

Name:

Form Group:



Year 9 Knowledge Organiser Term 5

(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 a rhythm of five beats or syllables to each line, it 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) Adverbs and Adverbial

Adverbs: Words used to modify (*change*) verbs. They tell us when, where, how, or how often an action is performed.

Adverbial Phrases: Phrases (more than one word) which do the same as an adverb.

*When: He spoke to me **after dinner**.*

*Where: She looked **everywhere**.*

*How: He spoke **quietly**.*

*How often: He doesn't **often** play football.*

When you use adverbs at the beginning of the sentence, they should be **followed by a comma**.

Example: Today, he spoke to me.

(4) 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 and engages the audience directly.

Example: You will really enjoy the ride.

3rd person: Not written from the writer's or reader's point of view.

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.

(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) Word Patterns

Writers think carefully about the word choices in their writing in order to create a specific effect or mood for the reader or audience.

Sometimes writers choose to create a pattern by linking words across a paragraph or whole text. The words that create a pattern can be grouped together in a 'field'.

Lexical field: Words that are associated with a specific topic or subject.

Example: The lexical field of football would be: pitch, ball, players, goal, score, and team.

Semantic field: Words that are associated by meaning.

Example: A semantic field of violence would be: shred, ripped, beat, pulsed, throbbed, smashed, and shrieked.



(1) Key Terms

Centre of Enlargement	The point from which an enlargement is made.
Scale Factor	The value used to multiply or divide a shape's dimensions during the process of enlargement .
Enlargement	Making a shape bigger or smaller .
Hypotenuse	The longest side in a right angled triangle. It is <u>always</u> opposite the right angle.
Square Root	The inverse operation of squaring a number. For example, $\sqrt{16} = 4$ and $4^2 = 16$
Corresponding	Means a matching pair.

(2) Pythagoras' Theorem

The square of the hypotenuse of a **right-angled triangle** is equal to the sum of the squares of the other sides.

$3^2 + 4^2 = 5^2$

$a^2 + b^2 = hyp^2$

(3) Similar Shapes

Shape **A** is similar to shape **B**, **C** and **E**.

- 1) The side lengths are in the **same ratio**.
- 2) All corresponding **angles are equal**.
- 3) They are **enlargements**.

(4) Linear Scale Factor

Scale Factor = $\frac{\text{Large Corresponding Side}}{\text{Small Corresponding Side}}$

Scale Factor = $\frac{24}{12} = 2$

(5) Enlargement

To enlarge *shape A* by **scale factor 3**. Multiply all the dimensions of the sides of the shape by 3.

The ratio of the sides of *shape A* to *shape B* is **1:3**. The size of each of the corresponding angles remain the same.

(6) Enlargement from a Point

To describe an **Enlargement** from a point, you need to know:

- The **Centre of Enlargement** (2,1)
- The **Scale Factor** (SF = 2)

(1) Scalars and Vectors, Motion

- Forces are measured in Newtons using a Newton meter
- Forces can change the speed, direction and shape of an object
- Resultant force**– The overall force acting upon an object

Scalar– A quantity with magnitude (size) only

Vector– A quantity with magnitude and direction

Scalars	Vectors
Mass	Force (e.g. weight)
Time	Displacement
Distance	Velocity
Speed	Acceleration
Temperature	Momentum
Energy / work done	
Power	

Speed (m/s) = Distance (m) ÷ time (s)

Weight (N) = mass (kg) x gravity

Kinetic Energy (J) = 0.5 x mass (kg) x velocity²

Work done (J) = force (N) x distance (m)

Power (W) = work done (J) ÷ time(s)

(2) Force Diagrams

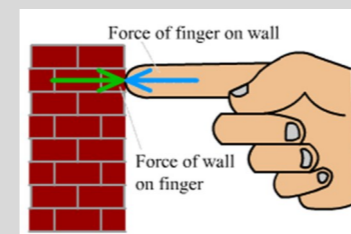
Newton’s 1st Law– An object will remain stationary or travelling at constant velocity unless acted upon by an external force.

