

Class WD6-N6

NOTE AUX PARENTS

Voici le résumé de tout le programme du niveau 6, valable pour toute l'année scolaire. Vous verrez que selon le chapitre, il y a des pages que nous consulterons en classe. Si vous les conservez sous forme de fichier, veuillez s'il vous plaît les rendre facilement accessible à votre enfant. Je vous en remercie.

**Unit 0 Welcome unit: Seasons and weather
(PB, pages 4-13)**

PART 1, PB,p.6

Lesson objective

Pupils revise and learn new vocabulary related to (*relié à*) weather and seasons.

Vocabulary

- a) autumn
 - b) spring
 - c) summer
 - d) winter
 - e) drought = **la sécheresse**
 - f) flood = **inondation**
 - g) monsoon = **la mousson (une période où il y a de fortes pluies dans certaines parties de l'Asie).**
 - h) storm = **la tempête**
 - i) thunder and lightning = **un tonnerre et des éclairs**
 - j) dry = **sec, sèche.**
 - k) season = **la saison**
 - l) usual (adj) = **habitual**
 - m) lose, lost = **perdre, perdu**
 - n) lose their leaves = **perd leurs feuilles.**
-

PART 2, PB, p.7

READING AND LISTENING (PB, page 7)

Topic : Where did you go in the summer holidays?

Lesson objective: Talk about your holidays. Use the past simple.

UNIT 0

PAST SIMPLE (PRETERIT SIMPLE)

USE (emploi)

Le **past simple** est utilisé pour parler d'une action passée qui est complètement terminée.

Souvent, ce temps est accompagné d'indicateurs de temps comme : **yesterday** (hier), **ago** (ex : **an hour ago** : il y a une heure), **last week** (la semaine dernière), **in 2020**, **in February 2022**. etc.

CONJUGATION (conjugaison)

Pour pouvoir bien conjuguer un verbe en anglais, au passé, il faut comprendre qu'il y a deux types de verbes : les verbes réguliers et les verbes irréguliers.

A] Voici un exemple de conjugaison d'un verbe régulier en anglais. :

Positive form	Negative form	Question form
I played tennis yesterday. You He She It We You They	I did not play (I didn't play.)... You He She It We You They	Did I play ... ? you he she it we you they
SHORT ANSWERS James : Did you eat cereal this morning? Ann : Yes, I did. Tim : No, I didn't. I ate toast this morning.		

PAST SIMPLE – REGULAR VERBS (verbes réguliers)

- | | |
|--|--|
| 1) play → played (jouer; joué) | 7) help → helped (aider; aidé) |
| 2) stay → stayed (rester, demeurer; resté, demeuré). | 8) listen → listened (écouter; écouté) |
| 3) want → wanted (vouloir; voulu) | 9) watch → watched (regarder; regardé) |
| 4) study → studied (étudier; étudié) | 10) cook → cooked (cuisiner; cuisiné) |
| 5) learn → learned (apprendre; appris) | 11) like → liked (aimer; aimé) |
| 6) stop → stopped (arrêter; arrêté) | 12) hate → hated (detester; detesté) |

UNIT 0

Pronunciation of ED

1) ed is pronounced **[id]** when the verb ends in t and d.

Examples :

t : wanted

d : needed

2) ed is pronounced **[t]** when the verb ends in s, c, ch, k, p, f, gh, ss and x.

Examples :

k: walked

c : danced

ch : watched

gh: laughed

x : fixed.

3) ed is pronounced **[d]** when the verb ends in l, n, r, g, v, s, z, b and m.

Examples :

l : called

n : cleaned

s : used

z : amazed

r : offered.

B] Voici un exemple de conjugaison pour un verbe irrégulier en anglais.

Positive form	Negative form	Short negative form	Question form
Last week, I went to the cinema with my friend yesterday.	Last week, I did not go to the cinema.	Last week, I didn't go ...	Last week, did you go to ... ?

Voici une courte liste de verbes irréguliers en anglais. Il faut les apprendre par cœur.

