

The things in my life



Key teaching points

“Qu’est-ce que c’est” (“What is it?”)

Masculine and feminine

Bonjour, comment vas-tu?

Hello, how are you?

Say “Bonjour” to the whole class and wait for the pupils to reply “Bonjour Madame / Monsieur.”

Call the register (“l’appel”) in French and say whether the pupil called is “présent”, “présente”, “absent” or “absente”. During the following lessons, when you call the register, expect every pupil to respond “présent” or “présente” when their name is called out. As these words are similar in English, the pupils will easily remember them.

Tell the pupils that at the beginning of every lesson you will ask some pupils how they are by saying “Comment vas-tu?”, which means “How are you?” Tell the pupils that they have to answer, “Je vais bien merci”, which means “I am well thank you”. Then call out the name of a pupil and ask him/her “Comment vas-tu, Thomas / Marie?” and wait for the pupil to reply “Je vais bien merci”.

Ask for volunteers to perform a dialogue, imagining that two pupils meet and greet each other in the street, asking how the other is, for example:

Vocabulaire

Comment	How are
vas-tu?	you?
je vais bien	I am well
merci	thank you
l’appel (m)	the register
présent(e)	present
absent(e)	absent
moi aussi	me too

Bonjour, Emma!

Bonjour Thomas!
Comment vas-tu?

Je vais bien
merci et toi?

Moi aussi,
je vais bien.

Recap on “Je m’appelle” and “Je suis (nationalité)”

Point to a pupil and say “Je m’appelle Madame/Monsieur (your name) et je suis (your nationality), et toi?” Encourage him/her to answer with his/her name and nationality and to ask another pupil of his/her choice “et toi?” and so on.

Materials

Sheet 2a (page 36)

Vocabulaire

Qu’est-ce que c’est?	What is it?
un bureau	a desk
un crayon	a pencil
un stylo	a pen
un stylo plume	an ink pen
un taille-crayon	a pencil sharpener
un cahier	an exercise book
un classeur	a folder
un ordinateur	a computer
une règle	a ruler
une trousse	a pencil case
une gomme	a rubber
une fenêtre	a window
une chaise	a chair
un mur	a wall
une porte	a door
un poster	a poster
une lampe	a lamp
une table	a table
un professeur	a teacher
un élève	a pupil
un plafond	a ceiling

Materials

- ★ A collection of classroom objects
- ★ Sheets 2b(i)–2b(iv) (pages 37–40), photocopied back-to-back and cut into cards, one set for each pair of pupils
- ★ Je suis désolé(e)... (page 315)
- ★ Scissors

Hexagonie story

Give each pupil a copy of Sheet 2a: “The useful question: qu’est-ce que c’est?” which introduces “qu’est-ce que c’est”. Read and discuss the points covered. You could demonstrate the memory trick for “qu’est-ce que c’est” on the whiteboard.

Qu’est-ce que c’est?

What is it?

Collect together some classroom objects. Point at one item at a time to introduce it by saying “C’est un stylo, c’est une gomme” etc. Then point to one of the objects and ask all the pupils, “Qu’est-ce que c’est?” (“What is it?”) and wait for them to reply in chorus, “C’est un...” or “C’est une...”

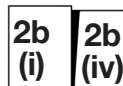
Then ask the same question to individual pupils. If a pupil does not know the answer, encourage him or her to say “Je suis désolé(e) Madame/Monsieur, je ne sais pas” (“I am sorry Madam/Sir, I don’t know”). In the early stages, hold up the sheet with this sentence written on it every time a pupil gets stuck (page 315). After a while the pupils will know this useful phrase by heart and will automatically use it if needed.



Memory trick

A useful way to remember that “un ordinateur” means “a computer” is to say that you give “orders” to the “ordinateur”.

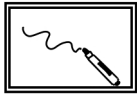
Help pupils to remember that “un classeur” is a folder by telling them that you use “un **classeur**” in the **class**. The word “**class**” appears in “**classeur**”.



Put the pupils in pairs and give each pair a set of cards made from Sheet 2b(i)–2b(iv) (or ask them to cut out the cards). Ask one pupil to hold up each of the 20 cards in turn and show them one by one to his/her partner. The partner must say the French word for each item, e.g. “C’est une porte, c’est un stylo, c’est un cahier...” Walk around the room listening to the pupils, correcting as necessary, and praising them.

