

# The things around me



## Key teaching points/vocabulary

Greetings  
Classroom and household items  
The indefinite article ("a")

## Bonjour, je suis...

*Hello, I am...*

Say "Bonjour" to the whole class, and encourage the pupils to reply "Bonjour" in chorus.

Introduce yourself by saying, "Bonjour, je suis Madame / Monsieur / Mademoiselle (your name)." Address a single pupil asking him/her the simple question, "Et toi?" and encourage him/her to reply, for example, "Je suis Thomas," or "Je suis Jade." Go around the classroom asking the same question to each pupil in turn. They will soon realize that "et toi?" means, "and you?"



Encourage the pupils to go around the class greeting others, for example:

Bonjour, je suis Emma, et toi?

Je suis Sunil.

## Vocabulaire

bonjour	hello
je suis...	I am...
Madame	Mrs/Madam
Monsieur	Mr/Sir
Mademoiselle	Miss
et toi?	and you? (to a friend/child)
moi	me

## Materials

- ★ Sheet 1a (page 16)
- ★ CD, Track 1

1a

Ask the pupils to complete Sheet 1a in the class or at home.

### Note

We have not introduced "Je m'appelle..." at this stage because it is a complex verb that is better introduced later in the learning process. Also, "Je suis..." can serve as a key building block for a wide range of phrases and dialogues.



Track 1 on the CD provides a listening activity to reinforce the vocabulary learned. It introduces Le Roi "Être", King Être, the king of the imaginary land of Hexagonie, and three other characters. You could make stick puppets using the pictures on pages 204–207 to act out this and other conversations between these characters.

## Vocabulaire

une porte	a door
une fenêtre	a window
une table	a table
une chaise	a chair
un stylo	a pen
un crayon	a pencil
une gomme	an eraser
une règle	a ruler
un cahier	a notebook
un papier	a piece of paper
une assiette	a plate
un couteau	a knife
une fourchette	a fork
une cuillère	a spoon
une bouteille	a bottle
une plante	a plant
très bien	well done
bravo	bravo
je suis désolé(e)	I am sorry
je ne sais pas	I don't know

## Materials

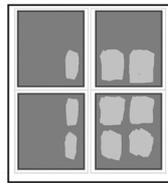
- ★ Miniatures of household items (optional)
- ★ Flashcards for classroom objects and other words listed in Vocabulaire (optional)
- ★ “Je suis désolé(e)...” (page 198)
- ★ Sheets 1b and 1c (pages 17–18)
- ★ Sheets 1d(i)–1d(ii) (pages 19–20), photocopied back-to-back and cut into cards, one set per child/group
- ★ CD, Tracks 2 and 3
- ★ Scrap paper
- ★ Pencils for drawing

## Un stylo, une table...

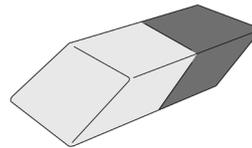
### A pen, a table...

Point at and name an item in the classroom. For example, point at the door and say “une porte”. Encourage the pupils to repeat the word in chorus.

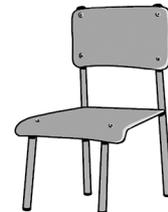
Introduce more items in the same way, always with the pupils repeating the French word after you in chorus:



une fenêtre



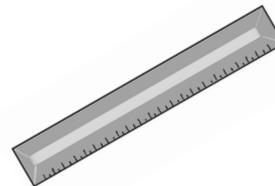
une gomme



une chaise



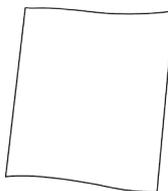
un stylo



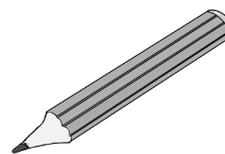
une règle



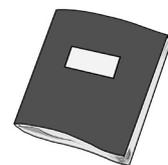
une table



un papier



un crayon



un cahier

Once the pupils are familiar with these items, start pointing at some of them without saying the French word, and wait for the pupils to say it for you.

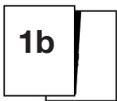


When the pupils have grasped the names of classroom items, introduce the names of household items in a similar way, by pointing to miniatures or flashcards. I recommend using miniatures (e.g. doll's house furniture) as a practical and engaging way of extending the vocabulary being introduced beyond items found in the classroom. But if you do not have miniatures or other “props”, you could use flashcards or draw pictures on the board.

