

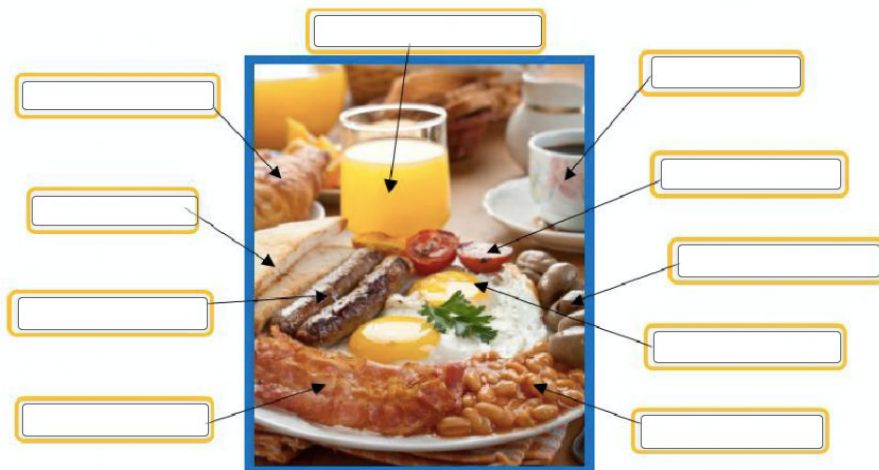
Today's date : .....

Objectifs : connaître le vocabulaire du petit-déjeuner + savoir parler d'un petit-déjeuner anglais

Activity 1 : **Look at** the image displayed on the board. **Read** the text and say everything you can.

Carles Warner is a « foodscape photographer » : he creates landscapes with food and takes pictures which are beautiful and yummy ! London Skyline is a foodscape of fruit and vegetables. This type of photograph takes 3 weeks of preparation and the help of 5 people.  
 Source : What's on 6ème





Activity 2 : This is an English Breakfast. **Write** the words in the correct box.



- sausages      tea      mushrooms      toast  
 bacon      orange juice      fried eggs  
 croissant      baked beans      fried tomatoes

Activity 2 : **Find** the names of those food.

Meat – fish – chicken – cheese

|   |  |
|---|--|
|    |  |
|   |  |
|  |  |
|  |  |

Activity 3 : **Use** the information below to describe what you have for breakfast. Follow the example :

⇒ For breakfast I have....., and .....



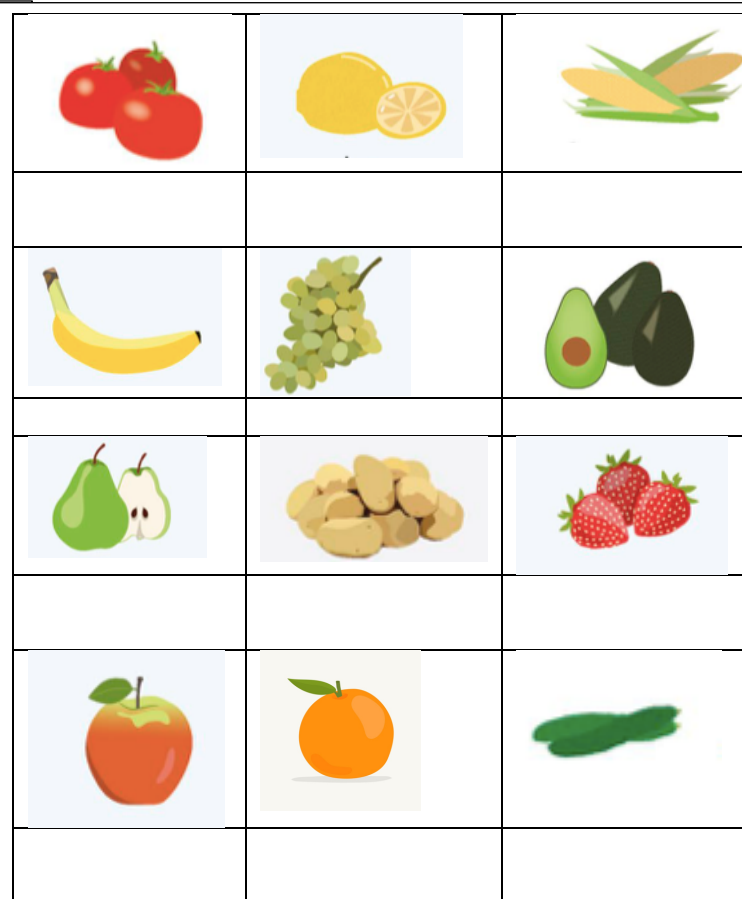
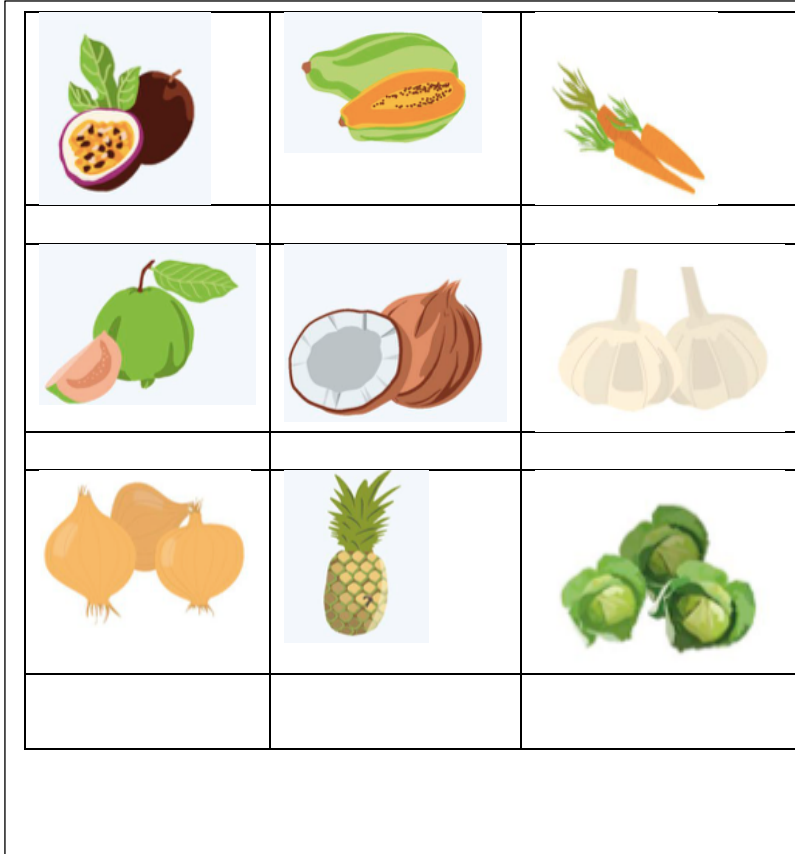
**HOMEWORK** : apprendre le vocabulaire et la leçon !

