



Year 9

Home-learning

Pack

February 2012-March 2012



Introduction

This booklet contains your child's home-learning for the second half of the Spring term. We hope you will find it useful for supporting your child to complete their home learning.

- ***Each home learning task takes about 30 minutes to complete.***
- ***For Design Technology your child only completes the home learning for the subject they are studying this term.***
- ***There is no homework for PE, Music and Drama as students can develop their skills in these subjects by attending after school activities and clubs organised by these subjects.***
- ***Please contact Jake Gladman, Achievement Coordinator Year 9 (Jake.Gladman@lilianbaylis.com) if you have any concerns regarding your child's home-learning.***
- ***This pack is also available online at www.lilianbaylis.com***

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Home-Learning Pack for 20th Feb – March 30th

Subject: English

Year: 9

Week	Work	Notes			
20th Feb	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">rhythm ridiculous sacrifice safety scissors</td> <td style="width: 33%; padding: 5px;">secretary separate shining similar sincerely</td> <td style="width: 33%; padding: 5px;">soldier speech stopping strength studying</td> </tr> </table>	rhythm ridiculous sacrifice safety scissors	secretary separate shining similar sincerely	soldier speech stopping strength studying	<p>Spelling list A. Learn these words by looking at them, covering them up, copying them out and checking if you are right. Repeat this until you have written them correctly. Your teacher may give you a different list of words to learn.</p>
rhythm ridiculous sacrifice safety scissors	secretary separate shining similar sincerely	soldier speech stopping strength studying			
27th Feb	<p>Research: Your English teacher will give you a topic to research that is relevant to what you are studying in English classes at the moment. You teacher will tell you how much information you need to find out.</p>	<p>Name your sources [remember to include where you got your information from]. Never 'copy and paste'. Record your research in your own words.</p>			
5th Mar	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">succeed successful surely surprise temperature</td> <td style="width: 33%; padding: 5px;">temporary through though toward tries</td> <td style="width: 33%; padding: 5px;">truly twelfth until unusual using</td> </tr> </table>	succeed successful surely surprise temperature	temporary through though toward tries	truly twelfth until unusual using	<p>Spelling list B. Learn these words using the method described above.</p>
succeed successful surely surprise temperature	temporary through though toward tries	truly twelfth until unusual using			
12th Mar	<p>Write two short descriptions of your bedroom.</p> <ol style="list-style-type: none"> 1. Making it sound beautiful. 2. Making it sound very scary. 	<p>Don't forget to plan your work. Don't forget to proof read your work before you hand it in.</p>			
19th Mar	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">usually village weird welcome whether</td> <td style="width: 33%; padding: 5px;">writing waiting wither waver western</td> <td style="width: 33%; padding: 5px;">Wednesday yacht yolk yesterday February</td> </tr> </table>	usually village weird welcome whether	writing waiting wither waver western	Wednesday yacht yolk yesterday February	<p>Spelling list C. Learn these words using the method described above.</p>
usually village weird welcome whether	writing waiting wither waver western	Wednesday yacht yolk yesterday February			
26th Mar	<p>Research: Your English teacher will give you a topic to research that is relevant to what you are studying in English classes at the moment. You teacher will tell you how much information you need to find out.</p>	<p>Name your sources [remember to include where you got your information from]. Never 'copy and paste'. Record your research in your own words.</p>			

Home-Learning Pack for 20th Feb – March 30th

Subject: Mathematics (Set 1 - 2)

Year: 9

Week	Work	Notes
20 th Feb	Sets 1-2: Ch14 Percentages Q1 – Q8 Page 235 The examples in the textbook will help you answer any home-learning questions.	
27 th Feb	Sets 1-2: Ch14 Percentages Q9 – Q15 Page 236	
5 th Mar	Sets 1-2: Ch19 Inequalities Q1 – Q9 Pgs. 370-371	
12 th Mar	Sets 1-2: Ch19 Inequalities Q10 – Q16 Page 372	
19 th Mar	Complete Mock Paper Year 9 Unit 4 Higher from www.mathsarea.co.uk Assessment: You will have a test this week. The test will be based on Percentages Chapter 19, Inequalities & Formulae Chapter 19.	
26 th Mar	Sets 1-2: Ch15 Graphs Q15 – Q19 Pgs 260 - 261	

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Home-Learning Page Numbers refer to the GCSE Maths Higher Book.

All students have been given a copy of this book, also available on www.mathsarea.co.uk

Note: Additional Home-Learning will be set on-line using www.mymaths.co.uk website.

