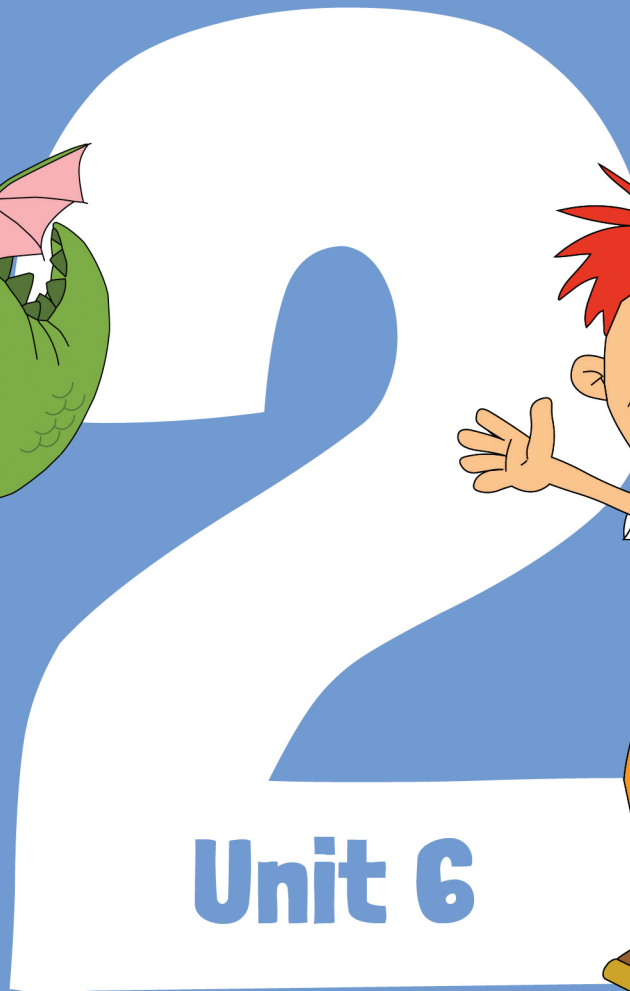


RIGOLO



Unit 6



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
- IU5.2 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 16 Scène de plage
Unit 18 Les planètes

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

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, D
Speaking and interacting with others A, B, C, D
Speaking about experiences, feelings and opinions A, B, C

Speaking

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

Writing

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

Unit objectives

- Name rooms in the house
- Describe rooms in the house
- Say what people do at home
- Say what people do and where

Key language

- Chez moi, il y a une salle de bains/une cuisine/une salle à manger/des WC/un salon/un balcon/un jardin/deux chambres*
- C'est grand/petit/vert/blanc/bleu/jaune/rose/rouge*
C'est petit et rouge
- Qu'est-ce qu'il/elle fait? Il/Elle mange [un sandwich]/regarde la télé/écoute de la musique/lit [un livre]/joue avec l'ordinateur/joue au tennis...*
- Activities as above + *dans le salon/les WC*, etc.

Grammar and skills

- Use *il y a* [+ indefinite article]
- Prepare a short presentation
- Use *c'est* [+ adjective]
- Join sentences with *et*
- Practise new language with a friend
- Use 3rd person verbs
- Manipulate language by changing an element in a sentence
- Use and understand both the definite and indefinite articles
- Make longer sentences

Unit outcomes

Most children will be able to:

- Name places in a home
- Give simple descriptions using *c'est* [+ adjective]
- List some activities using *il* and *elle*

Some children will also be able to:

- Use definite and indefinite articles correctly
- Join sentences with *et*
- Adapt sentences by changing elements
- Make longer sentences

Context

Rooms (places) in the house

National criteria

KS2 Framework: O5.1, O5.2, O5.3, L5.1, L5.3, 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 1–2;

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

Cross-curricular links

ICT (designing ideal house), geography (buildings in town), numeracy

Key vocabulary

une salle de bains, une cuisine, une salle à manger, des WC, un salon, un balcon, un jardin, une chambre, deux/trois/quatre chambres

Language structures and outcomes

Chez moi, il y a...

1

Starter activity:

Un, deux, trois

5 mins

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

Description

A quick revision of low numbers, using a presentation from **Rigolo 1** (Unit 1, Lesson 5).

