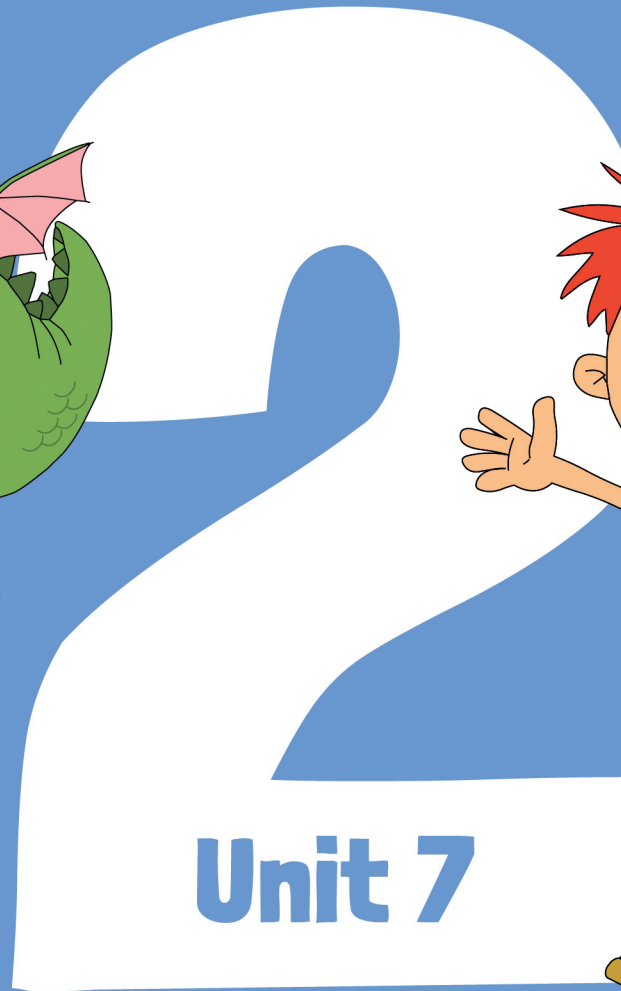


RIGOLO



Teacher's Notes

Amanda Collins
Assessment sections: Julie Green

National criteria

KS2 Framework objectives

- O6.1 Understand the main points and simple opinions in a spoken story, song or passage
- O6.2 Perform to an audience
- O6.3 Understand longer and more complex phrases or sentences
- O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories
- L6.1 Read and understand the main points and some detail from a short written passage
- L6.2 Identify different text types and read short, authentic texts for enjoyment or information
- L6.3 Match sound to sentences and paragraphs
- L6.4 Write sentences on a range of topics using a model
- IU6.1 Compare attitudes towards aspects of everyday life
- IU6.2 Recognise and understand some of the differences between people

QCA Scheme of Work

- Unit 16 Scène de plage
- Unit 20 Notre monde
- Unit 22 Ici et là

National Curriculum attainment levels

AT1.2–4, AT2.2–4, AT3.2–4, AT4.2–4

Language ladder levels

- Listening:* Breakthrough, Grades 2–4
- Reading:* Breakthrough, Grades 2–4
- Speaking:* Breakthrough, Grades 2–4
- Writing:* Breakthrough, Grades 2–4

5–14 guideline strands

Levels A–D

Listening

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

Reading

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

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

Writing

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

Unit objectives

- Ask and talk about regular activities
- Say what you don't do
- Ask and say what other people do
- Talk about what you like/dislike doing

Key language

- *Qu'est-ce que tu fais [le mercredi/le samedi]? Le lundi... j'écoute de la musique, je joue [au basket], je mange [du gâteau], je regarde [la télé], je bois [du chocolat chaud], je fais du vélo, je fais du roller*
Tu fais... ? joues... ? regardes... ?
- *Je n'écoute pas... Je ne regarde pas... Je ne joue pas ...*
Je ne bois pas de... Je ne mange pas de... Je ne fais pas de... (+ activités from Lesson 1 + negatives)
- *Qu'est-ce qu'il/elle fait le week-end? ... le lundi matin/ après-midi/soir? Le lundi matin, il/elle... fait [du sport/ du vélo], écoute [la radio/des CD], mange [un sandwich], boit [du jus d'orange], regarde [la télé], joue [au tennis/ au foot]*
- *Est-ce que tu aimes faire/écouter/jouer/regarder... ?*
J'aime, Je n'aime pas, J'adore, Je déteste... faire du vélo, écouter des CD/la radio, regarder la télé, jouer au football/tennis, faire du sport

Grammar and skills

- Use several verbs in 1st person
- Use negatives
- Use verbs in 3rd person
- Using *j'aime/je n'aime pas*, etc. with an infinitive
- Recognise patterns in French
- Build longer sentences
- Adapt sentences to say different things
- Listen for clues
- Plan and prepare a task and evaluate others