Always praise a correct response with “Très bien, Emily”, “Bravo, Henry!” in order to build your pupils' confidence.



If a pupil does not remember a French word, get them to let you know by reading out the sheet which says: “Je suis désolé(e), Madame/Monsieur, je ne sais pas.” (“I am sorry Madam/Sir, I don’t know.”) (page 198) In the early stages, hold up this sheet every time a pupil gets stuck. After a while the pupils will know this useful phrase by heart and will automatically use it if needed.



Ask the pupils to complete Sheet 1b in the class or at home.



Using some of the vocabulary with which the pupils are now familiar, write two columns on the board, one containing masculine words (which take “un”) and the other containing feminine words (which use “une”). In the column containing the feminine words, underline the “e” in “une” and the last “e” in the word itself:

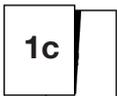
un stylo	une porte
un cahier	une chaise
un crayon	une table
un papier	une assiette
un couteau	une fourchette



Explain to the pupils that “un” and “une” both mean “one” or “a”. Since “une” ends in “e”, it goes with most words ending in “e” (feminine words). “Un” goes with most words that do not end in “e” (masculine words).

#### Note

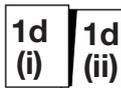
*There are, of course, exceptions to this rule, and these will be introduced later on.*



Ask the pupils to complete Sheet 1c in the class or at home.



For the listening activity on Track 2, each child will need a set of cards made from Sheets 1d(i) and 1d(ii). (Only the picture cards are required for this activity, but the words are needed on the back of the cards for the game below, so it is worth photocopying the sheets back-to-back at this stage.) The children listen to the words spoken on the CD and hold up the correct cards. The activity could also be done as a group activity.



For Track 3 each child will need a piece of scrap paper and a pencil. They will need to draw pictures of the words spoken on the CD. Encourage quick sketches.

### Vocabulaire

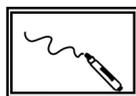
un sandwich	a sandwich
une salade	a salad
une orange	an orange
une banane	a banana
un kiwi	a kiwi
un chocolat	a chocolate
un passeport	a passport
une visite	a visit
un train	a train
un poster	a poster
une lampe	a lamp
un miroir	a mirror
un pull-over	a pullover
un short	a pair of shorts
un pyjama	a pair of pyjamas

### Materials

- ★ Sheets 1d(i)–1d(ii) (pages 19–20) photocopied back-to-back and cut into cards, two sets per group
- ★ Stickers (optional)

## Mots similaires

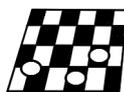
### Similar words



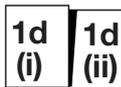
Write the words in the *Vocabulaire* list on the board, without “un” or “une”. These words are ones which the pupils will recognize as being very similar or identical to English. Read out each word as you write it so that the pupils hear the French way of pronouncing them, which is different from English.

Ask the pupils to guess which of the words will be introduced by “un” and which will be introduced by “une”. Get the pupils to sort the words into lists on a piece of paper, with all the words taking “un” in the left-hand column and all the words taking “une” in the right-hand column.

When they have finished this activity, congratulate the pupils saying, “Bravo!”, “Très bien, Surinda!”, “Très bien, Luke!” etc. Stickers are also always appreciated (see Resources, pages 218–219, for suppliers of French stickers).



Divide the pupils into groups of four to six and give each group two sets of the cards made from Sheets 1d(i) and 1d(ii). Ask them to place the cards in a pile in the middle of the table, with the picture-side facing up.



In turn each pupil picks up a card, looks at it and says the French word for the object shown if they know it. The pupil then checks if his/her word is correct by turning the card over. If it is correct, he/she keeps the card, but if it is incorrect, the card must be placed back at the bottom of the pile and the next child has a go.

If the pupil doesn't think he/she knows the French word, he/she says "Je suis désolé(e), je ne sais pas," turns the card over and reads out the French word. Then he/she puts the card back at the bottom of the pile.

The winner is the pupil who ends up with the most cards.

