooting squads or gas chambers. People also died in these camps through

(4) Resistance and Britain's Role in the Holocaust

- Jewish people resisted the Nazi regime in a variety of ways. These ways included: writing newspapers, leaflets and pamphlets, keeping diaries, taking photographs, escaping ghettos and saving Jewish people.
- **Sonderkommando** photographs are four blurred photographs taken secretly in August 1944 inside the Auschwitz concentration camp in German-occupied Poland.
- From the Nazi rise to power through to the outbreak of war, Great Britain had access to information and evidence about the Nazi's actions and policies. However, there was very little protest from the British government.

Resistance	The act of fighting against something that is attacking you, or refusing to accept something.

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Trinity TV > Year 8 > History> Term 5

(5) Liberation and Responsibility

- As the allied troops made their way though Nazi occupied land they encountered many concentration camps.
- Many of the Nazi officials who were involved in the Holocaust were put on trial for war crimes and crimes against humanity in the Nuremburg Trials.
- Reinhard Heydrich: Heydrich was the chief architect of the Holocaust. He is one of the highest ranking individuals linked to the deporting, imprisonment, and slaughter of Jewish people.
- **Irene Sender:** Sendler smuggled children out of the Warsaw ghetto in order to save their lives.

27th January 1945.	Auschwitz was liberated by US troops.
Liberation	The act of setting someone free from slavery or imprisonment.

(6) The end of genocide? Anne Frank

- Despite the horrors of the Holocaust, genocide has occurred in many other countries sine and is still happening today.
- Examples of genocide since the Holocaust include: Darfur (2003–present) and Rwanda (1994).
- **Anne Frank** was a German girl and Jewish victim of the Holocaust who is famous for keeping a diary of her experiences. Anne and her family went into hiding for two years to avoid Nazi persecution. Anne and her sister died in Auschwitz in 1945.

Genocide	The deliberate killing of a large group of people, especially those of a particular nation or ethnic group.

Religious Studies: What are the Dharmic Faiths?

Year 8 **Term 5**

(1) Keywords

Dharmic Faiths	Hinduism / Buddhism / Sikhism
Dharma	The rules of rebirth/reincarnation
Rebirth/ Reincarnation	Two different ways of describing the process where one's soul/self/mind returns to a new
Atman/Citta/Atma	Hindu/Buddhist/Sikh name for soul/self/mind
Samsara	Cycle of death and rebirth
Moksha	Hindu concept of freedom from Samsara
Sewa	Selfless-Service

(2) What are the Dharmic Faiths?

All the Dharmic Faiths originated in the Indian Subcontinent; particularity in what is modern day Pakistan, India, and Nepal.

All three Dharmic Faiths believe that death is not the end and that one's soul/self/mind takes on a new physical form after death and that this is repeated in a near-endless cycle called samsara.

The three religions take different perspectives on the existence and importance of God's. Sikhism is monotheist whilst Hinduism believes the one main God, Brahman, can take on millions of different forms. Some Buddhists believe in Gods but others are not so sure if they exist or are important.

Whilst Buddha founded Buddhism and Guru Nanak founded Sikhism, the founder of Hinduism is unknown and its stories are incredibly old.

(3) What is Reincarnation?

All three Dharmic Faiths agree that we come back again after death but each takes a slightly different view of what counts as the identity of a person which is returned.

1. Atman—Hindu's believe in a 'self' which comes back
2. Citta—Buddhists believe in a 'mind' which comes back
3. Atma—Sikhs believe in a 'soul' which comes back

In any case, the ultimate goal is escape from this cycle of rebirth.

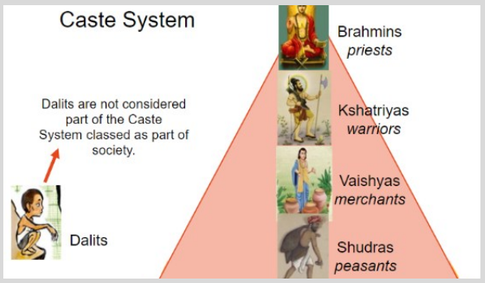
1. Moksha-Hindu's aim to reunite with **Brahaman** (God)
2. Nirvana-Buddhists aim to escape rebirth and find peace
3. Mukti—Sikhs aim to reunite with **Waheguru** (God)

Dharmic masters may choose to take another human rebirth.

(4) What the Caste System?

1. **Caste System** a hierarchy of society which organised people into levels **based on their reincarnation.**

2. **Caste was for life.** The only way to improve things was to work for a better reincarnation.



3. **Following one's dharma** was the only way to achieve this as the story of warrior Arjuna's conversation with the God Krishna shows.