1) come → came (venir)

2) do → did (faire)

3) draw → drew (dessiner)

4) drink → drank (boire)

UNIT 0

- 5) eat → ate (manger)
 - 6) find → found (trouver)
 - 7) get → got (obtenir)
 - 8) give → gave (donner)
 - 9) go → went (aller, partir)
 - 10) have → had (avoir)
 - 11) read → read (lire)
 - 12) see → saw (voir)
-

C] LE VERBE « ETRE ».

Attention, observe la forme negative et interrogative... **Apprends la conjugaison par cœur.**

Positive form	Negative form	Short negative form	Question form
I was she he it	I was not she he it	I wasn't she he it	Was I ? she ? he ? it ?
You were We They	You were not We They	You weren't We They	Were you ? we ? they ?

SAY IT. PB, p. 7

TASK 1 : PRACTISE SAYING THE QUESTIONS SEVERAL TIMES (This is the homework)

1) Does the end of the question go up or down?

TASK 2 : Then discuss with somebody.

- 1) Was there a storm?
 - 2) Did you enjoy your holiday this summer?
 - 3) Was the weather sunny yesterday?
 - 4) Did you have a party last weekend?
 - 5) Did you go bodyboarding in August?
 - 6) Was there a drought last year?
 - 7) Did you see lightning last month?
 - 8) Did you have fun yesterday?
-

Skill : listening and speaking, PB, page 8.

Lesson objective : Recount a story (= Raconter une histoire)

PART 3

Lesson objective : Listen and understand a story, page 9

A den ≈ un bureau ou cabinet de travail.

Let's stay here = restons ici.

To enter a computer game competition = prendre part à une compétition.

PART 4

Skills : Listening and speaking, PB, page 10.

Topic : What's your favourite season? Why?

Task : Practise making plan.

Skills : Reading and writing, PB, page 11.

Topic : Where did Joe go on his school trip?

Task : write an article about a weather event in your town. (AB, page 9).

HOMEWORK : Read the texts again. Learn to ask and answer questions.

PART 5

Topic : What do the shadows in a painting tell us?

Lesson objective : Learn to interpret shadows in paintings.

Vocabulary : shadow (=ombre) , light from above (=lumière d'en haut) and light from the side (= lumière venant de côté).

to show = montrer

lower = plus bas. midday = midi.

WD-N6

Date: _____

Unit 1 Camping (PB, pages 14-23)

PART 1

Lesson objective

Learn the names of things you need for camping and to describe things.

Vocabulary

- 1) blanket = une couverture
- 2) bowl = un bol
- 3) cup = un verre
- 4) map = une carte
- 5) plate = assiette
- 6) rucksack = sac à dos
- 7) sleeping bag = sac de couchage.
- 8) tent
- 9) torch
- 10) water bottle
- 11) what about ...? = et ...? Qu'en est -il de?
- 12) Meal-times = heures de repas.

HOMEWORK : Learn the vocabulary by heart.

PART 2

Skills : Read, listen and speak (PB, pages 17-18)

Lesson Objective : recount a story using the past simple and time indicators (yesterday, last week etc...), (p. 17).

Examples:

- 1) We wanted to sleep outside.
- 2) My dad forgot to take the tent.
- 3) We tried to make a tent.

→ asking questions using the past simple (p.18).

HOMEWORK : Learn to ask and answer questions about past events.

PART 3

UNIT 1

Skills : Read, listen and act out a story, PB, page 19.

Vocabulary :

It looks like = *C'a l'air; cela semble.*

To find = *trouver.*

Do you want to find ... ? = *est-ce que tu veux trouver...?*

Ants = *des fourmis.*

Be resourceful = *sois plein, e de ressources ; aies de l'imagination (pour résoudre des problèmes).*

PART 4

Skills : Listening and speaking, PB, page 20.

Lesson Objective: Talking about camping.

Skills : Reading and writing, PB, page 21.

Lesson Objectives: Understanding a text about Ben Taylor's job.

Write about your experience making films about animals. (AB, p.17).

HOMEWORK : Learn every new vocabulary.

PART 5

Video lesson PB, pages 22-23

How do we estimate measurements?

Lesson objective : Learn to estimate measurement.