If an object is stationary or travelling at constant speed, the forces acting on an object are balanced (in equilibrium) and the resultant force is 0N.



Terminal velocity– The object is travelling at constant speed as a result of the forces acting on it being in equilibrium

Newtons 3rd Law– For every action, there is an equal and opposite reaction. For example, the force of your finger on the wall and the force of the wall on your finger.



If the force of the wall was larger, your finger would be pushed back. If the force of your finger was larger it would push the wall back!

These two forces are equal and opposite, so neither object moves.

(3) Acceleration and PAG

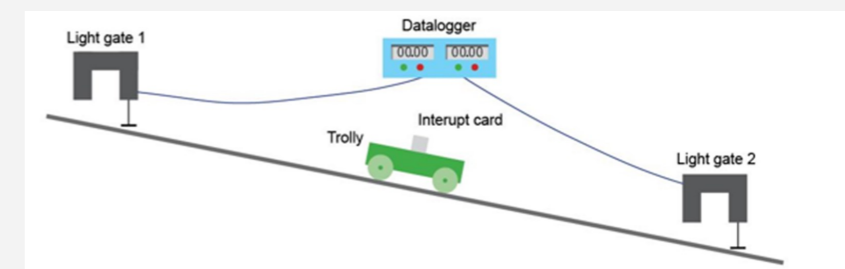
Newton’s 2nd law – Force= mass x acceleration (F=ma)

Acceleration (m/s²) = change in velocity ÷ time

PAG:

Use 2 light gates attached to a data logger to record the velocity of the trolley at the top of the ramp and then at the bottom. The data logger can use this to calculate acceleration of the trolley.

Using light gates improves accuracy as it removes human error of pressing a stopwatch and calculates the acceleration closer to the true value.



(4) Distance/ Time graphs, Velocity/ Time graphs

Distance/ Time graphs show the distance an object moves in a given time. The shape of the line tells us the motion of the object. The speed can be calculated by using the equation:

Speed= distance ÷ time

The steeper the gradient, the faster the speed.

	Distance/Time	Velocity/Time
Stopped		
Constant Speed		
Constant Acceleration		

A Velocity/Time graph looks different as it plots how velocity changes over time. If velocity increases, an object is accelerating.

(5) Momentum and Elastic energy

Momentum

Law of conservation of momentum – Momentum before a collision is equal to the momentum after. This applies when there are no external forces.

Total momentum before= Total momentum after

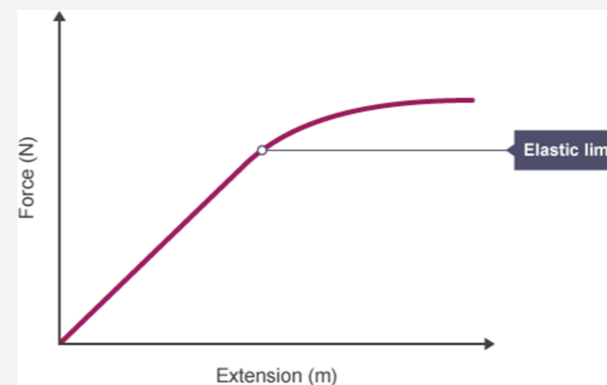
Momentum (Kgm/s)= mass (kg) x velocity (m/s)

Inertia– How difficult it is to change the velocity of an object

Elastic energy–

Elastic energy= 0.5 x spring constant x extension²

As a spring stretches, the extension of the spring is directly proportional to the force applied. This means that if force doubles, the extension doubles.