4. **Karma determines reincarnation.** Good actions produce good karma and good rebirths. Only following one's dharma achieves this.

5. **Dalits are outside of the system,** causing them immense difficulty.

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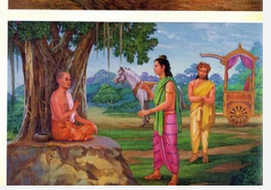
(5) What is Samsara?

Siddhartha was a prince who never saw any suffering in his life of luxury. His father's only heir, Siddartha's family were desperate to prevent him from leaving the palace and fulfilling a prophecy that he would leave the palace to become an ascetic (one who gives up all comfort) holy man.

Bored of life, one day the prince snuck into town where he saw four sights which would change him forever:

1. A sick man
2. A very old man
3. A dead body
4. A holy man (ascetic)



He decided to immediately live an ascetic and holy life, giving up all pleasures and comforts. At first he starved himself but realised this was too extreme.
After long meditation under a Bodhi tree he realised desires caused suffering, touching the ground with one hand, the earth shook. 'Now I am awake!'

(6) What is Selfless-Service?

The langar (or free kitchen) was introduced by Guru Nanak, who was the founder of Sikhism and the first Guru, because of his belief in the oneness of humanity. Famously declaring, 'There is no Hindu, there is no Muslim!', Guru Nanak argued that as everyone was equal in the eyes of Waheguru (God), people should serve others selflessly. So sewa, or selfless service, became a core Sikh belief.

Guru Nanak offered free vegetarian meals to everyone, regardless of their caste, gender or wealth. The langar, or communal kitchen, became a specific part of a gurdwara (Sikh place of worship). It was a place where everyone gathered and ate together. The langar is also the free food that is served.

Many Sikhs today serve langar to people outside the gurdwara such as the homeless on stalls in cities or by dropping off meals to the elderly.

Computing - Edublocks

Year 8 **Term 5**

Week 1 - Introduction

Core Knowledge

- **Variables**: A variable is a storage location for values, these values may change whilst the program is running.
- **Sequence:** The order in which code is executed in.
- **Selection:** Using logical tests to change the flow of the sequence.
- **Iteration:** Using loops to repeat sequence of codes.
- **Edublocks**: Edublocks is a free application available online that was created by a 12 year old to help others learn code.

Key Literacy Variable

Definition - A variable is something that can be changed and is a storage location for data.

Associated terms - String, Integer, Changeable, Float, Boolean

- The student inputted his number and stored it as a variable.
- The If Statement changed the value of the variable

Week 2 - Using Selection

Core Knowledge

- **Selection**: Also known as an IF statement is what we call the function that is part of the selection category. This allows us to change the flow of the code based on What If questions.
- **User Input**: User input is how the user of the software can input data into a program and change its variables.
- **Comparison operators**: comparison operators allow you to compare two different variables.. Some examples are > (greater than). < (less than) and == (Equals to).

Key Literacy Selection

Definition - The use of logic commands to change the flow of a program.

Associated terms - Choice, Pick, Choose, Change, Input

- He used selection to change the flow of his code.
- The head girl was chosen from the selection of students.

Week 3 - Arithmetic Operators

Core Knowledge

- **Integer**: An integer is what we call a variable that holds within it ONLY whole numbers.
- **Arithmetic Operators**: A mathematical function that is used to perform a calculation, e.g. add, subtract, multiply and divide.
- **Casting:** casting is the conversion of one data type into another such as turning a string into an integer for the purpose of storing data correctly.

Key Literacy Integer

Definition: An integer is what we call a variable that holds within it ONLY whole numbers.

Associated terms: Changeable, Whole number, Digit, Variable

- The student stored their age in their program as an integer.
- An integer cannot have a decimal place.

Week 4 - Turtle Module

Core Knowledge

- **Module:** A module is a file containing a set of functions you want to include in your application.
- **Turtle Module**: The turtle module can draw intricate shapes using programs that repeat simple moves.
- **Loop:** A loop is a piece of code that will repeat itself forever or until a certain condition is met.

Key Literacy Sequence

Definition - The order in which code is executed in.

Associated terms - Order, Flow, Execute, Counting, Series

- The student's code was executed in the correct sequence.
- The images were shown in sequence.

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For more help, visit Trinity TV and watch the following videos: **Trinity TV > Year 8 > Computing**

Week 5 - Variables and Lists

Core Knowledge

- **List (array):** A list which is also known as an array is a list of data items within the code.
- **Random Module**: Module which allows the program to generate a random number/option.

Key Literacy Iteration

Definition - The repetition or looping of a piece of code.

