

## La Rentrée (Back to School)

### 5. I don't have one!

**Prior Knowledge:** It is helpful if children already know the names of some classroom items and how to say *s'il vous plaît*.

#### Objectives

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

Develop accurate  
pronunciation and intonation  
so that others understand  
when they are reading aloud  
or using familiar words and  
phrases.

#### Support

You may want to  
reduce the number of  
cards that some  
children use for the  
final activity. Some  
children may only be  
able to remember and  
respond with  
*Désolé(e)*.

#### Extension

Some children may be  
able to write their  
selection of items from  
memory on mini  
whiteboards and to  
cross the words off  
each time, rather than  
pictures, to play the  
final game.

#### Main

Revise vocabulary from last session by playing Pelmanism (see Teaching Tips).

Introduce two new items -*de la colle* (some glue) and *des ciseaux* (some scissors). Use gestures and flashcard activities from Session 4 to practise the new words. Write the words on the board and ask the children which sound they can identify at the end of *ciseaux* [o]. Add *ciseaux* to the [o] page of the word bank.

Ask children if they can think why these words don't use *un/une* as the others do. Compare with English expressions 'some glue' and 'some scissors' and remind children of *du cresson* from Unit 6. (See Grammar for teachers.)

Ensure that the children have a supply of real classroom items or the mini flashcards from Session 4 plus the two new words. Ask a child *As-tu un stylo, s'il te plaît?* from Session 4 and encourage them to respond by passing the picture or item and saying *Voilà!* Repeat with some other items.

Remind children that *As-tu un stylo, s'il te plaît?* is the question they use when asking their friends or that the teacher uses when asking one of them. However, if they want to ask the teacher for an item or if the teacher wants to ask the whole class, we have to use something a little different.

Ask the children if they can remember how to say 'please' to an adult. Remind them of *Je voudrais...s'il vous plaît* from Unit 6. Write on the board *Avez-vous un stylo, s'il vous plaît?* Compare how you might ask for an item in a shop in England with how you might ask a friend. Chorus the question as a class.

You have a bag in which you have placed the classroom items or pictures. Invite individual children to ask you for some of the items using *Avez-vous...?* Encourage the rest of the class to repeat the question each time.

Remove a few of the pictures from the bag. Invite children to continue asking you for items. When they ask for one that you don't have, you respond with *Désolé(e), je n'en ai pas!* (Sorry, I don't have one/any). Ask the class what they think the sentence means. As a class, practise the phrase a few times in different voices. Ask the children for other items using e.g. food vocabulary from Unit 6 and encourage them to chorus the new sentence in response.

Children work in pairs with their sets of mini flashcards. They each select 6 cards that they keep hidden from their partner. The first child starts and asks their partner *As-tu un/une...s'il te plaît?* If the second child has the item they hand it over saying *Voilà*. The first child continues with asking for another item as long as he/she guesses correctly. If the item is not in the selection, the second child replies *Désolé(e), je n'en ai pas!* and the turn passes to that child to guess. The winner is the first child to successfully obtain all their partner's selected cards.