Delivery

Go through the above activity, or play another quick number game to refresh pupils' memory of low numbers.

**Intercultural understanding**

- Use the videos in this unit to look at similarities and differences between homes in France and in the UK. Ask pupils to look at the details of the rooms in the video and the accommodation features, and to note anything that looks different. Point out that many families live in flats in France whereas relatively few families do so in the UK. Encourage pupils to look at details of windows, doors, furniture, décor, colours, etc.
- The project at the end of the unit offers pupils the opportunity to do further research on the internet about French homes and to present their findings. If you have any French contacts, ask them to send you pictures and magazine pages showing houses, flats and rooms in the house so that you can use them throughout the unit.

2

Video story:

Venez chez moi (1)

10 mins

AT1.2–3 O5.2
AT3.2–3 O5.3
L5.1
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

Explain that the context is going to be rooms in the house, and that pupils will have a guided tour of Thomas's home. Ask pupils to listen and see how many different rooms are mentioned. Can they pick out any French words for the rooms? Ask them to look at the rooms in this French home and note anything which interests them.

Support

- Remind pupils not to worry about understanding everything that is said in the video at this stage, and

that 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.

3

Presentation:

Qu'est-ce qu'il y a?

10 mins

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

Description

Click on the windows to hear the words for the different places in the château, with *il y a*. 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 the presentation of each room and repeats.
- Continue for all eight places and repeat if further practice is required.

Support

Use Unit 6 Flashcards (Rooms/places in the home) for further practice of the rooms.

4

Oracy activity:

Il y a un salon

5–10 mins

AT1.1–2 O5.3
AT2.1–2

Materials

Possibly Unit 6 Flashcards (Rooms/places in the home).

Description

Click on the audio icons to hear a place/places in the home. Link the audio clips to the correct pictures.

Delivery

- We hear a place/places in the château being introduced, and the pupil links the audio icon to the relevant picture.
- Once pupils have linked all three audio icons on Screen 1 to the relevant pictures, click on *Done*. The answers will be marked automatically.
- Click on *Next* to go on to the next set of questions.
- Continue for all six audio clips 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 point to the correct picture.

Support

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

5 Literacy activity:
Un salon ou une salle
à manger?

5–10 mins

AT1.1–2 O5.1
AT3.1–2 L5.1

Materials

Unit 6 Flashcards (Rooms/places in the home).

Description


Pupils play a game matching words to pictures flashcards.

Delivery

- Display the places flashcards on the board: captions on one side and pictures on the other.
- Call out one of the places, holding the relevant card, and ask a pupil to come to the board and select the corresponding word card.
- Repeat for all eight places.
- 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.

Extension

More confident pupils could play this game in small groups: give out to each group/table a set of small symbols representing each room, with separate captions. On your signal, groups race to be the first to match up the set of words and pictures.

 Worksheets 1: *Lisez!* and 2: *Écrivez!* may be used from this point onwards.

6 Plenary activity:
Les maisons en France
et en Grande-Bretagne

5–10 mins

AT1.2–3 O5.3
AT3.2–3 L5.1
IU5.2
IU5.3

Materials

Possibly Unit 6 Flashcards (Rooms/places in the home).

Description

Discussion of differences and similarities between homes in France and the UK.

Delivery

- Show Part 1 of the *Venez chez moi* video again (see Activity 2 above), but this time concentrate on differences between the home they see in France and what they might see in the UK.
- Before showing the video again, ask pupils how many live in a house and how many in a flat. Explain that most French people living in towns (not just major cities) live in flats.
- Play the video, pausing several times to enable pupils to comment on any differences they notice. Possible differences could include the entrance to the flats, the flooring, the décor, the windows, separate toilet, style and size of kitchen.
- Re-play the whole video without stopping for pupils to enjoy.



Worksheet 1: *Lisez!*

AT3.2 L5.1

5–10 mins

Description

This provides further reading practice of places in the home. It may be used at any point after Activity 5.

Answers

- 1 b 2 c 3 a
- 2 Plan can be set out in various different ways but must show: living room, kitchen, dining room, two bathrooms, four bedrooms, two balconies and a garage.



Worksheet 2: *Écrivez!*

AT4.1–2 L5.3

10 mins

Description

This provides further writing practice of places in the home. It may be used at any point after Activity 5.