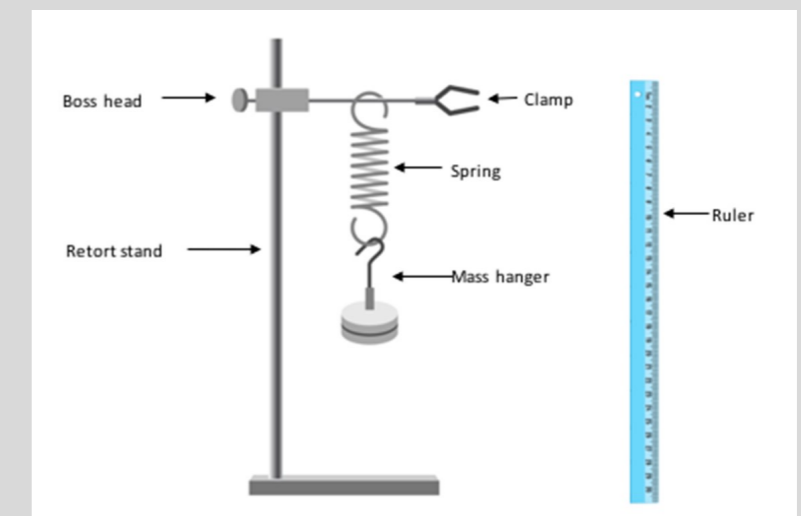


This occurs until it reaches its elastic limit, which is when the relationship is no longer proportional.

(6) Hooke’s law and Elastic energy

We can investigate Hooke law and elastic energy in the following practical:

- Place a spring on a hanger and measure its original length.
- Add a 0.1Kg mass to the spring.
- Measure the extended length of the spring. Remove the mass.
- Repeat, increasing the mass by 0.1Kg each time.
- Calculate the spring extension using original length– extended length.
- Plot the results on a graph.



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(1) Keywords

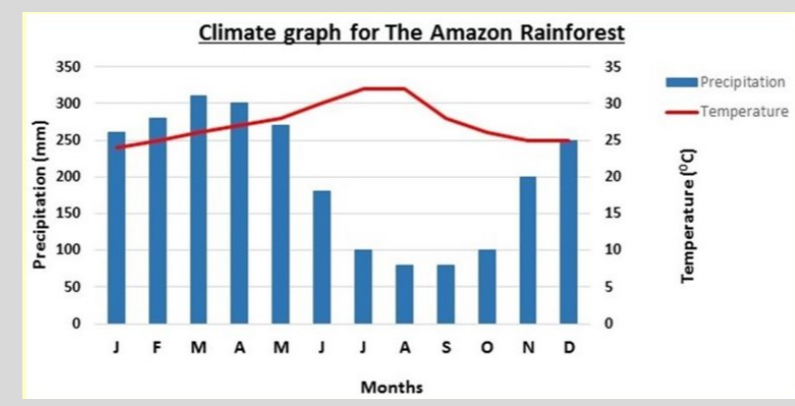
Tropical rainforest	An biome found between the latitudes of 23.5°N and 23.5°S (the Tropics).
Soil erosion	This is when the soil degrades in quality and is wearing away. This causes soil to become less fertile.
Adaptation	The process where a plant or animal becomes better suited to its environment so it can survive.
Biodiversity	The variety of organisms found in an ecosystem.
Deforestation	The removal of trees to clear the land for a purpose.
Selective logging	The removal of selected trees within a forest based on criteria such as age, height, or species.
Ecotourism	A type of tourism that involves destinations where plants, animals are the attraction and environmental damage is minimal.

(2) Tropical rainforest climate

Tropical rainforests do not experience seasons like we do in the UK. Instead they have wet and dry seasons which are months each.

Tropical rainforests have a humid climate:

- They have high precipitation levels all year round
- They have high temperatures all year round



(3) Plant and animal adaptations

Sloth	They are slow moving to conserve energy. They are also camouflaged to prevent predators from seeing them in the trees. They are nocturnal to avoid predators.
Toucan	Their large bill also helps them keep cool in the hot environment in which they live. They also have two toes facing forward and two facing backwards to cling to the tree where they live.
Drip tip leaves	These leaves channel the water so it runs off the leaf. This means that the weight of the water does not damage the leaf. It also prevents bacteria from growing in the standing water.
Large buttress roots	These roots anchor the trees into the soil, to prevent them from falling over as they grow extremely tall. These roots are shallow and spread widely.

