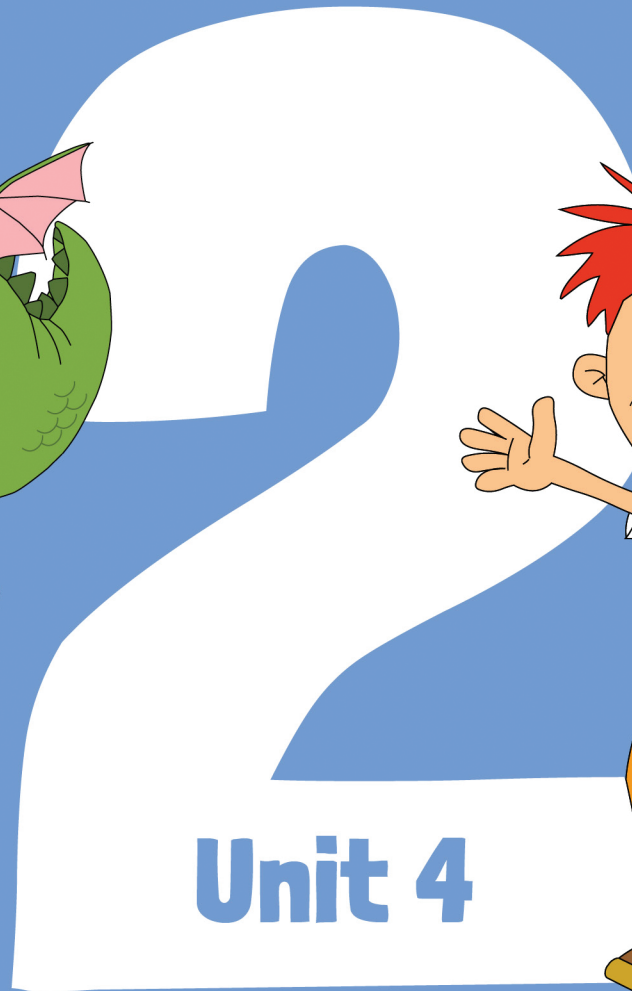


RIGOLO



Unit 4



Teacher's Notes

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Assessment sections: Julie Green

National criteria

KS2 Framework objectives

- O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts
- O5.3 Listen attentively and understand more complex phrases and sentences
- O5.4 Prepare a short presentation on a familiar topic
- L5.1 Re-read frequently a variety of short texts
- L5.2 Make simple sentences and short texts
- L5.3 Write words, phrases and short sentences, using a reference source
- IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country
- IU5.2 Recognise similarities and differences between places
- IU5.3 Compare symbols, objects or products which represent their own culture with those of another country

QCA Scheme of Work

- Unit 15 En route pour l'école
Unit 21 Le passé et le présent

National Curriculum attainment levels

AT1.1–3, AT2.1–3, AT3.1–3, AT4.1–3

Language ladder levels

- Listening:* Breakthrough, Grades 1–3
Reading: Breakthrough, Grades 1–3
Speaking: Breakthrough, Grades 1–3
Writing: Breakthrough, Grades 1–3

5–14 guideline strands

Listening

- Listening for information and instructions A, B, C
Listening and reacting to others A, B, C

Speaking

- Speaking to convey information A, B, C
Speaking and interacting with others A, B, C
Speaking about experiences, feelings and opinions A, B

Levels A–C

Reading

- Reading for information and instructions A, B, C
Reading aloud A, B, C

Writing

- Writing to exchange information and ideas A, B, C
Writing to establish and maintain personal contact A, B
Writing imaginatively to entertain A, B, C

Unit objectives

- Name places in the town
- Ask the way and give directions
- Say where you are going
- Give the time and say where you are going

Key language

- Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché*
- [La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfin... + directions*
- Où vas-tu? Je vais au château/centre sportif/jardin public/marché/supermarché. Je vais à la boulangerie/piscine. Je vais à l'école.*
- Il est [deux] heure(s). Je vais au/à la/à l' + places*

Grammar and skills

- Use *le/la/l'* correctly with places
- Use sequencers *d'abord, ensuite, enfin* to say longer sentences
- Give instructions using the *vous* form
- Use prepositions *au/à la/à l'* with places
- Recognise language patterns and deduce rules
- Incorporate known language into new structures

Unit outcomes

Most children will be able to:

- Name places in a town
- Ask the way and give simple directions
- Say where they're going
- Give the time and say where they're going

Some children will also be able to:

- Say longer sentences using sequencers
- Use prepositions *au/à la/à l'* correctly with places
- Recognise patterns in language
- Incorporate known language into new structures

Unit 4

Lesson 1

Lesson summary

Context

Places in the town

National criteria

KS2 Framework: O5.1, O5.3, L5.1, L5.3, IU5.3, IU5.2, IU5.3

Attainment levels: AT1.1–3, AT2.1–2, AT3.1–3, AT4.1–2

Language ladder levels:

Listening: Grades 1–3; Speaking: Grades 1–3;

Reading: Grades 1–3; Writing: Grades 1–2

Cross-curricular links

Literacy, geography

Key vocabulary

la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché

Language structures and outcomes

Qu'est-ce que c'est? C'est...

