

Upper 6 Revision Guide

English;

1. Poetry Comprehension (Spend 40 minutes on this section)

General Comprehension Techniques:

- Highlight as you read to get thinking about the passage at a deeper level.
- Write neatly and take care to punctuate and spell accurately.
- Use your own words except when otherwise stated.
- Read all questions carefully.

Specific Comprehension Techniques:

- Use the mark allocation as a guide.
 - Make sure you work out how you will get the marks before you answer. Many answers will need you to adapt the Point Evidence Explanation method. Be clear about how to use this for each question.
 - Write more if the mark allocation is high. A rough guide is about 20 words for 2 marks, or 30 words for 3 marks.
 - Do not write unnecessary information – information which does not answer the question OR extra information which can not get more marks because there are no more marks available.
 - Remember that ideas are everything, quotes get only limited marks. Information from the text is only used to develop your idea, not substitute it.
 - Some questions require two ideas or two quotes. Always develop your ideas separately using separate mini paragraphs. Do not state both ideas or quotes and then make a general comment on both.
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- You should be familiar with the Poetic Devices pack (see end) and be able to identify these techniques in poems, commenting on their effect.
 - You should be able to tell any difference between the opinions of the Speaker and any other character.
 - You should be able to comment on aspects of the writing like contrasts and describe the mood or imagery.

2. Creative Writing (Spend about 35 minutes on this section)

You should remember to:

- plan and edit your writing carefully. A plan is absolutely necessary; it is not optional (read the beginning of the Writing Tasks pack for advice on this).
- use effective techniques and descriptive language to make your writing more colourful.
- use paragraphs effectively and creatively.
- indent the first line of a new paragraph.
- take care with spelling and punctuation (especially the punctuation of direct speech).
- vary the length of sentences and the punctuation used in sentences for different reasons.
- Have a strong start. This can be achieved with action, speech or describing a setting (again, see the Writing Tasks pack).

Remember that your writing will be marked for:

- the quality of your ideas
- style and purpose
- grammar
- organisation.
- punctuation and spelling.

A reminder about possible reasons for starting a new paragraph.

- You have a change of focus from setting, characterisation, action or dialogue.
- There is a change of time, which you will show by a change in tense.
This could be for an imaginary future scene because a character is daydreaming or making a wish. It could be for a flashback or memory of an event that took place before the main action of the story.
- *You could have a change of mood.*
- You could have a change of style – a diary extract or reading a letter or paper article.
- Just because you want something to stand out

EXAMPLE POETRY COMPREHENSION

(Spend 40 minutes on this section).

Poem

'A Cat'

She had a name among the children;
But no one loved though someone owned
Her, locked her out of doors at bedtime
And had her kittens duly drowned.

5 In Spring, nevertheless, this cat,
Ate blackbirds, thrushes, nightingales,
And birds of bright voice and plume and flight,
As well as scraps from neighbours' pails.

I loathed and hated her for this;
10 One speckle on a thrush's breast
Was worth a million such; and yet
She lived long. Till God gave her rest.

Edward Thomas

Read **A Cat** by Edward Thomas and answer **all** the questions.

- 1) In which two ways did her owners show that they did not love the cat?
(2)

- 2) What effect is the poet trying to create in lines 2-4?
(4)

- 3) In line seven, the poet uses **and** three times. Explain why?
(2)

- 4) Which **three features** of the birds does the poet most regret the cat destroying?
(3)

- 5) In a carefully detailed answer, in which you should refer to actions which support your ideas, say whether you think the poet liked or disliked the cat. Write about 65 words.
(6)

- 6) Although short, this poem creates a strong and powerful picture. How does the poet achieve this? In answering this question, refer to examples of techniques such as imagery, mood, alliteration or rhyme rather than simply focusing on different words. Write about 85 words.
(8)

Total (25)

Revision Exercises

Using the Dragon Book of Verse, read the following:-

Medium Difficulty

The Way through the Woods p. 19

The Snare p. 84

Requires a little more thought

A Bird Came Down the Walk p 72

The Welsh Hill Country p. 20

Trickier

Loveliest of Trees p. 9

Burning the Stubble p. 25

Exercises

Using a dictionary, look up any unfamiliar words

Thinking about how the poem makes the reader feel, write down 3 or 4 adjectives to describe the mood