Delivery

If time allows, invite pupils to make a short oral presentation of the home they have drawn in Activity 2.

Context

Descriptions of rooms (colour and size)

National criteria

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

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

Language ladder levels:

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

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

Cross-curricular links

Geography

Key vocabulary

C'est grand/petit/vert/blanc/bleu/jaune/rose/rouge

C'est petit et rouge

Language structures and outcomes

C'est [+ adjective]. Use of *et*

1

Starter activity:
C'est quelle couleur?

5 mins

AT1.1–2 O5.1
AT2.1–2 O5.3

3

Presentation:
C'est comment?

5–10 mins

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

Materials

Rigolo 1 Unit 2 Flashcards (Colours).

Description

Quick oral revision of colour adjectives using **Rigolo 1** flashcards.

Delivery

- Hold up the flashcards and elicit the colours.
- Ask pupils to come to the front and say to each one, e.g. *Trouve-moi quelque chose de la couleur [bleu]*. Pupils then point to something in the classroom of that colour.

2

Video story:
Venez chez moi (1)

5–10 mins

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

Materials

Unit 6 Flashcards (Rooms/places in the home), **Rigolo 1** Unit 2 Flashcards (Colours) and Unit 4 Flashcards (*grand/petit*).

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

- Re-play the video presenting the places in the home, this time to focus on the room descriptions.
- Using the flashcards (see above), quickly revise the places in the home.
- Stick all the flashcards on the board: the rooms on one side, the adjectives on the other.
- Play the video through until just after the first room description. Pause it and ask a pupil to come to the board to draw a line between that room and any adjectives used to describe it.
- Continue for all the rooms.
- Play the video through one more time, without pausing.

Materials

Flashcards (see Activity 2 above) for support activity.

Description

Click on the photos to hear a description of each room. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- This presents simple descriptions with *c'est* (avoiding agreement of adjectives). Draw attention to *et* and its meaning.
- We hear M. Chanson describing the room. Mme Chanson then repeats his description and adds an additional description.
- Pupils repeat both descriptions.
- Continue for all six rooms and repeat if further practice is required.

Extension

Encourage pupils to join sentences with *et* in future lessons.

Support

In order to check and reinforce comprehension, ask pupils to hold up the relevant flashcards after each room description.

4

Oracy activity:
C'est grand et vert

10 mins

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

Materials

Unit 6 Flashcards (Rooms/places in home), magazine pictures of rooms in the home for the extension activity.

Description


Pupils use the target language to describe the places depicted on the flashcards.

Delivery

- Model the activity by holding up a card and describing the picture, e.g. *C'est grand/petit. C'est [rose]*.
- Hand out a set of magazine pictures of rooms to each group. The pictures are placed face down in the middle. Pupils take turns to turn over a card and describe that room.

Extension

- Ask more confident pupils to make up longer descriptions, e.g. *Il y a un salon. C'est grand et jaune.*

 Worksheet 3: *Parlez!* may be used from this point onwards.

5

Literacy activity:
C'est petit et jaune

10 mins

AT3.2 L5.2
AT4.2

Description


Look at the picture of the room and the symbols indicating size and colour. Select the appropriate words and drag and drop them into the correct order to form a sentence describing the room.

Delivery

- This activity gives pupils practice in forming sentences with two adjectives using *et*.
- Pupils choose and drag the words into the correct order to make a sentence which describes the room.
- Click on *Done* to see if the sentence is correct.
- The answer is marked automatically.
- If pupils wish to try again, they can click on *Start again*.
- Continue until all six rooms have been covered, and repeat if necessary.

Support

If pupils are not confident about sentence-building, 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 4: *Grammaire* may be used from this point onwards.

6

Plenary activity:
C'est petit et bleu

5–10 mins

AT1.2 O5.1
AT2.1–2 O5.3

Materials

Unit 6 Flashcards (Rooms/places in the home), additional pictures of rooms in the home for the Extension activity.

Description

Pupils identify the room being described by the teacher.

Delivery

- Divide the class into two teams. Display the flashcards on the board.
- Call out a description of one of the rooms, e.g. *C'est petit et jaune*.
- The first team to shout out the correct room in French wins a point.
- Continue for all the rooms.