Home-Learning Pack for 20th Feb – March 30th

Subject: Mathematics (Sets 3 - 5)

Year: 9

Week	Work	Notes
20 th Feb	<p>Sets 3-4: Chapter 7 Angles Q1 to Q6 Page 142</p> <p>The examples in the textbook will help you answer the home-learning questions.</p> <p>Set 5: Section 1, Session 1&2 sheet.</p>	
27 th Feb	<p>Sets 3-4: : Chapter 7 Angles Q9 to Q15 Pgs. 143-144</p> <p>Set 5: Section 1, Session 3&4 sheet.</p>	
5 th Mar	<p>Sets 3-4: Chapter 8 Fractions Q1 to Q10 Page 160</p> <p>Set 5: Section 1, Session 5&6 sheet.</p>	
12 th Mar	<p>Sets 3-4: Chapter 8 Fractions Q11 to Q19 Page 161</p> <p>Set 5: Section 1, Session 7&8 sheet.</p>	
19 th Mar	<p>Complete Mock Paper Year 9 Unit 4 Foundation from www.mathsarea.co.uk</p> <p>Assessment: You will have a test this week. The test will be based on Angles Chapter 7, Fractions Chapter 8 and Pie charts Chapter 12.2.</p> <p>Set 5: Section 1, Session 9&10 sheet.</p>	
26 th Mar	<p>Sets 3-4: Chapter 19 Percentages Q1 to Q10 Pgs. 387-388</p> <p>Set 5: Section 1, Session 11&12 sheet.</p>	

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Home-Learning Page Numbers refer to the GCSE Maths Foundation Book.

All students have been given a copy of this book, also available on www.mathsarea.co.uk

Note: Additional Home-Learning will be set on-line using www.mymaths.co.uk website.

Home-Learning Pack for 20th Feb – March 30th

Subject: Science (Set 1)

Year: 9

Week	Work	Notes
20 th Feb	Complete the “assess yourself questions” on pages 210-211 using the AQA Science Textbooks.	
27 th Feb	Title – Using Different Devices. Answer questions 1-7 on pages 216-217 using the AQA Science Textbooks.	
5 th Mar	Title – Meeting the Demand. Answer questions 1-7 on pages 228-229 using the AQA Science Textbooks.	
12 th Mar	Title – What is a Wave? Answer questions 1-7 on pages 238-239 using the AQA Science Textbooks.	
19 th Mar	Complete Physics 1 specimen paper January 2012.	
26 th Mar	Complete Physics 1 practice paper January 2012.	

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In order to complete all work for Physics 1 you must complete the Home Learning Tasks.

You have all been given a Science AQA Textbook to keep at home.

Your teacher will provide you with the following tasks every week in your science lessons:

Please note that some teachers may choose to set the homework in a different order.

Home-Learning Pack for 20th Feb – March 30th

Subject: Science (Sets 2 - 4)

Year: 9

Week	Work	Notes
20th Feb	Complete the “assess yourself questions” on pages 210-211 using the AQA Science Textbooks.	
27th Feb	Title – Using Different Devices. Answer questions 1-7 on pages 216-217 using the AQA Science Textbooks.	
5th Mar	Title – Comparing Power Stations. Answer questions 1-7 on pages 220-221 using the AQA Science Textbooks.	
12th Mar	Title – Renewables and the Environment. Answer questions 1-7 on pages 224-225 using the AQA Science Textbooks.	
19th Mar	Title – Electricity Distribution & Voltage. Answer questions 1-7 on pages 227-228 using the AQA Science Textbooks.	
26th Mar	Title – Meeting the Demand. Answer questions 1-7 on pages 228-229 using the AQA Science Textbooks.	

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In order to complete all work for Physics 1 you must complete the Home Learning Tasks.

You have all been given a Science AQA Textbook to keep at home.

Your teacher will provide you with the following tasks every week in your science lessons:

Please note that some teachers may choose to set the homework in a different order.

Home-Learning Pack for 20th Feb – March 30th

Subject: BTEC Science (Sets 5 - 6)

Year: 9

Week	Work	Notes
20th Feb	Homework Task 1	
27th Feb	Homework Task 2	
5th Mar	Homework Task 3	
12th Mar	Homework Task 4	
19th Mar	Homework Task 5	
26th Mar	Homework Task 6	

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In order to complete all work for BTEC Level 2 Extended Certificate in Applied Science you must complete the Home Learning Tasks.

Your teacher will provide you with the following tasks every week in your science lessons:

Please note that some teachers may choose to set the homework in a different order.