1. Using a dictionary or thesaurus, write down 3 or 4 synonyms for each word
2. Thinking about the poetic devices (separate sheet), identify and write down any devices the poet used

Extension Tasks

1. Look at *The Snare*, *A Bird Came Down the Walk* and *The Welsh Hill Country* again. Thinking about how a phrase or line in one of the poems makes you feel. Use Point Evidence Explanation to describe the effect of a line or phrase. Write at least 3 sentences making about 30 words altogether.
2. Look at *Loveliest of Trees*, *Burning the Stubble* and *The Way Through the Woods*. Each of these poems seems to be about trees or nature. Yet they are also examples of poets giving their personal thoughts about their own lives. Thinking about what the poet's thoughts are, write about 35 words explaining what the poem says about life. Think also about how to use Point Evidence Explanation to answer this.

Poetic Devices

Literal and Figurative Language

Literal language means exactly what it says, while figurative language uses similes, metaphors, personification and other forms of imagery to describe something often through comparison with something different.

Devices that are used in figurative language are often called 'Figures of Speech'.

Don't get confused between these and the 'Parts of Speech' (nouns, verbs, adjectives etc)

Literal Descriptions	f	Figurative Descriptions
The sun was behind the cloud. The wind blew outside.		The sun hid like a naughty little child. (simile) The wind groaned. (personification)

So, what is **imagery**?

Firstly, think about the root word 'image'. What is an image?

An **image** is a picture or visual representation. So imagery is just that, but formed through well-chosen words that appeal to our senses and that help the reader to appreciate what has been seen, smelt, heard, felt, tasted and so on.

Imagery and figurative language are synonymous.

Remember that your English teachers hate it when you write 'It creates a picture in your mind' as this doesn't really tell us anything. Rather than write that, try to explain what this picture is and why it is effective. Think about how an image makes you feel, what mood it creates and why the writer chose to use it.

Note: **Emotive Language** is the term given to words and phrases that cause an emotional response in the reader.

Emotive language is used to play on the reader's feelings and get them to think or feel in a certain way, according to the writer's intentions.

Comparisons

Comparisons can uncover new and intriguing qualities of the original thing that we may not normally notice or even consider important, making it more interesting for the reader.

There are three main types of comparisons:

1. Simile

The comparison of two things, using *like* or *as*.

Example: ***As light as a feather***

Like a breath of fresh air

Be careful as many similes are also clichés (overused expressions that have lost effectiveness)

2. Metaphor

A direct comparison of two things which states that one is another.

Example: *All the world's a stage.*

Her home was a prison.

3. Personification

A comparison in which something is described as if it has human features and feelings.

Personification can add vividness and life to non-living, non-human things and allow the reader to understand their actions and nature.

Example: The wind sang to them as they ran through the woods.

Don't get confused between personification and a metaphor. It is only personification if it is given a human feature. If, for example, the writer has used 'The machine barked', it's a metaphor comparing the machine to an animal.

Let's look at some examples of personification from literature and discuss them.

This is taken from a poem by William Wordsworth:

Ten thousand [daffodils] saw I at a glance,

Tossing their heads in a sprightly dance.

The waves beside them danced; but they

Out-did the sparkling waves in glee.

In these lines, the poet gives the daffodils and waves the human ability to dance. He does this to create the feeling that these natural things are alive and a feeling (mood) of delight and freedom is created.

Sound devices

Alliteration

The repetition of the same consonant sounds, usually at the beginning of consecutive words or words close together, used to unite words and concepts or highlight sound and movement.

For example: **R**ound the **r**ugged **r**ocks the **r**agged **r**ascal **r**an.

Now write your own example:

Assonance

The repetition of the same **vowel** sounds, often within a word, to help create rhythm and mood, and create unity or continuity. .

For example: eager eaver; Ousted from the house, the mongrel growled and howled.

Some vowel sounds can slow down a line, making it sound sad or mournful, whilst others can create a faster, more energetic feel.

Write your own example:

Consonance

The repetition of the same **consonant** sounds, often within a word, to help create rhythm and mood, and create unity or continuity. .