(4) Causes and impacts of deforestation

Causes of deforestation include:

- **Logging:** the removal of trees to make wooden products
- **Mineral extraction:** mining and drilling for resources
- **Population growth:** building roads and housing for people
- **Energy development** through hydro-electric power
- **Subsistence and commercial farming**

Impacts of deforestation include:

- **Soil erosion:** degradation (worsening) of soil quality
- **Contribution to climate change:** trees absorb carbon dioxide
- **Loss of biodiversity:** threats to species
- **Economic development:** increased profits

(5) Strategies to sustainably protect the rainforest

There are several strategies that can help to manage the rainforest sustainably, these include:

Strategies to improve the sustainability of deforestation:

- **Selective logging:** The removal of selected trees within a forest based on criteria such as age, height, or species.
- **International hardwood agreements:** agreements to sustainably source wood for products such as furniture.

Strategies to sustainably protect the tropical rainforest:

- **Ecotourism:** tourism that involves minimal harm to the environment.
- **Conservation and education:** ensuring local people know how to care for their environment and its value.
- **Debt reduction:** removing some or all of a country's debt if they pledge to protect their rainforest.

(6) Tropical Rainforests value and protection

The tropical rainforest is a very valuable **biome**.

It also contains valuable materials and ingredients for:

- **Food:** bananas, vanilla, sugar, cocoa and more come from the rainforest.
- **Medicine:** 25% of western medicines contain ingredients from plants in the tropical rainforest.
- **Shelter:** they provide furniture products for many homes.
- **People:** indigenous tribes make use of the natural resource and live in harmony with the rainforest.
- **Biodiversity:** It is home to around 50% of the world's plants and animal species.
- **Climate control:** The rainforest produces 28% of the world's oxygen, and also absorbs significant amounts of carbon dioxide to limit climate change.

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Development of technology

- The 20th century saw the development of various technology that improved the lives of the people. New technology encouraged experimentation and research to improve many aspects of life.
- Notable examples of new technology included:

1953	Scientists Francis Crick and James Watson discover DNA
1973	The first handheld mobile phone was created by Motorola.
1978	Doctors use IVF fertility treatment to help women become pregnant. Louise Brown from the UK becomes the first 'test-tube baby.'

Government change

- In the 20th century, the British government realised that they needed to make changes in order to improve Public Health. This began with a series of social reforms.
- These changes were inspired by reports written by **Charles Booth and Seebohm Rowntree**.



Reform	Making a change to improve something.
Years	Reform
1906	The School Meals Act allowed local councils to provide school meals to poor children whilst in school.
1907	Schools instructed to have a medical service

Impact of war

First World War (1914-18)

- The growing scale of war led to the development of new technology to treat soldiers.
- For example: WW1 had the first mobile X-Rays used on the battlefield by **Marie Curie**, to identify injuries. Plastic surgery was also developed by **Harold Gillies** to treat soldiers with severe burns.



Second World War (1939-45)

- The National Blood Transfusion opened in 1938, allowing a blood supply for wounded soldiers. In 1944 the first antibiotic, Penicillin was mass produced, making enough for all soldiers fighting for the allies.

The creation of the NHS

- The new **Labour** British government began to move away from their laissez-faire attitude, realising they needed to intervene to improve the lives of the people.



- In 1942 the Beveridge Report suggested a **National Health Service** and **Universal National Insurance** to improve Public Health.
- In 1948, the National Health Service (NHS) established by the Health Minister **Nye Bevan**, who believes in free healthcare from 'Cradle to Grave'.
- Initially there was opposition from doctors but the NHS improved life expectancy and public health improved in England.

Contagious diseases

HIV/AIDS

- In the 1980s there was an outbreak of a new disease, AIDs.
- By 1989, there were 100,000 known cases in the USA.
- It took many years for treatments to be developed due to stigma and stereotypes surrounding HIV. The first treatment to prevent the spread and reduce symptoms of the illness wasn't created until 2012 with the drug PREP.