Home-Learning Pack for 20th Feb – March 30th

Subject: Humanities

Year: 9

Week	Work	Notes
20th Feb	Complete the 2 tables on the “Rights and Responsibilities” Sheet. Pick one more activity to do.	“Rights and Responsibilities” Sheet
27th Feb	Complete the key words on the “Abortion” sheet Pick one more activity to do.	“Abortion Sheet”
5th Mar	Complete the table on the “Segregation” Sheet. Pick one more activity to do.	“Segregation” Sheet
12th Mar	Complete the table on the “Civil Rights” Sheet. Pick one more activity to do.	“Civil Rights” Sheet
19th Mar	Speak to 3 Year 10 students about their option choices. Note down their opinions. Speak to your teachers and parents / carers and decide what to do.	
26th Mar	Complete the key words and 1 activity on the “Indigenous Rights” sheet.	Indigenous Rights sheet

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Home-Learning Pack for 20th Feb – March 30th

Subject: ICT

Year: 9

Week	Work	Notes
20th Feb	Spreadsheet Revision	
27th Feb	Complete the worksheet on Spreadsheet Key Terms	
5th Mar	Use of formulas in a spreadsheet	
12th Mar	Uses of spreadsheet in business	
19th Mar	Annotating work	
26th Mar	Spreadsheet Crossword	

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Home-Learning Pack for 20th Feb – March 30th

Subject: Art

Year: 9

Week	Work	Notes
20th Feb	Produce a front page for your sketchbook	
27th Feb	Fill out the brief and audience form ready to transfer into your sketchbook	Describe your audience in detail
5th Mar	Collect pictures of the fourth plinth	Stick these in your sketchbook with written info
12th Mar	Draw the fourth plinth from different angles	Detailed and shaded drawings
19th Mar	Collect pictures of Anthony Gormleys work	Stick these into your sketchbook with written info
26th Mar	Draw a piece of Anthony Gormleys work	Detailed use colour if needed. Written info needed

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Home-Learning Pack for 20th Feb – March 30th

Subject: DT: Food

Year: 9

Week	Work	Notes
20th Feb	<p><u>Research</u></p> <p>Using magazines and/or the internet create a mood board of all kinds of foods from other countries.</p>	A mood board is a collage that completely covers the page with images of foods.
27th Feb	<p><u>Research</u></p> <p>10 breads from other countries – name, country and picture e.g. croissant, France + picture. Bring in toppings for pizza.</p>	Present your work in a table – 3 columns x 11 rows.
5th Mar	<p><u>Research</u></p> <p>How is grain transformed into flour? Find out. Present as a simple flowchart using own words. This could be drawn as a series of diagrams if you prefer.</p>	You will present this work to the class so make sure you understand it.
12th Mar	<p><u>Research</u></p> <p>Title <u>How to make cornbread</u>. Present as a flowchart.</p>	Remember to use the correct flowchart symbols.
19th Mar	<p><u>Research</u></p> <p>Types of pasta –at least 10 – picture and name. Find different shapes of pasta e.g. tagliatelle.</p>	Do not find dishes using pasta e.g. Spaghetti Bolognese.
26th Mar	<p><u>Research</u></p> <p>Existing product research. Find 10 different pasta dishes available to buy in the shops e.g. Bird's Eye frozen spinach and ricotta cheese cannelloni. Finish existing product research on pasta dishes.</p>	Go to a supermarket, look in the fridges, freezers and at the tinned goods. Need to find out the manufacturer, name of product and how it is stored.

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Home-Learning Pack for 20th Feb – March 30th

Subject: DT: RM

Year: 9

Week	Work	Notes
20th Feb	<p><u>Keywords</u></p> <p>Find meanings to the given keywords related to your MP3 speaker project. Use the following resources to find the correct meanings to keywords:</p> <ul style="list-style-type: none"> • A dictionary • www.technologystudent.com • www.bbc.co.uk/schools/bitesize 	
27th Feb	<p><u>Product analysis</u></p> <p>Find 4 pictures of MP3 amplifiers, cut and paste onto the worksheet. Answer the questions using CAFEQUE. Consider - Cost, Aesthetics, Finish, Ergonomics, Quality, User, Environment.</p>	
5th Mar	<p><u>Speaker grilles</u></p> <p>Create a mood board for a range of different styles of speaker grilles</p>	Search catalogues and the internet to source interesting speaker designs
12th Mar	<p><u>CAD CAM</u></p> <p>Complete your final design using 2D design tools.</p>	Access to DT FLC in school at lunch and after school.
19th Mar	<p><u>Assessment week</u></p>	Revision
26th Mar	<p><u>Electronic Components</u></p> <p>Describe the functions of the following components:</p> <p>Capacitor, LED, Transistor, Resistor</p>	Use the internet or text books to help you. Write the information in your own words.

