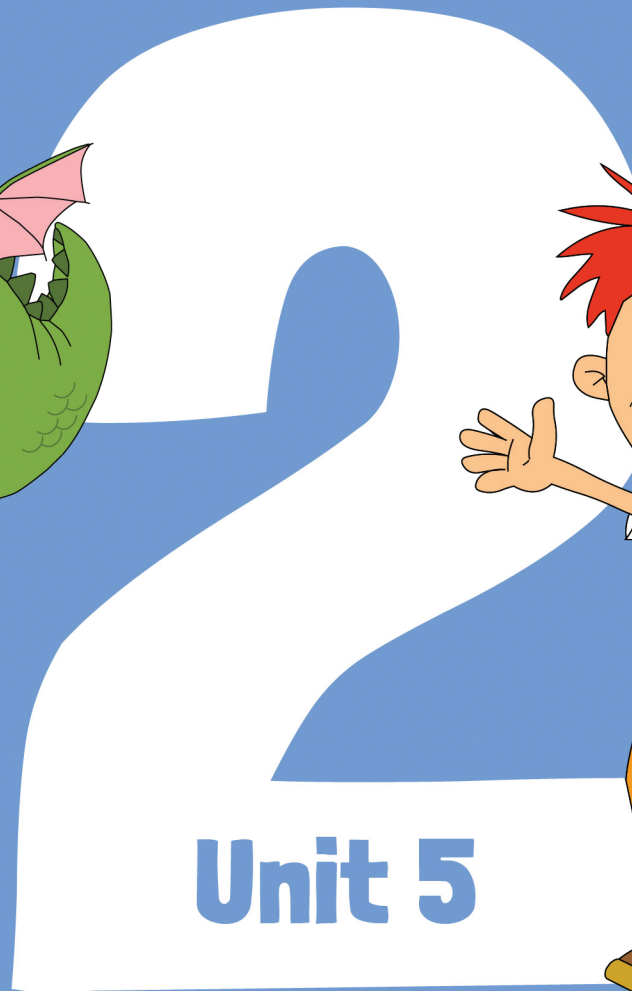


RIGOLO



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
- O5.2 Understand and express simple opinions
- 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

QCA Scheme of Work

- Unit 7 On y va
- Unit 20 Notre monde
- Unit 22 Ici et là

National Curriculum attainment levels

AT1.2–3, AT2.2–3, AT3.2–3, AT4.2–3

Language ladder levels

- Listening:* Breakthrough, Grades 2–3
- Reading:* Breakthrough, Grades 2–3
- Speaking:* Breakthrough, Grades 2–3
- Writing:* Breakthrough, Grades 2–3

5–14 guideline strands

Levels A–C

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, 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, C
- Writing imaginatively to entertain A, B, C

Unit objectives

- Ask and say where you're going on holiday
- Express opinions about holidays
- Talk about what you're going to do on holiday
- Talk about holiday plans

Key language

- Où vas-tu en vacances? Je vais à la campagne. Je vais à la montagne. Je vais au bord de la mer. Je vais au camping. Je vais au parc d'attractions.
- J'aime ça, Je n'aime pas ça. J'adore ça. Je déteste ça.
- Qu'est-ce que tu vas faire en vacances? Je vais faire du bateau. Je vais faire du ski. Je vais nager. Je vais faire du sport. Je vais faire du vélo. Je vais voir mes grands-parents. Je vais faire les manèges.
- Consolidation of all the above

Grammar and skills

- Use *au/à la/à l'/à* correctly with places
- Recognise patterns and apply knowledge of rules
- Express opinions
- Say what you're going to do using *Je vais* + infinitive
- Apply grammatical knowledge to make sentences

Unit outcomes

Most children will be able to:

- Name holiday destinations
- Express opinions about different holidays
- Say what they're going to do

Some children will also be able to:

- Use *au/à la/à l'/à* correctly
- Recognise patterns and apply knowledge of rules
- Apply rules to talk about future plans
- Make longer sentences about holiday plans

Context

Asking and saying where you're going on holiday

National criteria

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

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

Language ladder levels:

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

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

Cross-curricular links

Geography, literacy

Key vocabulary

à la campagne, à la montagne, au bord de la mer, au camping, au parc d'attractions

Language structures and outcomes

Revise à [+ towns]: *Paris, Bordeaux, Nice, Grenoble, Strasbourg*

Où vas-tu en vacances? Je vais au/à la/à l'/à...