Unit outcomes

Most children will be able to:

- Say what they do using the 1st person
- Say what they don't do using set phrases
- Say what other people do using *il/elle*
- Say what they like/dislike doing

Some children will also be able to:

- Adapt language to say different things
- Build longer sentences
- Apply negatives to most phrases
- Use verbs with different pronouns

Context

Asking and talking about regular activities

National criteria

KS2 Framework: O6.1, O6.3, O6.4, L6.1, L6.4, IU6.1, IU6.2

Attainment levels: AT1.2–4, AT2.2–4, AT3.2–4, AT4.3

Language ladder levels:

Listening: Grades 2–4; Speaking: Grades 2–4;

Reading: Grades 2–4; Writing: Grade 3

Key vocabulary

Days of the week (revised)

Language structures and outcomes

Qu'est-ce que tu fais (le mercredi/le samedi)? Le lundi... j'écoute de la musique, je joue (au basket), je mange (du gâteau), je regarde (la télé), je bois (du chocolat chaud), je fais du vélo, je fais du roller Tu fais... ? joues... ? regardes... ?

R Knowledge about language**Recognising patterns; using knowledge of words, text and structure to build simple spoken and written passages**

- The aim of this unit is to revise various language and structures met so far in **Rigolo** and to extend and build on them. The revised language includes days of the week; using verbs in the 1st person; negatives; using verbs in the 3rd person. Throughout the unit, encourage your pupils to build on the structures they are learning in order to say new sentences e.g. *Je mange un gâteau* can easily be adapted to say what other things they eat using previously learned vocabulary e.g. *Je mange une glace/je mange un sandwich*, etc.
- Also encourage pupils to recognise patterns throughout the unit, e.g. verbs in the *je* form and *il/elle* forms have an 'e' ending whereas verbs in the *tu* form have an 'es' ending.

1 Starter activity:
Les jours et les activités
5–10 mins

AT1.2 O6.3
AT2.2

Materials

Flashcards depicting activities (**Rigolo 1**, Units 8 & 11; **Rigolo 2**, Unit 6); French calendar and/or days of the week flashcards, if possible.

Description

A quick revision of days and activities.

Delivery

- Say and write which day it is. Quickly revise the days of the week if necessary.
- Model a couple of sentences combining activities with days, using the flashcards as prompts, e.g. *Le samedi, je joue au football*.
- Use flashcards to revise quickly/reactivate the verbs *regarder, écouter, jouer, manger, boire*, with as many complements to these words as the pupils can think of. You could write them on the board as they brainstorm them (so far pupils have used verbs with *je/il/elle/on*).

2 Animated story:
Le samedi soir (1)
10 mins

AT1.3–4 O6.1
AT3.3–4 O6.3
IU6.1 L6.1
L6.3

Materials

Unit 7 Flashcards (Activities with *je*).

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 on the board and ask pupils to note which activities are mentioned in the animation.
- Freeze the opening screen showing Polly and Mme Chanson on the telephone. Ask pupils to predict what they are discussing.
- Play the story through, so that pupils can check if any predictions were correct and can confirm which of the flashcard activities were mentioned. Accept answers in English and French at this stage as pupils will focus on the activity language during this lesson.
- Summarise the story and key words together, then replay the animation through one more time.

Support

- Pause the animation each time an activity is mentioned and point to the relevant flashcard during the first viewing.

3 Presentation:
Qu'est-ce que tu fais le lundi?
5–10 mins

AT1.2 O6.3
AT2.2
AT3.2

Materials

Unit 7 Flashcards (Activities with *je*).

Description

Click on the frames to hear characters talk about what activities they do on particular days of the week. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- Most of these structures have been covered in previous **Rigolo** units so pupils may be familiar with them.
- We first hear the question, *Qu'est-ce que tu fais le [lundi]*, then see a character doing an activity and hear their reply to the question.
- The whole class listens to the dialogue and repeats.
- Continue for all seven days and repeat if further practice is required.

- You may wish to point out that French speakers say *le lundi* (singular) as opposed to 'on Mondays' (plural) in English.

Extension

- Encourage more confident pupils to extend their sentences where possible, e.g. using the verbs with different sentence endings (*je regarde [un match]*, etc.).
- Encourage pupils also to combine as many verbs and nouns as possible, e.g. *Il [mange] [une pizza]*.

Support

Use Unit 7 Flashcards for further oral practice of the structures.

4

Oracy activity:
Le lundi, je joue au basket
5–10 mins

AT1.2–3 O6.4
AT2.2–3

Materials

Unit 7 Flashcards (Activities with *je*) for support activities.