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Home-Learning Pack for 20th Feb – March 30th

Subject: DT: Textiles

Year: 9

Week	Work	Notes
20th Feb	<u>Research</u> Create a collage (pictures) of bags you like Create a collage (pictures) of the theme	Must fill the page with pictures – magazines, papers ICT. Present ALL work on A4 paper
27th Feb	<u>Analysis</u> Complete product analysis of five bags from your collage – include cost, style, colour, features and size	Use a table to present your work on A4
5th Mar	<u>Research</u> Carry out research on CAD/CAM and say how it is used on clothing in industry	Explain how one technique is used in industry
12th Mar	Label the sewing machine and write the definition of the keywords	Write on the worksheet
19th Mar	<u>Evaluation</u> Evaluate each of the practical tests you have done on the sewing machine, e.g. making a pocket, making a seam, using different stitches.	An evaluation must state what is good what is weak and how you would improve your work.
26th Mar	<u>Planning</u> Create a flow chart of one decorative technique used in the making of a bag.	Remember to use the correct shape for the correct process and any decisions/safety checks

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Home-Learning Pack for 20th Feb – March 30th

Subject: French

Year: 9

Week	Work	Notes
20th Feb	<p>Complete reading activities to discuss TV and cinema, using plural nouns with likes/dislikes. Page 14. EXPO Foundation Workbook.</p> <p>Learn Vocabulary “cinema” – “TV” on Page 22. For a test next lesson.</p>	Worksheets will be provided by your teacher. They are also available on the online pack.
27th Feb	<p>Complete reading activities to consolidate how to arrange to go out, using question words. Page 15. EXPO Foundation Workbook.</p> <p>Learn Vocabulary “Does that appeal to you?” – “Invitations” on Page 22. For a test next lesson.</p>	
5th Mar	<p>Complete reading activities to consolidate how to explain why you can’t do something, using modal verbs. Page 16. EXPO Foundation Workbook.</p> <p>Learn Vocabulary “Excuses” on Page 22. For a test next lesson.</p>	
12th Mar	<p>Complete reading activities to be able to give opinions about things you did, in the past tense. Page 17. EXPO Foundation Workbook.</p> <p>EXT. Provide justifications in the past tense.</p> <p>Learn Vocabulary “opinions” on Page 23. For a test next lesson.</p>	
19th Mar	<p>Complete reading activities to practise how to use the past, present and future tenses, describing activities you do, did and will do. Page 19. EXPO Foundation Workbook.</p> <p>Learn Vocabulary “last weekend” on Page 23. For a test next lesson.</p>	
26th Mar	<p>During the Easter Holidays: complete grammar activities. Page 21.</p> <p>Learn your speaking assessment by heart, ensure you have selected your 40 words that will be used during the speaking assessment.</p>	

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Know your rights!



Year 9 Humanities Spring Term 2

Learning activities for this half term:



We all want and need many different things, but what makes up our human rights? What are our responsibilities to each other? And do animals have rights? We will discuss the religious and non-religious views on these big issues.



There are nearly 200,000 abortions in the UK every year. For some people, it is a woman's right to have an abortion, but for others it is the unborn child whose rights are violated. What do you think?



In the 1950s, African Americans did not have Civil Rights. With segregated hospitals, schools and public transport, life was very difficult. You will investigate how society worked and analyse the role of the dreaded Ku Klux Klan.



Rosa Parks, Martin Luther King and Malcolm X all made a stand for civil rights, but how did they do it? What did they say, what did they want and what did they achieve? You will research each one to find the answers.



It is nearly time to choose your GCSEs – an important decision for your future. This week you will experience sample lessons in GCSE History, Geography, RE and Citizenship with the Y10 teachers to help you make the right choice.



People commonly insult one another by calling them "Bush" and "FOB". But in fact Bushmen's lives are threatened and indigenous peoples are being forced to move home and country. Do they not have rights too? Let's find out this week.

Rights and Responsibilities



**What rights do you have?
Why are they important?**

Right	Why is it important?
<i>I have the right to wear the clothes I like.</i>	<i>This is important to me so that I can express myself freely.</i>

**What responsibilities do you have?
Why are they important?**

Responsibility	Why is it important?
<i>I have a responsibility to speak the truth.</i>	<i>This is important because it is wrong to lie to other people and be dishonest.</i>

Home learning

1. Find a religious quote about your rights and responsibilities.
2. Design a poster to promote human rights.
3. Which human rights are the most important? Explain your ideas clearly.