Les mots masculins et féminins

Masculine and feminine words



Using words the pupils already know, 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 trousse
un bureau	une chaise
un crayon	une gomme

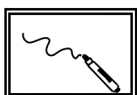
Remind pupils that “un” goes with most words that do not end in “e”, but warn them that there are some exceptions.



Write “un dictionnaire” on the board. Tell the pupils that “dictionnaire” is masculine even though it ends in “e”. Ask the pupils if they know of a way of remembering whether it is masculine or feminine. (The story in Unit 5 in Hexagonie, Part 1 suggests one way of remembering it.)

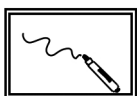
Explain that the best way to remember the exceptions is to use memory tricks. The best tricks are the ones that capture the imagination because they are shocking or funny. Once the pupils get the hang of memory tricks, they can start to make up their own.

Say that the way you remember is to think that in the past only boys were allowed to go to school. Boys and men were the only ones who were allowed to open “un livre” (a book) or “un dictionnaire” (a dictionary), which is why they are masculine.



Write “une maison” (a house) on the board. Ask the pupils if anyone can think of a way of remembering that “maison” is feminine. They will probably suggest that traditionally women took care of the house.

Write “un verre” (a glass) on the board. Ask the pupils if they can think of a way of remembering that “verre” is masculine. Tell them that in the past it was only acceptable for men to drink alcohol. Women were expected to drink soft drinks, which are feminine, such as “la limonade” and “l’eau”.



Write on the board: “une fleur, un téléphone, une télévision, un cartable”. Put the pupils into pairs, and then ask them to work out ways of remembering whether these nouns are masculine or feminine. Ask one or two pairs to make suggestions to the whole group at the end.

Vocabulaire

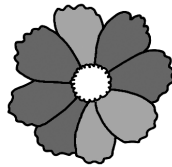
un livre	a book
un dictionnaire	a dictionary
un verre	a glass
l’eau (f)	water
la limonade	lemonade
un cartable	a schoolbag

Materials

Classroom and household objects
Sheet 2c (page 41)



Suggestions for ways to remember some exceptions:



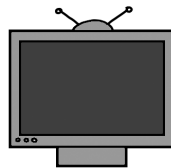
une fleur (a flower):

Remember that flowers are usually given to women



un téléphone (a telephone):

Think of the important role of the telephone in business, typically a male domain.



une télévision (a television):

Think of women watching more television because they have not traditionally gone out to work.



un cartable (a schoolbag):

Remember that boys used to go to school for longer than girls.

Télévision is a very helpful exception to remember because all the nouns ending in “ion” (apart from “un avion” – “a plane”) are also feminine. For example: une information (a piece of information), une région (a region), une question (a question).

2c

Ask the pupils to fill in the spaces with “un” or “une” in front of every noun.

Vocabulaire

un magasin	a shop
un souvenir	a souvenir
je voudrais...	I would like...
voilà	here it is / here they are
un client / une cliente	a customer
un commerçant / une commerçante	a shopkeeper
C'est combien?	How much is it?
s'il vous plaît	please
sur	on

Materials

CD, Track 8
Sheet 2d (page 42)

Au magasin de souvenirs

At the souvenir shop

2d

Put the pupils in pairs and ask them to role-play a conversation between a customer and a shopkeeper in a souvenir shop. The conversation could go something like this. You could hand out Sheet 2d as a written prompt.

Before starting the role-play remind the pupils that “je voudrais” means “I would like” and “voilà” can be used every time something is handed over. It is the equivalent of “here it is / here they are.”

Le client/ la cliente:	Say hello Madam/ Sir/ Miss.	Bonjour Madame/ Monsieur/ Mademoiselle.
Le commerçant/ la commerçante:	Reply hello Madam/ Sir/ Miss.	Bonjour Madame/ Monsieur/ Mademoiselle.
Le client/ la cliente:	Ask for a book on Paris, please.	Je voudrais un livre sur Paris s'il vous plaît.
Le commerçant/ la commerçante:	A book on Paris. Very well, here it is.	Un livre sur Paris. Très bien, voilà.
Le client/ la cliente:	Ask for a French/English dictionary, please.	Je voudrais un dictionnaire français/ anglais s'il vous plaît.
Le commerçant/ la commerçante:	Here it is Sir/Madam/ Miss.	Voilà Monsieur/ Madame/ Mademoiselle.
Le client/ la cliente:	Very well, how much is it please?	Très bien, c'est combien s'il vous plaît?
Le commerçant/ la commerçante :	It is 20 euros Sir/ Madam/ Miss.	C'est vingt euros Monsieur/Madame/ Mademoiselle.
Le client/ la cliente:	Say thank you very much Sir/ Madam/ Miss. Goodbye.	Merci beaucoup Monsieur/Madame/ Mademoiselle. Au revoir.
Le commerçant/ la commerçante :	Goodbye Sir/Madam Miss.	Au revoir Monsieur/ Madame/ Mademoiselle.