Description

Click on the *Question* audio icon. Look at the pictures of three different activities on different days. Listen to the question, say the correct answer out loud and identify which picture corresponds to that answer. Listen to check.

Delivery

- We hear Bof asking *Qu'est-ce que tu fais [le mardi]*? and see three activities taking place. Pupils listen carefully to pick out the day of the week in Bof's question.
- Pupils look and find the picture with the correct day of the week, as in Bof's question. They say the correct answer aloud and then click on the audio icon next to the correct picture. Select that answer and click on *Done*. The pupils' answer will be marked automatically. If correct, click on the *Réponse* audio icon to hear the character give their answer, then click on *Next* to move on to the next question. If incorrect, click on *Start again* for a second attempt. Remember to encourage pupils to give full answers, e.g. *Le mardi, je regarde la télé*.
- Continue for all six questions and repeat if further practice is needed.

Support

- Encourage less confident pupils to listen to the audio clips as many times as necessary.
- You could also invite three pupils to the front: one selects the relevant 'day' flashcard, another the relevant 'activity' flashcard, and a third pupil says the answer aloud and selects the correct picture.



Worksheet 1: *Lisez!* can be used from this point onwards.

5

Literacy activity:
Le mercredi, je fais du vélo
5–10 mins

AT3.2–3 L6.4

Materials

Unit 7 Flashcards; blank card for making own flashcards with days of the week listed.

Description

Pupils use flashcard prompts to make sentences about activities they do on certain days.

Delivery

In advance, write the following table on the board:

Le	lundi mardi mercredi jeudi vendredi samedi dimanche	je regarde j'écoute je joue je fais je mange je bois	la télé. mes DVD. la radio. mes CD. au football. au basket. au tennis. du sport. du vélo. une pizza. du gâteau. un sandwich. de la limonade. du chocolat chaud. du jus de pomme.
----	---	---	--

- Ask three volunteers to make up a sentence, each pupil selecting the beginning/middle/end from the choices on the board. Do a quick poll by asking pupils to raise their hands if that sentence is true for them.
- Continue until all pupils have participated in sentence-building. Remember to highlight the flexibility of the language – it is possible to say many different things by combining a relatively small selection of phrases in different ways.

Extension

- You could add to the lists on the board by brainstorming ideas with the class.
- Ask more confident pupils to produce their own set of flashcards. Set them a timed activity to make as many different sentences as possible from the cards.

Support

Reduce the number of options on the board and gradually build up the lists as suggested above once pupils have gained more confidence.



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

6

Plenary activity:
Qu'est-ce que tu fais
le mercredi?
5–10 mins

AT1.2–3 O6.4
AT2.2–3

Materials

Flashcards Unit 7 (Activities with *je*); 'days of the week' captions; possibly microphone prop for interviewer.

Description

Pupils interview each other about their weekly activities.

Delivery

- Stick the flashcards on the board as prompts, or leave the sentence prompts from the previous activity on the board.
- Model the interview by asking two (confident) volunteer pupils out to the front. Ask each one a question, e.g. *Qu'est-ce que tu fais [le dimanche]*? in the style of a TV interviewer. Pupils can give true or made-up answers.
- Invite another group of three volunteers to do another interview at the front.
- Continue the activity in small groups around the class.
- Pupils may wish to assume the identity of a celebrity to add a bit of fun and imagination to the interviews.



Worksheet 1: Lisez!

10 mins

AT1.2 O6.4
AT2.2-3
AT3.2**Description**

A board game to give further practice in reading and speaking about activities in the 1st person. It may be used at any point after Activity 4.



Worksheet 2: Écrivez!

10 mins

AT2.3-4 O6.2
AT4.3 O6.4
L6.4**Description**

This worksheet provides further practice of writing sentences about weekly activities. It may be used at any point after Activity 5.

Delivery

If necessary, model answers to the first question orally before pupils begin writing their answers. Show pupils how they can form sentences by selecting items from each column.

Context

Saying what you don't do

National criteria

KS2 Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1

Attainment levels: AT1.2–4, AT2.2–4; AT3.2–4, AT4.2–3

Language ladder levels:

Listening: Grades 2–4; Speaking: Grades 2–4;

Reading: Grades 2–4; Writing: Grade 2–3

Cross-curricular links

Literacy

Key vocabulary

Expressions from Lesson 1

Language structures and outcomes

Je n'écoute pas... Je ne regarde pas... Je ne joue pas...

Je ne bois pas de... Je ne mange pas de... Je ne fais pas de... (activities from Lesson 1 + negatives)

1

Starter activity:
Je fais du vélo

5 mins

AT1.2 O6.4
AT2.2

Materials

Unit 7 Flashcards (Activities using je).