Abortion



Key words

Abortion	
Pro Life	
Pro Choice	
Sanctity of Life	
Quality of life	
Foetus	

Home learning

1. Create a poem or a poster on the difference between the two different viewpoints on abortion (Pro life and Pro choice)
2. Research the law of abortion in Northern Ireland and Netherlands
Write down 5 facts about how abortion is considered in both countries

Useful websites

<http://www.efc.org.uk/Foryoungpeople/Factsaboutabortion/MoreonUKabortionlaw>

<http://www.nhs.uk/Conditions/Abortion/Pages/Introduction.aspx>

http://www.abortionrights.org.uk/index.php?option=com_content&task=view&id=18&Itemid=44

Segregation



Key words

Discrimination	
Equality	
Freedom	
Inequality	
Intimidation	
Ku Klux Klan	
Segregation	

Home learning

1. Research the Ku Klux Klan. Create a fact file to warn others about them
2. Write a diary entry about living as an African American in the South in the 1950s.
 - a. What problems do you face?
 - b. What are your fears about your situation?
 - c. What are your hopes for the future?
3. Using the internet or the library, find 3 historical sources which show segregation.

Civil Rights



Write down 3 facts about what each of these people did for civil rights:

Martin Luther King	
Rosa Parks	
Malcolm X	
President JF Kennedy	

Home learning:

1. Design a poster for Civil Rights.
2. Write a speech in favour of Civil Rights.
3. Who do you think did the most for Civil Rights? Explain your answer carefully.

Websites:

<http://www.spartacus.schoolnet.co.uk/USAcivilrights.htm>

http://library.thinkquest.org/J0112391/civil_rights_leaders.htm

http://en.wikipedia.org/wiki/List_of_civil_rights_leaders

Indigenous Tribes



Key words

Indigenous	
Threatened	
Protected	
The Baka	
Inuit	
Economic	
Environmental	
Social	

Home learning

1. Design a poster to inform people about Indigenous People over the world.
2. Write a letter to the UN describing the threats to Indigenous Peoples' ways of life.
3. Design a project to protect the rights of Indigenous People, explain how this will help Indigenous People.

Useful websites

www.culturalsurvival.org

www.indigenouspeople.org.uk

www.cyberschoolbus.un.org/indigenous/index.asp

Déjà vu: Qu'est-ce qu'on passe? (pages 28-29)

1 C'est quel genre de film ou d'émission? What type of film or programme is it?

a **Star Wars Épisode III**

un film de science-fiction

b **Star Academy**

c **Kung Fu Hustle**

d **Football: finale de la Ligue des Champions**

e **New York: Police judiciaire**

f **Charlie et la chocolaterie**

g **QUI VEUT GAGNER DES MILLIONS?**

h **Chicken Little**

Don't worry if you don't understand everything in exercises 1 and 2. Just understanding one or two words will give you clues. Look for words which look like English.

un film d'arts martiaux
~~un film de science-fiction~~
 une émission musicale un jeu télévisé
 une comédie un dessin animé
 une série policière
 une émission de sport

2 Lisez les opinions. C'est quel film ou quelle émission de l'exercice 1? Read the opinions. Which film or programme from exercise 1 is it?

Boîte de réception Messages envoyés Brouillons

1 J'adore les Oompas-loompas et Johnny Depp est ... F-A-N-T-A-S-T-I-Q-U-E!!! f

2 J'aime bien le sport et j'adore regarder les équipes européennes. _____

3 J'aime regarder cette émission quand on gagne beaucoup d'argent. Samedi dernier, quelqu'un a gagné €250.000. _____

4 J'ai aimé ce film. C'était très amusant! J'ai surtout aimé Fish, le poisson rouge! _____

5 J'aime regarder les auditions où quelques chanteurs chantent très mal. C'est très amusant! _____


3 Choisissez trois émissions/films de l'exercice 1 et donnez votre opinion. Choose three programmes/films from exercise 1 and give your opinion.

Kung Fu Hustle: Je n'aime pas les films d'arts martiaux.

Remember that when saying what programmes you like/dislike, use **les** + a plural noun.
 J'adore **les** films d'horreur.

1 Ça te dit? (pages 30–31)

1	2	3
<p>STAR WARS: L'EXPO Cité des sciences et de l'industrie <u>À partir de 5 ans</u> Du 20 octobre 2009 au 29 août 2010 Du mardi au samedi de 10h à 18h - Le dimanche de 10h à 19h Plein tarif: 9 Euros - <u>Tarif réduit: 7,50 Euros</u> - <u>Gratuit pour les moins de 7 ans</u> <u>Réservation conseillé: 0892 60 70 80</u></p>	<p>Deftones Concert de musique rock/metal <u>Groupe californien</u> Parc de la Villette Du 16 novembre jusqu'au 18 novembre Prix d'entrée: 25 euros</p>	<p>Casse-Noisette (Ballet classique) Du 05/09/2009 au 02/01/2010 Théâtre Comedia <u>Réservations et plus de renseignements</u> 01 42 67 02 34 Tarif 28/23/18 euros</p>

 Don't be put off by real French adverts such as these. With careful reading and the preparation exercises 1 and 2 you should be able to understand enough to do the questions in exercise 3.

