



**English Period 1
Exams' Schedule
6th Grade**



Exam:	Date:
Listening	Monday, October 14 th
Writing	Tuesday, October 15 th
Reading	Wednesday, October 16 th
Speaking & Science	Thursday, October 17 th Friday, October 18 th

Note: Speaking and Science will be valued with a project.

Resources:

- Big English Plus – Student's Book & Workbook Units 1, 2, 3.
- Notebook.
- Class worksheets.
- Journals (quizzes).



English Study Guide

6th Grade

Period 1



Name: _____ Group: _____

LISTENING

- *KET practice.*
- *Recognize details and facts.*
- *Answer basic information questions about what is listened to.*

I. You will hear a tour guide giving a group of students some information about their trip to Egypt. Listen and complete questions 1-5. (Track 1)

Plane arrives at: 19.30

Visa costs: 1. £ _____

Number of days in Cairo 2. _____

Name of hotel in Cairo 3. _____

Area of Cairo 4. _____

Telephone number of hotel 5. _____

II. You will hear Kelly's coach talking to the team about the match against Greenford. Listen and complete. (Track 2)

Match on: Saturday

Time: 1. _____

Where to meet: 2. _____

Bus leaves at: 3. _____

Remember to bring 4. _____

Parents can park in: 5. _____ Drive

III. Fabrizio is trying to find the bus station in Cambridge. You will hear him asking someone for directions. (Track 3)

- Walk down: Market Street
- At the crossroads: 1. _____
- Walk past the: 2. _____
- Take the second turning on: 3. _____
- This road is called: 4. _____ Street
- It will take about: 5. _____

IV. Listen to Kelly telling her mom about the football match against Greenford. Choose A, B or C. (Track 4)

- The weather was
A. cloudy B. wet C. cold
- How many goals did Greenford get?
A. 1 B. 2 C. 3
- How did Kelly feel after the match?
A. Happy B. Angry C. Tired
- Their next match is on the
A. 21st April B. 27th April C. 4th May
- Who hurt their leg?
A. Kelly B. Hannah C. A Greenford player
- After the match Kelly
A. went to a pizza restaurant.
B. went to Lucy's house.
C. went to hospital.

V. Listen and choose the correct answer

A. In which year did Marlon Brando do these things?

Example	Answer	
0. 1924	<u>G</u>	A. studied acting
1. 1935	_____	B. bought an island
2. 1943	_____	C. first worked in theatre
3. 1950	_____	D. made his first film
4. 1955	_____	E. made <i>The Godfather</i>
5. 1966	_____	F. moved to California
		G. born
		H. won his first Oscar

B. Complete these sentences.

1. I _____ out much about his early life.
2. _____ acting when he _____ a child?
3. _____ an actor in the theatre before he became a film actor?
4. He _____ an Oscar until 1955.
5. While he _____ a film in Tahiti, in 1962 he _____ with the place.

READING

- *Understand specific information.*
- *Read for details*
- *Identify the main Idea and supporting details.*
- *Practice Skimming and Scanning*

I. Read the passage below and write a good title for it. Then, identify the main idea and supporting details and write them down on the lines.



You know that butterflies are insects that glide through the air on colorful wings. Did you know they are also masters of disguise? For example, the Viceroy butterfly has evolved to look almost exactly like the monarch, a poisonous butterfly that predators know to avoid. Though the

Viceroy itself is not poisonous, birds and other predators steer clear, mistaking it for the Monarch. The Buckeye sports "eyespot", target-shaped spots resembling eyes, on the tips of its wings. Predators will aim for an eyespot, believing it to be the head of the Buckeye, but will instead end up with just a wing tip, allowing the Buckeye to escape.

Main Idea:

Supporting Details:

- a) _____

- b) _____

II. Read the passage and fill in the chart below with information requested.

Abraham Lincoln's Memorial

The Lincoln Memorial suits its surroundings so well that it seems to have always been there. The city's master designer, Pierre L' Enfant, could hardly have imagined a better architectural anchor to the west end of the Mall, the grassy area he visualized between the Capitol Building and the Potomac River in Washington D. C.. Behind the memorial to the west lies Arlington National Cemetery and the stately Lee-Custis Mansion; to the east you see the Washington Monument and Capitol Hill. The massive sculpture of Lincoln faces east toward a long reflecting pool. The peaceful atmosphere belies the years of disagreement over what kind of monument to build and where. In 1910 two members of Congress joined forces to create a memorial which honored Lincoln. Shelby M. Cullom and Joseph G. Cannon, who had known Lincoln in Illinois, pushed through a Lincoln Memorial bill which President Taft signed on February 11, 1911. The bill created the Lincoln Memorial Commission to oversee the project and set aside \$2 million in funds. The final cost, however, was \$3 million. Before the commission completed plans to build in what was known as the Potomac Flats, it considered various locations and memorial ideas which ranged from a highway to a huge pyramid. John Hay, one of Lincoln's White House secretaries, promoted the Potomac location, saying that the monument should stand alone, distinguished, and serene. On Memorial Day, May 30, 1922, the building was dedicated, 57 years after Lincoln died. About 50,000 people attended the ceremonies, including hundreds of Civil War veterans and Robert Todd Lincoln, the president's only surviving son. The main speakers were President Warren Harding, former President William Howard Taft, and Dr. Robert Moton, principal of the Tuskegee Institute, who delivered the keynote address. New York architect Henry Bacon modeled the memorial in the style of a Greek temple. The classic design features 36 Doric columns outside, symbolizing the states in the Union at Lincoln's death. The building measures 204 feet long, 134 feet wide, and 99 feet tall, with 44-foot columns. It blends stone from various states: white Colorado marble for the exterior, Indiana limestone for the interior walls, pink Tennessee marble for the floor, and Alabama marble for the ceiling.