1

Starter activity:
Chantez l'alphabet!

5–10 mins

AT1.2 O5.1
AT2.2 L5.3
AT3.2

Description

A quick revision of the alphabet using the alphabet song from **Rigolo 1** (Unit 5, Lesson 2).

Delivery

- Go through the alphabet as a choral chant to refresh everyone's memory.
- Play the karaoke alphabet song straight through.

2

Video story:
En ville (1)

10 mins

AT1.2–3 O5.3
AT3.2–3 L5.1
IU5.1 IU5.2
IU5.3

Description

Watch and listen to this video story presenting the language for Lessons 1 and 2. You can pause and rewind the story at any point.

Delivery

- This video features the French children from Unit 2 as they show viewers around their town.
- Before playing the video, ask *Comment s'appellent-ils?* to see if pupils remember the names of the French children. Tell pupils the children are going to show us around the town and ask them to predict what places they will include. Note down suggestions on the board, in English and in French.
- Play the video through and ask pupils if their predictions were correct, or what differences there were between the predictions and the actual places shown. Amend the list on the board accordingly.
- Ask pupils to look at the buildings and anything they can see in the background in the video. Ask what differences they notice compared to buildings in their own towns. (NB: accept answers in English or French – pupils will have lots of opportunities to learn the French words during the rest of the lesson.)
- Replay the whole video without stopping for pupils to enjoy.

Support

Remind pupils not to worry about understanding everything that is said in the video at this stage; they will cover all the language in more detail throughout this lesson. You may wish to replay the video, line by line, at the end of the lesson, before letting pupils view it all the way through again.



Intercultural understanding

- The video section of this lesson should be very useful in helping pupils to recognise similarities and differences between places, and also to compare places they see in France in the video with places in their own country.
- Encourage pupils to look really carefully at the places they see on screen. Help them look at details of the buildings and the streets they see: the signs outside the shops, the shop fronts, etc. Then ask which similarities and differences they have spotted.

3

Presentation:
C'est la boulangerie

5–10 mins

AT1.1 O5.1
AT2.1 IU5.1
AT3.1 IU5.2

Materials

Unit 4 Flashcards (Places in the town).

Description

Click on one of the pictures on the signpost to see and hear the name of the place. Use the additional features to practise sound/spelling links and spelling. For more details on how to use Presentation activities, go to page viii.

Delivery

- The whole class listens to each phrase and repeats. Pay particular attention to accurate pronunciation.
- Continue for all eight destinations and repeat if further practice is required.

Support

Use the flashcards for further presentation and oral practice.

Extension

Point out and revise *le/la/l'* then ask pupils what the three words mean and why each is used. Encourage pupils to try to learn the article together with the noun.

4

Oracy activity:
La piscine

5–10 mins

AT1.2 O5.3
IU5.1
IU5.2

Materials

Possibly Unit 4 Flashcards (Places in the town).

Description

Click on the audio icon next to *Allez!*, listen to the audio and select the correct picture for each word.

Delivery


- We hear a destination being announced; the pupil at the front must select the relevant picture. Click on the audio icon again to hear the announcement again if necessary.
- Once the pupil has selected an answer, click on *Done*. The answer will be marked automatically.
- Click on *Next* to go on to the next destination.
- Continue for all eight places and repeat if further practice is needed.

Extension

Make this into a competitive game for more confident pupils: invite two pupils up to the board at a time. When they hear the audio prompt they race to be the first to indicate the correct answer.

Support

Encourage less confident pupils to listen to the audio as often as necessary. You could also display the flashcards during the activity as additional prompts.

 Worksheet 1: *Parlez!* may be used from this point onwards.

5

Literacy activity:
C'est le château
5–10 mins

AT2.1 IU5.2
AT3.1

Materials


Unit 4 Flashcards (Places in the town).

Description

Game in which pupils match pictures to the captions.

Delivery

- Display a set of places flashcards on the board: the captions on one side of the board, the pictures on the other.
- Ask a pupil to come to the board and place a word card with its corresponding picture card in the centre of the board.
- Repeat for all eight items.
- You could make this into a team game by dividing the class into two teams. Invite pupils from alternate teams to match the cards and award one point for each correct pair, or see which team can match the pairs in the shortest time.

 Worksheet 2: *Écrivez!* may be used from this point onwards.

6

Plenary activity:
Le jeu du pendu
5–10 mins

AT2.1–2 O5.1
IU5.2

Materials

Possibly Unit 4 Flashcards (Places in the town).

