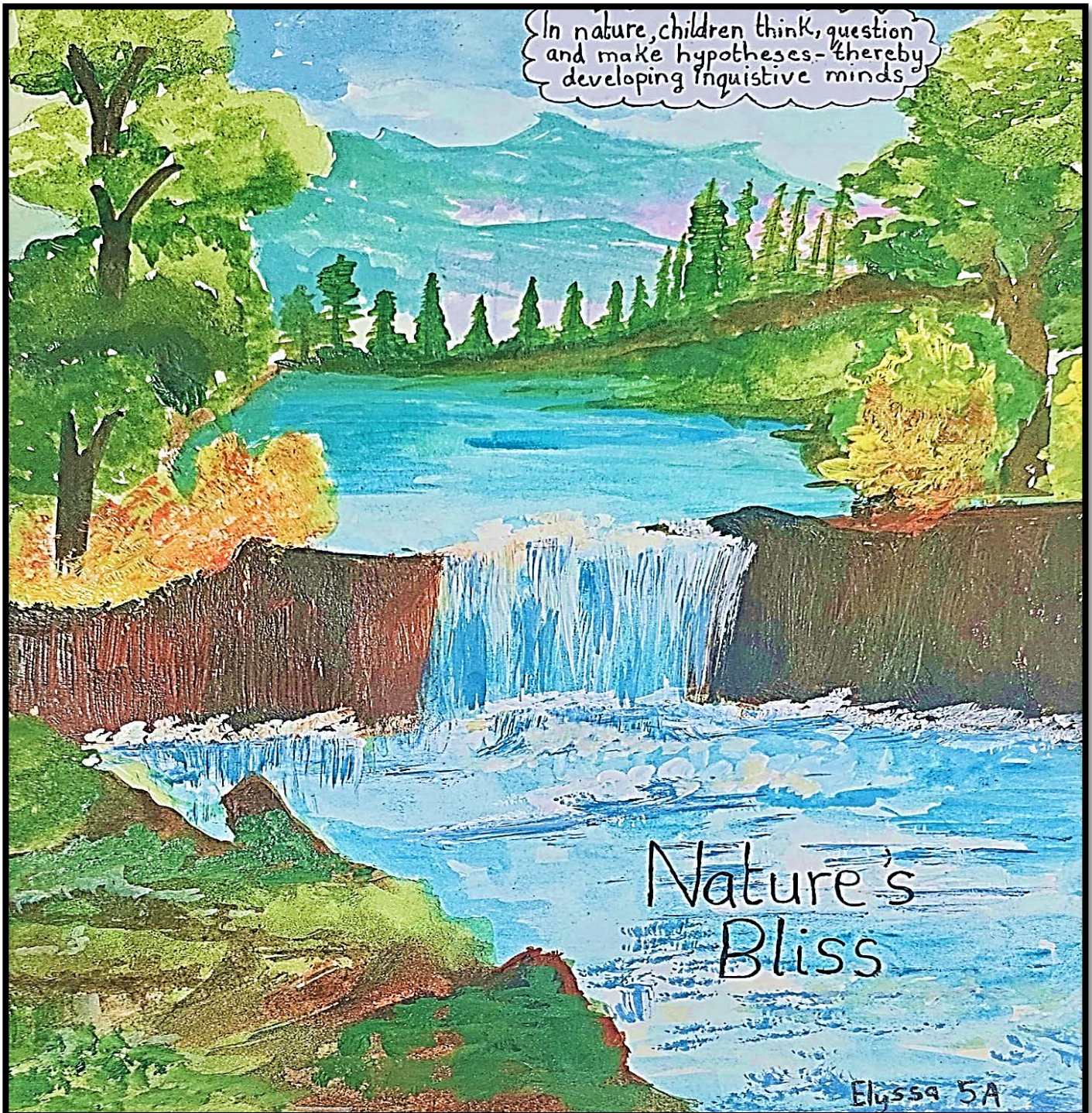


# Aim High Summer Holiday Programme

## Year 5 moving to Year 6





Dear Parents,

In our continued endeavour to engage and enrich our students' learning we have developed the **Aim High Summer Programme** for your child to work on over the summer vacation. The aim of this programme is to keep students in 'learning mode' so that they continue to make progress without any summer learning loss. Our Aim high summer programme is designed to help students develop values like sustainability, tolerance, morals, values and character through integrated curriculum and community partnerships.

This programme involves **Project Based Learning (PBL)** which is an approach to education that emphasizes hands on learning with real life implications and independent research skills to find a solution and present in different ways using variety of tools. As your child is moving from Year 5 to Year 6, you can look at the Family Learning Newsletters for Year 6 and learn, in advance, about the learning modules, which will be covered in the coming academic year.