Extension

If you have additional large pictures of rooms in the home, display these on the board to make the game more challenging for confident groups.

Support

Invite a representative from each team to stand by the board (choose different pupils for each 'round'). The first pupil to touch the correct picture wins a point for their team.

Worksheet 3: *Parlez!*

10 mins

AT1.2–3 O5.1
AT2.2–3 O5.2
O5.3

Description

This worksheet provides further speaking practice in giving descriptions of rooms. It may be used at any point after Activity 4.

Delivery

This is an information gap activity, in pairs: hand out sheet A to half the class and sheet B to the other half. Pupils must not show their sheet to their partner!

Answers

pink and green bedroom	small yellow dining room	blue and green living room
blue and yellow bathroom	large red bedroom	pink and white kitchen

Language learning strategies**Practise new language with a friend or someone out of the classroom**

- Use Activities 2 and 3 from Worksheet 4: *Grammaire* to encourage pupils to practise their new language with a friend. Before they give their presentation in Activity 3 to the rest of the class, encourage them to practise it with their partner or someone at home. They should ask the person listening how it comes across and ask for constructive criticism, e.g. *Is my speech clear? Can you hear every word? Is my accent good? Do I speak with expression?*
- Encourage pupils to take their French out of the classroom whenever they can, e.g. adapting/performing a song for someone, practising a conversation for homework, asking a parent to listen to a presentation. It will help pupils learn the language and remember the words and phrases.

Worksheet 4: *Grammaire*

10–15 mins

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

Description

This worksheet provides further writing practice in giving descriptions of rooms. It may be used at any point after Activity 5.

Context

Saying what people do at home

National criteria

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

Language structures and outcomes

Qu'est-ce qu'il/elle fait? Il/Elle mange [un sandwich]/regarde la télé/écoute de la musique/lit [un livre]/joue avec l'ordinateur/joue au tennis

1 Starter activity:
Je regarde la télé
5–10 mins

AT1.2
AT2.2 O5.1

Materials

Rigolo 1 Unit 8 Flashcards (Leisure activities) and Unit 11 Flashcards (Party activities).

Description

Quick revision of verbs covered in **Rigolo 1** using flashcards.

Delivery

- Hold up the flashcards one by one to elicit the various verbs.
- Remind pupils about the difference between *je danse* and *on danse*; make sure they understand the pronouns *je* ('I') and *on* ('we').
- Stick the cards on the board. Divide the class into two teams and invite two pupils (one from each team) to the front. Call out an action; pupils race to be the first to touch the correct card. Continue with different pupils until you have covered all the verbs on the cards.

2 Video story:
Venez chez moi (2)
10 mins

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

Materials

Unit 6 Flashcards (Activities in the home).

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

- Watch the second part of the video story, which presents the various activities taking place in different parts of the home.
- Ask pupils to watch the video and to note which activities are mentioned.
- Play the video through and elicit pupils' answers.
- Ask pupils to look out for any similarities they notice between French homes and British ones.

Support

- Pause the video during the first viewing after each action is mentioned. Ask pupils to identify the relevant flashcard on the board and circle it.

3 Presentation:
Qu'est-ce qu'il fait?
10 mins

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

Materials

Unit 6 Flashcards (Activities in the home) for Extension and Support activities.

Description

Click on a character to hear what they are doing. 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 what the characters are doing using the *il/elle* (3rd person) form.
- The whole class repeats each answer, copying the gestures where appropriate.
- Draw pupils' attention to the meaning and distinct pronunciation of the pronouns *il* ('he') and *elle* ('she').
- Continue for all six 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 they hear what the characters are doing, they hold up the appropriate flashcards.
- Encourage early application of the patterns in these verb structures so pupils can produce alternative sentences e.g. *Il mange une pizza*.

Support

Stick all the relevant verb 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.

4 Oracy activity:
Il regarde la télé
10 mins

AT1.2
AT2.2–3 O5.1

Materials

Unit 6 Flashcards (Activities in the home) for Support activity.

Description

Click on the first audio icon, and look at the picture. Listen to the question and say the answer out loud. Then check your answer by clicking on the second audio icon.