1 Trouvez les mots français (les mots et les phrases sont soulignés).

entrance fee _____	reservation advised (i.e. you are advised to book seats) _____
from 5 yrs _____	Californian group _____
reduced price _____	more information _____
from 16 th -18 th November _____	free for the under 7s _____

2 Répondez aux questions en anglais.

- Which event costs €25? _____
- Which event is open on Sundays from 10am-7pm? _____
- Which two events could you go to see over the Christmas holidays? _____
- For which event does it give a telephone number for more information? _____
- For which event is booking advised? _____
- Which event would be free if you were under 7? _____

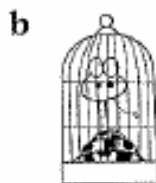
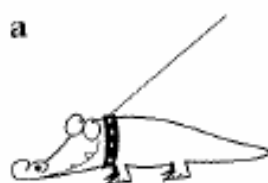
3 Quel évènement allez-vous voir? What event are you going to see?

- Ta passion, c'est la danse. Tu adores aussi le théâtre. _____
- Tu joues dans un groupe. Tu aimes toutes sortes de musique moderne. _____
- Tu aimes tout ce qui est science-fiction. _____
- Tes passe-temps préférés sont le théâtre et la musique. _____
- Ta musique préférée, c'est la musique américaine. _____
- Nous sommes en décembre; tu voudrais aller au théâtre avec ta grand-mère. _____

2 Désolé, je ne peux pas (pages 32-33)

1 Lisez les excuses ridicules. Trouvez la bonne image pour chaque phrase.

- | | | |
|---|--|--------------------------|
| 1 | Je ne peux pas. Je dois garder ma petite souris. | <input type="checkbox"/> |
| 2 | Désolé! Je dois ranger la cage de mon serpent. | <input type="checkbox"/> |
| 3 | Oui, mais je dois rentrer avant 21 heures pour promener mon crocodile. | <input type="checkbox"/> |
| 4 | Désolé! Je dois garder mon rat. | <input type="checkbox"/> |
| 5 | Je ne peux pas. Je dois aller voir mon éléphant. | <input type="checkbox"/> |
| 6 | Désolé, mais je dois promener mon hamster. | <input type="checkbox"/> |
| 7 | Désolé, je dois ranger la chambre de ma tortue. | <input type="checkbox"/> |
| 8 | Je ne peux pas. Je dois faire mes devoirs et puis je vais jouer avec mon lion. | <input type="checkbox"/> |



2 Écrivez cinq excuses ridicules. Adaptez les excuses de l'exercice 1.

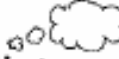
Je dois promener mon hamster. → *Je dois promener ma girafe.*

3 Écrivez un dialogue. Utilisez vos excuses de l'exercice 2.

- Tu veux (aller en ville) aujourd'hui?
- Je ne peux pas. Je dois ...
- Alors, tu veux (faire du bowling) cet après-midi?
- Désolé(e), je ...
- Alors, tu veux ...?

You can adapt the questions in the example too.
 Tu veux ... aller à un concert?
 aller au théâtre?
 jouer au football?
 voir un film?
 manger ...?

5 Le week-end prochain (pages 38–39)

- 1 **Casse-tête.**  Trouvez et entourez l'intrus, puis choisissez une raison (A, B ou C). Find and circle the odd one out and choose a reason (A, B or C).

To help you with exercise 1, underline:
 1 in blue the verbs in the present;
 2 in red the verbs in the past;
 3 in black the verbs in the future.

- | | | | | |
|---|---------------|-------------------------|----------------|-------|
| 1 | j'ai regardé | <u>je vais regarder</u> | on a regardé | A |
| 2 | je fais | on va faire | je vais faire | _____ |
| 3 | j'ai écouté | j'écoute | on a écouté | _____ |
| 4 | on va acheter | j'achète | tu achètes | _____ |
| 5 | je vais jouer | on va jouer | on a joué | _____ |
| 6 | je suis allé | je vais aller | on est allés | _____ |
| 7 | je retrouve | on a retrouvé | on retrouve | _____ |
| 8 | on va rester | je vais rester | je suis restée | _____ |

- A The other 2 verbs are in the perfect tense.
 B The other 2 verbs are in the present tense.
 C The other 2 verbs are in the future tense.

- 2 **Voici les réponses d'un footballeur.**
 Trouvez et écrivez les bonnes questions.