Please find the below links for Family Learning Newsletter:

<https://www.thewinchesterschool.com/for-parents/family-learning-newsletters/>

These are also very useful for new parents. For example, if your child has completed Year 5 in another school, you can look over the Family learning newsletter for Year 5 and map your child's existing learning to what has been completed at The Winchester School, Jebel Ali thus avoiding any gaps. We hope you will be able to use all these valuable learning resources to support and enrich your child in reaching their full potential.

The Winchester School deeply values '**Parents as Partners in Learning**'. Wish you all a very happy and blessed holidays. Enjoy with family and friends.

The school will re-open for NEW students on Monday, 26<sup>th</sup> August 2024 and for all existing students from Tuesday, 27<sup>th</sup> August 2024.

Warm regards,

**Jaya Paliwal**

**Head of Primary**



## Aim High Summer Holiday Programme

In the Aim High Summer Holiday Programme, we have included activities that add an artistic or creative element to the learning. We are also aligning our activities this year with the **Sustainable Development Goals (SDGs)** of health and well-being. These activities will promote research, enquiry, critical and analytical thinking, design thinking and problem solving. STREAM learning will happen naturally and students will develop **High Performance Learning Skills** as they do the designated activities; engage in discussions with friends and family members; establish links or connections with real life; examine outcomes; make corrections or further modification; research; play, explore and try new things.

The activities designed in the programme require students to use Science, Technology, Reading, Engineering, Arts and Mathematics as access points for guiding student inquiry, dialogue, rich experiential learning, research and critical thinking.

In Science, students will research, evaluate and design a project (app/ presentation/ 3D model) that contributes to raising awareness on **Sustainable Development Goal (SDG 9)** Industry, Innovation and Infrastructure. In Mathematics, they will use geometrical and numerical skills to calculate and design the infrastructure. In English and Humanities, the students will focus on reading, researching and creating stories related to futuristic innovations. Art and Technology is integrated in all the activities specially in the core subjects which will unleash their creative skills as they present their work.

All students must submit the tasks to their respective teachers. All work samples submitted must be well presented, clear and with quality work.

Please note that the Aim High Summer Holiday Plan is to keep students engaged in learning during summers hence the task should be well paced and not completed in haste.

**Due Date of Submission: 10<sup>th</sup> September 2024**

### Topic- SDG 9 Industry, Innovation and Infrastructure

**Outcome:** To build resilient infrastructure, promote sustainable and industrialization and foster innovation.

Sustainable Development Goal 9 is all about building a better world through innovation, infrastructure and industry. This goal focusses on creating strong and reliable building and technologies that help people live better lives. Imagine living in a place where roads are

smooth, buildings are safe and everyone has access to the internet and modern technology. That's what SDG 9 aims to achieve!

It also encourages new ideas and inventions that can solve problems and improve our communities. For example, think about how cool it is when someone invents a new app or a gadget that makes life easier. By supporting these innovations, we can help create jobs, reduce pollution and make sure everyone has the tools they need to succeed.

When we work on building better infrastructure and promoting innovation, we help people and businesses grow. This means more opportunities for everyone, no matter where they live. So, SDG 9 is like a big team work project for everyone, from scientists to students to everyday people, who play a part in making our world a better place for all!

This holiday, we invite you to embark on a creative journey centered around SDG Goal 9: Industry, innovation and Infrastructure. Let us embark in this journey to ensure we create awareness for ourselves and the communities to ensure we support economic growth and enhances human well- being, ensuring equitable access for all.

### Our English Activities – Thinkers, Innovators and Creators

#### Activity 1- LAP TALES

**Create a short story using a lap book using the step-by-step guide.**

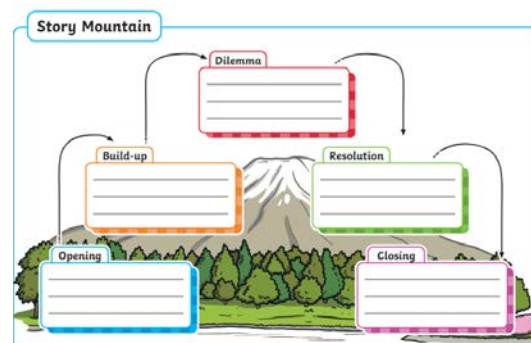
Imagine a young inventor who lives in a small town. you like to tinker with gadgets and dream up new inventions. One day, while exploring in the attic, you discovered an old, dusty blueprint left by a great-great-grandparent who was also an inventor. The blueprint detailed a fantastic machine that could solve a big problem in your town.