Covid-19

- The first Covid 19 outbreak started in December 2019, China.
- The vaccination for Covid was developed by British scientists in just 10 months in response, the usual timeframe for a vaccine to be made is 10 years. Highlighting the vast advancements in medicine by the 21st century.

Timeline

1906	The election of the British Liberal Party. They would use their time in office to introduce a series of reforms.
1914	The discovery of blood transfusions.
1914-1918	The First World War
1928	The discovery of Penicillin as an antibiotic.
1939-1945	The Second World War
1948	The Creation of the NHS
1989	The creation of the World Wide Web (WWW.)
1996	The first successful cloning of an animal - Dolly the Sheep
2019	The Covid-19 virus is spread from China throughout the world.



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(1): Keywords	(2) Sacred Writings & Texts	(3) Origins of the Universe: Big Bang and Genesis
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Pollution	Contamination of an environment with harmful substances.	Genesis One 6 days of creation and 1 of rest)	1-light; 2-sky; 3-land and plants; 4; sun, moon, stars; 5 -sea and flying creatures; 6-land animals, humans.
Evolution	Animals change over time—humans from apes		
Big Bang	Explosion from a single point of matter which led to formation of universe	Genesis 1:27 Dominion	“God said, ‘Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth.’”
Dominion	Belief that humans have been given control/charge of the world		
Environment	The world around us - land, water, air, and space		
Abuse	Cruel and unethical treatment	Genesis 2:15 Stewardship	“The Lord God took the man and put him in the Garden of Eden to work it and take care of it.”
Awe and Wonder	Opposing views on humanity’s role in world: care for/rule over and use for own benefit		
Stewardship	Duty given by God to humankind to look after the created world, and all life within it		

Christians believe that God is **omnipotent** (all-powerful). This is shown in **Genesis** (the first book of the Bible) when God creates the universe by speaking (“let there be light”) over 6/7 days.

God creates Adam & Eve, the first humans, in his own image. He tells them to be responsible for the world. Some interpret this to mean **take control** (dominion) and others to mean **look after** (stewardship).

The **Big Bang Theory**: billions of years ago all matter was at a **single point** of infinite density. Then it began to **expand** before cooling to form our **universe** and everything in it.

(4) Treatment of Universe—Pollution and Resources	(5) Use of Animals—Should we test and use animals?	(6) The Value of the World - Awe and Wonder
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- **Pollution**: environmental damage caused by waste.
- **Air pollution**: caused mainly by fumes from factories and vehicles. Long term exposure can lead to asthma attacks, lung cancer and diseases. Causes global warming, climate change and acid rain.
- **Global Warming**: the is world getting hotter at a dangerously fast rate due to **greenhouse gasses** such as **CO2** being released.
- **Land pollution**: caused by the ineffective disposal of waste. When chemicals enter the earth this can poison wildlife, make farming less efficient and result in contaminated food.
- **Water pollution** : caused by dumping waste into the sea. It has a devastating effect on marine life. The Deepwater Horizon oil spill released over 750 million litres of oil, killing many fish and birds.
- **Natural resources**: parts of the world which can be used to produce energy or for the manufacture of goods. These can be **renewable** (re-usable without causing loss) such as solar and wind, and **non-renewable** (use causes loss) such as coal and gas.

Agree	Disagree
<ul style="list-style-type: none"> • Christians often believe that animals do not have souls and so are inferior to humans. • In the ‘Miracle of the five loaves and two fish’, Jesus Christ famously feeds meat in the form of fish to a gathering of 5,000 people, showing people they can eat meat. • Testing on animals can create life saving medical treatments. Human lives are more valuable. 	<ul style="list-style-type: none"> • Animal rights refers to the idea that animals should be entitled to live lives that are free from abuse by humans. In the UK, there are laws designed to protect animals from cruelty. • Animals are a gift from God and should be protected. • It is illegal to test cosmetics (beauty products) on animals.