Description

A game of hangman to revise the target vocabulary.

Delivery

- If necessary, use the flashcards quickly to elicit and review the vocabulary.
- Demonstrate the game by choosing a place around town and drawing a dashed line on the board, with one dash to represent each letter in your chosen word. Invite pupils to call out letters of the alphabet. If a letter appears in the word, write it in the appropriate space. For each incorrect answer draw one element

(e.g. the head or an arm) of a 'stick' person on the board. Pupils must try to complete the word before you complete the drawing in order to win.

Extension

Pupils can come to the front and act as the teacher. They decide on the word and the rest of the class has to guess.



Worksheet 1: *Parlez!*
5–10 mins

AT1.1–2 O5.1
AT2.1–2

Description

This worksheet provides further practice in asking and answering questions about places on a town map. It may be used at any point after Activity 4.

Answers

- 1 = school
- 2 = market
- 3 = park
- 4 = castle (*missing place on both maps*)
- 5 = sports centre
- 6 = baker's
- 7 = swimming pool
- 8 = supermarket



Worksheet 2: *Écrivez!*
10 mins

AT4.1–2 L5.3
IU5.2

Description

This worksheet provides further practice in writing about places in town, with the emphasis on spelling accuracy. It may be used at any point after Activity 5.

Answers

- 1 l'école
 - 2 la boulangerie
 - 3 le centre sportif
 - 4 le jardin public
 - 5 le château
 - 6 le marché
 - 7 le supermarché
 - 8 la piscine
- 1 Qu'est-ce que c'est? C'est la boulangerie.
 - 2 C'est le centre sportif? Non, c'est la piscine.
 - 3 Qu'est-ce que c'est? C'est le château.
 - 4 C'est le supermarché? Non, c'est le marché.
 - 5 C'est le jardin public? Non, c'est l'école.

Context

Asking the way and giving directions

National criteria

KS2 Framework: O5.1, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.1, IU5.2, IU5.3

Attainment levels: AT1.2–3, AT2.2–3, AT3.2–3, AT4.3

Language ladder levels:

Listening: Grades 2–3; Speaking: Grades 2–3;

Reading: Grades 2–3; Writing: Grade 3

Cross-curricular links

Literacy, geography

Key vocabulary

Places in the town from Lesson 1; *d'abord... ensuite... enfin...*

Language structures and outcomes

[*La piscine*] *s'il vous plaît? Tournez à droite/à gauche. Allez tout droit.*

1

Starter activity:

Arrêtez!

5 mins

AT1.2 O5.1
AT2.2 O5.3

Materials

Rigolo 1 Unit 10 Flashcards (Directions).

Description

Click on the direction symbols to revise basic directions (this repeats a presentation from **Rigolo 1** Unit 10, Lesson 2).

Delivery

- Invite a few pupils to the board to click on the four direction icons. The whole class listens, repeats, and makes the appropriate gesture.
- Hold up the flashcards to revise the same directions.

2

Video story:

En ville (1)

5–10 mins

AT1.2–3 O5.3
AT3.2–3 L5.1
IU5.1 IU5.2
IU5.3

Materials

Unit 4 Flashcards (Places in the town) and **Rigolo 1** Unit 10 Flashcards (Directions).

Description

Watch and listen again to this video story presenting the language for Lessons 1 and 2. You can pause and rewind the story at any point.

Delivery

- On this second viewing of the video, focus on the directions. Play the video through and ask pupils to note to which places we are given directions (sports centre and market). Ask them also to try and remember the directions to each place.
- Go through the answers and note the suggestions on the board. Play the video through a second time to confirm whether the answers were correct.

3

Presentation:

La boulangerie, s'il vous plaît

5–10 mins

AT1.3 O5.1
AT2.3 O5.3
AT3.3

Materials

Unit 4 Flashcards (Places in the town).

Description

Click on one of the location icons to hear Mme Mills ask the way to that place, and the directions she receives. For more details on how to use Presentation activities, go to page viii.

Delivery

- We hear first the question, then the directions.
- Pupils repeat both the question and the answer, using direction gestures to reinforce the language. If some pupils find the utterances rather long, practise them further as suggested in 'Support' below. Make sure pupils understand the words *d'abord* (first of all), *ensuite* (then) and *enfin* (finally). Encourage pupils to use these sequencing expressions from now on to join other sentences/phrases together.
- Continue for all five destinations and repeat if further practice is required.

**Knowledge about language**

- Point out to pupils how important it is to know useful 'little' words like *d'abord*, *ensuite* and *enfin* that allow them to change and manipulate phrases: combining sequences with directions enables them to express many different combinations. Once pupils understand that they can start forming their own sentences and change elements to say something slightly different, they will feel more in control of the language and their own learning.
- Set them a challenge to see how many different combinations of the phrases they can make.
- It is also important for them to see how they can incorporate known language (e.g. phrases used in giving directions from Unit 10 of **Rigolo 1**) and use them to produce more complex sentences.