1

Starter activity:

Où vas-tu?

5–10 mins

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

Materials

Map of France (for support activity).

Description

A quick revision of à [+ place names] using the **Rigolo 1** presentation (Unit 10, Lesson 1).

Delivery

- Ask pupils if they can remember how to ask and answer questions about where someone is going. Write any suggestions on the board, or just ask pupils to remember the ideas. Refer back to these answers when you begin the activity.
- Pupils come to the board to click on the different place names. Encourage the class to repeat both the question and the answer. Continue until all place names have been selected.
- Remind pupils that à is used with towns/cities to mean 'to' or 'in'.

Extension

Ask more confident pupils to come to the front of the class, in pairs. Each pair then predicts the dialogue they will hear for a chosen destination and clicks on that town/city to check their version was correct.

Support

If pupils need further help with the structures, repeat the activity, or provide additional practice by displaying a map of France and selecting additional towns/cities (perhaps based on well-known football teams!).

2

Animated story:
Les vacances (1)

10 mins

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

Materials

Unit 5 Flashcards (Holiday destinations).

Description

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

Delivery

- Display the flashcards and write the names of the characters (Didier, Polly, Bof) on the board.
- Ask pupils to watch the animation and to note where each character will be spending their holidays.

- Play the story through, then invite pupils to the board to match the characters with the holiday destinations.
- Replay the animation so that pupils can check their answers.
- Pupils are not expected to remember how to say the destinations in French at this stage; detailed practice will follow.

Support

If pupils find there is too much information to remember, pause the animation after each destination has been mentioned and ask pupils to match the character/card.

3

Presentation:

Où vas-tu en vacances?

5–10 mins

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

Description

Click on the map icons to hear the characters say where they are going on holiday. 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

- When each place on the map is clicked on, the video zooms in on one of the characters, who replies to Jake's question about where they're going on holiday. The whole class listens to the dialogue and repeats.
- Continue for all five destinations and repeat if further practice is required.
- Draw pupils' attention to the use of *à la* and *au*. Check if they can remember from Unit 4 what the rules/patterns are, i.e. *au* for masculine words, *à la* for feminine words and *à l'* for words beginning with a vowel or 'h'. You may want to point out the two different possibilities in pronunciation when saying *Je vais au/à la...* Some people make a liaison between the 's' of *Je vais* when it's followed by a vowel, and some don't.

4

Oracy activity:

Je vais à la campagne

5–10 mins

AT1.2 O5.3
AT2.2

Materials

Possibly Unit 5 Flashcards (Holiday destinations) for support activity.

Description


Click on the audio icon next to *Allez!* Listen to Bof as he says where he's going on holiday, then select the correct picture.

Delivery

- We hear Bof being asked where he is going on holiday, followed by his reply. The pupil selects the correct picture.
- Continue for all five places and repeat if further practice is required.

Support

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

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

R Knowledge about language

Recognising patterns in simple sentences and applying knowledge of rules when building sentences

- At some point in this lesson ask pupils what they notice about the key sentences, i.e. some of them use *à la* and some use *au*.
- Check that pupils are aware of the reasons each is used, i.e. the concept of masculine and feminine words in French.
- Look again at the places mentioned in Unit 4 and revisit which places were masculine and which were feminine. Encourage pupils to remember this when writing their own sentences i.e. in Activities 5 and 6, and in the worksheets.
- If necessary, colour-code words and phrases to show visually which are talking about masculine and which are talking about feminine places.

5 Literacy activity: Au bord de la mer

AT3.2 L5.1
L5.2

5–10 mins

Materials

Unit 5 Flashcards (Holiday destinations), map of France for extension activity.

Description


Pupils play a game matching place flashcards to sentences.