Awe and wonder: a sense of wonderment at nature; often linked to the feeling that God is involved/revealed through it.

- The world has an **intrinsic value** because God created it. That means that the world is incredibly **important** no matter what we think about it or what is happening to it.
- **Numinous experiences** are those where the power and mystery of God are revealed to us in ways that can be hard to express or put into words. Perhaps the hairs stand up on the back of your neck as you see the sunset.

The Parable of the Mustard Seed

Jesus explained to his **disciples** (followers) that the **Kingdom of God** was like a mustard seed. It was so small that it could blow away or be missed by someone looking for it. However, if found and cared for, it would grow into a large and powerful tree.



Week 1 - Scratch Animation

Core Knowledge

- Animations enables us to **tell stories and communicate emotions** in an easy-to-perceive way that both small children and adults can understand.
- **Animations** can be found in websites, films, social media and computer games.
- Animations can be created in a **range of softwares** including Scratch, Wick Editor and Blender.
- **Types of animation** Claymation, 2D Animation, Motion Capture
- A **loop** can be used within scratch to repeat an action.

Key Literacy Animation

Definition - The art of making objects/picture move using animation techniques.

Associated terms - Objects, Pictures, Movement, Animate, Frames, Images, Text

- Joel created an animated frog within Scratch.
- Ella created an animation of a moving car.

Week 2 - Wick Editor Introduction

Core Knowledge

- Wick Editor is a free and **open-source tool** for creating games and animations.
- Wick Editor uses **individual key frames**. We can set our **frame rate** to decide how quickly our animation cycles.
- The **brush tool** can be used to paint objects onto our animation.
- The **onion skinning tool** is used to show previous frames.
- Sounds effects and music can be added to animations.

Key Literacy Sequence

Definition - an arrangement of two or more things in a successive order.

Associated terms - Arrangements, Elements, Objects, Order, Frames, Storyboard, Flow

- Adam created a sequence of frames to animate the butterfly's wings.
- Molly added letters into a sequence to spell her name.

Week 3 - Wick Editor Tweening

Core Knowledge

- **Tweening** is the process of creating the inbetweens, which are the images that go between keyframes.
- Tweening helps to create a **smooth transitions** between two key frames.
- **Layers** can be used to add different objects onto our animations.
- Layers can be **edited, renamed and deleted**.
- Animations can be **exported in different format** such as .GIF.

Key Literacy Movement

Definition - The act of moving

Associated terms - Move, Select, Resize, Rotate, Position, Location, Connection

- Ben animated his character, so it appeared as they were walking.
- Charlotte animated her eye picture, so it appeared as they were walking.

Week 4 - Wick Editor Interactivity

Core Knowledge

- **Interactivity** enables the user to have some control over the animation instead of being automated.
- Scripts can be added to **control the animations**.
- The **stop script** can be used to automatically stop the animation from playing.
- The **play script** can be used to automatically play the animation or play after an event—e.g. mouse click.

Key Literacy Animated GIF

Definition - A moving picture in GIF format, which comprises a series of frames.

Associated terms - Picture, Animation, Format, Export, Object, Frames, Movement

- Ben exported his final animation as an animated GIF.
- The animated GIF format doesn't support sounds.

Week 5 - Wick Editor Storyboards

Core Knowledge

- A **storyboard** a **sequence** of drawings, typically with some directions and dialogue.
- **Storyboards** can be used for a **range of media products** including comic books, videos and animations.
- **Storyboards** are created in a sequence using **frames/panels**.
- **Storyboards** can be created on paper or by using computer based software.
- Storyboard include key information such as scene number, scene timings, sketches, annotations, camera shots and sound effects.

Key Literacy Storyboard

Definition - a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a film or television production.

Associated terms - Sequence, Panels, Frames, Images, Annotations, Dialogue, Video Transitions

- Dahlia created a paper-based storyboard.
- Eadie created a storyboard for her new film.