Delivery

- Pupils say out loud what each character is doing e.g. *Il lit...* *Il lit un livre*. Click on the second audio icon to compare the answer. Focus pupils on accurate pronunciation of the answers and correct usage of *il* and *elle*.
- Repeat for all six characters and repeat if required.
- By dividing the class into two groups you could make this into a team game, awarding a point for each correct answer.

Support

If further reinforcement is required, ask pupils to come and hold up the relevant flashcards after each dialogue and ask the whole class to repeat both sentences each time.

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

R Knowledge about language

Manipulate language by changing an element in a sentence

- It is important, even at primary level, that pupils do not learn the language as static phrases. They need to realise that language is flexible and they can use patterns and change elements within a sentence to say different things. In this way, they can take more control of their language learning by working out how to say things rather than simply learning set phrases.
- Once they understand the structure, they can re-use known language in different situations: the verb phrases in this lesson are particularly useful in this respect. In Activity 5 (see below) pupils are encouraged to change just one element: the pronoun, the verb or the noun. Do a few examples on the board to demonstrate this, e.g. *Elle lit un livre* could change to *Il lit un livre*, *Elle lit un magazine* or *Elle lit une lettre*, etc.

5 Literacy activity:
Il regarde un DVD
10 mins

AT3.3 L5.2
AT4.3 L5.3

Materials

Unit 6 Flashcards (Activities in the home – pictures and text).

Description

Pupils use key structures to create new sentences.

Delivery


- Display the flashcard captions on the board. Focus on one sentence, e.g. *Elle mange un sandwich*. Illustrate how you can change an element to mean something very different without changing the pattern, e.g. *Il mange une pizza*.
- Encourage pupils to make further suggestions. Accept even bizarre sentences as long as they are correct, e.g. *Il mange un ordinateur*.
- You could make this into a team game: allow up to five minutes for teams to create as many new sentences as possible using the models on the board, and any words covered in this and other lessons. Check through the answers at the end: the team with the most correct sentences wins.

Extension

Encourage pupils to write up 10 sentences of their own.

Support

Provide some alternative words on the board for pupils.

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

6 Plenary activity:
Les charades
5 mins

AT2.2 O5.1
AT3.2 L5.1

Materials

Unit 6 Flashcards (Activities in the home).

Description

A game of charades to revise the verbs and pronouns covered in this lesson.

Delivery

- Ask for a volunteer to come to the front. Show them a flashcard depicting an activity that they must mime.
- The rest of the class must correctly describe what the pupil is doing, including using the correct pronoun.
- When the correct answer has been called out, another volunteer comes to the front to mime the next action. Continue for all five activities.

 Worksheet 5: *Grammaire*
10 mins

AT4.2-3 L5.2
L5.3

Description

This worksheet provides further practice in 3rd person verbs. It may be used at any point after Activity 4.

Answers

- | | |
|------------------------------|---------------------------|
| 1 1 Qu'est-ce qu'il fait? | 4 Qu'est-ce qu'elle fait? |
| 2 Qu'est-ce qu'elle fait? | 5 Qu'est-ce qu'il fait? |
| 3 Qu'est-ce qu'il fait? | 6 Qu'est-ce qu'elle fait? |
| 2 1 Il regarde la télé. | |
| 2 Elle lit un livre. | |
| 3 Il joue avec l'ordinateur. | |
| 4 Elle mange une pizza. | |
| 5 Il écoute de la musique. | |
| 6 Elle mange un sandwich. | |

 Worksheet 6: *Lisez!*
10 mins

AT3.2-3 L5.1

Description

This worksheet provides further practice in 3rd person verbs. It may be used at any point after Activity 5.

Delivery

Pupils read sentences, including some unknown words, and match them to the correct pictures. This provides good practice in working out the meaning of some unknown words from the context and visual clues.

Answers

- | | | | | |
|--------------------------|------------------------------|----|----|-----|
| 1 1h | 3i | 5b | 7a | 9f |
| 2j | 4g | 6d | 8c | 10e |
| 2 1 un magazine | 5 (un père Noël en) chocolat | | | |
| 2 un concert | 6 un œuf de Pâques | | | |
| 3 avec | 7 un ballon | | | |
| 4 un journal | | | | |
| 3 Pictures need to show: | | | | |
| 1 female eating an apple | 3 female playing with Jake | | | |
| 2 male listening to a CD | 4 male looking at Bof | | | |

Context

Saying what people do and where

National criteria

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

ICT (construct model or plan of ideal dwelling), geography, design, literacy, music

Language structures and outcomes

Qu'est-ce qu'il/elle fait? Il/Elle mange [un sandwich]/regarde la télé/écoute de la musique/lit [un livre]/joue avec l'ordinateur/joue au tennis...