Support

If some pupils find the utterances rather long, include further oral practice on single directions using direction gestures. Use Unit 4 Flashcards (Places in the town) to give pupils further practice in asking the way to places.

4

Oracy activity:

Tournez à gauche

10 mins

AT1.3 O5.1
AT2.3 O5.3

Materials

Unit 4 Flashcards (Places in the town).

Description

Use the location icon and direction icons to prompt pupils to ask for and give directions.

Delivery

- Ask pupils to look at the location icon. One pupil holds up the relevant flashcard and asks for directions

to that place. A second pupil says the appropriate directions and holds up the relevant flashcards. Click on the audio player to hear the dialogue and ask pupils to compare it with their own question/answer. Click on the *show text* link to see the dialogue.

- Repeat for all five destinations.

Extension

- Ask more confident pupils to make up dialogues based on the model, using the destinations on the flashcards not featured in the activity (*le centre sportif, le château, le marché*).

5

Literacy activity:
Allez tout droit

10 mins

AT3.3 L5.2

Description

Look at the direction arrows and drag and drop the text tiles to complete the sentences. Listen to check.

Delivery

- Pupils drag the direction phrases into the gaps to match the direction icons shown, then click on *Done* to see if the sentences are correct.
- Check answers by clicking on the play button on the audio player to hear Mme Chanson giving the directions.
- Continue until all six sets of directions have been covered and repeat if necessary.

Support

This activity can be done as a whole-class activity: the class suggests what the sentence should be, and discusses their choices if necessary, before the pupil clicks on *Done*.



Worksheets 3: *Lisez!* and 4: *Grammaire* may be used from this point onwards.

6

Plenary activity:
Le jeu du robot

5–10 mins

AT1.3 AT2.3 O5.1 O5.3 O5.4

Description

Pupils practise giving each other directions.

Delivery

- Ask a confident pupil to come to the front and tell them they are a robot and you are the controller!
- Give instructions to the pupil who must move, robot-style, in the appropriate directions.
- Invite another two pupils to the front: one is the robot, the other the controller. The controller gives instructions as before.
- You can either continue with a few more volunteers as a whole-class activity, or let pupils work in small groups whilst you circulate and listen in.

Extension

More confident pupils can give a string of directions (using *d'abord... ensuite... enfin...*) instead of just one at a time. The 'robot' must then remember to make all the movements in the correct order.

Worksheet 3: *Lisez!*

10 mins

AT3.3 O5.1 L5.1

Description

This worksheet provides further practice in reading directions. It may be used at any point after Activity 5.

Answers

1b a = 4 (l'école)

b = 2 (la boulangerie)

c = 3 (le centre sportif)

d = 1 (la piscine)

Worksheet 4: *Grammaire*

10 mins

AT2.3 O5.1 AT3.3 L5.2 AT4.3 L5.3

Description

This worksheet provides further practice in directions. It may be used at any point after Activity 5.

Delivery

- Activity 1 is a gap-fill activity: ask pupils to try to predict what sort of word should go into each gap, i.e. a place, a sequencer (*d'abord, ensuite, enfin*), etc. Give pupils a few minutes to complete the activity and quickly run through the answers.

Answers

- 1 – Bonjour, Monsieur. Le marché, s'il vous plaît?
– Le marché... D'abord, **tournez** à gauche, ensuite tournez à droite, enfin allez tout droit.
– Merci, Monsieur, au revoir.
- 2 – Bonjour, Madame. La piscine s'il vous plaît?
– La piscine. D'abord, **allez tout droit**, ensuite tournez à gauche, **enfin** tournez à droite.
– Merci, Madame. Au revoir.
- 3 – Bonjour, Madame. Le château, s'il vous plaît?
– D'abord tournez à droite, **ensuite** tournez à droite, enfin allez tout droit.
– Merci, Madame, **au** revoir.
- 4 – Bonjour, Madame. La **boulangerie**, s'il vous plaît?
– **D'abord** tournez à droite, ensuite allez **tout** droit, enfin tournez à gauche.

Context

Saying where you're going

National criteria

KS2 Framework: O5.1, O5.3, L5.1, L5.2, L5.3, IU5.1, IU5.2, IU5.3

Attainment levels: AT1.2–3, AT2.2–3, AT3.2–3, AT4.2–3

Language ladder levels:

Listening: Grades 2–3; Speaking: Grades 2–3;

Reading: Grades 2–3; Writing: Grades 2–3

Cross-curricular links

Geography, literacy

Key vocabulary

Places in the town from Lesson 1

Language structures and outcomes

Où vas-tu? Je vais...

au château/centre sportif/jardin public/marché/supermarché

à la boulangerie/piscine

à l'école

1

Starter activity:
C'est le marché?