Week 6 - Wick Editor Creation

Core Knowledge

- Wick Editor is a free and **open-source tool** for creating games and animations.
- Wick Editor uses **individual key frames**. We can set our **frame rate** to decide how quickly our animation cycles.
- The sandwich feedback technique includes giving critical feedback to a peer by providing one positive, one improvement and then another positive.

Key Literacy Animation

Definition - The art of making objects/picture move using animation techniques.

Associated terms - Objects, Pictures, Movement, Animate, Frames, Images, Text

- Joel created an animated frog within Scratch.
- Ella created an animation of a moving car.



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Week 1		Week 2		Week 3		Week 4		Week 5		Week 6												
celebrar	to celebrate	Nochebuena	Christmas Eve	el ambiente	atmosphere	la entrada	ticket	pienso que	I think that	<table border="1"> <thead> <tr> <th>Looks like:</th><th>Sounds like:</th></tr> </thead> <tbody> <tr> <td>qu</td><td>k</td></tr> <tr> <td>v</td><td>b</td></tr> <tr> <td>j</td><td>h</td></tr> <tr> <td>ca / co / cu</td><td>ka / ko / koo</td></tr> <tr> <td>ce / ci</td><td>theh / thee</td></tr> </tbody> </table> <p>Remember: the letter 'h' at the beginning of a word is always SILENT.</p>	Looks like:	Sounds like:	qu	k	v	b	j	h	ca / co / cu	ka / ko / koo	ce / ci	theh / thee
Looks like:	Sounds like:																					
qu	k																					
v	b																					
j	h																					
ca / co / cu	ka / ko / koo																					
ce / ci	theh / thee																					
divertirse	to have fun	Nochevieja	31 December	la calavera	skull	la feria	fair	en mi opinión	in my opinion													
empezar	to start	la Pascua	Easter	la corrida	bullfight	la gente	people	desde mi punto	from my													
limpiar	to clean	la Semana Santa	Easter week	el cumpleaños	birthday	el juguete	toy	de vista	point of view													
llegar	to arrive	enero	January	el día festivo	public holiday	Papá Noel	Father Christmas	creo que	I believe that													
participar	to participate	febrero	February	el encierro	bull run	agradable	pleasant	casi nunca	almost never													
proteger	to protect	marzo	March	el espectáculo	show	antiguo/a	old	a menudo	often													
tener suerte	to be lucky	abril	April	la fiesta	festival/party	cerca de	near to	especialmente	especially													
el Año Nuevo	New Year	mayo	May	la flor	flower	emocionante	exciting	muy	very/really													
el Día de los Inocentes	April Fools' Day (28 December)	junio	June	un montón de	lots of	fatal	awful	bastante	quite													
el Día de los Muertos	All Souls' Day (2 November)	julio	July	el azúcar	sugar	impresionante	impressive	un poco	a bit													
el Día de Reyes	Epiphany (6 January)	agosto	August	las castañuelas	castanets	lejos de	far from	extremadamente	extremely													
Navidad	Christmas	septiembre	September	la costumbre	custom/way	peligroso/a	dangerous	completamente	completely													
		octubre	October	el desfile	parade	ruidoso/a	noisy	a veces	sometimes													
		noviembre	November			el disfraz	fancy dress / costume	antes	before													
		diciembre	December					por lo contrario	on the other hand													
								luego	then													
								de vez en cuando	from time to time													

Week 1 and 2 — Grammar	Week 3 and 4 —	Week 5 and 6 — Grammar
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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: hablar
2. 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	Estudio	Como	Vivo
you (s.)	Estudias	Comes	Vives
he/she	Estudia	Come	Vive
we	Estudiamos	Comemos	Vivimos
you	Estudiáis	Coméis	Vivís
they	Estudian	Comen	Viven

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)**

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

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



The Past Tense

There are 3 types of verb in Spanish: verbs that end in -ar, -er or -ir.

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

1. Chop the -ar / -er / -ir off the infinitive: hablar
2. 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	Estudí	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