- _____
- Je vais à l'entraînement puis, normalement, je vais au cinéma ou au restaurant.
- _____
- Je vais me préparer pour le match puis je vais jouer un match au stade d'Old Trafford.
- _____
- Je suis allé à Newcastle où j'ai joué un match. On a gagné 2-0!

Qu'est-ce que tu as fait le week-end dernier?

Qu'est-ce que tu fais normalement le jeudi?

Qu'est-ce que tu vas faire ce week-end?

- 3 **Écrivez vos réponses aux trois questions.**
 Imaginez que vous êtes joueur/euse de football/rugby/tennis, etc.

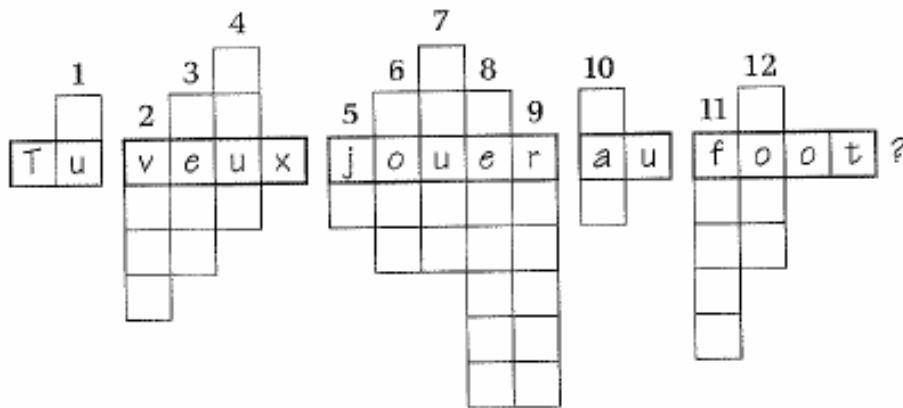
Expo-langue

Recognising the three main tenses is important:

- The perfect tense is used to talk about the past: (**j'ai** or **je suis** + past participle): **j'ai** regardé (la télé), **je suis** allé (au cinéma).
- The future tense is used to talk about what you're going to do (**je vais** + infinitive): **je vais** regarder.
- The present tense is used to talk about what you usually do (one part to the verb): je regarde.

Grammaire

1 Trouvez les bons mots et faites le casse-tête.



veux
tu
pas
faire
manger
veux
dois
doit
je
dois
peux
jouer
ranger
rentrer

Expo-langue

You've met three modal verbs in this module:

devoir (to have to) – Je **dois** faire mes devoirs.

pouvoir (to be able to) – Je ne **peux** pas.

vouloir (to want to) – Tu **veux** aller au cinéma?

Modals are usually followed by the infinitive (see above).

- Tu _____ (2) aller au cinéma ce soir?
- Désolé, je ne _____ (3) pas. Je _____ (6) faire mes devoirs.
- Alors, tu veux _____ (7) au tennis demain?
- Oui, je _____ (4) bien, mais je _____ (12) rentrer avant cinq heures.
- Tu veux _____ (11) du bowling ce soir?
- Désolé, je ne peux _____ (10). Je dois _____ (9) ma chambre.
- Alors, _____ (1) veux faire de la natation demain?
- Oui, _____ (5) veux bien mais je dois _____ (8) avant neuf heures.

Mots

Le cinéma	Cinema		
une comédie	<i>a comedy</i>	un film policier	<i>a police / detective film</i>
un dessin animé	<i>a cartoon</i>	une histoire d'amour	<i>a love story</i>
un film d'action	<i>an action film</i>	en DVD	<i>on DVD</i>
un film d'arts martiaux	<i>a martial arts film</i>	un de mes films préférés	<i>one of my favourite films</i>
un film d'horreur	<i>a horror film</i>	J'adore (les films d'horreur).	<i>I love (horror films).</i>
un film de science-fiction	<i>a science-fiction film</i>		

La télé	TV		
une émission de science-fiction	<i>a science-fiction programme</i>	les informations (f) (les infos)	<i>the news</i>
une émission de sport	<i>a sports programme</i>	mon émission préférée	<i>my favourite programme</i>
une émission de télé-réalité	<i>a reality TV programme</i>	Qu'est-ce qu'on passe?	<i>What's on?</i>
une émission musicale	<i>a music programme</i>	Il y a (une émission musicale).	<i>There's (a music programme).</i>
un jeu télévisé	<i>a game show</i>	Je regarde la télé ...	<i>I watch TV ...</i>
une série	<i>a series / soap opera</i>	tous les soirs/ les week-ends	<i>every evening/ weekend</i>
une série médicale/ policière	<i>a medical / police drama</i>		