Go around the room, listening to the role-plays, correcting where necessary. Give lots of praise and encouragement.

Ask at least four pairs to perform the role-play in front of the class and reward the pupils who do well.

2d

The dialogue on Sheet 2d can also be used as a listening/reading exercise using Track 8 on the CD.

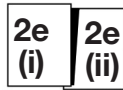


Vocabulaire

la pluie	the rain
le vent	the wind
l'orage (m)	the storm
le klaxon	the horn
le chat	the cat
le chien	the dog
la cloche	the bell
le train	the train
l'avion(m)	the aeroplane
la guitare	the guitar
l'oiseau(m)	the bird
le réveil	the alarm clock
la moto	the motorbike
l'horloge(f)	the clock
c'est	it is / it's
c'est correct	it's correct

Materials

CD, Tracks 9–10
 Sheets 2e(i)–2e(ii) (pages 43–44), photocopied and cut into cards
 Sheet 2f (page 45)

C'est la pluie*It's the rain*

Tell the pupils that you are going to introduce some words before playing a game. Hold up the card of “la pluie” (the rain) and say “C'est la pluie”, encouraging the pupils to repeat “C'est la pluie”. Continue with all the cards: le vent, l'orage, le klaxon, le chat, le chien, la cloche, le train, l'avion, l'hélicoptère, la guitare, l'oiseau, le téléphone, le réveil, la moto, l'horloge.

When you have introduced all the cards ask them to tell you what all these words have in common. They should say that they all make a noise.



Track 9 on the CD provides the sounds of the objects and animals that have just been introduced. Play each sound twice and then ask the class “Qu'est ce que c'est?” As a class they should reply “C'est le vent, c'est la guitare” etc.

Congratulate a correct answer with an enthusiastic “C'est correct”, “Très bien” or “Bravo”.



Give each pupil a copy of Sheet 2f. Ask them to look at the words on the sheet. Then play Track 10 on the CD. Each sound is played twice and then there's a pause. After hearing the sound, the pupil should fill in the space on the sheet.

**Materials**

Sheet 2g (page 46)

Le, la, l' et les*The*

Say to the pupils that sometimes we want to be more specific and not say “a house” but “**the** house”. Remind the pupils that in French, there are three ways of saying “the” about a singular word: “le”, “la” and “l' “. “Le” is masculine, “la” is feminine and “l' ” is used in front of a vowel. If there is more than one item, it is plural and “les” is used. If needed, you could remind the pupils about the story in Unit 6 in Hexagonie, Part 1.



Give each pupil a copy of Sheet 2g and ask them to draw lines between the words and “le”, “la” or “l' ”.

Essential words and phrases

2h

At the end of this unit, give the pupils Sheet 2h, which will help them to remember essential words and phrases.

Resources

Sheet 2h (page 47)

Au revoir! Bonne semaine!

Say “Au revoir” to your pupils and tell them that you are going to wish them a nice week by saying “Bonne semaine”. Ask them to reply “Vous aussi” (“you too”). You could say “à bientôt” which means “see you soon”.

Vocabulaire

bonne semaine	have a good week
vous aussi	you too (to a group or an adult)
à bientôt	see you soon

Nom: _____

La date: _____

The useful question: “Qu’est-ce que c’est?”

To find out more about Hexagonie, I arranged to go on a tour of the country with a noun called Guide. We visited many towns together and admired all sorts of impressive monuments.

At the beginning of our journey, Guide kindly said that I should always ask him about things which were new to me. He taught me to say “Qu’est-ce que c’est?” which means “What is it?” At first I didn’t find this easy, but luckily he helped me by pointing out that “Qu’est-ce que c’est?” has many letters in common with the word “question”.

