GRADE 6 ORAL EXAM STUDY GUIDE

SIXTH GRADE LITERATURE/COMPOSITION ORAL EXAM

Literature:

1. How do the children in *The Railway Children* become adopted members of the village?
2. What causes Edmund to betray his family to the White Witch?
3. Why does Daniel Webster's speech persuade the jury to set Jabez free?
4. How does Johnny's accident affect his life? What about Rab does he find so admirable?
5. What does Ranofer love about gold? What does being a goldsmith mean to him? Does Ranofer follow Rau's advice and change his life?
6. Choose one poem and explain
    a. What particular moment in life does the poem communicate; and
    b. How the poet uses concrete images, adjectives, adverbs and active verbs to communicate this moment in life.
    c. Use the terms stanza, metaphor, simile, and as appropriate to help explain the poem.

Grammar:

1. Define: *noun, adjective, verb,* and *adverb.*
2. Explain what makes a complete sentence.
3. Describe how to identify the subject of a sentence.
4. Identify prepositions and prepositional phrases.
5. Distinguish between a main clause and a dependent clause.
6. Correct the following sentences with all actions listed below:
    -capitalize
    -punctuate
    -label subjects and verbs
    -bracket the [main clause] and the (dependent clause)
    -underline the prepositional phrases (two per sentence)

johnny tremain gave cilla a box of crayons which were in pastel shades

queen tiy's necklace which was made of bees sparkled in master zau's hands

lucy was ecstatic when she saw mr. tumnus in the snowy wood in narnia

SIXTH GRADE ANCIENT HISTORY ORAL EXAM

The following questions are designed to help you prepare for your oral exam. Not every question below will be covered during the exam. The purpose of the oral exam is to have a conversation about what you have learned this year in your Ancient History course. This includes the ability to supply details and examples referring to specific dates and people.

1. Describe the heroes celebrated by the cultures of Mesopotamia, Egypt, Greece, and Rome. Consider Gilgamesh, Osiris, Theseus, Perseus, Hercules, Achilles, and Cincinnatus. Pick two and explain their stories.

2. Describe the religious practices expressed in the Near East, Egypt, Greece, and Rome. Describe how monotheism and polytheism interacted in Ancient Egypt and Rome.

3. Describe the most important aspects of the Golden Age of Greece and the Pax Romana in Rome.

4. Compare and contrast the different governments and laws of the 4 major civilizations which we studied. Pick one chief difference and one chief similarity and explain it.

5. In what way does the geography of each place affect the people and culture? Give two specific examples.

6. Be prepared to explain the significance of these important historical figures: Hammurabi, Akhenaten, Hatshepsut, Alexander the Great, Pericles, Socrates, Julius Caesar, and Augustus Caesar.

7. Know the significance of the dates below. It is not enough to identify the event concurrent with the date (i.e., "Hammurabi's laws were established in 1755"). You also have to explain *why* the event is significant in the larger historical context. For instance, "In 1755, Hammurabi's laws were established as a way to control his expanding empire. He called himself the King of Justice and hoped that the new laws would allow him to standardize the behavior of the inhabitants of his empire. These laws were some of the first in the world to be collected and preserved on a stone monument."

   3000 BCE – Invention of Cuneiform
   1755 – Hammurabi's Code
   753 – Founding of Rome
   509 – Founding of the Roman Republic
   431 – Beginning of the Peloponnesian War
   323 – Death of Alexander the Great
   44 – Death of Julius Caesar
   476 CE – Fall of the Roman Empire

SIXTH GRADE MATH ORAL EXAM

1. Be able to simplify and evaluate algebraic expressions.
2. Be able to apply all operations to fractions: add, subtract, multiply, and divide.
3. Describe the order of operations and solve expressions using the order of operations.
4. Be able to write mixed numbers as fractions and fractions as mixed numbers.
5. Be able to convert between fractions, decimals, and percentages.
6. Be able to write and simplify ratios
7. Be able to find the circumference and area of circles and composite figures.

SIXTH GRADE LIFE SCIENCE ORAL EXAM

1. Compare and contrast two insects. Include the stages of development (types of metamorphosis), body parts, diet, habitat, life span, size and unique characteristics of each insect.
2. Understand punnet squares. What is the difference between heterozygous and homozygous genes?
3. What is the difference between vascular and non-vascular plants? Explain the central method for identifying plants: opposite vs. alternate and simple vs. compound leaves.
4. Explain the structure and function of a plant or animal cell. What processes are carried out in the cell? Give examples of groups of cells with specific functions.
5. Explain the relationship between predator and prey. How do the population sizes affect each other? How do evolutionary changes of one organism affect the evolution of the other?
6. What is the central force driving evolution?

LATIN I ORAL EXAM

To prepare for your oral examination covering Latin I, review the following concepts to aid you during your translation.

- The order and function of the cases used by nouns and adjectives. For example, the nominative is the subject (or "doer"), the genitive supplies "of" before the word's definition, etc.
- Reciting 1st-5th declension endings (including neuter nouns).
- Reciting endings for the present, imperfect, perfect, and pluperfect tenses.
- Translating the present, imperfect, perfect, and pluperfect tenses.
- Reciting the present tense of the irregular verbs sum, possum, volō, and nōlō.
- Reciting the personal pronouns for ego, tū, nōs, and vōs.

Also, please prepare the passages below and expect to translate at least one for your oral. You may not bring a written translation into your oral. You are strongly encouraged to translate these passages as many times as you wish to develop a familiarity with them. Although you will have access to a vocabulary bank, we will expect you to be familiar with most of the vocabulary since you have had time to prepare these passages beforehand.

- Page 7, Lines 1-8
- Page 7, Lines 11-18
- Page 13, Lines 10-16
- Page 30, Lines 21-25
- Page 32, Lines 1-8
- Page 39, Lines 13-20