See Pupil's book, page 23 for the questions and answers.

- | | |
|---------------------|-----------------------------------|
| 1) How long is it? | It's 1 metre = 100 centimetres. |
| 2) How heavy is it? | It's 1 kilogram = 1.000 grams. |
| 3) How much is it? | It's 1 litre = 1.000 millilitres. |

HOMEWORK : Learn to ask and answer questions to know measurements.

Unit 2 Talent Show (p.26)

PART 1**Lesson objective**

Learn to talk about activities and practice saying what you are good at.

Vocabulary

- 1) do acrobatics = faire des acrobaties.
- 2) do cartwheels = faire la roue.
- 3) do tricks = faire des tours.
- 4) juggle = jongler.
- 5) make sculptures = faire de la sculpture.
- 6) paint portraits = faire des portraits.
- 7) play instruments = jouer des instruments.
- 8) street dance = danse de rue, bal populaire.
- 9) read poetry = lire de la poésie.
- 10) tell jokes = dire des blagues.
- 11) Who's good at reading poetry (= qui est bon dans (la lecture d'une poésie).
- 12) What are you good at? = Dans quoi es-tu bon ?

PART 2, PB, p. 27 : AB, p. 21**Lesson objectives**

- Practise using better, worse, the best and the worst to compare abilities.
 - Understand that changing word stress alters (= change) the meaning of a sentence.
- Skills : Read, listen and look.

PART 3, PB, p. 28/AB, p. 22

Lesson objective: Practise asking and answering questions with better/worse/the best/the worst **at + verb-ing.**

Vocabulary

Better = meilleur

Worse = pire

The best = le meilleur

The worst at ...-ing = le pire à + verbe à l'infinif.

Sentences

A : Who's the best at making sculptures?

B : I am.

UNIT 2

A : Who's the better at making sculptures, my sister or me?

B : Your sister is.

PART 4, PB, p.28/AB, p. 22.

Lesson objective

Learn English through a story, then act.

Vocabulary:

To follow = suivre

Footprints = des empreintes de pied.

A clue = un indice.

Item = une chose, un objet, un élément.

To paddle = pagayer

A compass = un compas

To land = atterrir.

Be careful of = faire attention à

All of us = nous tous/ nous toutes.

Work together = travaillez ensemble.

PART 5

Skills : Listening and speaking,

Lesson objectives

Practise reading and planning a show. **PB,30 /ABp. 24**

PART 6

Skills : Reading and writing, PB, p. 31/ AB, p. 25.

Topic : What type of competition did Paola enter?

Lesson objectives : understanding a text and write an email about you and your friend

Video Lessons, PB 33, AB, p. 26

Topic : What abilities do we need for physical activities?

Vocabulary : speed (la Vitesse), strength (la force), balance (l'équilibre), stamina (endurance).

Review units 1 and 2, pB, p. 34/ AB, pages 28-29.

Speaking game, PB, page 35.

WD – N6

Unit 3 International food

Date: _____

PART 1

Lesson objective

Learn vocabulary for international dishes. Talk about likes and dislikes and make suggestions to friends.

Vocabulary

- | | |
|---|--|
| 1) curry | 8) stew = <i>ragoût</i> . |
| 2) dumplings = <i>des boulettes de (pâte), des raviolis</i> . | 9) sushi |
| 3) fish and chips | 10) tacos |
| 4) kebabs | 11) Why don't you try (fish and chips)? = <i>pourquoi n'est pas essayer (le poisson avec les frites) ?</i> |
| 5) noodles = <i>des nouilles</i> . | 12) spicy = <i>épicé (e)</i> . |
| 6) paella | |
| 7) rice and beans | |

HOMEWORK : Apprendre les nouveaux mots et expressions.

PART 2, PB p. 39/ AB, p.31.

Lesson objective

Practice using the grammar point « want or wanted (someone) to do (something).

Grammar

Examples : My Mum and Dad **want me** to lay the table for dinner. (to lay the table = *mettre la table*.)

My sister **wants the hairdresser** to cut her hair.

My dad **wanted me** to be careful when crossing the street because he **didn't want me** to hurt myself.