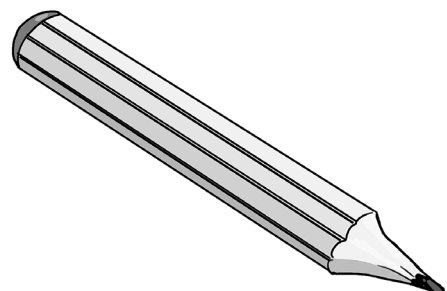
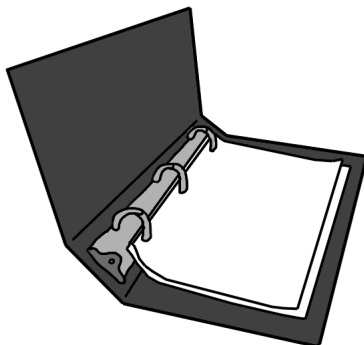
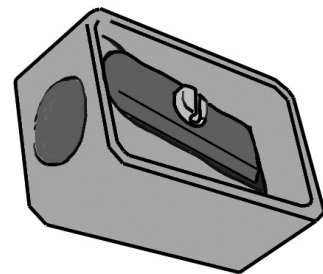
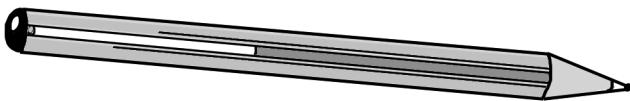
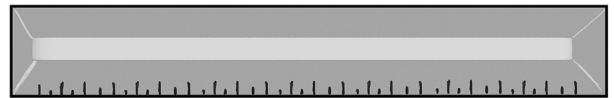
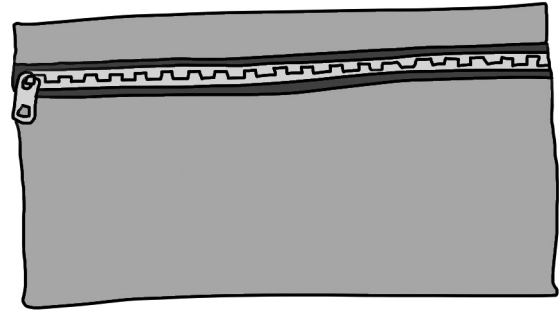
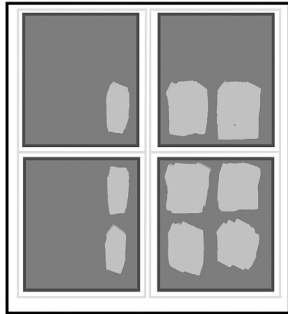
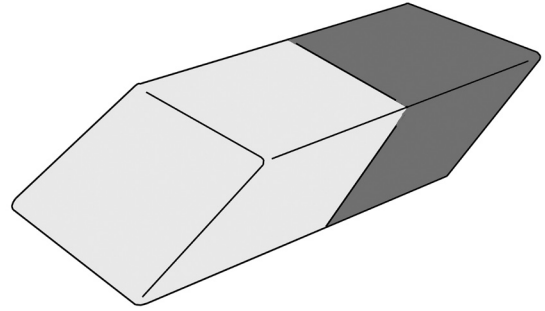
To help me remember he wrote “qu’est-ce que c’est” using different colours: “qu” in red, “est” in green, and the rest in black: “qu’est-ce que c’est?” He then divided it into two parts putting one on top of the other:

qu'est-ce
que c'est?

During our travels Guide entertained me with stories about King Être and Queen Avoir. I remember the one about the day Queen Avoir was walking alone in her garden and found a snake. Now the queen had never seen a snake before and had quite a shock at the sight of the unusual creature. In a terrified voice she cried out “Qu’est-ce que c’est?” But to the snake this sounded like hissing, so he

