




Learning objectives**Pupils will be able to:**

- * Understand and use some classroom instructions and language
- * Name some common school equipment

Resources needed

- * Sheets 2a, 2b
- * School equipment, eg pencil, pen, ruler, cloth/tea towel, tray.

Activities

- *  Pupils respond to the instructions on the CD by doing the actions required. Through mime and gestures they can interpret the instructions 'stand up', 'sit down', 'look', 'listen' and 'repeat'. They hear 'Très bien' after each successful response.
- *  Introduce the phrase 'Excusez-moi'. There are opportunities to practise its use later in the Unit.
- * You could give a series of instructions for a game of 'Jacques a dit'. Just as in 'Simon says' the pupils should respond only if you say 'Jacques a dit' in front of the instructions.
- * Pupils could choose one or more of the instructions to design as a poster for classroom reference.
- *  Pupils will see examples of instructions that they will come across in the course on sheet 2a. The instructions can also be heard on the CD. Explain how instructions to a group end in '-ez' ('ay' sound).

Mots clés – Key words

asseyez-vous	sit down
levez-vous	stand up
écoutez	listen
regardez	watch/look
répétez	repeat
complète	complete
fais	do
relie	match
recopie	copy
lis	read
dessine	draw
réponds	answer
remplis	fill in
écris	write
trouve	find
très bien	very good
excusez-moi	excuse me
oui	yes
non	no
c'est	it is/this is
un crayon	a pencil
un stylo	a pen
un cartable	a school bag
un cahier	an exercise book
un taille-crayon	a sharpener
une règle	a ruler
une trousse	a pencil case
une gomme	a rubber

Qu'est-ce que c'est en français?

What is this in French?

- * ? Use the CD to introduce objects used in the classroom (see Mots clés). Place a variety of school equipment (pen, pencil, etc) on a tray or desk. Pick items up to say 'C'est un stylo' – pupils repeat if the object is 'un stylo' or correct you if it is not. Use 'Oui, c'est un stylo' or 'Non, c'est un ...'. You could explain here the use of the indefinite article un/une. It is dealt with more fully in Unit 5 (see Glossary).
- * Cover the equipment on the tray with a cloth and remove one item from underneath. The pupils must guess which is missing once the cloth is removed.
- * A matching game is on sheet 2b; pupils have to write the names of items used at school.
- * ? Explain to the pupils that 'Excusez-moi' can be used if you do not have something. Listen to the CD. 'Excusez-moi' is repeated with 'Je n'ai pas de stylo/crayon' etc. Encourage the pupils to question each other.
- * Play a version of 'The Generation Game' final memory game. Pupils watch as a series of school items is shown (moving conveyor belt not compulsory!). One pupil then volunteers to say them in the order that they appeared. To make it harder, items may appear more than once in the sequence. Start off with a few items, introducing further items as the pupils get more confident.

Further activities

- * ? Pupils could label further items around the room, eg la porte = door, la fenêtre = window, le tableau noir/blanc = the black/white board. Encourage the use of the phrase 'Qu'est-ce que c'est en français?' (modelled on the CD) to find French translations for English words.
- * Pupils could use 'C'est à moi' = 'That's mine.' Collect pencils and books from the pupils, hold each item up separately for the children to name. The pupil who owns the item says: 'C'est à moi.'

En classe

In the classroom

Remplis

les cases.

_____ the gaps.

Ecris

les noms.

_____ the names.

Relie



Relie les animaux avec leurs noms en français:



un poisson



un chat

Ecoute



Ecoute la CD.

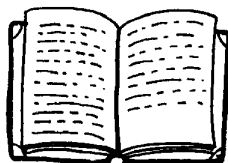
Réponds

Réponds aux questions.

Tu as un ami? Oui.

Lis

Lis le passage.



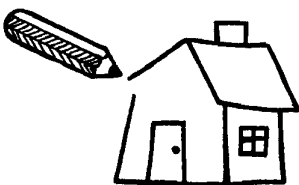
Complète

Complète la liste.

1, 2, __, 4, 5__.

Dessine

Dessine une maison.



Trouve

Trouve le mot 'bonjour'.

A	S	B	D	M	O	E
A	X	O	E	C	B	D
B	O	N	J	O	U	R
G	B	E	K	D	F	G
H	C	V	E	R	J	H

Mes affaires à l'école

My things at school

Relie les objets avec les élèves:

Match the objects and pupils:



Sophie



Marc



Claire



Chantal



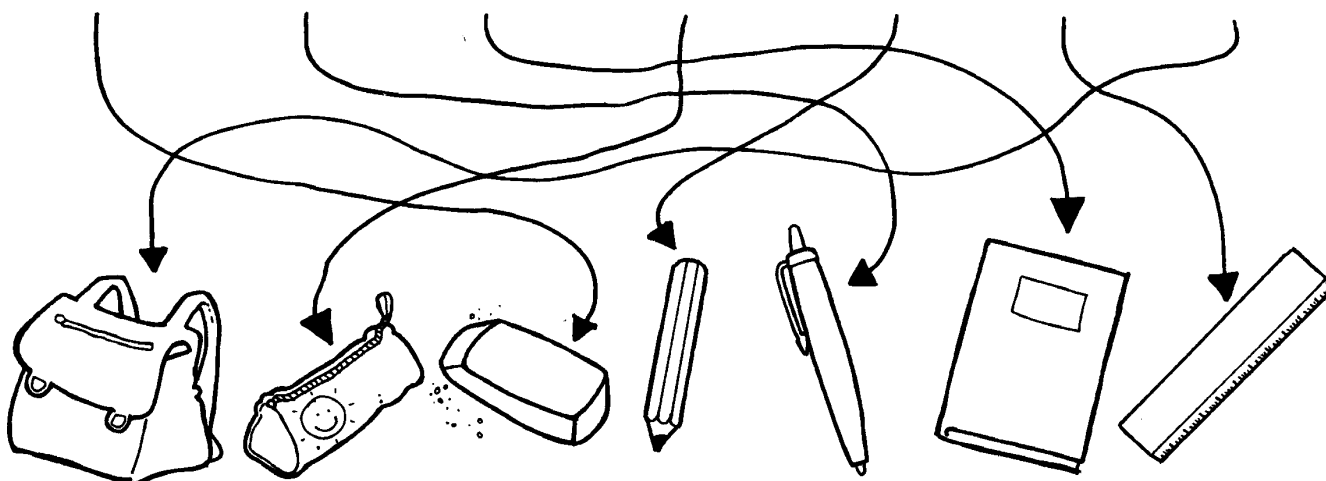
Pierre



Carole



Michel



Complète les phrases:

Complete the sentences:

Sophie a _____ . *Sophie has*

Marc a _____ .

Claire a _____ .

Chantal a _____ .

Pierre a _____ .

Carole a _____ .

Michel a _____ .

un stylo

une règle

une gomme

un crayon

une trousse

un cahier

un cartable