

# 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 pdf, 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.**
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**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.

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## 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
<b>SHORT ANSWERS</b> James : Did you eat cereal this morning? Ann : <b>Yes, I did.</b> Tim : <b>No, I didn't.</b> I ate toast this morning.		

### PAST SIMPLE – REGULAR VERBS (verbes réguliers)

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

**Entraînement audio supplémentaire** : pronunciation practice and rules by Games4esl :  
<https://www.youtube.com/watch?v=oggGZKVJvfw>

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

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

**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.

<b>PART 5</b>
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**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.

**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'infinitif.

**Sentences**

**A : Who's the best at making sculptures?**

**B : I am.**



## UNIT 2

**A : Who's the best 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.

## Unit 3 International food

**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 adverbs.)

**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).

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**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.

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**WD6 – N6**

**Unit 5 Now and then**

**Date:** \_\_\_\_\_

**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.

<b>PART 2, PB, pages 63. / AB, pages 51</b>
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### **Lesson objective**

Learn English through a story.

## **UNIT 5**

<b>PART 3, PB, pages 64-65. / AB, pages 52-53.</b>
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### **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.

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**Skills : Reading and writing**

Topic, title : Where does Kim work?

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

<b>PART 4, PB, pages 66-67./ AB, pages 54.</b>
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**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**

**Date:** \_\_\_\_\_

**Unit 6 The environment**

<b>PART 1 PB, page 70-72/ AB pages 56-58.</b>
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**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

4) gas

5) glass

6) paper

7) plastic

8) solar power = énergie solaire

9) water

10) wind power = énergie éolienne

11) wind farm = parc éolien

12) rainwater = eau de pluie

13) turn off = éteindre

14) throw away = jeter

15) recycle.

16) instead of = au lieu de

17) solar panel = panneau solaire

18) to keep cool/warm = conserver au froid/chaud.

**HOMEWORK** : Learn the new words by heart.

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**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.

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**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.

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**WD6-N6**  
**Unit 7 Space**

**Date:** \_\_\_\_\_

<b>PART 1</b>
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**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.
- 

**FUTURE ACTIONS (*future simple (will +vb) & going to, Simple present*)**

**Examples**

- 1) We're flying to Canada next week.

- 2) I'm going to go swimming this afternoon.
- 3) Wait for me. I will get my gloves and come with you.
- 4) The train leaves at 8 am.

### In English, we use ...

→ the **present continuous** for future intentions or plans (*Il s'agit des choses que tu as décidé de faire*).

→ “**going to**” for future intentions or plans (*il s'agit aussi des choses que tu as décidé de faire*).

### Examples of sentences from unit 7 space

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.

→ the **future simple** (“will” + verb without “to”) for predictions (*Dans ce cas, ça peut être une action qu'on vient de décider de faire ou une action qui se passera ou pas dans l'avenir sans que l'action soit obligatoirement planifiée*).

→ The **simple present** to talk about timetables, the time, or the date of events to come.

**Examples:** The movie is at 5 pm today (or tomorrow). The show is on the 5<sup>th</sup> November.

### **Conjugation:**

- For the “present continuous” et “going to”, go to the conjugation of the present continuous: to be + verb-ing.

- Below is the conjugation for the **future simple**. It is always the same form for all the pronouns.

<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>
I will do it later. You will ... He/she/it will ... We will ... You will ... They will ...	Will I do my work later? Will you sit down? Will he, she, it sit down? Will we sit down? Will you sit down? Will they sit down?	No, I will not do it. / No, I won't do it. No, you will not sit down. No, he, she, it will not sit down. No, we will not sit down. No, you will not sit down. No, they will not sit down.
<b>Short Answers</b>		
Dan : Will you get that tissue for me, please. Tim : Yes, I will.		
Dan : Will you go to the cinema with Julia? Tim : No, I won't. I don't feel well.		

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

## UNIT 7 SPACE

### 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.

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**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 Celebrations

<b>PART 3</b> PB, page 96-97. / AB, page 78-9.
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### 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.

<b>PART 4</b> PB, p. 98-99. AB, p. 80.
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### **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.