5 mins

AT1.2 O5.1
AT2.2 O5.3

3

Presentation:
Où vas-tu?

10 mins

AT1.2 O5.1
AT2.2 O5.3
AT3.2 IU5.2

Materials

Unit 4 Flashcards (Places in the town).

Description

Quick revision of places in the town using flashcards.

Delivery

- Hold up the flashcards one by one to elicit the various place names.
- Stick the cards on the board. Divide the class into two teams. Invite two pupils (one from each team) to the front. Call out a place name; pupils race to be the first to touch the correct card. Continue with different pupils until you have covered all the places on the cards.

2

Video story:
En ville (2)

10 mins

AT1.3 O5.3
AT3.3 L5.1
IU5.1 IU5.2
IU5.3

Materials

Possibly Unit 4 Flashcards (Places in the town).

Description

Watch and listen to this video story presenting the language for Lessons 3 and 4. You can pause and rewind the story at any point.

Delivery

- The second part of the video introduces the target structure for this lesson (*Je vais au/à la/à l' [+ place name]*). Pupils note the places and times that are mentioned.
- Play the video through one more time to check/discuss answers. Again, ask pupils to look and note differences between buildings and streets in France compared to those they see in their own town.

Support

Pause the video after each place name is mentioned, ask pupils to say the place name, then stick the relevant flashcard on the board. Pause the video after the times are mentioned also and write the times on the board.

Materials

Possibly Unit 4 Flashcards (Places in the town).

Description

Click on the characters, in turn, to hear the question and answer. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- We hear the question *Où vas-tu?* and an answer, e.g. *Je vais à la boulangerie*, illustrated by a photo. The whole class repeats both. Ask if they remember what *tu* means. Point out that it means 'you' when you know someone well and you would normally use it when addressing someone you know.
- Continue for all five characters and repeat if further practice is required.

Extension

More confident pupils could take turns to stand at the front with their backs to the board. When the characters say where they are going, pupils must hold up the appropriate flashcards.

Support

Stick all the flashcards (words and pictures) on the board. After each presentation, ask pupils to come and hold up the relevant flashcards, then ask the whole class to repeat the sentence.

**Knowledge about language**

- Use the prepositions *au/à la/à l'* to encourage pupils to recognise language patterns. Write the places with *à la/au/à l'* on the board and ask pupils to put the places into three categories; hopefully they will categorise them according to the preposition (*au/à la/à l'*). Elicit what the three categories are (pupils have met them before in Unit 3 when talking about different sandwiches and ice creams so they may remember) i.e. feminine places, masculine places and places which start with a vowel.
- There is further practice on this grammar point in Worksheets 5: *Grammaire* and 6: *Écrivez!*

4

Oracy activity:
Je vais au jardin public

AT1.2 O5.1
AT2.2 O5.3
IU5.1 IU5.2

10 mins

Materials

Unit 4 Flashcards (Places in the town) for Support activity.

Description

Answer each of the questions, then check your answers.

Delivery

- Encourage pupils to repeat the questions chorally and ask them to use the visual clues to predict the answer.
- Pupils then click on the audio icon each time, to hear the model answer and compare it with their own.
- By dividing the class into two groups you could make this into a team game, awarding one point for each correct answer.

Extension

Ensure accurate use of *au/à la/à l'*.

Support

Ask pupils to hold up the relevant flashcards after each dialogue, then ask the whole class to repeat both sentences each time.

5

Literacy activity:
Le jeu de mots

AT3.2-3 L5.2

5-10 mins

Materials

Unit 4 Flashcards (Places in the town).

Description

Pupils complete sentences using *au/à la/à l'*.

Delivery

- Write *au...*, *à la...* and *à l'...*, on the board, or prepare a large card for each. Below this write *Je vais...* Stick a place flashcard after the gap.
- Complete the sentence together orally, pointing to the missing words or holding up the relevant flashcards. Repeat for each place name, gradually providing less and less assistance.
- You could make this into a team game: ask pupils from alternate teams to complete the sentence and award a point for each correct answer.

Extension

Invite more confident pupils to write out complete sentences based on the flashcard prompts.



Worksheets 5: *Grammaire* and 6: *Écrivez!* may be used from this point onwards.

6

Plenary activity:
D'abord, je vais à la
boulangerie

AT1.3 O5.1
AT2.3 O5.3

5-10 mins

Materials

Possibly Unit 4 Flashcards (Places in the town).

Description

A 'chain-story' game to revise the target structures.

Delivery

- Demonstrate how the game works by giving three sample sentences, e.g. *D'abord, je vais à la boulangerie... ensuite je vais au marché... enfin je vais à la piscine...*

- One pupil starts the story with the first sentence. A second pupil continues the story by repeating the first sentence and adding a second sentence. The third pupil repeats the first two sentences before adding a third, and so on until all the place names have been used.