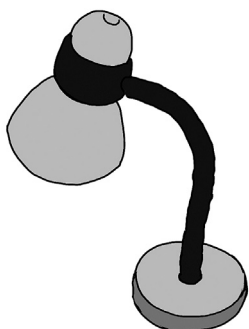
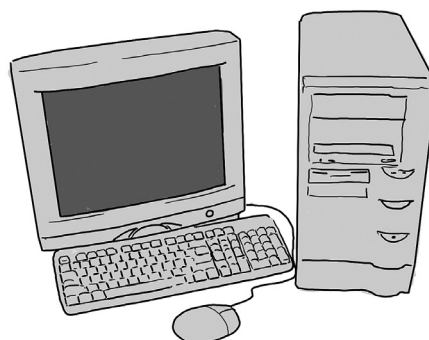
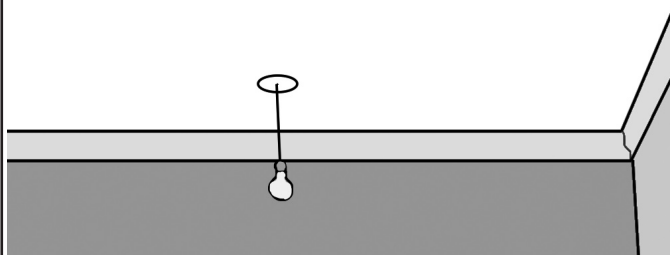
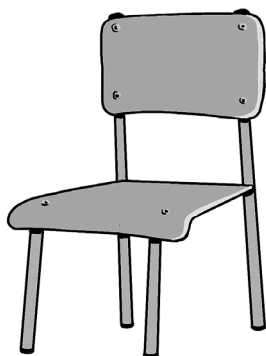
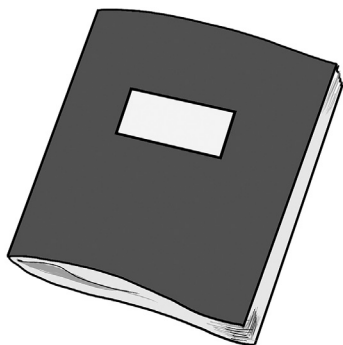
thought that the queen was just trying to be friendly. Overcoming his initial nerves, the snake slithered up to the queen with an endearing smile on his face. The queen was so enchanted that she decided to keep the snake as a royal pet. She named him “Qu’est-ce que c’est?” because it was the first thing she had said when she had seen him. The snake loved his new name given by the queen, and to this day he cannot stop repeating it as he slithers proudly through the royal garden.







une gomme	une porte
une trousse	une fenêtre
une règle	un bureau
un taille-crayon	un stylo
un crayon	un classeur





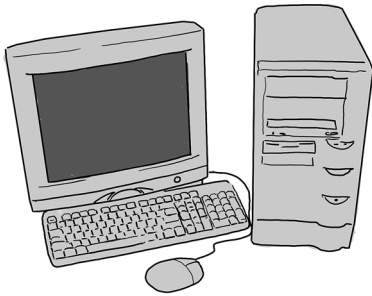
un stylo plume	un cahier
un professeur	une chaise
un ordinateur	un plafond
une table	une lampe
un poster	un élève

Nom: _____

La date: _____

Lis et écris

Write “un” or “une” before each of the following words:



1. _____ ordinateur



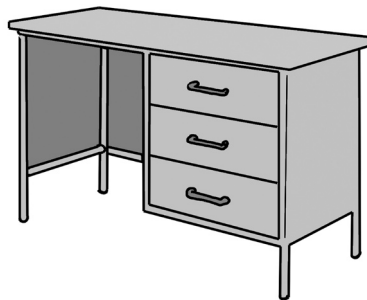
2. _____ maison



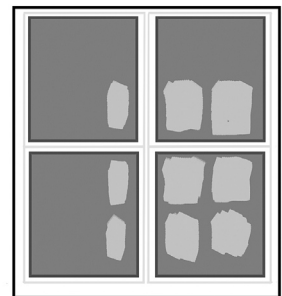
3. _____ élève



4. _____ téléphone



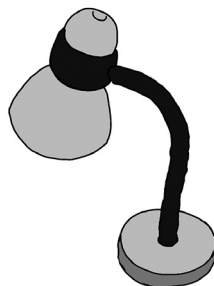
5. _____ bureau



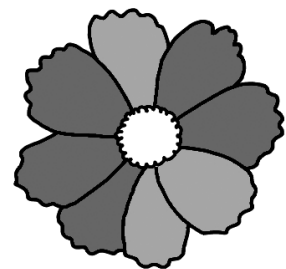
6. _____ fenêtre



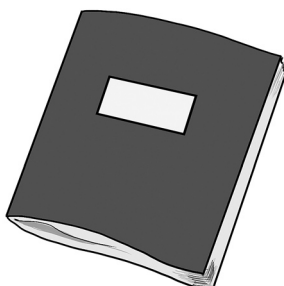
7. _____ cartable



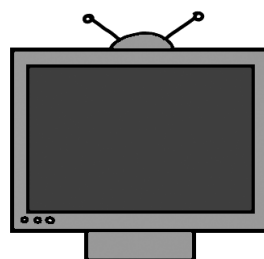
8. _____ lampe



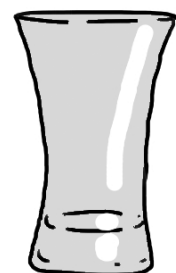
9. _____ fleur



10. _____ cahier



11. _____ télévision



12. _____ verre

Nom: _____

La date: _____

Lis 



Read this dialogue between a customer and a shopkeeper in a souvenir shop.

Bonjour Madame.

Bonjour Monsieur.

Je voudrais un livre sur
Paris, s'il vous plaît.

Un livre sur Paris. Très
bien, voilà.

Je voudrais un
dictionnaire français/anglais
s'il vous plaît.

Voilà Monsieur.

Très bien, c'est combien
s'il vous plaît?

C'est vingt euros Monsieur.

Merci beaucoup Madame.
Au revoir.

Au revoir Monsieur.