Write a story about your journey to build this incredible invention. What was the invention designed to do? How did you gather the materials and knowledge needed to build it? Did you face any challenges or setbacks along the way? How did the invention change the lives of the people in the town once it was completed?

Be sure to include:

- A description of the invention and its purpose
- The steps you took to bring the invention to life
- The reactions of the townspeople to your invention
- How the invention made a difference in the town?

**Step 1: Planning-** Outline the key events and structure of your story.



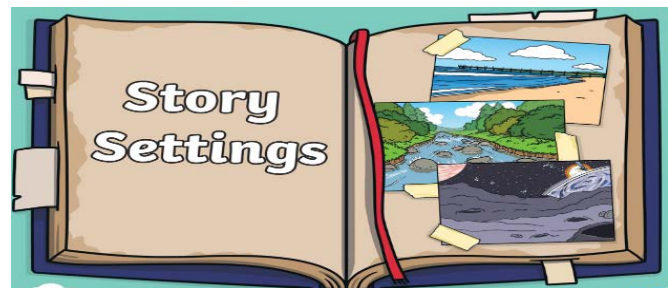
**Step 2: Designing the Lap Book-** Fold a piece of construction paper or cardstock in half horizontally to create the base of your lap book. Fold each side of the base inward to create flaps or pockets. These will be used to organize different elements of your story.



**Step 3: Creating Characters-** On one flap, create a pocket labeled "Characters." Inside the pocket, include small cards or cutouts representing each character in your story. Write the name of each character on the front of the card and include a brief description or illustration on the back.



**Step 4: Developing Setting-** On another flap, create a pocket labeled "Setting." Inside the pocket, include drawings or descriptions of the key locations in your story. Use illustrations, stickers, or printed images to represent the setting.



**Followed by- Step 5: Plot and Events:** Use the remaining flaps to depict the plot and key events of your story. Each flap can represent a different scene or chapter. Include illustrations, captions, or short paragraphs to describe the events that unfold in each part of the story.

**Step 6: Adding Details:** Enhance your lap book with additional details, such as dialogue, character thoughts, or descriptive language. Include speech bubbles, thought bubbles, or small booklets to convey dialogue and character interactions.

**Step 7: Decorating:** Use colored pencils, markers, or crayons to decorate the cover and flaps of your lap book. Add decorative elements such as stickers, stamps, or washi tape to make your lap book visually appealing.

**Step 8: Assembling:** Once all elements of your short story lap book are complete, carefully fold the flaps and pockets to assemble the book. Secure the edges with glue or tape to keep the lap book closed and intact.

**Step 9: Presenting:** Share your completed short story lap book with classmates, friends, or family members. Use the lap book to narrate your story, discussing the characters, setting, plot, and key events as you flip through the pages.

## Activity 2- A Day in My Futuristic Job: Comic Strip Creation

Imagine it's the year 2075. You have just started your dream job in a futuristic world where technology and innovation have changed the way we live and work. Create a comic about a typical day in your life at this job.

Few examples- Flying Car Engineer, Renewable Energy Technician, Internet Lawyer, Smart Home designer Manager, Drone Traffic Manager etc.

Consider the following:

- What is your job title and what are your main responsibilities?
- What kinds of tools and technologies do you use to do your job?
- Describe your workplace. Is it on Earth, in space, or in a virtual world?
- What challenges do you face in your job and how do you overcome them?
- How does your job contribute to society or make the world a better place?

OR

## Advertisement Poster

Create an advertisement poster for your future job.

Include:

- The job title and a catchy slogan
- Key features and benefits of the job
- Visual illustrations or diagrams of the job or tools used
- A brief description of why this job is important and exciting

## Grammar Practice- In a note pad please do complete the grammar practice to secure the concepts and submit it to your teacher.

1. Write in the box below, a **pronoun** to replace the bold word in the following sentence.

When Geoff bakes for a charity bake sale, everyone looks forward to eating **Geoff's** fruit cake.

.....

2. Each of the sentences below has a mistake in it. The mistake is **underlined>** and your task is to write in the correction.

a) The temperature of the oven really affects/effects how the biscuits turn out.

b) "You know your/you're supposed to put the sugar in before the flour," said Geoff.

c) Geoff thought that the cake had its/it's own distinctive taste.



3. Write in the missing **semi colon** in this sentence.

Geoff made a tasty fruity cake for his own birthday it was a triumph.

.....

4. 'How is the word **'since'** being used in this sentence? Tick **one**.

Geoff didn't make souffles very often **since** they were difficult to bake correctly.

A conjunction	<input type="checkbox"/>	A preposition	<input type="checkbox"/>
A verb	<input type="checkbox"/>	An adverb	<input type="checkbox"/>

5. **Circle all the determiners** in the sentence below.