Delivery

- In advance, write in the left-hand column on the board: *Je vais...* In the right-hand column write: *à la campagne / à la montagne / au bord de la mer / au camping / au parc d'attractions*.
- Ask five volunteers to come to the front. Give each of them a flashcard that they don't show anyone. Ask them one by one: *Où vas-tu en vacances?* The pupil draws a line from *Je vais* to the correct end of sentence (as above), then holds up the flashcard.
- Ask the class to confirm if it is correct. Then do an oral ask-and-answer activity with the class, using the flashcards as prompts.

Extension

Recycle previously covered French place names using the map of France. Invite two pupils to the front: Pupil 1 asks *Où vas-tu en vacances?* Pupil 2 points to a place on the map and replies *Je vais à [Paris]*.

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

6 Plenary activity: Au parc d'attractions

AT1.2 O5.1
AT2.2

5–10 mins

Materials

Unit 5 Flashcards (Holiday destinations), possibly Unit 4 Flashcards (Places in the town).

Description

A game of charades to revise the vocabulary and structures covered in this lesson.

Delivery

- If necessary, use the flashcards to elicit and review quickly the sentences *Je vais au/à la /à l'/à...*
- Ask for a pupil volunteer. Give them a flashcard but don't show it to anyone else.
- Encourage the class to chorus *Où vas-tu en vacances?* and the pupil must act out the answer. Pupils guess what the pupil should answer using *Je vais au/à la /à l'/à...* [+ place].

Worksheet 1: *Parlez!*

AT1.2 O5.1
AT2.2

5–10 mins

Description

An information-gap activity where pupils ask and answer questions about holiday destinations. It may be used at any point after Activity 4.

Delivery

- Model the first exchange with a confident pupil at the front of the class (you hold Part A; the pupil holds Part B of the sheet).
- Hand out copies of Part A to half the class, and Part B to the others. Pupils work in pairs (A and B) to complete the thought bubbles with the correct destinations.

Answers

Polly: Je vais au bord de la mer.
Mme Moulin: Je vais au camping.
Gustave: Je vais au parc d'attractions.
Olivier: Je vais à la campagne.
Nathalie: Je vais à la montagne.
Bof: Je vais à Paris.

Worksheet 2: *Grammaire*

AT3.2 L5.2
AT4.2–3 L5.3

10 mins

Description

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

Delivery

- If necessary, model the rules on the board with some places from Unit 4. If you have not already done so, re-visit the concept of masculine and feminine nouns in French and remind pupils that *à* on its own is always used with towns.

Answers

1 à la h 3 au c 5 à la b 7 à l' f
 2 à a 4 au g 6 au d 8 au e

Context

Expressing opinions about holidays

National criteria

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

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

Literacy, PSHE (Feelings and opinions), geography

Language structures and outcomesRevised: *J'aime/Je n'aime pas ça.**J'adore/Je déteste ça.***1 Starter:**
J'aime ça!

5 mins

AT1.2 O5.1
AT2.2**Materials**

Unit 2 Flashcards (Likes/dislikes) plus additional flashcards, depending on topic selected (see below).

Description

Pupils revise expressing likes/dislikes.

Delivery

- Choose an area for revision (e.g. food, colours, animals, school subjects) and prepare the relevant flashcards.
- Revise expressing likes and dislikes using *J'aime/Je n'aime pas* flashcards.
- Hold up the revision topic cards and ask pupils to say what they like or dislike.

Extension

You could build up to a chain activity where one pupil starts and says one sentence, a second pupil repeats the sentence and adds another, then each subsequent pupil repeats all the previous sentences and adds another. Challenge pupils to see how many sentences they can manage.

2 Animated story:
Les vacances (1)

5–10 mins

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

Unit 2 Flashcards (Likes/dislikes), Unit 5 Flashcards (Holiday destinations).

Description

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

Delivery

- Watch the animated story again, this time to focus on the expressions of likes and dislikes.
- Play the story through as far as Didier saying *Je vais au bord de la mer. J'adore ça*. Pause the story, hold up the seaside flashcard, and ask a pupil to select the 'like' or 'dislike' flashcard to represent how Didier feels about the seaside.
- Continue the story, pausing just after each expression of likes and dislikes to use the flashcards as above. Encourage pupils to repeat the expressions.

3 Presentation:
Je déteste ça!

5–10 mins

AT1.2–3 O5.1
AT2.2–3 O5.2
AT3.2–3 O5.3
L5.1**Materials**

Units 2 and 5 Flashcards (Holiday destinations and Likes/dislikes) for extension and support activities.