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<p><b>Grammar Focus</b></p> <p><u>For teachers:</u></p> <p>Indefinite articles – the indefinite article ‘a’ (<i>un / une</i>) is used for singular items (e.g. <i>une règle</i>), but for plurals this changes to <i>des</i>, meaning ‘some’ (<i>des ciseaux</i>). ‘Some’ can also be used with ‘glue’ in which case the feminine form is used – <b>de la colle</b>.</p> <p>Plurals – some words in French, as in English, are always plural (<i>des ciseaux</i>).</p> <p>Adjectival agreement – <i>désolé(e)</i>, meaning ‘sorry’, agrees with the person who is apologising, so adds an extra ‘e’ if it refers to a female. However, the pronunciation does not change.</p> <p>Adverbial pronoun – <i>en</i> – in the example <i>je n'en ai pas</i>, the <i>en</i> is translated as ‘one (of them), any (of them)’. It precedes the verb (the part of <i>avoir</i> – <i>ai</i>). <i>Je n'ai pas</i> – I don't have; <i>Je n'en ai pas</i> – I don't have any of them.</p>	<p><b>Grammar Focus</b></p> <p><u>For children:</u></p> <p>Asking questions – remind children of the rising intonation in the question form <i>As-tu un stylo, s'il vous plaît?</i></p> <p>Register &amp; subject pronouns ‘you’ – in French there are two words for ‘you’, <i>tu</i> and <i>vous</i>. <i>Tu</i> is used when you are speaking to someone you know well, such as a friend or a member of your family, or to someone younger than you. <i>Vous</i> is used in more formal situations, when speaking to someone older than you, or someone you don't know or someone in authority. <i>Vous</i> is also used for the plural, when speaking to the whole class e.g. <i>asseyez-vous, s'il vous plaît</i>.</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[i] i – <i>ciseaux, stylo, il, livre</i>          [ɛ] ai – <i>plaît, voudrais, ai</i>          [u] ou – <i>vous, voudrais</i>          [y] u – <i>tu</i>          [ɑ̃] en - <b>en</b></p> <p>Silent final consonant - <i>ciseaux, avez-vous, plaît, as-tu, voudrais, pas</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>[o] eau / o – <i>ciseaux, stylo</i>          [ɔ] o – <i>colle, gomme</i>          [e] é – <i>désolé(e)</i></p>
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<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>distinguish between the use of the <i>tu</i> and <i>vous</i> forms of a question</li> <li>take part in a short dialogue</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p>No specific links</p>
<p><b><u>Throughout the week</u></b></p> <p>Encourage children to begin to use the questions to ask for what they need during lessons.</p> <p>Play Pelmanism to consolidate vocabulary and structures.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>Flashcards for Pelmanism</li> <li>Flashcards for the two new items of vocabulary</li> <li>Realia for classroom items or the mini flashcards from Session 4</li> <li>A bag for putting flashcards in</li> </ul>
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>Pelmanism – you will need to prepare this game before the children come into the classroom. Make a 4x4 grid on the board. Choose 8 different coloured shapes and draw one in each cell ensuring that each shape has an identical pair somewhere on the grid. Choose 16 flashcards (you could add in some numbers for revision) and attach one over each cell ensuring that the shape underneath is completely hidden. Divide the class into two teams. One team starts by selecting a flashcard from the grid. If they can name/read the card correctly, you remove it to reveal the hidden shape. The same team chooses a second card in a similar way. The aim is to find the pairs of shapes. If the card is named incorrectly, the turn passes to the other team. If the shapes revealed do not make a pair, the flashcards are replaced and play passes to the other team.</li> </ul>	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>de la colle</i>	some glue	<i>de la colle</i>	some glue
<i>des ciseaux</i>	some scissors	<i>des ciseaux</i>	some scissors
<i>As-tu un stylo, s'il te plaît ?</i>	Have you got a pen please? (informal)	<i>As-tu un stylo, s'il te plaît ?</i>	Have you got a pen please? (informal)
<i>Avez-vous un stylo, s'il vous plaît ?</i>	Have you got a pen please? (formal / plural)	<i>Avez-vous un stylo, s'il vous plaît ?</i>	Have you got a pen please? (formal / plural)
<i>Voilà !</i>	Here!	<i>Voilà !</i>	Here!
<i>Merci</i>	Thank you	<i>Merci</i>	Thank you
<i>Je voudrais ...</i>	I would like ...		
<i>un crayon</i>	a pencil	<i>un crayon</i>	a pencil
<i>un stylo</i>	a pen	<i>un stylo</i>	a pen
<i>un cahier</i>	an exercise book	<i>un cahier</i>	an exercise book
<i>un feutre</i>	a felt-tip	<i>un feutre</i>	a felt-tip
<i>un livre</i>	a book	<i>un livre</i>	a book
<i>un taille-crayon</i>	a pencil sharpener	<i>un taille-crayon</i>	a pencil sharpener
<i>une règle</i>	a ruler	<i>une règle</i>	a ruler
<i>une gomme</i>	a rubber	<i>une gomme</i>	a rubber
<i>désolé(e)</i>	sorry	<i>désolé(e)</i>	sorry
<i>je n'en ai pas</i>	I haven't got one / any	<i>je n'en ai pas</i>	I haven't got one / any