HOMEWORK : Apprendre les nouveaux mots et expressions.

PART 3, PB, p. 40/ AB, p. 32

Lesson objective

Learn to use the infinitive to express purpose (= un but) in the past. Then, practice saying sentences with the correct stress.

Examples of sentences:

I **went** to the supermarket **to buy** some rice. (= *je suis allé (e) au supermarché acheter du riz*.)

I **bought** some meat **to make** kebabs. (= *J'ai acheté de la viande pour faire des kebabs*.)

HOMEWORK : Apprendre à utiliser ces points de grammaire, par coeur.

PART 4

Lesson objective : Learn English through a story.

Vocabulaire : 1) A nest = *un nid*. 2) Tasty treat = *un petit plaisir délicieux*. Phew ! = *ouf !*

HOMEWORK : Apprendre les nouveaux mots.

PARTS 5 and 6 (PB, pp. 42-43/ AB, pp. 43)

Lesson objectives : Practise listening, speaking, reading and writing

A - Topic for listening and speaking: Can you cook? Would you like to enter a cooking competition?

Vocabulary :

a cook = *un cuisinier*/ to cook = *cuisiner*.

curry paste = *pâte de curry*.

ingredient

wait and see

add = *ajouter*

butter = *beurre*

sweet = *sucré*

chef

a tablespoon = *une cuiller*, a tablespoon of

sugar = *une cuillerée à soupe de sucre*

mix = *mélange*

baking dish = *un plat de cuisson*

pour = *verser*

mixture = *un mélange*

bake = *faire cuire au four*

degrees = *degrés parlant de température*

golden brown = *brun doré*

B - Topic for reading and writing : What does Talia like making?

Vocabulary : an oven = *un four*.

Gingerbread = *pain d'épices*.

HOMEWORK : Apprendre les nouveaux mots et expressions.

PART 7 Video lesson, PB pp 44-45/AB, p. 36

Lesson objective: Learn about the importance of drinking water.

Vocabulary :

humans

Blood

Brain

Skin

Perspiration.

To lose = *perdre*

HOMEWORK : Apprendre les nouveaux mots et expressions.

PART 1

Lesson objective

Learn vocabulary for musical instruments and learn adverbs to describe the way people do things. Practise using rising and falling intonation in sentences.

Vocabulary (PB, p. 48)

- | | | |
|--------------------|---------------|----------------------------|
| 1) clarinet | 7) saxophone | 12) who else = qui d'autre |
| 2) cymbals | 8) trombone | 13) to join = se joindre à |
| 3) drums | 9) trumpet | 14) both |
| 4) electric guitar | 10) violin | |
| 5) flute | 11) orchestra | |
| 6) keyboard | | |

Adverbs (PB, p. 49)

well = bien

badly = mal

beautifully = joliment

slowly = lentement

quickly = rapidement

loudly = fortement

quietly = fort, buyamment

Rappel adjective au superlative :

the oldest, the youngest, the best.

HOMEWORK : Apprendre tous les mots par cœur.

PART 2, PB, p. 50/ AB, p. 40.

Lesson objective : Compare the way people do things using adverbs (= compare la façon dont les personnes font des choses en utilisant des adverbes.)

Examples de phrases

A : Pedro sings more beautifully than I do.

B : I play the guitar better than he does.

C : Who plays more loudly, you or Pedro?

B: I do.

HOMEWORK : Learn to use these sentences by heart.

PART 3, PB, p. 51/ AB, p. 41.

Lesson objective : Learn English through a story

Vocabulary:

An ocarina = *un ocarina (un instrument de musique)*

UNIT 4

A tune = l'air (en musique)

That doesn't sound right = l'air n'est pas juste.

PART 4, PB p. 52-53/ AB, pp 42-43.

Lesson objectives

Skills : Listening and speaking

Topic, title: What traditional instruments do you have in your country?

Vocabulary

Names of instruments : Erhu, vuvuzela, bouzouki, bagpipes, bongos and pipe (= chalumeau qui est un instrument à vent).

Other words: over one thousand (years old), still, horn, blow, at the same time (= au même moment), come out (= sortir).