Today's date : .....

Objectifs : connaître le vocabulaire des fruits et des légumes + savoir prononcer le « s » final.

Activity 1 : **Watch** (regarder) video and **write** the names of the fruit under the image. Then, repeat the words.

Cucumbers- Tomatoes - garlics – avocados-corns- passion fruits – a banana-a guava- Grapes –a pear - a papaya- a coconut- carrots- a lemon – an apple – onions- Potatoes – an orange- lettuce- a pineapple



Activity 2 : **Look at** the grid. **Write** the words in The correct grid.

| Vegetable | Fruit |
|-----------|-------|
|           |       |

**HOMEWORK** : apprendre le vocabulaire pour le prochain cours.

Cucumbers- Tomatoes - garlics – avocados-corns- passion fruits – bananas- guavas- Grapes – pears - papayas- coconuts- carrots- lemons - apples – onions- potatoes – mushrooms- lettuces




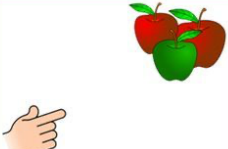
Activity 3 : **Listen** to the teacher and **write** the words in the correct grid.

| /s/ | /z/ | /iz/ |
|-----|-----|------|
|     |     |      |

Today's date : .....

Objectif : désigner des objets en utilisant this/these/ et that/those.

Activity 1 : **Look at** the image and **fill in** the lesson.

|                 |  |  |
|-----------------|--|--|
| <b>Singular</b> | <br><b><u>This</u> is an apple.</b> | <br><b><u>That</u> is an apple.</b> |
| <b>Plural</b>   | <br><b><u>These</u> are apples.</b> | <br><b><u>Those</u> are apples.</b> |

**Lesson :**


- ⇒ « **This** » est utilisé pour désigner un objet ou une personne qui est .....de celui qui parle.
- ⇒ « **These** » est le.....de this.
- ⇒ « **That** » est utilisé pour un objet ou une personne qui est .....de celui qui parle.
- ⇒ « **Those** » est le.....de that.

Activity 2 : **Write** (écrire) the words in the correct order.


- 1) Those /bananas/ are : .....
- 2) Is / this / an / apple : .....
- 3) Tomatoes/ those/ are : .....
- 4) Oranges/ these / are : .....

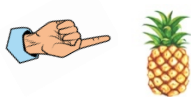
Activity 3 : **Look at** the images and **write** the sentences.

 : *This is an orange.*

 : .....

 : .....

 : .....

 : .....

 : .....

Today's date : .....

Objectif : chanter une chanson sur les fruits et les légumes.  
[https://www.youtube.com/watch?v=ef-P\\_sC-0c](https://www.youtube.com/watch?v=ef-P_sC-0c)

Activity 1 : **Listen** to the song (chanson) and **fill in** (remplir) the blanks.

Do you like ..... ? ....., I  
 .....

What about ..... ? ....., yum,  
 yum !

Do you like ..... ? .....,  
 .....

And what about cherries ? No, ....., .....

When I like it. I like it. ...., ....., yum.  
 When I hate it, I hate it . ...., .....,  
 .....

Do you like ..... ?  
 ....., ..... !

What about ..... ?  
 ....., yum, yum !

Do you like spinach?  
 ....., I .....

And, what about cabbage ?

No, ....., .....

When I like it, I like it. ...., ....., yum.

When I hate it, I hate it. Yuck, ....., .....

Do you like playing ?

Yes, .....

And what about singing ?

Yes, it's great !

..... homework ?

No, .....

And what about shopping ?

....., ....., .....

When I like it, I like it. Yum, Yum, .....

When I hate it, I hate it. ...., ....., .....

Activity 2 : **Read** the song again. **Identify** (identifier) the information to complete the lesson.

**Lesson**

⇒ Pour poser une question sur ce qu'une personne aime je dis :

.....

Ex :

.....

⇒ Pour répondre, je dis :

**Oui** :

.....

**Non** :

.....

⇒ Pour dire qu'on déteste, on dit :

.....

Ex :

.....

⇒ En anglais, pour dire « beurk » on dit :

.....

⇒ Pour dire « miam » on dit :

.....

Activity 3 : **Read** the song and find the words.



: .....



: .....



: .....



: .....

**HOMEWORK** : apprendre le vocabulaire et la leçon !