Write your own example:

Sibilance

The repetition of a consonant, usually 's' or 'sh', that is pronounced with a hissing sound.

Write your own example:

Onomatopoeia

Words that imitate the **sounds** they describe. It can be used to emphasise words and make them more vivid.

For example: Pop, Bang, Whoosh, Clang!

Write your own example:

Further poetic terms,

Repetition ;

Repetition refers to the purposeful re-use of words, phrases and ideas. It is often used for emphasis or to reinforce words and ideas, making them more memorable. Sound effects, such as rhyme and alliteration, are also forms of repetition.

Rhythm;

The pace or beat of the poem, which can vary from line to line. It can be regular or irregular, slow or fast, depending on the effect the poet wants to create.

Rhyme;

The use of words with the same vowel and consonant sounds, usually at the end of a line (though not exclusively so). Rhyme can drive the rhythm of a poem, adding unity and structure.

Enjambment (Run-on lines);

The continuation of a sentence or meaning, without pause or break, from one line of poetry to the next; the meaning runs-over from one poetic line to the next, without terminal punctuation. It helps draw the reader from line to line or verse to verse and is often used to create excitement, passion or continuity of thought.

An example from T. S Eliot's *The Wasteland*

*"April is the cruellest month, breeding
Lilacs out of the dead land, mixing
Memory and desire..."*

*Dull roots with spring rain.
Winter kept us warm, covering
Earth in forgetful snow, feeding
A little life with dried tubers."*

Here the content and meaning of the poem is reflected through the use of enjambment, which shows the on-going cycle of the seasons and the blooming flowers which continually come every year.

Mood ;

Mood refers to the atmosphere or feeling in the poem. It may be dreary, jovial, romantic, sombre, tense etc. Try avoid using words like 'sad' or 'happy' to describe the mood; these are too simplistic and common.

Stanza ;

A stanza is a section of a poem, sometimes called a verse (particularly if it rhymes). It is a unifying tool, just like a paragraph in a piece of prose is.

Symbolism;

When a word, phrase, image or action has a deeper meaning and represents something else, it is a symbol. It is used to evoke feelings and associations in the reader.

Rhetorical question;

A rhetorical question is one which does not expect an answer; it is usually used to make a strong statement and allow the reader to ponder what is being asked.

Colloquial language;

Non-standard English, related to slang. It can be used (purposefully) to allow the speaker to identify with an audience, make the poem sound authentic, indicate pride or association with a certain group or help create a relaxed, casual mood.

Free verse;

Lines with no regular structure, rhyme or rhythm. It can be used to imply freedom and fluidity or suggest excitement or a passionate outpouring.

Couplet;

A pair of lines, usually rhymed

Form;

Form is how the poem is structured or organised. It could be a sonnet, with fourteen lines, for example.

Tone;

Tone refers to the tone of the voice that we can imagine when reading the poem. It is closely linked to the mood of the poem and could be serious, sincere, angry, mocking, persuasive, etc.

Voice;

The voice is the speaker in the poem (think narrator). It is either the poet's own voice or a character created by the poet.

Maths;

Four basic rules of Arithmetic (Adding, Subtracting, Dividing and Multiplying numbers)

Directed Numbers (Adding, Subtracting, Multiplying and Dividing negative numbers)

Priorities in Mathematical operations (BIDMAS)

Fractions and Decimals (4 basic rules of fractions and decimals, converting mixed numbers into improper fractions and vice versa, converting fractions into decimals and vice versa)

Percentages (Finding percentage of an amount eg. If the price of a book that costs £20 increases for 15% what will be the new price of the book)

Algebra (Collecting like terms together, Solving equations, Substituting values into a formula eg. If $a=3$ and $b=-4$ what is $2xa - 3xb$)

Sequences (Finding next few terms and pattern of a sequence eg. In a sequence 2, 5, 8, 11 find next two terms and a 20th term)

Speed, distance and time (Calculating one of the values if the other two are given e.g if the car goes at 48m/h for two and a half hour, how far will it go?)