Extension

More confident pupils can do this in small groups.

Support

Use flashcards as prompts if necessary.



Worksheet 5: *Grammaire*

AT3.2 L5.3

10 mins

Description

This worksheet provides further practice in using *au/à la/à l'*. It may be used at any point after Activity 5.

Answers

- 1 Je vais au **supermarché**
- 2 Tu vas à l'**école**?
- 3 On va à la **boulangerie**.
- 4 Moi, je vais **au** centre sportif.
- 5 Allez tout droit **à la** piscine.
- 6 Allez **au** marché!
- 7 On va **au** jardin public?
- 8 Je vais **au** château.



Worksheet 6: *Écrivez!*

AT2.2-3 O5.1
AT4.2-3 L5.3

10 mins

Description

This worksheet provides further practice in writing sentences with prepositions and places. It may be used at any point after Activity 5.

Answers

- 1 Je vais au supermarché.
- 2 Je vais à la boulangerie.
- 3 Je vais à l'école.
- 4 Je vais au centre sportif.
- 5 Je vais au château.
- 6 Je vais au marché.
- 2/3 2 D'abord, je vais au marché. Ensuite, je vais au jardin public et enfin je vais au centre sportif.
- 3 D'abord, je vais au château. Ensuite, je vais à la boulangerie et enfin je vais à l'école.
- 4 D'abord, je vais au marché. Ensuite, je vais au supermarché et enfin je vais à la boulangerie.
- 5 D'abord, je vais au jardin public. Ensuite, je vais à la piscine et enfin je vais au centre sportif.
- 6 D'abord, je vais à la piscine. Ensuite, je vais à l'école et enfin je vais au jardin public.

Context

Giving the time and saying where you're going

National criteria

KS2 Framework: O5.1, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.1, IU5.2, IU5.3

Attainment levels: AT1.2–3, AT2.2–3, AT3.2–3, AT4.3

Language ladder levels:

Listening: Grades 2–3; Speaking: Grades 2–3;

Reading: Grades 2–3; Writing: Grades 2–3

Cross-curricular links

Literacy, numeracy, geography, music

Key vocabulary

Places in the town from Lesson 1

Language structures and outcomes

Il est [deux] heures.

Je vais au/à la/à l' [+ places].

1

Starter activity:
Je vais à la piscine

5 mins

AT1.2–3 O5.1
AT2.2–3 O5.3

Materials

Teaching clock, Unit 4 Flashcards (Places in the town).

Description

Starter activity to revise saying the time and saying where you're going.

Delivery

- Hold up the teaching clock and one of the place flashcards, and chorally make two sentences, e.g. *Il est [deux heures]. Je vais à [la piscine].*
- Repeat with a different time and flashcard, and ask pupils to say the sentence aloud.
- Continue for a few minutes until you feel the class is sufficiently warmed up!

Extension

For more confident pupils, set the clock to more complex times, using 'quarter past', 'quarter to', etc.

2

Video story:
En ville (2)

5–10 mins

AT1.3 O5.3
AT3.3 L5.1
IU5.1 IU5.2
IU5.3

Description

Watch and listen again to this video story presenting the language for Lessons 3 and 4. You can pause and rewind the story at any point.

Delivery

- On this second viewing of the video, focus on the language of what time the characters go to different places.
- Write the following names on the board: Chloé, Lucas, Thomas.
- Ask pupils to listen out for the times mentioned and the places the three characters are going to.
- Play the video through. Ask pupils to produce two sentences that each character could say, based on the information in the film, e.g. Lucas: *Il est midi. Je vais au marché.*
- Write the three sentences on the board and play the video through again if necessary.

3

Presentation:
Quelle heure est-il?
Où vas-tu?

10–15 mins

AT1.2–3 O5.1
AT2.2–3 O5.3
AT3.2–3

Materials

Teaching clock, Unit 4 Flashcards (Places in the town), Worksheet 7: *Parlez!*

Description

Pupils use the cards from Worksheet 7: *Parlez!* as prompts for making sentences.

Delivery

- Quickly revise times using the teaching clock if necessary, asking *Quelle heure est-il?* each time.
- Ask *Où vas-tu?* and hold up the place flashcards to elicit sentences as before, e.g. *Je vais au marché.*
- Combine a time and a place flashcard, asking both questions together (*Quelle heure est-il? Où vas-tu?*) to elicit *Il est [douze heures]. Je vais [au marché].*
- In pairs, pupils make sentences based on the picture and time cards in Worksheet 7: *Parlez!*

Extension

Again, you can use more complex times to stretch more confident pupils.

Support

Provide cue cards with sentences, e.g. *Je vais à la boulangerie*, etc. for pupils who need more support.

4

Song:
Où vas-tu, Olivier?