Description

Click on the map icons to hear each place being presented and whether the character likes/dislikes it. For more details on how to use Presentation activities, go to page viii.

Delivery

- Each character tells us where they're going and how they feel about their holiday destination. Pupils listen and repeat.
- Continue for all five destinations and repeat if further practice is required. You may want to point out the two different possibilities in pronunciation when saying *Je vais au/à la...*. Some people make a liaison between the 's' of *Je vais* when it's followed by a vowel, and some don't.

Extension

Invite more confident pupils to stand with their backs to the board. After listening to the presentation without looking at the screen, they select the relevant flashcards to illustrate what has just been said.

Support

- You may wish to spend more time explaining the differences between *aime/aime pas* and *adore/déteste* (the former being much milder than the latter).
- Hold up the flashcards in turn and really exaggerate feeling positive or negative as you and the pupils say the words.

4 Oracy activity:
Je n'aime pas ça

10 mins

AT1.2–3 O5.1
AT2.2–3 O5.2**Materials**

Units 2 and 5 Flashcards (Holiday destinations and Likes/dislikes).

Description

Pupils use the flashcards to make sentences expressing opinions about holidays.

Delivery

- Select two groups of pupils (five in one and four in the other). Give pupils in the first group the holiday destinations flashcards, and pupils in the second group the likes/dislikes cards.

- Each group stands in a circle and pupils pass round the cards until a designated pupil shouts *Stop/Arrêtez*.
- At this point, the pupil calls out the names of two pupils, one from each group. Each named pupil holds up their card to say, for example, *Je vais à la montagne* followed by *J'aime ça*.

5 Literacy activity: J'adore ça!

AT3.2 L5.2
AT4.2-3

10 mins

Description

Drag and drop the words to form sentences about holiday likes/dislikes. Click on *Done* when you have completed the set of phrases, and the answers will be marked automatically.

Delivery


- When the pupil is happy with their text, they click on *Done*.
- Continue until the six sentences have been completed.

Extension

- Divide the class into groups and give a piece of blank paper to each group.
- Allow a maximum of two minutes for the groups to compile as many different sentence combinations as possible from the phrases on the board. The winning team is the one with the most correct sentences!

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*.

 Worksheet 3: *Écrivez!* and 4: *Lisez!* may be used from this point onwards.

6 Plenary activity: Tu aimes ça?

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

5-10 mins

Materials

A selection of flashcards from previous topics, e.g. food (Unit 3), colours (**Rigolo 1** Unit 2), animals (**Rigolo 1** Unit 4), school subjects (Unit 2).

Description

Plenary activity to give further practice in expressing opinions.

Delivery

- Distribute a few flashcards to each table/group.
- Pupils take it in turns to hold up a flashcard and express their opinion about that item.
- Move around the group to listen and help where required.

Extension

More confident pupils could link sentences using *et* ('and') or *mais* ('but') to make this activity more challenging.



Worksheet 3: Écrivez!

AT4.2-3 L5.2
L5.3

10 mins

Description

This worksheet provides further practice in writing about holiday destinations and opinions. It may be used at any point after Activity 5.

Answers

- 1 Où vas-tu? Je vais au parc d'attractions. J'aime ça.
- 2 Où vas-tu? Je vais à la montagne. Je déteste ça.
- 3 Où vas-tu? Je vais au bord de la mer. J'adore ça.
- 4 Où vas-tu? Je vais au camping. Je n'aime pas ça.



Worksheet 4: Lisez!

AT3.2 L5.1

10 mins

Description

This worksheet provides further practice in reading about holiday destinations and opinions. It may be used at any point after Activity 5.

Context

Talking about what you're going to do on holiday.

National criteria

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

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, food technology

Key vocabulary

Je vais faire du bateau. Je vais faire du ski. Je vais nager.

Je vais faire du sport. Je vais faire du vélo. Je vais voir mes

grands-parents. Je vais faire les manèges.

Language structures and outcomes

Je vais + infinitive expressions

1 Starter activity: Je déteste les pommes

5 mins

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

Materials

Units 2 and 5 Flashcards (Likes/dislikes) plus other topic flashcards, e.g. Unit 3 Flashcards (Food).