... dans [le salon]

R Knowledge about language**Apply knowledge of rules when building sentences**

- This lesson is a good place to establish the relationship between and revise the meaning of *le/la/les* and *un/une/des* (see Activity 1 below for details).
- Many pupils need to be reminded of the meaning and usage of these words. Draw up a table (see below) on the board and colour-code according to masculine and feminine articles.
- Make a version of the table to display on the wall as a reference and reminder. By this stage you would like pupils to be able to start manipulating language, so if they have learned, e.g. **une** cuisine, they can say, *Je mange une pizza dans la cuisine.*

	masculine	feminine	plural
'the'	<i>le (or l')</i>	<i>la (or l')</i>	<i>les</i>
'a' or 'some'	<i>un</i>	<i>une</i>	<i>des</i>

- 1** Starter activity:
Un salon – le salon
5–10 mins

AT1.2
AT2.2
O5.1

Materials

Unit 6 Flashcards (Rooms/places in the home).

Description

Pupils learn the connection between *un* and *le*, and *une* and *la*.

Delivery

- Hold up a flashcard and ask *Qu'est-ce que c'est?* to elicit, e.g. *C'est un salon.* Continue in the same way with all the cards.
- Go back to the first card and say, e.g. *C'est un salon. Je regarde la télé dans le salon.*
- Write up the sentence on the board and circle *un* and *le*.
- Do another example with, e.g. *la cuisine* to illustrate the feminine equivalent.
- Ask pupils to tell you what rules/patterns they can see, and check that they understand which one means 'a' and which means 'the'.

- 2** Video story:
Venez chez moi (2)
5–10 mins

AT1.3
AT3.3
O5.3
L5.1
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

- Re-play the video, this time to focus on the use of articles in the dialogue.
- Ask pupils to watch the video and listen out in particular for which words have *un/le* and which have *une/la*.
- Write answers on the board and play the story through one more time for pupils to double-check their answers.

Extension

Ask more confident pupils to include sentences about what each character is doing and where.

Support

- Write the key nouns (without articles) on the board before viewing so that pupils can concentrate on listening for the articles.

- 3** Presentation:
Dans le salon
10–15 mins

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

Materials

Possibly Unit 6 Flashcards (Rooms/places in the home and Activities in the home) for the Support and Extension activities.

Description

Click on the windows to hear what the characters are doing and where. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- The aim of this lesson is to adapt known language in order to produce and understand longer sentences.
- We hear what each character is doing and where they are. Pupils listen and repeat, copying any gestures to reinforce the language.
- Continue for all six places and repeat if necessary.

Extension

Use the flashcards to practise putting together different combinations of rooms and activities.

Support

Break the longer sentences into two halves if necessary and give further practice with the flashcards.

4

Literacy activity:
Qu'est-ce qu'elle fait, Polly?

AT3.2-3 L5.2

10 mins

Materials

For pre-activity, character flashcards from **Rigolo 1** (Unit 1: Polly, Jake, Bof, Nathalie, Didier, M. Mills, Mme Moulin; Unit 4: Mme Chanson; Unit 7: Olivier, Nathalie, Marine, Bernard; Unit 8: M. Mills; Unit 11: Mme Mills) and **Rigolo 2** (Unit 1: Gustave); plus Unit 6 Flashcards (Rooms/places in the home and Activities in the home).

Description


Read the sentence and look at the symbol answer options below. Select the correct set of symbols to match the sentence.

Delivery

- As a pre-activity, use the flashcards and the presentation screen to practise activities + locations. Ask, e.g. *Qu'est-ce qu'elle fait, Polly?* Build up to the full answer: *Elle regarde... un DVD... dans le salon.*
- Pupils select the set of symbols that matches the sentence, and click on *Done*.
- Their answer will be marked automatically.
- Continue for all six sentences.

Extension

After doing the interactive activity, more confident pupils could make their own sentences and the rest of the class suggests symbols from the board to match them.