Ça te dit?	Does that appeal to you?		
Tu veux aller ... ? au cinéma/au théâtre	<i>Do you want to go ... ? to the cinema/to the theatre</i>	Ça coûte combien?	<i>How much does it cost?</i>
à un concert/en ville	<i>to a concert/into town</i>	Ça coûte (10) euros.	<i>It costs (10) euros.</i>
Je veux bien.	<i>I'd really like to.</i>	On se retrouve où?	<i>Where shall we meet?</i>
Ça commence à quelle heure?	<i>When does it start?</i>	À quelle heure?	<i>At what time?</i>
Ça commence à (19h30).	<i>It starts at (7.30)</i>	chez moi	<i>at my house</i>
		chez toi	<i>at your house</i>
		D'accord.	<i>OK.</i>

Les invitations	Invitations		
Tu veux ... ?	<i>Do you want ... ?</i>	aujourd'hui	<i>today</i>
aller en ville/au cinéma	<i>to go into town/to the cinema</i>	ce matin	<i>this morning</i>
faire du bowling/de la natation	<i>to go bowling/ swimming</i>	cet après-midi	<i>this afternoon</i>
jouer au tennis/au foot	<i>to play tennis/football</i>	ce soir	<i>this evening</i>
venir à ma fête	<i>to come to my party</i>	demain (matin/soir)	<i>tomorrow (morning/ evening)</i>
		samedi (soir)	<i>(on) Saturday (evening)</i>

Les excuses	Excuses		
(Je suis) désolé(e).	<i>I'm sorry.</i>	faire mes devoirs	<i>do my homework</i>
Excuse-moi.	<i>I'm sorry.</i>	garder mon petit frère/ ma petite sœur	<i>look after my little brother/sister</i>
Je ne peux pas.	<i>I can't.</i>	promener le chien	<i>walk the dog</i>
Je ne peux pas venir à ta fête parce que ...	<i>I can't come to your party because ...</i>	ranger ma chambre	<i>tidy my bedroom</i>
Je dois ...	<i>I have to ...</i>	rentrer avant 22h	<i>come home before 10 p.m.</i>
aller voir ma grand-mère	<i>go and see my grandmother</i>	rester à la maison/au lit	<i>stay at home/in bed</i>

Mots

Les opinions

C'était ...
assez
tout à fait
très
trop
un peu
amusant
chouette/extra/génial
drôle

Opinions

It was...
quite
completely
very
too
a bit
amusing/fun
great/fantastic
funny

marrant
ennuyeux
intéressant
lent
long
nul
passionnant
Ce n'était pas mal.

funny
boring
interesting
slow
long
rubbish
exciting
It wasn't bad.

Le week-end dernier

Qu'est-ce que tu as fait ... ?
hier
samedi dernier
pendant les vacances
Je suis allé(e) au cinéma.
Je suis resté(e) à la maison.

Last weekend

What did you do ... ?
yesterday
last Saturday
during the holidays
I went to the cinema.
I stayed at home.

J'ai regardé *Shrek* en DVD.
J'ai vu un film d'action
au cinéma.
J'ai lu un livre de Lemony
Snicket.

I watched Shrek on DVD.
I watched an action film at the cinema.
I read a Lemony Snicket book.

Les événements sportifs

le match (de foot)
le/la champion(ne)
le championnat
la Coupe du Monde
la course
l'équipe (f)
la finale
le/la joueur/euse
le stade

Sporting events

(football) match
champion
championship
the World Cup
race
team
final
player
stadium

le/la supporter/trice (de)
le tournoi
contre
faire match nul
être fan de
Il/Elle a marqué
(un but/un essai).
On a gagné/perdu
(le match).

supporter (of)
tournament
against
to draw
to be a fan of
He/She scored
(a goal/a try).
We won/lost
(the match).

Le week-end prochain

Qu'est-ce que tu vas
faire ... ?
dimanche prochain
demain
Je vais/On va ...
acheter un CD
aller au cinéma/à une
fête
aller voir mes
grands-parents
écouter de la musique

Next weekend

What are you going to do ... ?
next Sunday
tomorrow
I'm/We're going to ...
buy a CD
go to the cinema/
to a party
go and see my
grandparents
listen to music

faire les magasins
jouer à l'ordinateur/
au foot
lire un livre
manger une pizza
regarder la télé
rester à la maison
retrouver mes copains/
copines
voir un film

go shopping
play on the computer/
football
read a book
eat a pizza
watch TV
stay at home
meet up with my
friends
see a film

La technologie

faire des achats sur le Net
surfer (sur l'Internet)
tchater

Technology

to shop online
to surf (the Net)
to chat (online)

télécharger
l'e-mail (m)
le portable

to download
e-mail
mobile (phone)