## Hexagonie story

1e

Ask the pupils to look at where France is on a map of Europe (Sheet 1e). Ask them to look closely at the shape of France and to say what shape it resembles (a hexagon). French people often use the word "l'hexagone" when referring to their own country.

1f

Give every pupil a copy of Sheet 1f: "In Hexagonie". This introduces the imaginary land of Hexagonie, in which the French language comes alive to help pupils understand and speak it.

Read the sheet with your pupils and talk about male and female words in French. Make sure the pupils know what a noun is. You could say that a noun is a naming word like "un papier, une chaise". Point out that in French the word "nom" means "name" and "noun". There will be other Hexagonie stories in each of the following units.

### Materials

- ★ Sheet 1e and 1f (pages 21–22)

## Essential words and phrases

1g

At the end of the unit, give the pupils Sheet 1g to help them remember some essential words and phrases.

### Materials

- ★ Sheet 1g (page 23)

## Au revoir!

*Goodbye!*

Finish the lesson by saying "Au revoir" and by waving or shaking every pupil's hand. Expect them to reply, "Au revoir" in chorus or individually.

### Vocabulaire

au revoir                      goodbye

Nom: \_\_\_\_\_

La date: \_\_\_\_\_

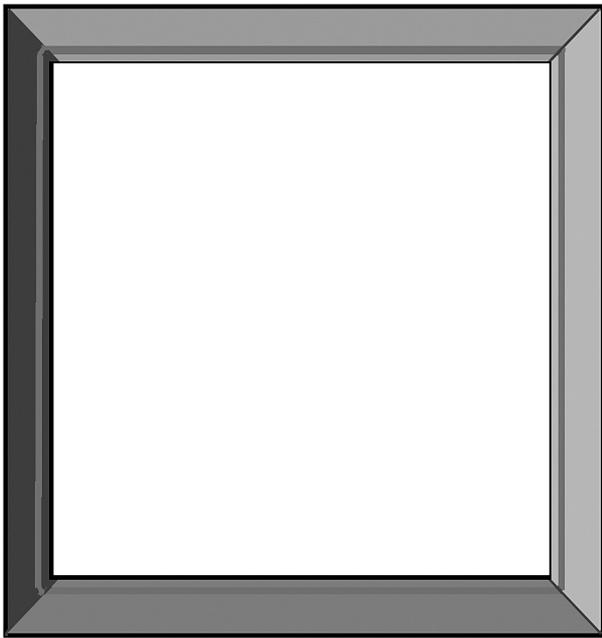
**Regarde**  **et lis** 

Look and read



**Dessine**  **et écris** 

Draw (or stick) a picture of yourself in the frame, and write in French, "Hello, I am (your name)."



\_\_\_\_\_

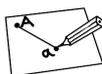
\_\_\_\_\_

Moi (me)

Nom: \_\_\_\_\_

La date: \_\_\_\_\_

**Regarde**  **et relie**



*Look and join*

1. une plante

2. un stylo

3. une fourchette

4. une chaise

5. une bouteille

6. un cahier

7. une gomme

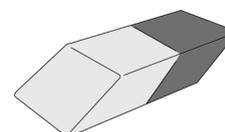
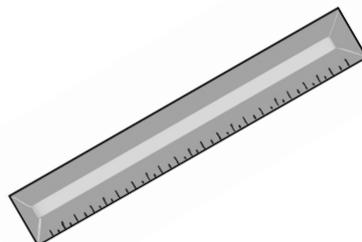
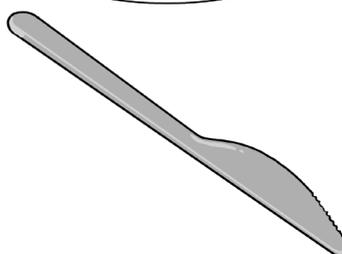
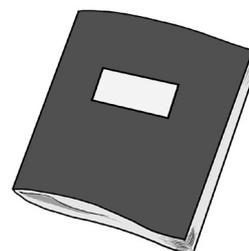
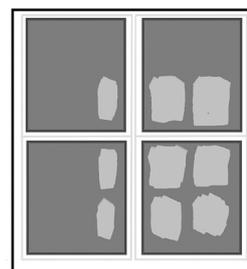
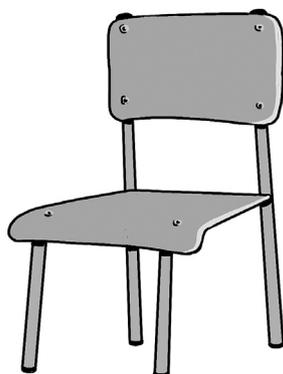
8. une règle