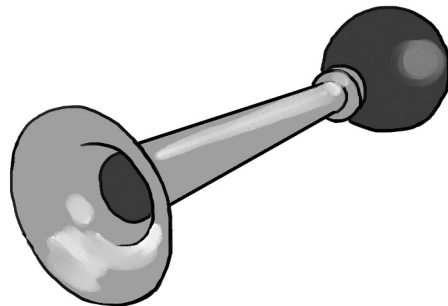
la pluie



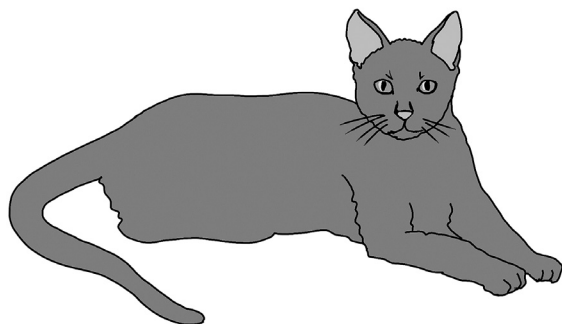
le vent



l'orage



le klaxon



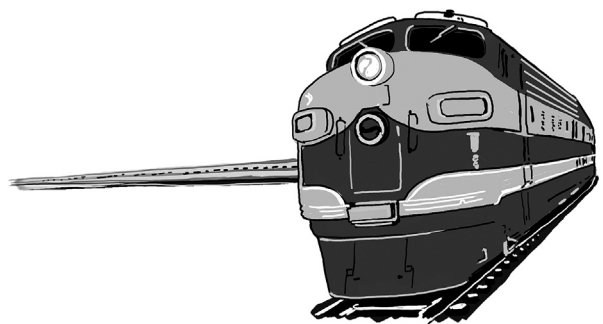
le chat



le chien



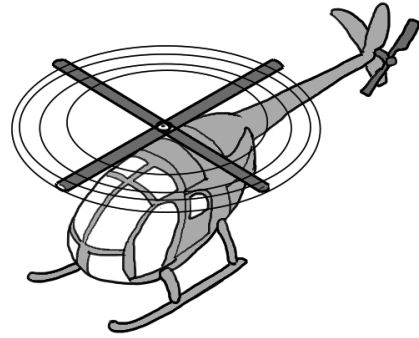
la cloche



le train



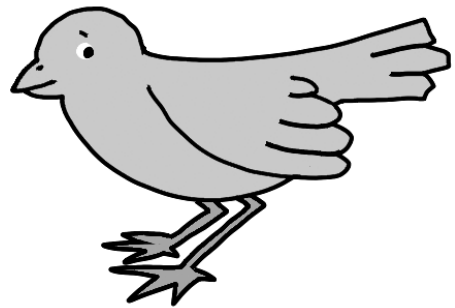
l'avion



l'hélicoptère



la guitare



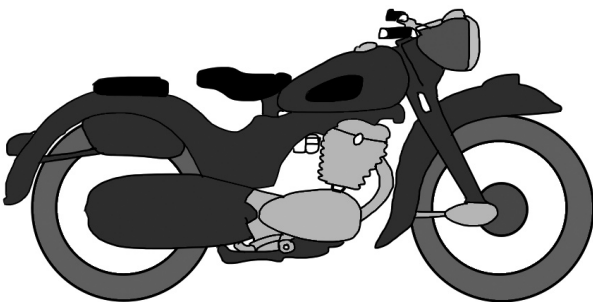
l'oiseau



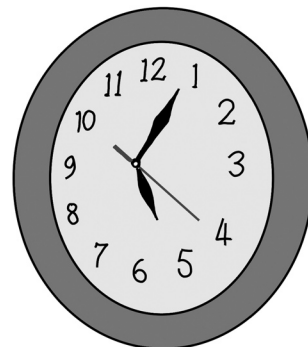
le téléphone



le réveil



la moto



l'horloge

Nom: _____

La date: _____

Regarde  et écris 

Track
10



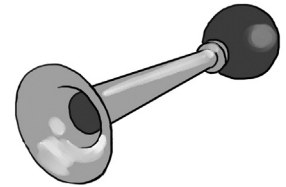
la pluie



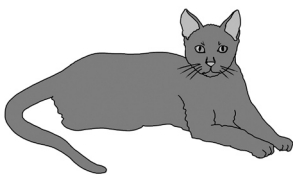
le vent



l'orage



le klaxon



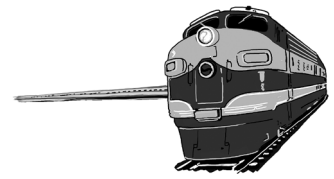
le chat



le chien



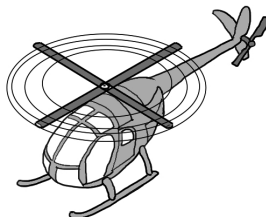
la cloche



le train



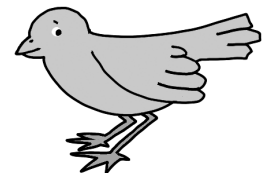
l'avion



l'hélicoptère



la guitare



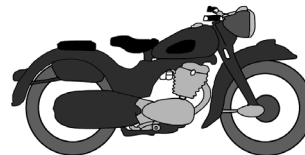
l'oiseau



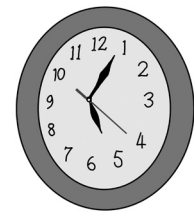
le téléphone



le réveil



la moto



l'horloge

Écoute  et écris 

Listen to Track 10 on the CD, then write in French the name of whatever makes that sound.

1.

5.

2.

6.

3.

7.

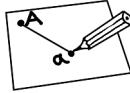
4.

8.

Nom: _____

La date: _____

Lis  **et relie**

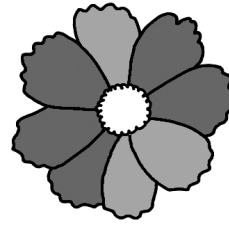


Match up the words with "le", "la", or "l' "

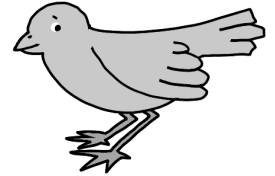
le

la

l'



fleur



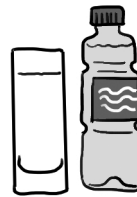
oiseau



cloche



maison



eau



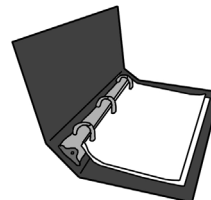
chien



chat



guitare



classeur



téléphone



porte



avion

Nom: _____

La date: _____

Essential words and phrases

How to say “How are you?” to a friend

Comment vas-tu?

How to say “How are you?” to the teacher

Comment allez-vous?

How to ask “What is it?”

Qu’est-ce que c’est?

How to say “It is...”

C’est...

How to say “It’s correct”; “it’s very good”

C’est correct; c’est très bien

How to say “please” to the teacher

S’il vous plaît Madame/Monsieur

How to say “please” to a friend

S’il te plaît

What to reply when the teacher wishes you a good week

“Bonne semaine”

Vous aussi (you too)

How to say “Goodbye, see you soon”

Au revoir, à bientôt