Associated terms - Loop, Repeating, Repetition, Infinite

- The student was using iteration to make their code run forever.
- Using iteration allows a programmer to repeat sections of code until a condition is met.

Week 6 - Turtle Flags

Key Project Skills

These following skills will be required for your flag project. Previous lessons will help you to recall the skills you need to successfully complete the project.

- Import the **Turtle Module**
- Demonstrate use of **sequencing**
- Incorporate the use of **Variables**
- Include a form of **Iteration**
- Include a **Lists**

Key Literacy Array

Definition - A list which is also known as an array is a list of data items within the code.

Associated terms - List, Multiple, Ordering, arrangement

- The student decided to put all of his integers into an array.
- The array contained a list of her classmate's names.

Spanish - Mis vacaciones - My holidays

Year 8 Term 5

Week 1 and 2 Vocabulary

Week 1:

normalmente	normally
cada año	every year
vamos	we go
a Argentina	to Argentina
a Chile	to Chile
a Colombia	to Colombia
a Escocia	to Scotland
a España	to Spain
a Francia	to France
a Gales	to Wales
a Inglaterra	to England
a Irlanda	to Ireland
a Paraguay	to Paraguay
a Uruguay	to Uruguay
a la montaña	to the mountains
al campo	to the countryside

Week 2:

llueve	it rains
hace sol	it is sunny
hace viento	it is windy
se puede	you can
tomar el sol	sunbathe
enviar una postal	send a postcard
hacer un viaje	do a tour
comer en un restaurante	eat at a restaurant
visitar monumentos	visit monuments
hago…	I do…
vela	sailing
alpinismo	hiking
esquí acuático	waterskiing
paracaidismo	sky-diving

Week 3 and 4 Vocabulary

Week 3:

en el futuro	in the future
mañana	tomorrow
la semana que viene	next week
el año que viene	next year
la primavera	spring
el verano	summer
el otoño	autumn
el invierno	winter
Voy a…	I'm going…
tomar el sol	to sunbathe
saborear	to taste
cenar	to dine/have dinner
relajarme	to relax
descansar	to relax
quedarme	to stay
en un piso	in a flat
en un hotel	in a hotel
en una carpa	in a tent

Week 4:

en el pasado	in the past
el año pasado	last year
la semana pasada	last week
conocí	I met
fui	I went
hice	I did
llegué	I arrived
me quedé	I stayed
salí	I went out
saqué	I took
ví	I watched / saw
visité	I visited
un desfile	a parade
monumentos	monuments
turistas	tourists

Week 5 and 6 Vocabulary

Week 5:

además	furthermore
antes	before
aun así	nevertheless
después	afterwards
entonces	then
finalmente	finally
luego	next
no obstante	however
pero	but
por otra parte	on the other hand
primero	first
también	also
y	and

Week 6: Key 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 1 and 2 Grammar

The Present Tense

There are 3 types of verb in Spanish: verbs that end in –ar, -er or –ir. To conjugate verbs, there are 2 simple steps:

1. Chop the –ar / -er / -ir off the infinitive: habl~~ar~~
2. Add on the correct ending depending on who the **subject** (the person doing the verb) is, e.g. hablo = I talk.

	-ar	-er	-ir
I	Estudio	Como	Vivo
you (s.)	Estudias	Comes	Vives
he/she	Estudia	Come	Vive
we	Estudiamos	Comemos	Vivimos
you (pl.)	Estudiáis	Coméis	Vivís
they	Estudian	Comen	Vivem

Trinity TV

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

Trinity TV > Year 8 > Spanish

Week 3 and 4 Grammar

The Future Tense

To form the future tense, we need three ingredients:

1) the verb 'ir' in the present tense.
2) a
3) a verb in the INFINITIVE (-ar/-er/-ir)

For example:

Voy a visitar
I'm going to visit

Voy a jugar
I'm going to play

Voy a estudiar
I'm going to study

voy - I'm going
vas - you're going
va - he/she is going
vamos - we are going
vais - you (plural) are going
van - they are going

Week 5 and 6 Grammar

The Past Tense

To conjugate verbs in the past tense, there are 2 simple steps:

1. Chop the –ar / -er / -ir off the infinitive: habl~~ar~~
2. Add on the correct ending depending on who the **subject** (the person doing the verb) is, e.g. hablé = I talked.

	-ar	-er	-ir
I	Estudié	Comí	Viví
you (s.)	Estudiaste	Comiste	Viviste
he/she	Estudió	Comió	Vivió
we	Estudiamos	Comimos	Vivimos
you (pl.)	Estudiasteis	Comisteis	Vivisteis
they	Estudiaron	Comieron	Vivieron