Angles and triangles (Properties of angles on parallel lines and angles in triangles and quadrilaterals)

Bearings (Finding bearings between two points using protractors and labelling angles correctly)

Maps and scales (Enlargement and ratio using the correct measurements)

Handling Data (Reading and drawing graphs and pie-charts and calculating Range, Mode, Median and Mean)

Probability (Probability line and Probability space)

Volumes of solids (Finding Volume of a 3D shape using formulae)

Word problems and Mathematical puzzles

Equipment:

Sharp pencil or propelling pencil, rubber, cartridge pen, Maths set (clear plastic protractor and set square, set of compasses and a ruler in cm and mm)

CLEAR PRESENTATION AND SHOWING OF ALL CALCULATIONS IS VERY IMPORTANT

Science;

Refer to the Key Stage Two Science Study Book, Galore Park Science Book 1, this guide and your class notes.

Chemical changes are usually permanent and not easily reversed. This type of change is often accompanied by a permanent change in appearance and new materials are formed. During a chemical reaction there is often a change in temperature. Examples of this kind of change are turning bread into toast, rusting, burning, or vinegar reacting with bicarbonate of soda. The starting materials are known as the **reactants**. The substances that are formed are called **products**. Chemical change involves the formation of at least one new product. Some more examples of chemical change:-

- a) Neutralisation: e.g. sodium hydroxide + hydrochloric acid = sodium chloride (a 'salt') + water
- b) Neutralisation: e.g. calcium carbonate + nitric acid = calcium nitrate (a 'salt') + carbon dioxide + water
- c) Burning (combustion): e.g. methane + oxygen = carbon dioxide + water
- d) Rusting e.g. iron + oxygen = iron oxide
- e) Photosynthesis: carbon dioxide + water = glucose + oxygen

Physical changes are reversible. During a physical change, no new substances are formed. Melting, freezing and evaporation are examples of **physical change**. Turning water into ice is an example of a physical change because it is reversible and no new substances are formed.

Gases in Air

Air contains approximately 78% nitrogen, 21% oxygen and 1% 'other gases' - including argon (about 0.9%) and carbon dioxide (about 0.04%).

Acids and Alkalis (bases). Remember the 'Acids and Bases' song!

Acids taste sour and alkalis feel soapy. Not all acids and alkalis are safe, so don't try this at home! The pH scale, the measure of acidity or alkalinity, is from 0 to 14. **pH 7 is neutral. Below pH 7 is acid. Above pH 7 and up to and including pH 14 is alkali.** Acids and alkalis only exist when water is present.

Alkalis can neutralise acids and vice versa. Solid substances that can neutralise acids are known as 'bases'. Neutralisation is when an acid and alkali (or base) react to form a neutral solution, pH 7. The product of neutralisation is known as a 'salt'. Water is also formed during the formation of salts.

Acids turn blue litmus red. Alkalis turn red litmus blue.

Universal (full range) indicator tests for any strength of acid or alkali. pH1 is red, pH2 is bright orange, pH3 to pH5 are decreasing shades of orange, pH 6 is yellow, neutral pH 7 is green, pH 9 is dark green, pH 10 is turquoise, pH 11 is dark blue, pH 12 and above are dark purple.

Plant extracts e.g. red cabbage can be used as indicators. Colour changes vary, depending on the type of indicator. To extract the colour from red cabbage, chop, boil in water and filter. Learn the equipment needed!

Learn some facts about common acids and alkalis e.g. pure water is pH 7, hydrochloric acid might be pH 1, vinegar (acetic or ethanoic acid) might be about pH 3, limewater (calcium hydroxide solution) about pH 10, sodium hydroxide solution pH 14. Malic acid is found in apples. Sulphuric acid is used in car batteries. Bleach and most other cleaning materials are alkali. Citric acid (found in citrus fruits) and tartaric acid are weak acids used as flavouring agents. Magnesium hydroxide ('Milk of Magnesia') is a very weak alkali used to treat indigestion.

Magnesium hydroxide neutralises excess hydrochloric acid formed in the stomach during indigestion. Sodium hydrogen carbonate (sodium bicarbonate) is also a weak alkali and can be used to treat acidic bee, nettle and ant stings. Lemon juice, a weak acid, can be used to treat wasp stings.