Skills : Reading and writing

Topic, title : What are these instruments made from?

PART 5 Video lesson

Lesson objective

Learn about how string instruments produce high and low notes.

Vocabulary

High (sound) = haut, fort.

Low (sound) = bas.

Vibrate = vibré.

Tight(er) = serré, plus serré.

Thick = épais,

Thin = mince, léger.

Pitch = ton

Way = une manière, une façon

make a (low/high) sound = produire un son bas ou haut.

HOMEWORK: Learn all the news words by heart.

REVIEW UNITS 3 and 4, PB, page 56/ AB , pages 46-47.

Unit 5 Now and then

PART 1, PB, pages 60-62./ AB, pages 48-50.

Lesson objective

Learn vocabulary for information technology. Then, talk about what people could and could not do in the past. Practise sentence stress.

Vocabulary

- 1) a dictionary
 - 2) e-book
 - 3) email
 - 4) encyclopedia
 - 5) letter
 - 6) magazine
 - 7) newspaper
 - 8) online game
 - 9) text message
 - 10) website
 - 11) information (mot indénumbrable)
 - 12) technology
 - 13) find out = trouver, découvrir.
 - 14) look (something) up = chercher une information (dans un dictionnaire ou un document de référence ou sur ordinateur.)
-

Examples of sentences with « could »

A: Could you play online games when you were young?

B: Yes, I could./ No, I couldn't.

HOMEWORK : Learn all the new words by heart and learn to use new grammar points well.

PART 2, PB, pages 63. / AB, pages 51

Lesson objective

Learn English through a story.

UNIT 5

PART 3, PB, pages 64-65. / AB, pages 52-53.

Lesson objective

Skills : Listening and speaking.

Topic, title : How do you communicate with your friends?

Vocabulary: timeline = *chronologie*

BCE = Before the Common Era (Before the birth of Christ.)

The World Wide Web = the Internet.

HOMEWORK : Learn all the new words by heart and learn to use new grammar points well.

Skills : Reading and writing

Topic, title : Where does Kim work?

HOMEWORK : Read the text again and learn all new words.

PART 4, PB, pages 66-67./ AB, pages 54.

Video lesson : What do primary sources tell us about life in the past?

Lesson objective: Learn about the role of primary sources in studying history.

Vocabulary :

Primary source (= source primaire, d'origine.)

Tools (= outils)

Statue

Jewellery

Board game.

HOMEWORK : Read the text again and learn all new words.

WD6-N6

Unit 6 The environment

Date: _____

PART 1 PB, page 70-72/ AB pages 56-58.

Lesson objective

Learn vocabulary for energy sources and materials.

You will also practise recognizing and producing the sound /ə/.

Vocabulary

1) aluminium

2) cardboard = carton

- | | |
|-----------------------------------|---|
| 3) electricity | 12) rainwater = eau de pluie |
| 4) gas | 13) turn off = éteindre |
| 5) glass | 14) throw away = jeter |
| 6) paper | 15) recycle. |
| 7) plastic | 16) instead of = au lieu de |
| 8) solar power = énergie solaire | 17) solar panel = panneau solaire |
| 9) water | 18) to keep cool/warm = conserver au froid/chaud. |
| 10) wind power = énergie éolienne | |
| 11) wind farm = parc éolien | |

HOMEWORK : Learn the new words by heart.

Should/shouldn't (PB, pages 71-72/ AB, pages 57-58)

Lesson objective : Learn to talk about what we should and shouldn't do to help the environment.

Examples of sentences :

- 1) We should turn off the light when we no longer need it.
- 2) We shouldn't waste water.

HOMEWORK : Learn to say the sentences well.

UNIT 6

PART 2 PB, page 73/ AB pages 59.

Lesson Objective

Learn English through a story, then act. Discuss the value of reusing and recycling.

PART 3 PB, page 74-75/ AB pages 60-61.

Lesson Objective

Skills: Listening and speaking

Topic, title: Do you live in an eco-friendly home?

Skills: Reading and writing

Topic, title : What is this animal made from?

PART 4 PB, page 70-71/ AB pages 56-57.