10–15 mins

AT1.3 O5.3
AT2.3 L5.2
AT3.3

Materials

Possibly Unit 4 Flashcards (Places in the town).

Description

Watch and listen to the interactive karaoke song practising directions and places in the town. Choose either *Practice* or *Sing mode*: *Practice* to go through the song line by line; *Sing* to sing it all the way through.

Delivery

- Write the names of the four characters from the song on the board: Olivier, Nathalie, Didier, Polly. Ask pupils to listen to and watch the song, and to note which character is going where.
- Play the song straight through without stopping in *Sing mode*, then go through the answers.
- Go through the song line by line in *Practice mode*, checking comprehension and adding actions where appropriate, e.g. for the directions.

- Divide the class into four groups and assign a character to each group.
- Go through the song again in *Sing* mode; this time each group sings the line sung by 'their' character and the rest of the class sings the question. All pupils join in with the chorus.

Extension

- More confident pupils could invent another verse, following the pattern of the previous verses, and perform it for the rest of the class.
- Do a gapped exercise with the song. Give pupils a version with some words missing; they listen and try to complete the missing words.

Support

- Stick the relevant flashcards on the board as you go through the song in *Practice* mode to provide additional support if required.
- You could also distribute the flashcards around the class and pupils hold up their flashcard when they hear that place mentioned.

5 Literacy activity:
Il est onze heures
10 mins

AT3.3 L5.2

Description

Look at the two symbols showing the time and destination. Drag the words into the correct order to form correct sentences.

Delivery


- Pupils click on *Done* when they have completed their sentences. This provides good practice in recognising word order in sentences and also in producing longer sentences.
- Pupils complete all six sets of sentences. They can click on *Start again* for a second attempt.

Extension

Encourage pupils to form similar sentences of their own after completing the interactive activity.

Support

For less confident pupils, you may wish to do the activity as a whole class. Alternatively, as a team activity, two or three pupils at a time could go to the board and make the sentences.

 Worksheet 8: *Lisez!* may be used from this point onwards.

6 Plenary activity:
Tout droit!
5–10 mins

| | |
|-------|------|
| AT1.3 | O5.1 |
| AT2.3 | O5.3 |
| AT3.3 | L5.2 |
| AT4.3 | L5.3 |

Materials

Karaoke song from Activity 4 above, Unit 4 Flashcards (Places in the town).

Description

Pupils adapt the karaoke song to include names of pupils in the class.

Delivery

- Ask pupils to suggest a few names from the class which could be substituted for the characters' names in the song.
- Write the suggested verses on the board, e.g. *Où vas-tu, Chloé? Je vais au marché.*
- Play the song through, incorporating the new verses.

Extension

Encourage more confident pupils to add some different locations to the song.



Worksheet 7: Parlez!
10 mins

AT2.2–3 O5.1

Description

This worksheet provides further practice in saying times and where you're going. It may be used at any point after Activity 2.



Worksheet 8: Lisez!
10 mins

AT3.3 L5.1

Description

This worksheet provides further practice in reading and writing times, directions and places in the town. It may be used at any point after Activity 5.

Delivery

Ask pupils to read aloud the various captions. Check pronunciation and general comprehension.

Answers

1 1 d 2 b 3 c 4 e 5 a

R Language learning strategies

The Project work in **Rigolo 2** encourages pupils to plan and prepare for a longer task and analyse what needs to be done to carry it out. In the project below, encourage pupils, in pairs or groups, to think and plan what they have to do to get relevant information. They then need to think about what they are going to do with that information, i.e. write a few sentences; put pictures into a display with captions; make a PowerPoint presentation, etc

Project work:
En ville
1–2 hours

AT2.2–3 O5.1
AT3.2–3 O5.4
AT4.2–3 L5.1
IU5.1 L5.3
IU5.2 IU5.3

Description

Pupils research pictures and maps of a French town and prepare a display.

Materials

Internet access and printer if possible, email correspondence with French primary school if possible, leaflets and maps of a French town (from relevant tourist office or from school links), card and paper to display the leaflets and maps in the classroom.

Delivery

- Choose between one and four French towns for pupils to research. If you decide to research more than one town, divide the class into groups and assign a different town to each group. Try to include your French twin town if possible.
- Ask pupils how they think they can obtain information, leaflets, maps, etc. (e.g. internet research, writing to the local tourist office, sending an email to a partner school to request information) and encourage pupils to follow their ideas through where feasible.
- Pupils can then prepare a display in which they label the place names they have learned in this lesson, and highlight those places on town maps. If facilities are available, they could make a PowerPoint presentation with their findings.

Sound/spelling activity:
Les sons 'un' et 'une'

5–10 mins

AT1.1
AT2.1

Description

Practice mode: Listen and practise pronouncing *un* and *une* on their own and then with words that have been covered in **Rigolo** so far.