<https://www.youtube.com/watch?v=5n1YkLmthmk> Science in Action Acids and Alkalis

<https://www.youtube.com/watch?v=Hzk2nU7uBw4> Scientific Eye Acids and Alkalis

Forces A force is a push or pull. A force can make an object move, stop, change speed, change direction or change shape. In force diagrams, **arrows show the size and direction of forces.** If an object is not moving, or if it is moving at a steady speed, there are equal and opposite forces. Therefore, the arrows showing force must be of equal size in opposite directions.

If the speed of an object is increasing, there's a larger force in the direction of movement than the opposing force such as air resistance. **Friction** is the force that opposes movement where surfaces touch.

Remember, that **gravity** is a pull from below and not a push from the top.

Forces are measured in newtons (N). Forces can be measured with force meters also known as newton meters. Force meters contain a spring which stretches in proportion to the force applied. **Weight** is due to the pulling force of gravity and is measured in newtons. An object's weight changes if the gravitational force changes. The mass of an object is not changed by different gravitational conditions. **Mass is measured in grams (g) or kilograms (kg).** Forces occur in opposing pairs. For every action there is an equal and opposite reaction. If a force is applied to an object, the object will move in a straight line unless a force from a different direction acts upon it.

<https://www.youtube.com/watch?v=4x1KP9ZW96I> BBC iScience Newton's Laws

https://www.youtube.com/watch?v=511rdc8K_TU BBC Bitesize Key Stage 3 Forces and Motion

History;

The upper 6 examination will be made up of a variety of short answer questions, a sources section as well as one essay.

(Use "Crown Parliament and People" by Walter Robson and your exercise books for revision)

Short Answers:

- Charles I – his beliefs in the Divine Right of Kings and power over Parliament. (p. 39-41)
- The causes and consequences of the English Civil War (p. 40-41)
- The Cavaliers and the Roundheads – who they were and what their names meant. (p. 42-43)
- Cromwell and the New Model Army – who was Cromwell and what was the new Model Army? What battles did it fight? (p. 42-43)
- The Commonwealth and Cromwell – changes under the Commonwealth and the Puritans. (p. 44-47)
- Charles II and Restoration – changes under Charles II. (p. 49)
- Plague and Fire of London – events, causes and consequences. (P. 49-50) (You need a brief understanding of both for short answer questions).

Sources

You will be given several **sources** to read on the subject of **Parliament**. Then you will have to answer several questions which relate to the sources. You are expected to respond to the content of the sources. Therefore there is **no specific revision** you can do for this section of the paper. However you should know **what parliament is** and **what parliament does**

Essay:

You will have to write an essay worth 20 marks on **one** of the following topics:

- The causes of the English civil war.
- A major battle of the English civil war. For example the Battle of Naseby.
- The similarities and differences between a royalist and a parliamentary soldier.
- The arguments for and against Charles I being executed.
- The causes and consequences of the Great Fire of London.

Geography;

Your red Interactions textbook and your Geography exercise book should be your main source of revision.

*There will be **3 sections** to the U6 examination. Pupils will be expected to be able to draw diagrams, add labels and use maps in the examination effectively as well as answer in written form.*

Equipment needed for the examination:

- **Ink pen**
- **Pencil and rubber**
- **Ruler**
- **Colouring pencils**

1. Earthquakes and Volcanoes (Chapter 2 page 26-45)

You should be able to...

- Name and locate the tectonic plates.
- Draw a labelled diagram of a volcano.
- Describe the effects of a volcanic eruption.
- Understand what earthquakes are and how they happen.
- Explain how people can predict and prepare for earthquakes.

2. The Tourism Industry (Chapter 3 page 46-65)

You should be able to...

- Describe what the tourist industry is.
- Know what different types of industry there are.
- Describe what problems tourists can cause.
- Explain the advantages and disadvantages of tourism.
- Know what a National Park is and where they are located.
- Know key facts about a case study: Disneyland.

3. Development (Chapter 7 page 124-140)

You should be able to...

- Describe overpopulation and other key terms.
- Explain how jobs affect development (primary, secondary and tertiary).
- Know what indicators affect development.
- Describe how trade affects development.

Remember to refer to maps, diagrams and pictures carefully to provide evidence for your answers.

Latin;

Your exam will have 4 parts:

a text with comprehension questions,

a second text to translate that continues the story,

a third text completing the story with grammar questions for you to answer

and a section on Roman History.