Geoff had made many cakes for the bake sale and some buns.

.....

6. Complete the table with the singular and plural nouns.

One	Two
cheese	
	knives
salmon	

.....

7. Label whether each of these words is a **determiner** or a **preposition**.

Geoff couldn't wait to watch **this** series of 'Great British Bake Off' **after** dinner.

<div><div></div><div></div></div>	<div><div></div><div></div></div>
<div></div>	<div></div>

8. Add the missing **punctuation** to the following sentence.

Dont forget to turn the oven off when youve finished baking Itll waste electricity and could be dangerous

.....

9. Complete the table by writing in the correct form of the verb in its **present** tense.

Past Tense	Present Tense
They baked	They _____
They mixed	They _____
They cooked	They _____

10. Which of these sentences has used a question mark correctly? Tick **one**.

Geoff enquired, "What do you think of this cake?"

☐

Geoff enquired, "What do you think of this cake"?

☐

Geoff enquired?, "What do you think of this cake."

☐

Geoff enquired, "What do you think? of this cake."

☐

11. Match up the phrases/clauses with the right term that best describes them.

who makes the best spaghetti bolognese in the North of England

An expanded noun phrase

a talented, Italian chef

A relative clause

Geoff was a huge lover of food

A main clause

12. **Circle** the right word in each of these boxes.

Geoff went to the supermarket to buy his parents **there/their** weekly TV guide, **which/witch** was full of the latest viewing **advise/advice**.



13. Tick the correct box to say whether the underlined clause is the **main** or **subordinate** clause in each sentence.

Sentence	Main Clause	Subordinate Clause
Geoff always visits his local butcher, <u>which is the best in town</u> , to buy his sausages.		
Geoff was enjoying his salad <u>until his cat sneezed on it</u> .		
<u>Geoff always treats himself to a Friday takeaway</u> , which he orders from his local Indian restaurant.		

14. Choose the conjunction which fits best into each of these sentences (**only use each word once**).

after

unless

although

- a) I will cook the spaghetti \_\_\_\_\_ the bolognese sauce is prepared.
- b) The meal would never be finished on time \_\_\_\_\_ Geoff asked for help.
- c) Geoff carried on cooking \_\_\_\_\_ he knew it might make him late.

15. Which sentence is a **command**? Tick **one**.

Fish and chips usually come with mushy peas.

☐

When you visit Whitby, you must have fish and chips.

☐

I love salt and vinegar on my fish and chips.

☐

Do you like fish and chips?

☐

16. Replace the **underlined** word in the sentence below with a suitable synonym.

When Geoff had put the biscuits in the oven, he **started** clearing up.

17. Which of these sentences needs a question mark? Tick **one**.

At what temperature do you cook these biscuits ☐

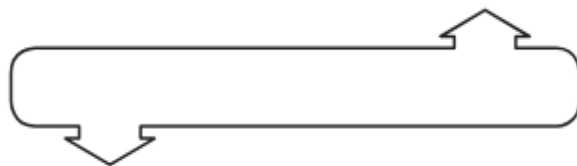
Biscuits should be cooked at 180°C ☐

These biscuits taste lovely ☐

Have a taste of these lovely biscuits ☐

18. Choose the same conjunction that could complete **both** sentences correctly.

You need to cook Yorkshire puddings on a high heat \_\_\_\_\_ the oil needs to be hot.



The lasagne burned \_\_\_\_\_ I left it in the oven for too long.

.....

19. Tick for each sentence whether it is in **past** or **present** tense.

Sentence	Past	Present
Geoff is baking a birthday cake for his friend.		
Last night, Geoff made macaroni cheese for his tea.		
Pizzas are Geoff's favourite treat.		
Geoff ordered a takeaway last Friday.		

.....

20. Add in the two missing **commas** to this sentence.

In order to make the perfect cake Geoff needed to use  
the right amounts of sugar flour and butter.

## Humanities- Explore, Research and Present- Choose any two tasks of your choice.

These activities will not only help you learn about SDG Goal 9 and its relevance to South America and ancient Egypt but also develop a wide range of skills, including research, creativity, engineering, and presentation skills.

### Activity 1: Create a South American Innovation Timeline

#### **Step 1: Research**

Identify important innovations and infrastructure projects in South America's history, from ancient Incan roads to modern-day developments.

#### **Step 2: Timeline Creation**

Using paper or a digital tool, create a timeline that highlights these key innovations.