Activity mode: Listen to the short phrases as they are read out. If they contain *un*, select the green button. If they don't contain *un*, select the red cross button. Repeat the process for *une*.

Delivery

- There are two parts to the activity: the first (*Practice*) allows pupil to familiarise themselves with the two sounds and to compare their pronunciation with the Virtual

Teacher model. The second part (*Activities*) contains two exercises: *Activity 1*, in which pupils have to select the green button if they hear *un* or the red cross if they don't, and *Activity 2*, in which pupils do the same for *une*.

- Launch the *Practice* part of the activity on pages 2–3 of the eBook and click on the play button. The Virtual Teacher will say *un* first on its own, and then with four words that have been covered so far in **Rigolo**. Get the class to repeat the words chorally several times, checking the model each time by playing the clip again. Then follow suit with *une* on Screens 6–10.
- Once you have finished this part, go to the *Activities* on pages 4–5 and 5–6 of the eBook to test pupils' recognition of these sounds. In *Activity 1*, pupils will hear a list of words read out in random order and must select the green button if they hear *un* or the red cross if they don't. Pupils score one point when they correctly identify a word with *un*. They can click on the play button to hear the word again.
- Finally, in *Activity 2*, pupils proceed as above, this time listening out for words with *une*.
- Repeat the activity if pupils need further practice.

Assessment Units 3–4

Écoutez!

Play each recording two or three times, or more if necessary. Pause during each activity as required.

Total marks for listening: 20.

Activity 1

(AT1.2; O5.3)

Mark out of 5.

Answers

2 b 3 d 4 e 5 c 6 a

Activity 2

(AT1.2; O5.3)

Mark out of 5.

Answers

2 g (or i) 3 h 4 l 5 i (or g) 6 j

TRANSCRIPT

- Il est trois heures. Je vais au château.
- Il est huit heures. Je vais à la boulangerie.
- Il est deux heures et demie. Je vais à la piscine.
- Il est cinq heures et demie. Je vais au jardin public.
- Il est huit heures. Je vais à l'école.
- Il est neuf heures et quart. Je vais au marché.

Activity 3

(AT1.2–3; O5.3)

Mark out of 10.

Answers

1 1 b 2 e 3 a 4 c 5 d
2 1 i 2 g 3 h 4 f 5 j

RANSRIPT

- Coupez la baguette. Mettez le beurre. Coupez le fromage. Mettez le fromage. Mangez!
- Prenez la baguette. Coupez le poulet. Mettez le poulet. Mettez les tomates. Mangez!

Parlez!

Pupils can work in pairs for the speaking tasks. If it is not possible to assess each pair, then assess a few pairs for each assessment block and mark the rest of the class based on the spoken work they do in class.

Total marks for speaking: 10.

Activity 1

(AT2.2; O5.1, O5.2)

Mark out of 5.

Answers

(any 5:)

J'aime les bonbons.

Je n'aime pas les pommes.

J'aime les carottes.

Je n'aime pas les frites.

J'aime les haricots.

Je n'aime pas les gâteaux.

Activity 2

(AT2.2–3; O5.1)

Mark out of 5 (maximum =1 mark for each sentence).

Answers

1 La boulangerie s'il vous plaît?

D'abord, tournez à droite.

Ensuite, tournez à gauche.

Enfin, allez tout droit.

2 Le centre sportif, s'il vous plaît?

D'abord, allez tout droit.

Ensuite, tournez à droite.

Enfin, tournez à gauche.

3 Le supermarché, s'il vous plaît?

D'abord, tournez à gauche.

Ensuite, tournez à droite.

Enfin, allez tout droit.

Lisez!

Total marks for reading: 20.

Activity 1

(AT3.2; L5.1)

Mark out of 10.

Answers

1 d, f 2 b, g 3 c, h 4 e, i 5 j, a

Activity 2

(AT3.2–3; L5.1)

Mark out of 10.

Answers

1 Where is the swimming pool please?

First of all, go straight on...

then turn left.

Finally turn right.

Thank you!

2 What time is it?

It's half past nine.

Where are you going?

I'm going to the baker's.

I'm going to the sports centre.

Écrivez!

Total marks for writing: 20.

Activity 1

(AT4.1–2; L5.2, L5.3, O5.2)

Mark out of 10 (2 marks per sentence).

Answers

1 J'aime les bonbons.

2 J'aime les pommes.

3 Je n'aime pas les frites.

4 Je n'aime pas les carottes.

5 J'aime les gâteaux.

Activity 2

(AT4.2–3; L5.2, L5.3)

Mark out of 10 (2 marks per sentence).

Answers

1 Il est neuf heures. Je vais au marché.

2 Il est dix heures. Je vais au supermarché.

3 Il est onze heures. Je vais à la boulangerie.

4 Il est deux heures. Je vais à la piscine.

5 Il est trois heures. Je vais au jardin public.