

PARTIE 5

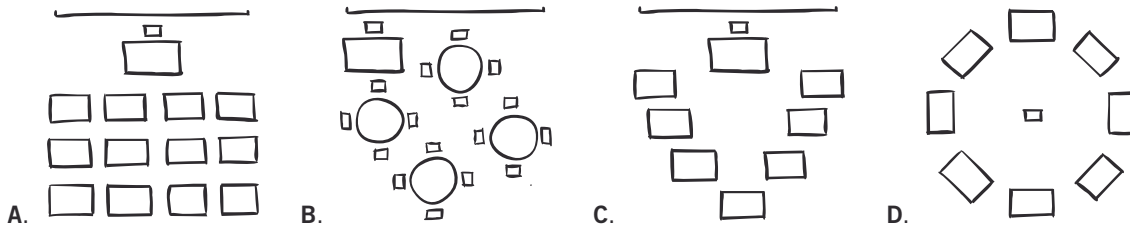
# OBJECTS IN THE CLASSROOM

### › Vocabulary: match the words.

A student	☆
The teacher	☆
One side	☆
Rows	☆
The class	☆
The board	☆
A desk	☆
A chair	☆
A circle	☆
A semi-circle	☆
At the front	☆
Straight	☆

☆	Un élève
☆	Un bureau
☆	La classe
☆	Une chaise
☆	Un cercle/un rond
☆	Un demi-cercle
☆	Devant
☆	Le professeur
☆	Le tableau
☆	Un côté
☆	Des rangs
☆	Droit/tout droit

### › Look at the different pictures of a classroom. Match them with the descriptions.



1. The students sit in groups of four at a table. The teacher's desk is on one side of the class and the board is at the front of the class.
2. The students sit in straight rows. The teacher's desk and the board are at the front of the class.
3. The students sit in a circle. The teacher's chair is in the circle and there isn't a desk or a board.
4. The students' chairs are in a semi-circle. The teacher's desk and board are at the front of the class.

Description 1	☆
Description 2	☆
Description 3	☆
Description 4	☆

☆	Picture A
☆	Picture B
☆	Picture C
☆	Picture D

Read the descriptions again and underline what helped you.

## EXERCICES

Write: draw a picture and prepare a description of your English classroom.



.....  
 .....  
 .....  
 .....

Can you describe a different classroom?

.....  
 .....

### » What have you got in your classroom? Circle the things that you have got in your classroom.



## EXERCICES

## 1. Reorder the letters to find the words.

rapcet .....	dske .....	edb .....
roabd .....	hurbs .....	rihac .....
retupmoc .....	oocebkas .....	tainurc .....
grifde .....	palm .....	kmaerr .....
rrroim .....	nalpt .....	ksin .....
foas .....	ramraich .....	atr shay .....
gab .....	sevlehskoob .....	chlak .....
ionchus .....	bustdni .....	rreeas .....
spam .....	enp .....	opsret .....
scossri .....	scossri .....	veletionis .....
daehrevo rotcejorp .....	lincpe rapeshner .....	

## 2. Prepare the quizz: write the questions and answers.

## • Ask the appropriate questions:



Have we got bookselves?



Is .....



Are .....



Have .....



Is .....



Are .....



How ..... are .....



How ..... have ..... got?

## Answer

Yes we have / No, we haven't.

.....

.....

.....

.....

.....

.....

.....

## • Imagine other questions:

.....?

.....?

### 3. Speak!

- Memorize the objects then quizz the class about what we've got in the class.

Have we got .....	?	Yes, we have.
		No, we have'nt.
Is there a .....	?	Yes, there is.
Is there an .....	?	No, there isn't.
Are there .....	?	Yes, there are.
		No, there aren't.

- Observe and count the objects around you. Test your memory with questions about numbers.

How many .....	are there?	There is no .....
		There are .....
How many .....	have we got?	We've got no .....
		We've got .....

### 4. Explain.

Now you know the names of the objects in the classroom. Explain why they are important or not.

Examples: *We need chairs to sit properly.*

*We don't need bed because we mustn't sleep in class.*

We need desks to .....

We don't need a fridge because we mustn't .....

We need bags because we must .....

We don't need a carpet because .....

We need pens to .....

We need maps to .....

We don't need ..... because .....

We need dictionaries to .....

## ► Think: réfléchis à toutes les structures de phrase que tu as utilisées. Quelles sont leurs valeurs?

On emploie :

NEED	☆
DON'T NEED	☆
TO + . . . . .	☆
THERE IS	☆
THERE ARE	☆
WE'VE GOT	☆
HOW MANY + . . . . . + . . . . . + . . . . .	☆

pour :

☆	dire ce qu'il y a (au singulier)
☆	dire ce qu'il y a (au pluriel)
☆	demander un nombre
☆	dire ce que NOUS avons
☆	dire ce dont on a besoin
☆	dire que l'on n'a pas besoin de quelque chose
☆	exprimer un but, ce qu'on envisage de faire

## EXERCICES

Maintenant mémorise la valeur et la formation de chaque structure.  
Entraîne-toi sur les phrases qui suivent.

Dire ce qu'il y a (au singulier): .....

Dire ce qu'il y a (au pluriel): .....

Demander un nombre .....

Dire ce que nous avons .....

Dire ce dont on a besoin: .....

Dire que l'on n'a pas besoin de quelque chose: .....

Exprimer un but, ce qu'on envisage de faire: .....

Work in pairs. Look at the list in page 30 again. What are most important in a classroom? Choose the FIVE most important things. Compare your results with those of another pair of students.

## › La négation

Tu viens de voir deux façons d'exprimer une négation :

Pour dire qu'il n'y a pas un objet tu as utilisé . . . . .

Ou . . . . .

Ou . . . . .

En anglais, on peut faire porter la négation soit sur le nom :

. . . . .

soit sur le verbe :

. . . . .

## EXERCICES

Maintenant entraîne-toi !

Trouve une autre façon d'exprimer ces négations.

There aren't children in the gymnasium. . . . .

I haven't got a dictionary at home. . . . .

I can't see scissors in your bag. . . . .

There isn't (any) good film on television tonight. . . . .

I am not a stupid person. . . . .

I mustn't drink alcohol. . . . .

There is no chocolate in the fridge. . . . .

We've got no sofa in the class. . . . .

You must forget no school stuff to go to class. . . . . (*forget = oublier*)

You can eat no chewing-gum in class. . . . .

## » Je m'évalue

Dans cette leçon tu as appris à :

- parler des objets d'une salle de classe: .....
- décrire ce qu'il y a dans une pièce: .....
- poser des questions pour savoir ce qu'il y a dans une pièce: .....
- poser une question pour demander un nombre: .....
- exprimer ses besoins: .....
- faire une négation (deux manières différentes): .....

*S'il y a des phrases que tu n'as pas réussi à écrire, ce n'est pas grave, cherche dans la leçon et recommence, tu vas y arriver.*

### Notes