Description

A class activity with flashcards to revise *J'aime/Je n'aime pas* and *J'adore/Je déteste* with known food items or other word families.

Delivery

- Hold up the opinions flashcards to elicit and practise *J'aime/Je n'aime pas* and *J'adore/Je déteste*.
- Hold up another flashcard with a food or other item and ask a pupil *Tu aimes [les pommes]? Pupsils give their opinion of that item.*
- Repeat with further cards/items.

2 Animated story: Les vacances (2)

10 mins

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

Materials

Unit 5 Flashcards (Holiday activities).

Description

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

Delivery

- Display the flashcards randomly on the board.
- Ask pupils to watch the animation and to note the order in which the various activities are mentioned. They don't need to know or remember the French words for the activities at this stage.
- Play the story through, then ask a few pupils to come to the board and arrange the cards in the order in which the activities are mentioned.
- Play the story through one more time to check/discuss answers.

Support

Pause the story after each activity is mentioned and place the relevant flashcard in order on the board.

3 Presentation: Qu'est-ce que tu vas faire?

10 mins

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

Materials

Possibly Unit 5 Flashcards (Holiday activities).

Description

Click on the characters to hear what they are going to do on holiday. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- Model the question *Qu'est-ce que tu vas faire en vacances?* with the class and get pupils to repeat chorally, to practise pronunciation.
- Ask pupils to click on each character in turn to trigger the animation and Virtual Teacher audio.
- The characters tell us their plans and an appropriate image of each activity appears in their thought bubble.
- Encourage pupils to repeat both the question and the answer each time, with correct pronunciation.
- Continue for all seven characters and activities, and repeat if further practice is required.
- Ask pupils if they can see a pattern common to all these sentences (*Je vais + verb*). Explain that this is how you say what you're going to do, i.e. talk about future plans.

Extension

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

Support

Using the flashcards, repeat each part of the presentation to give additional practice. If necessary, split each expression into two parts and practise each part separately before combining the two.

4 Oracy activity: Je vais faire du bateau

10 mins

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

Materials

Unit 5 Flashcards (Holiday destinations) and (Holiday activities) for the support activity.

Description

Click on the first audio icon to hear the question. Look at the pictures of three different activities. Choose the most appropriate picture to answer the question and say the correct answer out loud. Then check your answer by clicking on the second audio icon.

Delivery

- Pupils select the most appropriate activity for the holiday destination asked about and predict the character's answer. Warn them they have to listen really carefully for the destination mentioned in the question. They say the answer out loud before clicking on the second audio icon to hear the correct answer.


- Once pupils are happy with their chosen answer, click on *Done*, and the answer will be marked automatically.
- Repeat for all six dialogues, and repeat if required.
- This is a good opportunity to focus on pronunciation and compare pupils' pronunciation with that of the characters/Virtual Teacher.

Extension

Pupil can make up their own mini-dialogues after doing the activity, using the visuals on the board.

Support

Use the flashcards if further help is required. After each question, display the relevant destination flashcard. Hold up the three activity cards for that question and help pupils say all three sentences before they make their final choice and click on the screen.

 Worksheet 5: *Parlez!* may be used from this point onwards.

R Language learning strategies

Applying grammatical knowledge to make sentences

- Explain that the structure *Je vais* + infinitive is used to talk about future plans.
- Brainstorm with the class to find as many verbs as you can, then work together to form sentences about what you're going to do.
- If pupils understand the structure, it will then be easier for them to form their own sentences (as in Activities 5 and 6 and in the worksheets) and to apply this knowledge.
- To practise forming sentences give pupils a starter sentence in which they must change just one word each time, e.g. *Je vais écouter la radio* → *Je vais écouter mes CD*.

5 Literacy activity:
Je vais faire du vélo
10 mins

AT3.2 L5.1
AT4.2 L5.2

Materials

Unit 5 Flashcards (Holiday activities).

Description

Pupils make sentences using *Je vais* + verb/activity.

Delivery


- Hold up the cards one by one to elicit the target sentences.
- Stick a picture flashcard on the board and ask pupils to come to the board and write out the sentence in full.
- You could make this into a team game: ask pupils from alternate teams to write the sentence and award one point for each correct answer.