Verbs:

Present, imperfect & perfect tenses of 1st & 2nd conjugation (p10, p47, p55, p64) and **sum** (p7, p49, p59) and the principal parts of all the verbs you know (p61-3 to check you know what principal parts are).

Nouns:

1st Declension nouns ending in ~a (p27)

2nd Declension masculine nouns ending in ~us (p33 & p38) and ~er (p36)

2nd Declension neuter nouns ending in ~um (p40)

Adjectives (p43/4 & p57/8)

Numbers (p52)

Vocabulary and Derivations from Chapters 1-6 as above.

Using the Language:

You will need to know the uses of the Cases (P27) and the Number of nouns and to be able to identify Person and Number (P10) of verbs.

You will need to translate from Latin into English, using our strategy: *ID the verb, analyse it x 4 hunt down the subject that matches.*

You will need to be able to compose Latin sentences with correct word order.

There will be a short essay section on Roman History (Julius Caesar, Republic & Empire, Pompeii). The website mrdonn.org has good resources if you want to revise more than the written work in your blue exercise book.

To revise, use the multisensory method you have been taught, then move to writing your words out on rough paper. Try grouping your vocabulary into themes as you have been shown. Remember that you need to know your vocabulary from Latin to English (in the sentence composition, you will be given the vocabulary!).

You definitely need to be able to decline all of your nouns and adjectives and to conjugate all of your verbs in the tenses and forms listed. This means learning principal parts and nouns/adjectives/prepositions as listed with all of the information – not just the meaning! Do this out loud and write them down as well. Use different accents, funny voices, songs, anything to make it stick!

Good luck!

Mrs Waldron

French;

USE NOTES IN YOUR EXERCISE BOOK, SHEETS AND EQUIPE NOUVELLE 1 and 2.

All numbers and their spelling: p149 Equipe 2

Parts of the body, aches and illnesses: notes and vocabulary p31 Equipe 2

Imperative (command form) in positive and negative forms: notes pp 143-144 Equipe 2 eg: mange des fruits, ne mange pas de bonbons!

Irregular plural of nouns: notes p133 Equipe 2 eg: un cheval, des chevaux

Hobbies and time expressions: hobby sheet, notes, p69 Equipe 1

Countries and cities p148 Equipe 2 eg: je vais au Canada à Toronto.

Prepositions: notes and pp135-136 Equipe 2

Conjugations of regular and irregular verbs: pp137-141 Equipe 2 and notes

Negative form: notes and pp145-146 Equipe 2

Passé Composé: PC tree only, notes make sure you know, I went : je suis allé(e) , I did: J'ai fait notes

Places and directions: p80 Equipe 2, notes eg: je vais à la banque.

Prends la deuxième rue à droite.

Connectives: p148 Equipe 2

There will also be a reading Comprehension question in your examination.

Thorough knowledge of spelling including accents and of conjugations will be expected in this examination.

Please see sample questions from the following paper.

U6 sample paper for June examination

1. Translate the following sentences into French.
 - a. On Mondays, I do swimming, I build sandcastles and I pick shells on the beach.
 - b. In the morning, he listens to music and I watch tv.
 - c. On Sunday afternoons, we do windsurfing or we go to the theatre.
 - d. Sometimes I go to a disco.
 - e. On Fridays, I go to the cinema, I dance with my sisters and I listen to my ipod. I play rugby in the park and I go fishing.

2. Give the plural of the following nouns (some are regular, others irregular).
 - a. Une main = des
 - b. Un cheval =
 - c. Un cheveu =
 - d. Une épaule =

3. Complete with the right prepositions or article. Choose from *au, à la, à l', aux, à, en, l' or les*.
 - a. Je vais _____ France (f), _____ États-Unis (pl) et _____ Japon(m).
 - b. Je suis _____ Angleterre, _____ Londres (city) et je vais _____ Antilles (pl).
 - c. J'adore _____ Allemagne (f) mais il déteste _____ Pays-Bas (pl).
 - d. Je vais _____ poste.
 - e. Nous allons _____ hôpital.
 - f. Elle est _____ magasins.
 - g. Elles vont _____ stade.