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

5

Song:
Qu'est-ce qu'il fait, Jake?

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

10–15 mins (to include worksheet)

Description

Watch and listen to the animated karaoke song practising activities and places. 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 'Polly' and 'Jake' on the board and display Unit 6 Flashcards (Rooms/places in the house) underneath. Ask pupils to listen to/watch the song and to note which character is where.
- Play the song through without stopping (in *Sing* mode) and go through the answers. Remove the surplus flashcards from the board. Ask if pupils can remember what Jake and Polly were doing in each room.
- Go through the song line by line in *Practice* mode, checking comprehension and adding actions where appropriate.
- Go through the song again in *Sing* mode; this time, each group sings the verses sung by 'their' character.
- Encourage pupils to memorise the song and to practise and perform it, either for another teacher or for other classes in assembly time.

Extension

- More confident pupils could invent another verse, following the pattern of the previous verses, and perform it for the rest of the class.
- You could also provide a gapped version of the text or a version where the lines are in the wrong order. Cut out the lines on individual pieces of paper, then pupils re-order them correctly as they listen.

Support

- Stick the relevant activities and rooms flashcards, in chronological order, on the board as you go through the song in *Practice* mode, to provide additional support if required.

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

6

Plenary activity:
Qu'est-ce qu'elle fait?

AT3.3 L5.2
AT4.3 L5.3

5–10 mins

Materials

Unit 6 Flashcards (Rooms/places in the home and Activities in the home).

Description

A mime game using flashcards as prompts.

Delivery

- Divide the flashcards into two piles: places and activities. Turn the activity cards face down.
- Ask a volunteer to come to the front and select a place card, which they stick on the board. The pupil then takes an activity card without showing it to anyone, and must mime that activity to the class.
- The first pupil to say the correct compound sentence, e.g. *Elle joue avec l'ordinateur dans les WC*, has the next turn, and so on.

Extension

Encourage more confident classes to include other activities that have been covered in this unit, not just those on the flashcards.

Worksheet 7: *Parlez!*

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

10 mins

Description

This provides further speaking practice in the language of the unit. It may be used at any point after Activity 4.

Delivery

- If you are going to play the pairs game, you may wish to stick the worksheet on to card first. Allow a few minutes for them to cut up the cards and match the captions to the pictures. Go through the answers together.

Worksheet 8: *Écrivez!*

AT4.2-3 L5.2
L5.3

10 mins

Description

This provides further practice in building compound sentences. It may be used at any point after Activity 5.

Answers

- 1 Elle mange un sandwich dans la chambre.
- 2 Il joue avec l'ordinateur dans le salon.
- 3 Elle lit un magazine dans le jardin.

Project work: Chez moi

1–2 hours

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

Description

Pupils plan and construct a model/layout of their ideal house, or research French homes and make comparisons with homes in Britain.

Materials

Internet access and printer if possible, French and British homes and interiors magazines, card and paper for the displays.

Delivery

- Divide the class into small groups. If feasible, give pupils a choice of projects. Otherwise, choose the best project for the whole class and go through it with them.
- Pupils can research French homes on the internet and download pictures to include in the display or presentation.
- Encourage them to compare British and French homes and show the differences in a display.
- In their display, pupils label the places around the home they have learned in this unit.
- Each group delivers a short presentation on their findings.

Sound/spelling activity: Les sons 'ou' et 'u'

10 mins

AT1.1
AT2.1
AT3.1

Description

Practice mode: Listen and practise pronouncing the *ou* sound and the *u* sound on their own and then in words that have been covered in **Rigolo** so far.

Activity mode: Listen to the words as they are read out. If they contain the *ou* sound, select the red button, and if they contain the *u* sound, select the green button.

Delivery

- This sound/spelling activity focuses specifically on the *ou* and *u* sounds.
- There are two parts to the activity: the first (*Practice*) allows pupils to familiarise themselves with the two sounds and to compare their pronunciation with the Virtual Teacher model. The second part (*Activity*) is an exercise in which pupils have to listen out for the sounds within a list of French words that they have encountered so far in **Rigolo**.
- 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 the *ou* sound, first on its own and then as part of several words that have been met in **Rigolo**. For each of these, get the class to repeat the words chorally several times, checking the model each time using the play button. Then follow suit with the *u* sound, for which you will hear the sound on its own and then with other nouns covered in **Rigolo**.
- Once you have finished this part, go to the *Activity* on pages 4–5 of the eBook, to test pupils' recognition of

both sounds. Click on the play button on each screen. Pupils will hear 12 words read out. For each word they must work out whether they can hear the *ou* sound or the *u* sound. They'll have to listen carefully and select the right button! Click on the play button again to hear the word again.