Extension

Encourage more confident pupils to use other verb phrases already met, e.g. *écouter la radio/jouer au football*.

Support

Use both the text and picture flashcards. Leave all the text cards displayed on the board so less confident pupils can use them as prompts when writing out the sentences.

 Worksheet 6: *Grammaire* may be used from this point onwards.

6 Plenary activity:
Je vais nager et...
5–10 mins

AT 1.2–3 O5.1
AT 2.2–3

Materials

Unit 5 Flashcards (Holiday destinations).

Description

Pupils make cumulative sentences about what they're going to do on holiday.

Delivery

- Quickly revise the activities using the flashcard prompts. Line the picture flashcards up on the board.
- Remind pupils of the words met in Unit 4: *d'abord* ('first of all'), *ensuite* ('then') and *enfin* ('finally').
- Demonstrate how the game works by giving three sample sentences based on the first three cards, e.g. *D'abord, je vais faire du ski. Ensuite, je vais faire les manèges. Enfin, je vais nager.*
- 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. Then start a new series of three sentences.
- Repeat if time allows.

 Worksheet 5: *Parlez!*
10 mins

AT2.2 O5.1

Description

This provides further speaking practice of using *Je vais...* to talk about future plans. It may be used at any point after Activity 4.

Delivery

- Pupils write out sentences using the target structure *Je vais* [+ verb]. They can then play a game of pairs with a partner.
- Give a sheet to each pupil; pupils then cut up their own set of cards. You may wish to ask them to stick their worksheet onto a piece of card beforehand, otherwise the cards produced may be too flimsy for the game.

 Worksheet 6: *Grammaire*
10 mins

AT2.2–3 L5.2
L5.3

Description

This provides further practice in using *Je vais...* to talk about future plans. It may be used at any point after Activity 5.

Answers

- 1 *Je vais faire du bateau.*
- 2 *Je vais faire du sport.*
- 3 *Je vais faire du ski.*
- 4 *Je vais faire du vélo.*
- 5 *Je vais nager.*
- 6 *Je vais faire les manèges.*
- 7 *Je vais voir mes grands-parents.*

Context

Talking about holiday plans (consolidation).

National criteria

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

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

Language structures and outcomes

Revision: *Je vais* [+ holiday destinations]

Je vais [+ verb/activity]

J'adore ça, etc.

1

Starter activity:
C'est où en France?

5–10 mins

AT1.2–3 O5.1
AT2.2–3 O5.3

Materials

Map of France, Unit 5 Flashcards (Holiday destinations and activities).

Description

Pupils identify the different regions of France (e.g. mountain regions, beaches) and talk about the various activities we can do in these places.

Delivery

- Hold up the holiday destinations picture cards and ask pupils to identify where these places might be found in France.
- Invite pupils to stick the cards on the map.
- Do the same with the activity cards: ask where pupils think they could do these activities.
- NB: there are, of course, multiple possible answers so you may wish to focus mainly on towns/places you have already covered to avoid the discussion becoming too wide!

2

Animated story:
Les vacances (2)

5–10 mins

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

Description

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

Delivery

- Watch the animation again, this time to focus on the opinions expressed by the characters.
- Play through both parts of the animated story for this unit.
- Pause the story after each opinion and ask pupils to repeat what they have just heard, indicating with a 'thumbs up' or a 'thumbs down' gesture whether the opinion is positive or negative.

3

Presentation:
Je vais au bord de la mer et je vais nager

10 mins

AT1.2–3 O5.2
AT2.2–3 O5.3
AT3.2–3

Materials

Unit 5 Flashcards (Holiday destinations and activities).

Description

A teacher-led presentation of holiday plans and opinions.

Delivery

- Display the place flashcards in a row on the board and display the activity cards underneath.
- Select a card from each row and model sentences using *Je vais à* [+ place] and *Je vais* [+ verb], joining them up with *et*, e.g. *Je vais au bord de la mer et je vais nager*. Pupils listen and repeat.
- Continue making sentence pairs until you have used all the cards.

Extension

If pupils are coping well at this stage, you may wish to introduce other places and activities covered in previous units.