4. Write the following numbers using words.
 - a. 73=
 - b. 200=
 - c. 98=
 - d. 46=
 - e. 11=

5. Translate these sentences into French.

- a. I have a sore throat, a toothache and my arm hurts.
- b. She is thirsty and hungry.
- c. I feel like vomiting.
- d. She has a cold but not the flu.
- e. Drink coke and do not eat cakes.
- f. When he is ill, he stays at home.

6. Verbs. Conjugate the verb between brackets to fit the subject of the sentence then translate each sentence into English.

- a. Nous _____ à la piscine. (aller)
 - i. _____
- b. Je _____ des châteaux de sable. (faire)
 - i. _____
- c. Vous _____ sympa (être), je pense que vous _____ beaucoup d'amis. (avoir)
 - i. _____
- d. La fille _____ le clown. (applaudir)
 - i. _____
- e. Il _____ à Paris avec son père. (habiter).
 - i. _____
- f. L'enfant _____. (dormir)
 - i. _____
- g. Les élèves _____ beaucoup. (sortir)
 - i. _____
- h. Ils _____ un chocolat chaud. (prendre)
 - i. _____
- i. Vous _____ un café au lait. (boire)
 - i. _____
- j. Les garçons _____ à la prof. (répondre)
 - i. _____

7. Read the following text and answer the questions in English.

Bonjour! Ici Pierre à Biarritz.

Oh là là, ça va mal. Oh là là! Ma gorge, mon nez! J'ai mal à la gorge, et au nez. Je ne peux pas aller à l'école. Je vais chez le médecin à six heures et quart.

Après-demain c'est dimanche. Le dimanche ici à Biarritz, c'est super ! Je vais au supermarché et je fais les magasins avec ma mère. Je vais aussi au bord de la mer et à la piscine.

Mon frère fait de la planche à voile.

Moi, j'aime regarder les voiliers dans le port qui partent en Espagne. Je voudrais aller en Espagne.

Le soir je lis un livre ou je fais mes devoirs.

Mon père et mon frère font des châteaux de sable, ramassent des crabes et des coquillages sur la plage.

À Biarritz en ce moment, il fait gris et il y a du vent. Il n'y a pas beaucoup de soleil.

Mais, mon nez, ma gorge ! J'ai envie de dormir. Je vais dormir. Salut !

a) What's wrong with Pierre ?

b) Where is he going at 6 :15 ?

c) What does he and his family do on Sundays?

d) What does he like to watch?

e) What do her brother and father like to do?

f) What is the weather like?

g) Why is he going to sleep?

Some things to learn and remember perfectly:

1. VERBS:

<i>Aller</i>	<i>Adorer</i>	<i>Écouter</i>	<i>Habiter</i>
<i>Jouer</i>	<i>Aimer</i>	<i>Boire</i>	<i>Dormir</i>
<i>Faire</i>	<i>Détester</i>	<i>Manger</i>	<i>Sortir</i>
<i>Être</i>	<i>Regarder</i>	<i>Rester</i>	<i>Prendre</i>
<i>Avoir</i>	<i>Danser</i>	<i>Finir</i>	

2. Countries:

<i>La France</i>	<i>L'Espagne</i>	<i>Les Pays-Bas</i>
<i>Les États-Unis</i>	<i>L'Angleterre</i>	<i>Le Pays de galles</i>
<i>Les Antilles</i>	<i>L'Allemagne</i>	<i>L'Écosse</i>

3. Places in town:

<i>L'école</i>	<i>La poste</i>	<i>La plage</i>
<i>Le collège</i>	<i>Le stade</i>	<i>Le cinéma</i>
<i>Les toilettes</i>	<i>Le parc</i>	<i>Le théâtre</i>
<i>L'hôpital</i>	<i>Le jardin public</i>	

4. Drinks :

Le thé au lait
Le café
Le diabolo-menthe
L'eau minérale
La limonade
Le chocolat chaud
Le coca
Le jus d'orange
Le jus de pomme

5. Imperatives /commands :

Bois ! = drink !

Mange ! = Eat !