Daniel Chester French, the leading American sculptor of the day, created the famous statue of Lincoln which dominates the interior. The memorial plans originally specified a 12-foot bronze statue, but it proved out of scale for the huge building. The finished statue is 19 feet tall, carved of 28 blocks of white Georgia marble. French later had special lighting installed to enhance the figure. Visitors sometimes ask if the hands have special significance (such as forming the letter "A" in sign language), but there is no indication French intended it.

Directly behind the Lincoln statue you can read the words of Royal Cortissoz carved into the wall: "IN THIS TEMPLE AS IN THE HEARTS OF THE PEOPLE FOR WHOM HE SAVED THE UNION THE MEMORY OF ABRAHAM LINCOLN IS ENSHRINED

MATERIAL DISEÑADO Y/O COMPILADO POR EL PERSONAL DOCENTE DE PRIMARIA DEL INSTITUTO SENDA DEL RÍO, PARA USO EXCLUSIVO DE SUS ALUMNOS.

FOREVER." The chamber north of the statue contains Lincoln's [Second Inaugural Address](#), topped by a mural by Jules Guerin called "Reunion." Guerin also painted the "Emancipation" mural in the south chamber over the Bliss version of the [Gettysburg Address](#). This site on 23rd Street NW is maintained by the National Park Service and is open 24 hours a day. Parking near the memorial is extremely limited, even at night, when the monument is best viewed. The closest Metro stop is Foggy Bottom. For more information write: National Capital Parks, 900 Ohio Drive SW, Washington, D.C. 20242 or call 202/426-6841.

Location:	
Behind the Memorial you can see:	
Who was the president who authorized the Memorial?	
What happened on May 30th, 1932?	
What is the name of the only member of the Lincoln's Family who attended the opening ceremony?	
Who is the sculptor of the statute?	
What is the size of the statute?	
What is the legend carved on the back of the statue?	
Can you visit it at any time?	
What number can I call for more information?	

WRITING.

- *Writing process: Write a personal narrative.*

You will follow the writing process steps for writing a personal narrative.

1. Prewriting

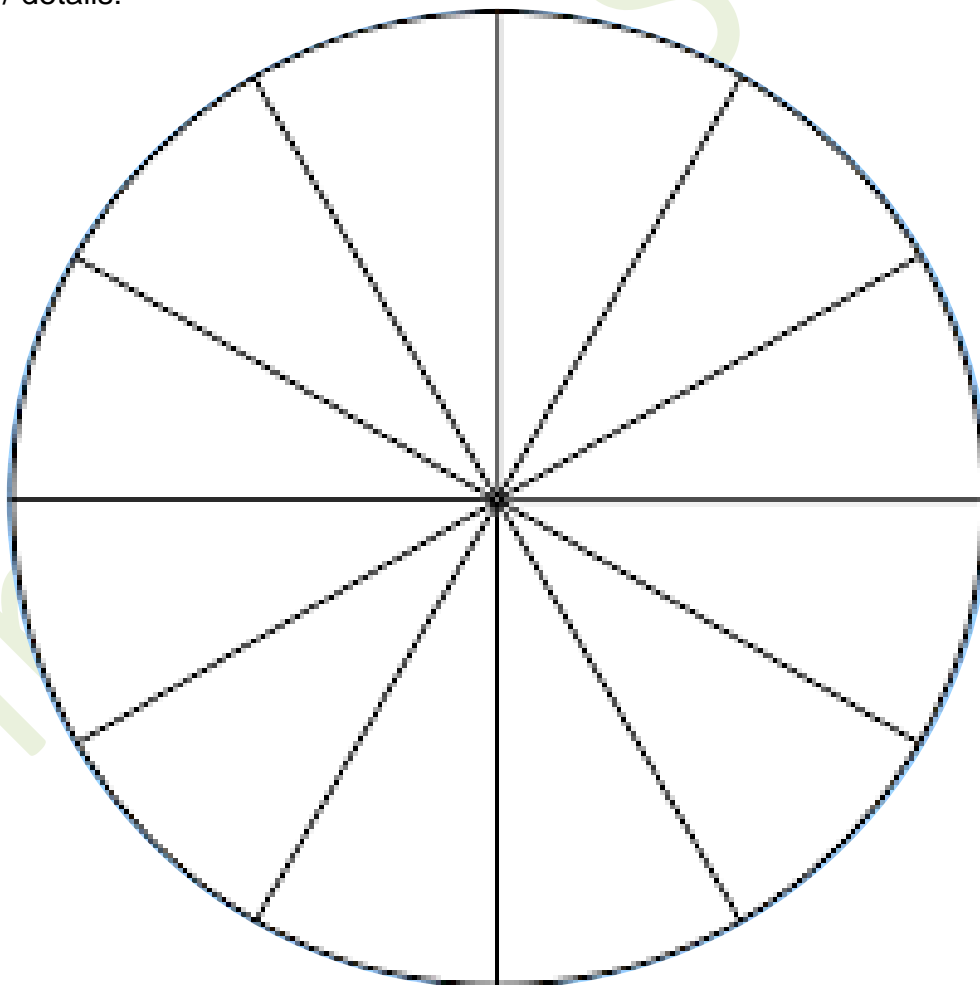
Topics:

a) _____

b) _____

c) _____

Ideas / details:



SPEAKING & SCIENCE PROJECT

The class will be divided in 8 teams (3 members per team).
Each team will represent a system or body organ using different kinds of materials.

The systems and organs to represent are:

1. Circulatory System

- model- <https://ccsplibrary.com/library/circulatory-system-model/>
- information <https://www.khanacademy.org/science/high-school-biology/hs-human-body-systems/hs-the-circulatory-and-respiratory-systems/a/hs-the-circulatory-system-review>
- Information https://kids.kiddle.co/Circulatory_system

2. Respiratory System

- model- https://www.123rf.com/photo_59041504_stock-vector-human-respiratory-system-for-kids-vector-color-cartoon-illustration-human-anatomy.html
- Information - <https://www.theschoolrun.com/homework-help/human-respiratory-system>
- information - <https://www.ducksters.com/science/breathing.php>

3. Nervous System

- model - https://www.123rf.com/photo_60230875_stock-vector-human-nervous-system-for-kids-vector-color-cartoon-illustration-human-central-and-peripheral-nervous.html
- information - https://www.ducksters.com/science/nervous_system.php
- information - <https://www.coolkidfacts.com/nervous-system/>

4. Heart

- model - https://www.google.com/search?q=heart+model+for+kids&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiCrnsSoOrkAhXOmQ0KHfZBb0Q_AUIEigB&biw=1366&bih=657
- information - <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=152&id=1446>
- information - <https://kidshealth.org/en/kids/heart.html>

5. Brain

- Model - https://www.google.com/search?biw=1366&bih=657&tbm=isch&sa=1&ei=AGeLXbvfGI3cswWBlbeQBA&q=brain+model+for+kids&oq=brain+model+for+kids&gs_l=img.3..0i19.653.1776..1814...0.0..1.395.1742.0j4j2j2.....0....1..gws-wiz-img.....0i8i30i19.Hcl3moIse4o&ved=0ahUKEwi737fjhezKAhUN7qwKHYHKDUIQ4dUDCAc&uact=5#imgrc=ZmYMbV4SD7I6qM:
- Information - <https://kidshealth.org/en/kids/brain.html>
- Information - <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=152&id=1528>

6. Lungs

- Model - https://www.google.com/search?q=Lungs+model+for+kids&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi00dOxhuzkAhUJLK0KHczLBmgQ_AUIEigB&biw=1366&bih=657
- <https://www.hellowonderful.co/post/how-to-make-a-lung-model-with-kids/>
- Information - <https://kidshealth.org/en/kids/lungs.html>

7. Skeletal System:

- Model
https://www.google.com/search?q=skeletal+system+model+for+kids&source=lnms&tbm=isch&sa=X&ved=0ahUKEwifnLLfx4DIAhVMekWKHSJUBBQQ_AUIEigB&biw=1366&bih=652
- Information - <https://kidshealth.org/en/kids/bones.html>
- Information - <https://www.ducksters.com/science/bones.php>

You must:

- Create a model using simple material from home.
- Describe the system or part of the body and its functions.

Speaking: You will be assessed with this rubric.

	Regular	Good	Very Good	Excellent
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
Body Language	Movements seem fluid and help the audience visualize	Made movements or gestures that enhance articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.



Science: You will be assessed with this rubric.

Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Team Work	Student argues during the organization of the project	Student pays some attention and participates with his/her team.	Student participated enthusiastically in the organization.	Student shows really good organization with his/her team.