9. une fenêtre

10. un couteau

11. une assiette

12. une cuillère



Nom: \_\_\_\_\_

La date: \_\_\_\_\_

# Ecris



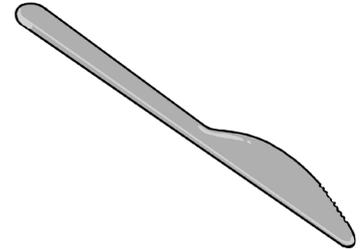
Write "un" or "une" in front of each word.



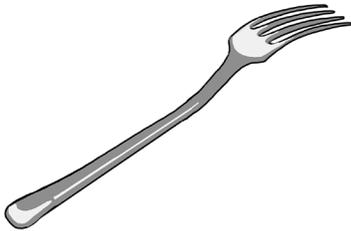
1. \_\_\_ assiette



2. \_\_\_ plante



3. \_\_\_ couteau



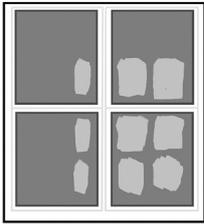
4. \_\_\_ fourchette



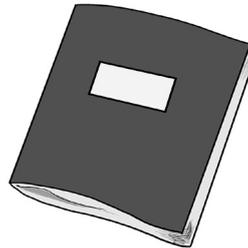
5. \_\_\_ cuillère



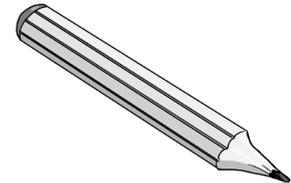
6. \_\_\_ porte



7. \_\_\_ fenêtre



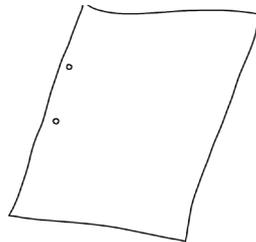
8. \_\_\_ cahier



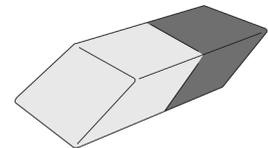
9. \_\_\_ crayon



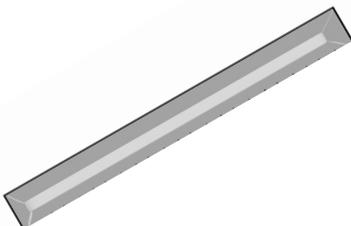
10. \_\_\_ stylo



11. \_\_\_ papier



12. \_\_\_ gomme



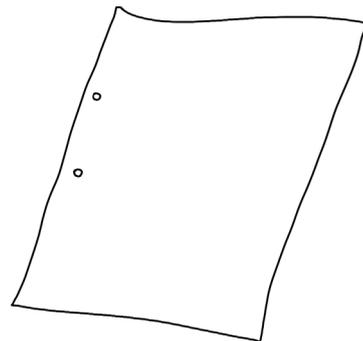
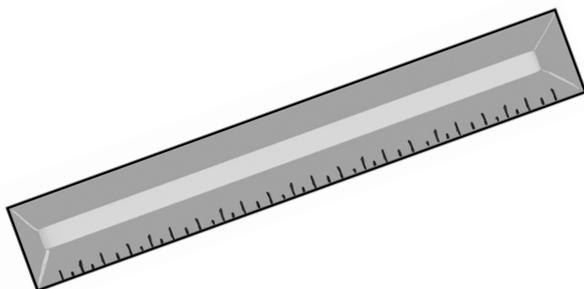
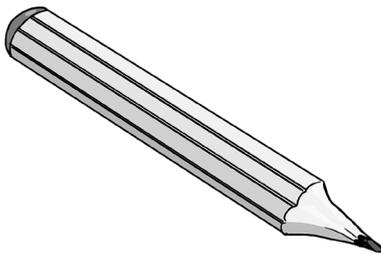
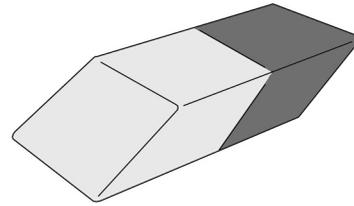
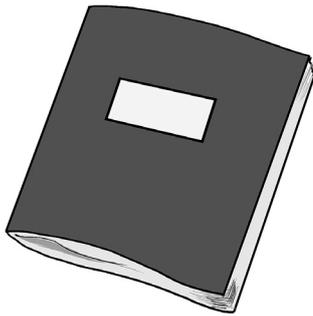
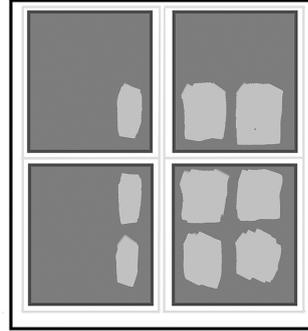
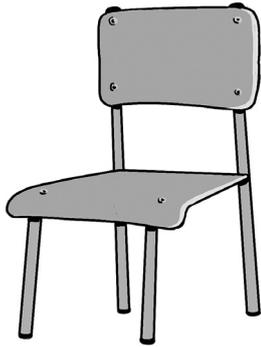
13. \_\_\_ règle