Video lesson

Lesson Objective

Learn about the process of recycling glass bottles.

Vocabulary :

Machine
Sand (= sable)
furnace
To melt (= fondre)
To sort = trier.
To break = casser
A shape = la forme.

HOMEWORK : Learn the new vocabulary.

REVIEW UNITS 5 and 6, page 78/ AB, pages 64-65.

WD6 -N7
Unit 7 Space

Date: _____

PART 1

Lesson objective

Learn vocabulary about space travel. Then, learn to ask and answer questions about future plans with “going to”.

Vocabulary

- 1) astronaut
- 2) earth
- 3) mars
- 4) planets
- 5) space laboratory
- 6) space station
- 7) spacecraft
- 8) spacesuit
- 9) stars
- 10) the moon
- 11) crew = *équipe*.
- 12) spacecraft = *vaisseau spatial*.
- 13) spacesuit = *combinaison spatiale*
- 14) space camp
- 15) simulator
- 16) Zero gravity.
- 17) Go on a moon walk.

“Going to” for future plans

Examples of sentences

A : What are you going to do? Are you going to travel in a spacecraft?

B : Yes, we are./ No, we aren't.

A : What is he going to do?

B : he's going to climb the tree.

A : is he going on Mars?

B : No, he isn't./ Yes, he is.

HOMEWORK : Learn the new vocabulary by heart. Then learn the grammar point.

UNIT 7

PART 2

Lesson objective

Learn English through a story. Then, act it.

Vocabulary : brightest (= le plus brillant), wheel (= roue), password (= mot de passe), enter (= entrer) and think logically (= penser logiquement).

HOMEWORK : Read the story again and learn all new vocabulary.

PART 3 PB, pages 86-87/ AB, pages 70-71.

Lesson objective

Practise the skills of listening and speaking. They also talk about travelling in space.

Skills: Listening and speaking

Topic, title: What training do you think astronauts need?

Skills: Reading and writing

Topic, title: What is this robot doing?

HOMEWORK : Read the text again on page 87. Learn all new vocabulary.

PART 4 PB, pages 88-89/AB, page 72.

Lesson objective

Learn about the solar system. Then research and write a fact file about a planet.

Vocabulary : solar system, orbit and reflect.

HOMEWORK : Read the story again. Learn all the new words by heart.

WD6 – N6

Date: _____

Unit 8 Celebrations

PART 1 PB, pages 92-94./ AB, pages 74-76.

Lesson objective

Learn new vocabulary about celebrations. Learn to join clauses with where, which and who.

Vocabulary

- | | |
|--------------|--------------------------------|
| 1) clown | 7) funfair |
| 2) costume | 8) mask |
| 3) dancer | 9) musician |
| 4) dragon | 10) pirate |
| 5) fireworks | 11) to dress up = se déguiser. |
| 6) float | |

Clauses with where, which and who

- 1) The town **where** we had our parade.
- 2) The costume **which** I made.
- 3) My friend **who** lives in my street.
- 4) Is that your friend **who** lives in Spain?
- 5) Is this the place **where** you had your party?

HOMEWORK : Learn the vocabulary and the sentences by heart.

PART 2 PB, page 95. / AB, page 77.

Lesson objective

Learn English through a story. Then, act it. Discuss the value of sharing success with friends.

HOMEWORK : Practise reading the story until (jusqu'à ce que) you read fluently).

Unit 8

PART 3 PB, page 96-97. / AB, page 78-9.

Lesson objectives

Talk about acting out a story in groups.

Skills : Listening and speaking.

Topic and title : Do you like watching dance shows or plays? Why or why not?

Skills : Reading and writing.

Topic and title : What is this float made from?

Vocabulary : float, wire.

HOMEWORK : Practise reading the story, p. 97 until (jusqu'à ce que) you read fluently.

PART 4 PB, p. 98-99. AB, p. 80.

VIDEO LESSON : How do fireworks work?

Lesson objective

Learn about fireworks.

Vocabulary : gunpowder, fuse, explode and metal salt.

HOMEWORK : Learn the new words and practise reading the story until you read fluently.