#### **Step 3: Illustrations and Descriptions**

Add illustrations and short descriptions for each entry on the timeline to explain its significance

Example Entry for the Timeline-

To get started, here is an example of key South American innovation:

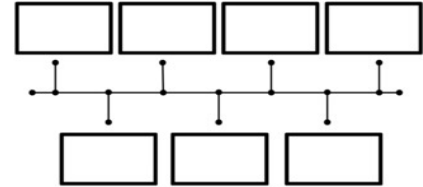
Nokia's First Mobile Phone Plant in Brazil (1998).

Country: Brazil

Description: Nokia opened its first mobile phone manufacturing plant in Manaus, Brazil, significantly contributing to the local economy and technology sector.

Impact: Boosted local employment and technological expertise in the region.

**Mode of presentation-** The Puzzle Timeline, The Chain Link Timeline, A Chain of Events Timeline, A Storyboard Timeline. The Folded Cards Timeline. The Old-Fashioned Scroll – Use any of the above creative style to present your timeline.



### Developments of roads in South America-





## Activity 2: Interactive Map of Innovations

### **Step 1: Research**

Identify various innovations and infrastructure projects across South American countries.

Decide on the range of innovations you will include, such as technological advancements, scientific discoveries, cultural milestones, etc.

### **Step 2: Map Creation**

Use a tool like Google My Maps or a large physical map to mark the locations of these innovations.

### **Step 3: Interactive Elements**

Add descriptions, images, and links to videos or articles for each location. Use different icons or colours for different types of innovations.

**Sharing:** Present the map to family or classmates, explaining the significance of each innovation.



## Activity 3: Ancient Egyptian Transportation Project.

### **Step 1: Research**

Learn about transportation methods like boats on the Nile, chariots, and the use of donkeys and oxen.

### **Step 2: Creative Writing**

Write a diary entry from the perspective of an Ancient Egyptian traveling on the Nile or a trader moving goods.

### **Step 3: Transport Model**

Build a small model of an ancient Egyptian boat using materials like cardboard, jute, sticks, and string.

### **Step 4: Future Vision**

Imagine and draw a futuristic transportation method that could have been used in Ancient Egypt if modern technology had been available. **Present your creation in the form of a drawing or a 3D model.**



### Activity instructions:

Create a 3D Model and Presentation for Sustainable Building.

### 3D MODEL: (Physical structure or animated model through Minecraft)

- Design and construct a 3D model of sustainable building.
- Use materials that are eco-friendly and can be recycled or reused.
- Keep into consideration the unprecedented rainfall of recent times and how the structure can withstand such situations better.
- The idea of rainwater harvesting may also be incorporated to support sustainability.

### Presentation:

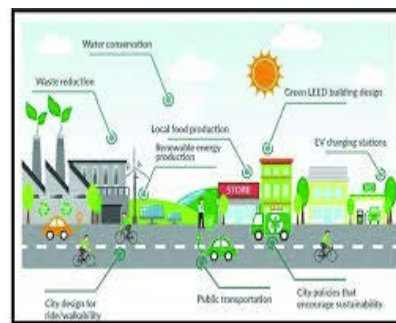
- Prepare a presentation to accompany your model.

### Mathematical skills:

- Explain the mathematical skills used in the project, such as geometry, measurements, and calculations.
- Elaborate how are you deciding which 3D shape is to be used and what its utility is. e.g. cube and cuboids make a better base.

**Contribution to wellbeing:** Elaborate how your building design can contribute to the wellbeing of individuals and wider community.

- **Scientific ideas:** Describe the scientific ideas and principles incorporated into your project, such as energy efficiency, use of renewable resources, and eco-friendly materials.
- **Benefits:** Explain how your sustainable building is beneficial in terms of environmental impact, cost savings, and improving quality of life.

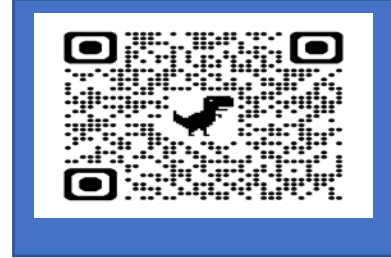




الواجب الصيفي الصف السادس - عرب

أولاً : القراءة

اضغط على الرابط التالي أو امسح الرمز؛ لتقرأ القصة قراءة معبرة ، ثم اكتب ملخصاً لقصة واحدة من اختيارك.



أضغط هنا



ثانياً : الكتابة :

اضغط على الرابط التالي أو امسح الرمز؛ لتحميل المهمة وطباعتها ثم كتابتها :



أضغط هنا



أضغط هنا



أضغط هنا



رابعاً : التحدث

اختر مهمة من المهام التالية وسجل فيديو عنها من 3 إلى 5 دقائق :

1 - تَحَدَّثْ عَمَّا تعلمته من إحدى القصص المسموعة في النشاط السابق ( الاستماع).