14. \_\_\_ bouteille



15. \_\_\_ table





**une porte**

**un stylo**

**une fenêtre**

**une chaise**

**une gomme**

**un cahier**

**une table**

**un crayon**

**un papier**

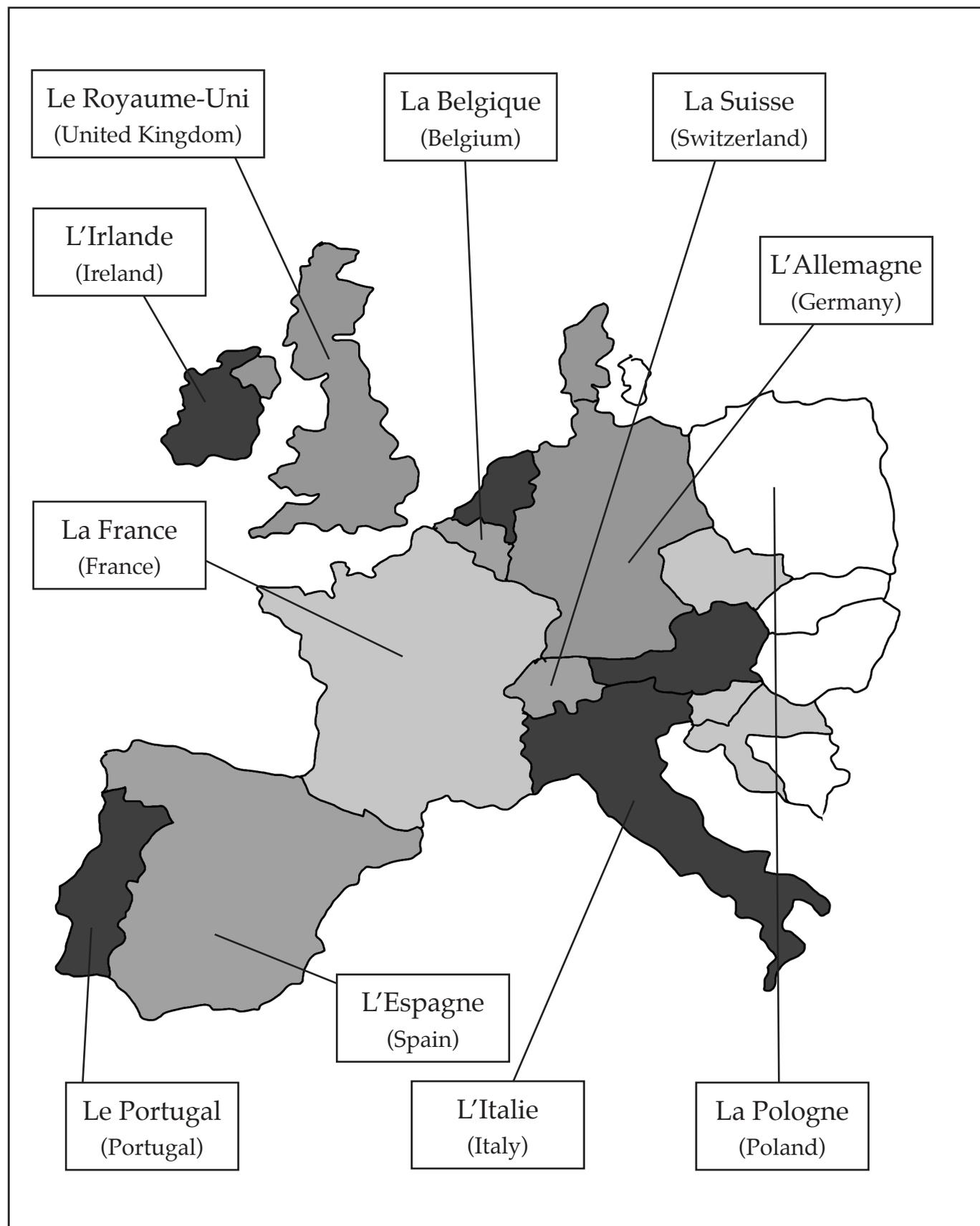
**une règle**

**Nom:** \_\_\_\_\_

**La date:** \_\_\_\_\_

## Regarde

*Look at the map of Europe.*



Nom: \_\_\_\_\_

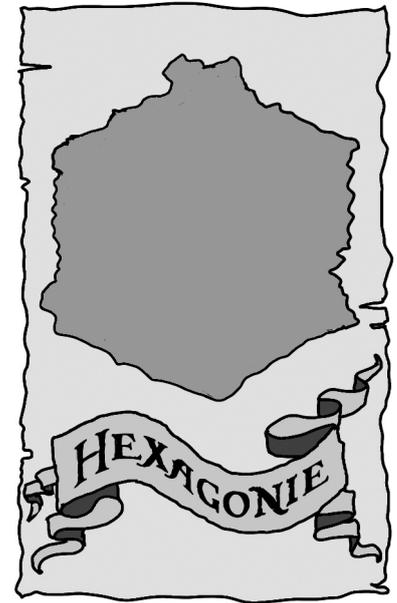
La date: \_\_\_\_\_

## In Hexagonie

Once upon a time there was a country whose shape looked so much like a hexagon that everyone living there decided to give it the unusual name of "Hexagonie".

The inhabitants of Hexagonie belonged to different groups and each group had a specific job to do. One of the biggest groups was known as the nouns. Their job was naming all the different things in the land.

As soon as they were born, all nouns had to be registered. Females were given names ending in "e", while the males had names ending in letters other than "e".



So, for example, the noun



was female,

but the noun



was male.

All the female nouns had a special playmate called "une". They always followed her around whenever they were alone. They liked their little playmate because she ended in the letter "e" just like they did! All over Hexagonie, you could see thousands of "une" playmates followed by their female nouns.

The male nouns had a playmate too – but their playmate was called "un". They did not want a playmate ending in "e" like the girls! All over the land you could see thousands of little "un" playmates followed by their male nouns.



**Nom:** \_\_\_\_\_

**La date:** \_\_\_\_\_

## Essential words and phrases

### How to greet people

Bonjour, Madame

Hello, Madam

Bonjour, Monsieur

Hello, Sir

Bonjour, Mademoiselle

Hello, Miss

### Note

*French people like to show who they are talking to in order to be polite. If you don't do it, it is often seen as rude.*

### How to say you don't know

Je suis désolé(e), Madame /

I am sorry, Madam / Sir,

Monsieur, je ne sais pas.

I don't know.

### Note

*When a boy writes this sentence, he must write "désolé", but when a girl writes the same sentence, she must write "désolée" with an extra "e" at the end of the word – just like the female nouns in Hexagonie!*

### How to ask the teacher to repeat something

Répétez, Madame /

Please Madame / Sir, would you repeat that?

Monsieur, s'il vous plaît.

### Saying goodbye

Au revoir

Goodbye (This really means "till we see each other again")