- Pupils score a point when they correctly identify the sound within the word.
- Repeat the activity if pupils need further practice.

Assessment for Units 5–6

Écoutez!

Play each audio 2–3 times, or more if necessary. Pause during each activity as required.

Total marks for listening: 20.

Activity 1

(AT1.1–2; O5.3)

Mark out of 5.

Answers

2 f 3 d 4 c 5 b 6 e

Activity 2

(AT1.2; O5.3)

Mark out of 5.

Answers

b blanc c grand d jaune e rose f petit

TRANSCRIPT

- 1 Il y a une salle à manger. C'est bleu.
- 2 Il y a une salle de bains. C'est petit.
- 3 Il y a une cuisine. C'est jaune.
- 4 Il y a un jardin. C'est grand.
- 5 Il y a un salon. C'est blanc.
- 6 Il y a une chambre. C'est rose.

Activity 3

(AT1.2–3; O5.3)

Mark out of 10.

Answers

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

TRANSCRIPT

- 1 – Où vas-tu en vacances?
– Je vais à la montagne.
– Et qu'est-ce que tu vas faire?
– Je vais faire du ski.
- 2 – Où vas-tu en vacances?
– Je vais au camping.
– Et qu'est-ce que tu vas faire?
– Je vais faire du sport.
- 3 – Où vas-tu en vacances?
– Je vais au bord de la mer.
– Et qu'est-ce que tu vas faire?
– Je vais nager.
- 4 – Où vas-tu en vacances?
– Je vais voir mes grands-parents.
– Et qu'est-ce que tu vas faire?
– Je vais faire du bateau.
- 5 – Où vas-tu en vacances?
– Je vais à la campagne.
– Et qu'est-ce que tu vas faire?
– Je vais faire du vélo.

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 (AT2.2–3; O5.1, O5.2)
Mark out of 5 (one per sentence).

Answers

(any 5 – pupils add own adjectives)

Il y a une cuisine. C'est...

Il y a trois chambres. C'est...

Il y a une salle de bains. C'est...

Il y a des WC. C'est...

Il y a une salle à manger. C'est...

Il y a un jardin. C'est...

Il y a un balcon. C'est...

Il y a un garage. C'est...

Activity 2 (AT2.3; O5.1, O5.2)
Mark out of 5 (two for the first two answers and one for the third).

Answers

(sample)

A: Où vas-tu en vacances?

B: Je vais à la montagne/au bord de la mer.

A: Et qu'est-ce que tu vas faire?

B: Je vais faire du vélo/nager.

A: Tu aimes ça?

B: Oui, j'aime ça/Non, je n'aime pas ça/Non, je déteste ça.

Lisez!

Total marks for reading: 20.

Activity 1 (AT3.2; L5.1)
Mark out of 10 (one for each true/false answer and one for saying whether each is a girl or a boy).

Answers

a X (G) **b** ✓ (G) **c** X (B) **d** X (B) **e** ✓ (G)

Activity 2 (AT3.2–3; L5.1, O5.2)
Mark out of 10.

Answers

1 Luc	6 Rachid
2 Sarah	7 Luc
3 Rachid	8 Rachid
4 Sarah	9 Sarah
5 Luc	10 Rachid

Écrivez!

Total marks for writing: 20.

Activity 1 (AT4.2; L5.2, L5.3)
Mark out of 10 (two per sentence).

Answers

b Il lit un livre.

c Elle écoute de la musique.

d Elle regarde la télé.

e Il joue au tennis.

f Il mange un sandwich.

Activity 2 (AT4.2–3; L5.2, L5.3, O5.2)
Mark out of 10 (three per note and one for general accuracy).

Answers

a Je vais faire du vélo. Je n'aime pas ça.

b Je vais faire du ski. J'adore ça.

c Je vais voir mes grands-parents. J'aime ça.