

La Rentrée (Back to School)

4. Pass me a pen!

Prior Knowledge: It is helpful if children already know numbers to 12.

Objectives

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Engage in conversations; **ask and answer questions**; express opinions and respond to those of others; seek clarification and help.

Support

Some children may respond with a gesture or word rather than a full sentence. You may wish to limit the number of mini flashcards for some children.

Extension

Some children may be able to use a dictionary to find the names of additional classroom items and could start creating labels for use in the classroom.

Some children may be able to use *J'ai (une gomme)* when asked if they have a particular item.

Main

Read the poem from Session 2 as a class concentrating on intonation and pronunciation.

Play *Qu'est-ce qu'il me faut?* (What do I need?) Collect 12 or more classroom items to match the verbs learned in Session 2 e.g. pen, pencil, book, CD etc. Display images of the items on the board and number each one. Invite 2 children to the front. Call out a sentence using one of the verbs e.g. *Pour écrire, il me faut...* Children select appropriate items and show the class. Ask the class *C'est quel numéro?*

Pick out the images of the pen, pencil and ruler. Ask the children if they can find the words for these items from the poem. Practise saying the words as a class with actions.

Tell the children that they are going to learn the names a few of the other items. Introduce the words *un cahier* (exercise book), *un livre* (book), *un feutre* (felt-tip), *une gomme* (rubber), *un taille-crayon* (pencil sharpener) using flashcards. Hold up a flashcard and ask e.g. *C'est un livre?* Children respond with *oui* or *non*. Repeat with the other flashcards. Now hold up a flashcard and ask e.g. *C'est un stylo ou une gomme?* Children respond with the correct article and name. Repeat with the other flashcards. Finally hold up a flashcard and ask *Qu'est-ce que c'est?* Children respond with a full sentence e.g. *C'est un crayon*.

Give each child a set of mini flashcards of the classroom items from the last activity. Ask one child e.g. *As-tu un livre, s'il te plaît?* (Do you have a book, please?) The child passes you the correct card and you respond with *Merci!* Repeat until the children are familiar with the question.

Write the question *As-tu un stylo, s'il te plaît?* on the board. Ask the children what they think it means. Explain to the children that this is the question they use when asking their friends or that the teacher uses when asking one of them.

Ask the children what word they could use when they give something to someone else. Remind them of *Voilà!* from Unit 6. Ask a few confident children to ask their partner for an item. Encourage the partner to respond with *Voilà!*

In pairs children take it in turns asking for and handing over the images. The game finishes when both children have successfully asked for and obtained all their partner's cards.

Display word cards on the board for each of the images. Play *Touchez l'étiquette*. Divide the class into two teams. One child from each team comes to the board. Call out one of the items e.g. *un feutre*. The first child to touch the correct word card wins a team point. Choose two new children for the next round.

Finish the lesson with a game of *Le Pendu* (Hangman) using the classroom items and the verbs from Session 3.

La Rentrée (Back to School)

4. Pass me a pen!

<p>Grammar Focus</p> <p><u>For teachers:</u></p> <p>Verbs – <i>falloir</i>. This is used impersonally (<i>il faut</i>) and, when followed by a noun, means ‘to need’. <i>Il me faut</i> means ‘I need’.</p> <p><i>Pour</i> usually means ‘for’, but when preceding a verb it means ‘in order to’. It is always followed by the infinitive of the verb, so the verb is written in full ending in <i>er</i>, <i>ir</i> or <i>re</i> (e.g. <i>pour écrire</i>, <i>pour colorier</i>, <i>pour lire</i>).</p> <p><i>Avoir</i>– to have – is seen in this unit in the first person singular (<i>j’ai</i>) and the second person singular (<i>tu as</i>).</p>	<p>Grammar Focus</p> <p><u>For children:</u></p> <p>Asking and answering questions – remind children of the rising intonation in the question form (<i>C’est un stylo?</i>), which differs from the answer (<i>Oui, c’est un stylo</i>).</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ɔ̃] on - <i>crayon</i></p> <p>[i] i – <i>stylo</i>, <i>livre</i></p> <p>silent h - <i>cahier</i></p> <p>[ø] eu - <i>feutre</i></p> <p>[j] ll - <i>taille-crayon</i></p> <p>[e] er – <i>cahier</i>, <i>colorier</i>, <i>dessiner</i>, <i>chanter</i>, <i>mesurer</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[e] er – <i>cahier</i>, <i>colorier</i>, <i>dessiner</i>, <i>chanter</i>, <i>mesurer</i></p>
---	---	---	---

<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> recall vocabulary match words and pictures repeat words and phrases modelled by the teacher 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading comprehension</u> Years 3-4</p> <p>understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context and asking questions to improve their understanding of a text</p>
<p><u>Throughout the week:</u></p> <p>Play <i>Le Pendu</i> (Hangman) using the classroom items and the verbs from Session 3.</p> <p>Encourage children to use the question during lessons to ask for what they need.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> The poem from Session 2 12 or more classroom items to match the verbs learned in Session 2 Large flashcard images of the above items Sets of mini flashcards of the classroom items, one set per child Large word cards for the classroom items
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> It is useful if the sets of mini flashcards are on different coloured paper so that the children can see easily which remain in their own set and which they have successfully ‘collected’ from their partner. 	

La Rentrée (Back to School)

4. Pass me a pen!

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Qu'est-ce qu'il me faut ?</i>	What do I need?	<i>un crayon</i>	a pencil
<i>Pour écrire / dessiner / mesurer / colorier / chanter / lire</i>	In order to write / draw / measure / colour / sing / read	<i>un stylo</i>	a pen
<i>Il me faut</i>	I need	<i>un cahier</i>	an exercise book
<i>C'est quel numéro ?</i>	What number is it?	<i>un feutre</i>	a felt-tip
<i>un crayon</i>	a pencil	<i>un livre</i>	a book
<i>un stylo</i>	a pen	<i>un taille-crayon</i>	a pencil sharpener
<i>un cahier</i>	an exercise book	<i>une règle</i>	a ruler
<i>un feutre</i>	a felt-tip	<i>une gomme</i>	a rubber
<i>un livre</i>	a book	<i>oui</i>	yes
<i>un taille-crayon</i>	a pencil sharpener	<i>non</i>	no
<i>une règle</i>	a ruler	<i>C'est ...</i>	It's ...
<i>une gomme</i>	a rubber	<i>As-tu un stylo, s'il te plaît ?</i>	Have you got a pen please?
<i>C'est ... ?</i>	Is it ...?	<i>Voilà !</i>	Here!
<i>oui</i>	yes	<i>Merci</i>	Thank you
<i>non</i>	no		
<i>C'est ... ou ... ?</i>	Is it ... or ...?		
<i>C'est ...</i>	It's ...		
<i>Qu'est-ce que c'est ?</i>	What is it?		
<i>As-tu un stylo, s'il te plaît ?</i>	Have you got a pen please?		
<i>Voilà !</i>	Here!		
<i>Merci</i>	Thank you		
<i>Touchez l'étiquette</i>	Touch the label		