2- حَدِّثْ عن خطتك لقضاء العطلة الصيفية .

3- حَدِّثْ عن شخصية تختارها موضعاً سبب اختيارك لها ،وماذا تعلمت منها.

يمكنك أن ترفق الفيديو بعد مسح الرمز التالي أو اضغط على الرابط التالي :



أضغط هنا





## Arabic for Non-Arabs

### Reading:

#### Choose one of the following tasks -

1. Scan the QR codes or click on the icons bellow to read the story then write down the new vocabulary you have learned then apply them in new contexts.
2. Scan the QR codes or click on the icons bellow to read the story then record videos showing you reading the story.



### Listening:

#### Choose one of the following tasks-

1. Scan the QR code or click on the icons bellow to watch the videos.



2. Scan the QR code or click on the icons bellow to watch the videos then design posters or write tweets related to one of them.



### Speaking:

#### Choose one of the following tasks

Record videos speaking about the given topics (Restaurant- Food- Daily routine- school)  
Scan the QR codes or click on the icons bellow to know more before recording your videos.



Record videos speaking about your Summer Holiday in Arabic.

Record videos with one of your family members teaching them Arabic

**Note:** You can teach them something related the school topics or record any dialogue in Arabic.

Upload your recording through the given link below:

[Year 6 Arabic for non-Arabs](#)



### **Choose one of the following tasks**

1. Design a poster or write tweets in Arabic about (Dubai –holiday –Clothes – Hobbies and sports)
2. Write about how to make a healthy meal.
3. Design a model for one of the following topics and label the different areas along with few sentences to describe them ([healthy food – junk food- holiday –Dubai city](#))

**Done by 10-9-2024**

### **Islamic Education for -Arabs**

1-امسح الباركود أو اضغط على الزر أدناه ثم استمع للصور القرآنية الكريمة وقم بحفظ الآيات واكتب ماذا تعلمت من الآيات الكريمة



### ثانيًا : الحديث الشريف :

امسح الباركود أو اضغط على الزر أدناه ثم استمع للأحاديث الشريفة الآتية وصمم خريطة ذهنية لما يستفاد من الأحاديث مع حفظ الأحاديث :



### ثالثًا : قيم الإسلام وآدابه :

امسح الباركود أو اضغط على الزر أدناه ثم استمع للفيديو واكتب قائمة معلومات بكل ماتعلمته من الفيديو وصمم مخططًا لآداب المسجد في الإسلام :



### رابعًا : السيرة النبوية والشخصيات :

مسح الباركود أو اضغط على الزر أدناه ثم استمع للفيديو واكتب قائمة بالمعلومات التي تعلمتها من الفيديو



### خامسًا : أحكام الإسلام ومقاصدها : (العبادات)

امسح الباركود أو اضغط على الزر أدناه ثم استمع للفيديو وقارن في جدول بين فرائض الصلاة وسننها ومكروهاتها واكتب المعلومات التي تعلمتها من الفيديو :





سادسًا : القضايا المعاصرة والهوية :

امسح الباركود أو اضغط على الزر أدناه ثم استمع للفيديو واكتب كيف تساعد دولة الإمارات العربية المتحدة الدول الأخرى :



Done by 10-9-2024

### Islamic Education for Non-Arabs

#### The Holy Qur'an (Surah al-Mulk)

##### Scan the QR codes or click on the icons to:

1. Listen to Surah al-Mulk in Arabic and English.
2. Listen and repeat to memorize the Surah.
3. Watch the video for understanding the overall meaning of Surah al-Mulk.

##### Answer the following question:

1. What does the word "al-Mulk" means?
2. What is the main theme of Surah Al-Mulk?
3. What are the benefits of reciting Surah Al-Mulk?
4. What are some of the key lessons that can be learned from Surah Al-Mulk?
5. How can we apply the teachings of Surah Al-Mulk in our daily lives?

Note: Answer on an external sheet, and submit to your teacher.

##### In English for the interpretation



## **2- The Noble Hadith**

### **Scan the QR codes or click on the icons to:**

1. Watch the video and answer the questions.
2. Play quizzes.

### **Answer the following question:**

1. Who narrated the Hadith mentioned above?
2. What did the Prophet (peace and blessings be upon him) tell the young man to be mindful of?
3. What promise did the Prophet (peace and blessings be upon him) make to the young man if he is mindful of Allah?
4. Who should we ask if we need help according to the Hadith?
5. What is the significance of the statement "the pens have been lifted, and the pages are dry" in the Hadith?
6. How does this Hadith inspire us to become more dependent on Allah in our daily lives?