Support

Use the text flashcards to give further prompts to less confident pupils.

4

Oracy activity:
Qu'est-ce que tu vas faire en vacances?

5–10 mins

AT1.2–3 O5.1
AT2.2–3 O5.2
O5.3

Materials

Unit 5 Flashcards (Holiday destinations and activities).

Description

A class activity practising compound sentences about holiday plans.

Delivery

- Display the cards on the board. Model the activity with a pupil at the front: ask the pupil *Qu'est-ce que tu vas faire en vacances?* Then ask them to select two cards, then to say where they are going and what they are going to do.
- Repeat a few times with different pupils.
- Hand out a selection of flashcards to each table. Pupils continue the role-play in pairs whilst you move around the class and monitor the activity.



Worksheet 7: *Lisez!* may be used from this point onwards.

Extension

More confident pupils could add an additional sentence to express their opinion about their holiday, e.g. *J'adore ça*, *J'aime ça*, etc.

5

Literacy activity:
Je vais au camping.
J'aime ça

AT3.3 L5.2
AT4.3


10 mins

Description

Look at the pictures and symbols in each character's speech bubble. Read the text options on the screen and drag the words into the correct order to match the symbols.

Delivery

- This activity provides practice in forming longer sentences. Pupils drag the words into the correct order and click on *Done* when they have finished. Their answers will be marked automatically.
- Continue until all six sets of sentences have been completed. Pupils can click on *Start again* for a second attempt if they wish.

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

Extension

Encourage pupils to make their own longer sentences from flashcard prompts, and to use language from previous units.

Support

You could 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 sentence.

6

Plenary activity:
Le jeu des vacances

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

10 mins

Materials

Draughts boards, counters and dice, sets of Unit 5 Flashcards (Holiday destinations and activities).

Description

Board game to give pupils further practice in making sentences about holiday plans.

Delivery

- Give out a set of the above materials to each table/group.
- Each group divides their flashcards into two piles: 'dark' (destinations) and 'light' (activities).
- Move the counters around the board according to the roll of the dice (say the numbers in French). When their counter lands on a square, pupils must say a sentence from the corresponding flashcard pile.
- If they say it correctly, they stay on that square. If it's not correct, they go back to where they were.

Extension

Include places and activities from previous units.

Worksheet 7: *Lisez!*

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

10 mins

Description

This worksheet provides practice in reading longer texts. It may be used at any point after Activity 4.

Answers

Bof: j (seaside) h (swimming) e (boat) b (j'adore)

Polly: i (theme park) f (rollercoaster) c (j'aime)

Gustave: a (mountains) g (skiing) d (je déteste)

Worksheet 8: *Écrivez!*

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

10 mins

Description

This worksheet provides practice in writing about travel plans. It may be used at any point after Activity 5.

Answers

- Je vais à Nice.
- Je vais au bord de la mer et je vais nager.
- Ensuite, je vais à Strasbourg.
- Je vais à la campagne et je vais faire du vélo.
- Ensuite, je vais à Grenoble.
- Je vais à la montagne et je vais faire du ski.
- Ensuite, je vais à Paris.
- Je vais faire les manèges et je vais voir mes grands-parents.

**Intercultural understanding**

- The project on French theme parks gives an opportunity to compare them with theme parks pupils have visited in their own country. Use their internet research to discuss similarities/differences between French theme parks and those in the UK. What sort of rides do they have? What sort of eating places are there? What languages are spoken? What facilities are there for disabled people? What rides are there for younger children?
- Also encourage pupils to download/send for theme park brochures, to encourage them to read some authentic texts and then to use a dictionary to find out some key words.

Project work:
Un parc d'attractions
en France

1-2 hours

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

Description

Pupils find out about theme parks in France and prepare a short presentation.

Materials

Internet access and printer if possible, card and paper to display the pictures and text in the classroom.

Delivery

- In small groups, pupils research a theme park in France, e.g. Parc Astérix, Disneyland Paris, Parc du Futuroscope.
- Ask each group to find out where the park is and what sort of rides/activities there are. How much does it cost? Would they like to go there? Why? Why not?
- Each group compiles a basic display with some key information in French, e.g. location, activities, the group's opinion about the park. Pupils then present the information to the rest of the class.