Buvez ! = Drink ! (to a group or polite)

Mangez! = Eat! (to a group or polite)

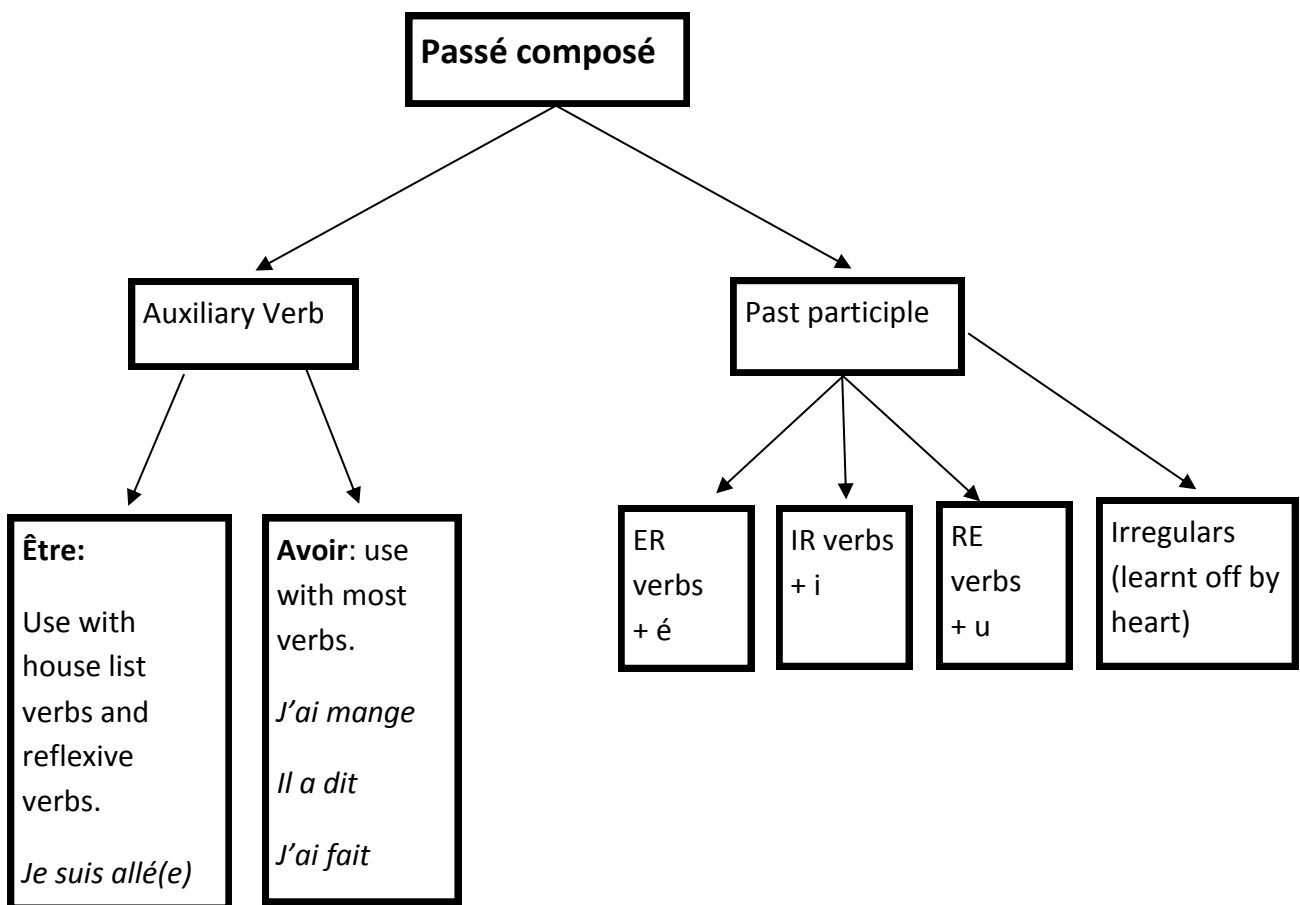
Ne bois pas! = Do not drink !

Ne buvez pas! = Do not drink ! (to a group or polite)

Ne mange pas ! = Do not eat!

Ne mangez pas! = Do not eat! (to a group or polite)

6. Passé Composé tree:



Examples:

- Samedi, J'ai nagé à la piscine.
- J'ai regardé un programme très drôle à la télé.
- Le week-end, nous sommes allés chez ma grand-mère.
- Dimanche, je suis resté chez moi toute la journée.