Note: Answer on an external sheet, and submit to your teacher.



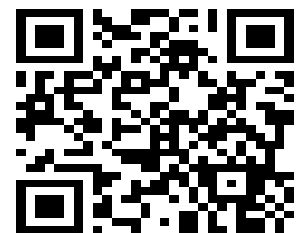
### **Scan the QR codes or click on the icons to:**

1. Watch the video to observe the qualities of the true friends.
2. Watch the video to identify the Prophet Muhammad (PBUH)'s best friend.

### **Answer the following question:**

1. What qualities should you look for in a friend according to Islamic teachings?
2. How can the company of bad friends affect one's faith and behavior?
3. What are some practical steps we can take to avoid bad company and strengthen our friendships with good companions?
4. How can we help our friends who may be struggling in their faith or behavior without compromising our own values and beliefs?

Note: Answer on an external sheet, and submit to your teacher.



## French

### Topic 1/ Story “La Petite Poule Rousse”

Dear Students,

As we venture into the enchanting story of “La Petite Poule Rousse” (The Little Red Hen) during our summer holiday, our objective is to immerse ourselves in the French language and culture. We will:



**Discover** new French words and phrases through the narrative.

**Learn** about the importance of hard work and collaboration.

**Engage** in fun activities that will help us retell and reinvent the story.

**Express** ourselves creatively while practicing our budding French skills.

With each page you turn and every activity you complete, you'll be stepping into the shoes of the characters, learning to express yourselves in French, and crafting your own magical stories. So, sharpen your pencils, unleash your creativity, and let's turn this summer holiday into an unforgettable learning fiesta!

we're about to embark on a digital adventure with “La Petite Poule Rousse” (The Little Red Hen)!

**Click on the link below to watch a special video that brings our feisty hen's story to life.**

As you watch, you'll find some questions popping up—these are for you to answer based on what you see and hear. It's a fun way to test your understanding and remember key parts of the story.

<https://edpuzzle.com/media/65dba04753274e9f61463798>



### Topic 2/ Les matières scolaires

**Objective:** -To help Students to develop their French language skills while learning about different school subjects.



This choice board offers a variety of activities for you to express your opinions about school subjects in French. Choose one or more activities to complete during your summer holiday. Have fun!



## Les matières Scolaires Choice Board



Select one or two tasks from the choice board below.

### Draw and Label Subject Scrapbook

Each page is dedicated to a different school subject. Use your artistic skills to draw and label subjects, and then write a sentence explaining why you like or dislike the subject.

### Subject Opinion Art Project

Students can create artwork that represents their opinions about different subjects. This could be through drawings, paintings, collages, or digital art. Each piece should include a brief explanation of the student's opinion and justification.

### Subject Selfie

Take a selfie with a book or object related to a school subject. Write a short caption in French explaining your feelings about the subject.

### Subject Opinion Video

Record a short video in French where you talk about your favorite school subject. Explain why you enjoy it and give reasons to support your opinion.

### Subject Opinion Comic Strip

Create a comic strip in French featuring characters discussing their opinions about different school subjects. Include speech bubbles with phrases like "J'adore les sciences parce que..." or "Je n'aime pas l'histoire car..."

### Subject Opinion Memory Game

Create a memory game in French featuring pairs of cards with school subjects written on them. Match each subject card with a card explaining your opinion about it.

### Subject Opinion Song or Rap

Write and perform a short song or rap in French expressing your opinions about school subjects. Use rhythm and rhyme to make it catchy and fun!

### Subject Opinion Doodle Board

Use a digital drawing app or physical whiteboard to doodle and write your opinions about school subjects in French. Be creative with colors and designs!

### Subject Opinion Letter

Write a letter in French to your future self, reflecting on your favorite and least favorite school subjects. Include reasons why you feel this way and any goals you have for the upcoming school year.

### Topic 3/ "Explorer les Villes Françaises." / Exploring French Towns

**Objective:** To use French language skills to explore and describe various places in a French town.

Instructions

**Research:** Use Google Maps or a guidebook to explore cities in France.

**Identify Places:** Look for different types of places such as a museum (un musée), a pool (une piscine), a cinema (un cinéma), a church (une église), a train station (une gare), a park (un parc), a bakery (une boulangerie), and others.

**Write Sentences:** Write simple sentences in French to describe what you can find in different France cities.

For example: "Il y a un musée à Montpellier." (There is a museum in Montpellier.)

Create a Visual: Draw pictures or find images online to accompany your sentences.

**Present:** Share your findings with the teacher in a short presentation.

## Qu'est-ce qu'il y a à ... Montpellier?

(What Is There in...Montpellier?)

Would you like to live in a French town? What places do you think you might find there?

Use Google Maps or a France guidebook to find out about a town in France. Copy some of the pictures and write simple sentences saying what is in the town. Here are some examples:



Il y a un musée à Nancy.  
(There is a museum in Nancy.)



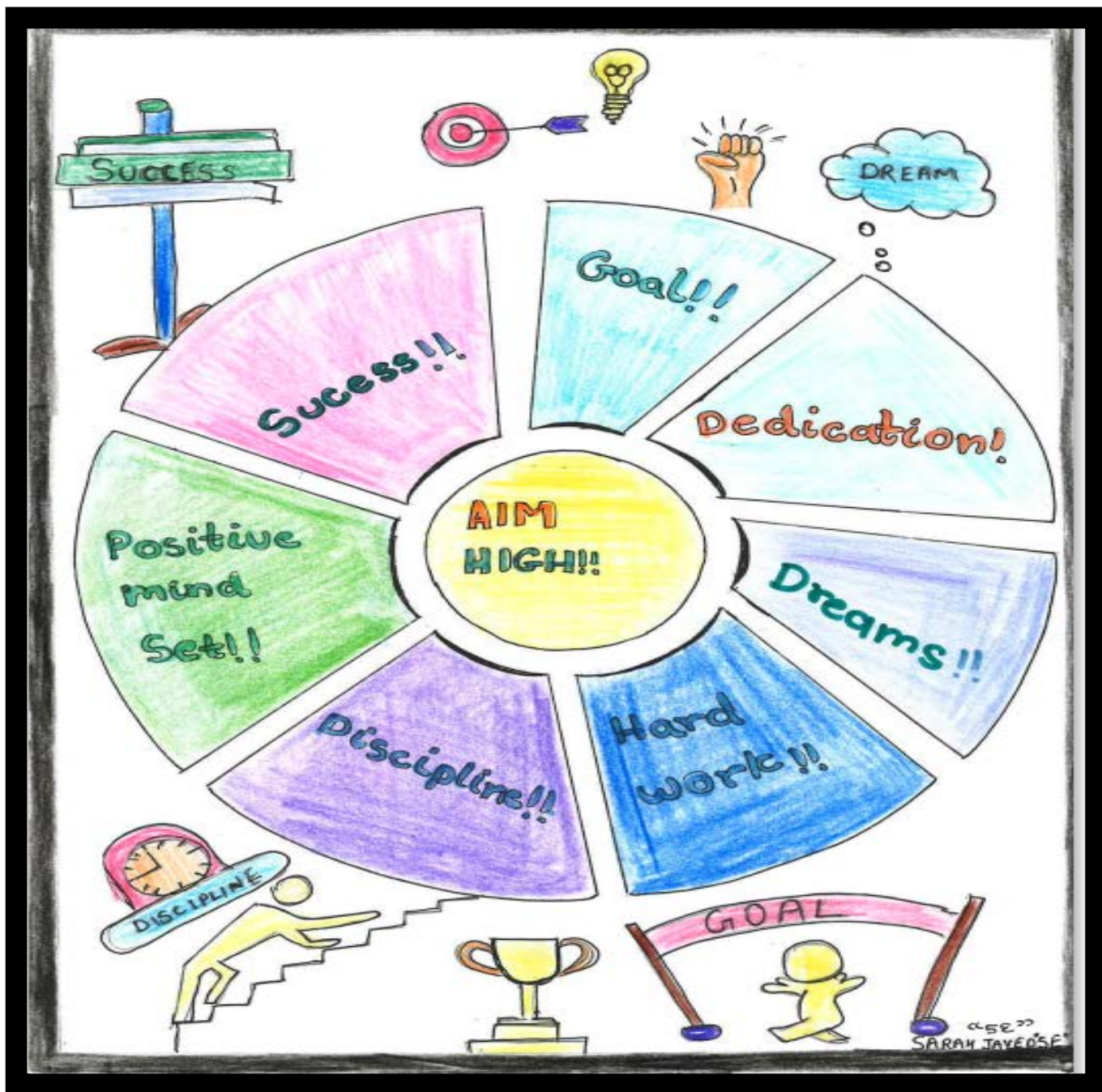
Il y a des magasins à Paris.  
(There are some shops in Paris.)

#### Word Bank:

un magasin	une gare	un théâtre	un supermarché
une piscine	un parc	un café	une fromagerie
un cinéma	un musée	un métro	un marché
une église	une pâtisserie	une boulangerie	







Wish you a very happy summer break. Have fun doing the activities!

Stay safe and take care!