Description

A flashcard game revising activities covered in the last lesson.

Delivery

- Hold up four of the flashcards and elicit the sentences, with days of the week if possible. Stick the cards face down onto the board.
- Say one of the activities e.g. *Je joue au tennis*. Ask a pupil to guess which card depicts this activity. They turn their chosen card over and say the activity shown on that card. Chorally repeat the sentence before adding a new card and inviting a new volunteer to the front.

2

Animated story:
Le samedi soir (1)

5–10 mins

AT1.3–4 O6.1
AT3.3–4 O6.3
IU6.1 L6.1
L6.3

Materials

Unit 7 Flashcards (Activities with je).

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

- Pupils listen again to the animated story, this time to focus on Bof's negative sentences.
- Pause the animation after each time Bof speaks and ask pupils to repeat what he said.
- Play the story through one more time without stopping.

Support

Revise negative sentences previously covered (e.g. *je n'aime pas...*) before asking pupils to view the animation.

negatives in Unit 2 with school subjects and now they're meeting them with everyday activities. It's important that pupils realise that language is transferable to other topic areas and can be combined with new language to say different things – see in particular the plenary activity, where pupils adapt the language they have been learning to make new sentences.

3

Presentation:
Je ne fais pas de vélo

5–10 mins

AT1.3 O6.3
AT2.2–3 O6.4
AT3.3

Description

Click on each of the doors in turn to trigger the animation and Virtual Teacher. The doors will open and we hear a question and two possible responses.

Delivery

- The two characters are asked questions about their activities on a given day. One gives an affirmative reply, and then the other gives a negative reply.
- Pupils listen and repeat.
- Continue for all seven days and repeat if further practice is required.

Extension

Ask pupils to compare the negative sentences and the positive ones. Which words are added when a sentence is negative? Write up some negative sentences on the board so that pupils can see the pattern. Where do the *ne* and *pas* go in the sentences? (Around the verb.) Make sure that pupils understand the pattern of negative sentences. For some pupils, point out that after a negative, *un*, *une* or *des* become *de*. Show the examples in the presentation.

Support

Use the KS2 Framework suggestions for teaching parts of speech when repeating sentences, e.g. two hands on head for a noun, one hand on head for a pronoun, etc.

4

Oracy activity:
Tu joues au basket le mardi?

10 mins

AT1.2–3 O6.3
AT2.2–3 O6.4

Materials

Two cards depicting a '+' and a '-' to indicate affirmative and negative sentences.

Description

Pupils respond to questions (the same as in Activity 3 above), then play the audio to check their answers.

Language learning strategies**Using language known in one context or topic in another context or topic**


Make sure pupils are aware that they're seeing again vocabulary and expressions they've met earlier in **Rigolo** and using them in a different context i.e. days of the week and verbs with *je*. Also, they met

Delivery

- Invite two pupils to the front of the class. Give each pupil a '+' or '-' card. Click on the *Question* audio icon. Each pupil must reply with an affirmative or negative sentence, according to their card.
- Pupils click on the relevant audio icon (*Réponse +* or *Réponse -*) to check their answer. Repeat with different pairs of pupils, then continue with the other questions on subsequent screens.
- The questions are: *Tu joues au basket le lundi?* (Screen 1) *Tu écoutes de la musique le mardi?* (Screen 2) *Tu fais du vélo le mercredi?* (Screen 3) *Tu manges du gâteau le jeudi?* (Screen 4) *Tu bois du chocolat chaud le vendredi?* (Screen 5) *Tu regardes la télé le samedi?* (Screen 6) *Tu fais du roller le dimanche?* (Screen 7)

Extension

- Challenge pupils to make new questions with other days and activities.

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

5

Literacy activity:
Je ne joue pas au basket
10 mins

AT3.3 L6.4
AT4.3

Materials

Selection of Unit 7 Flashcards (Activities) and possibly previous units (for Extension activity).

Description

Look at the pictures. Drag the text tiles into the correct order to match each picture.

Delivery

- Pupils must build a sentence which best describes each picture. This is done by dragging the five text tiles into the correct position.
- Once pupils have completed all three sentences, click on *Done* and their answers will be marked automatically.
- If all answers are correct, click on *Next* to move on to the next set of questions. If any answers are incorrect, click on *Start again* for a second attempt.
- Continue until all six sentences have been completed and repeat if further practice is required.

Extension

Using various activity flashcards, brainstorm other negative sentences and ask pupils to write them on the board.

Support

This can be done as a whole-class activity. First, remind pupils where *ne* and *pas* should be positioned. The class then suggests what the sentence should be – discuss their choices if necessary – before the clicking on *Done*.

 Worksheet 4: *Grammaire* may be used from this point onwards.

6

Plenary activity:
Je ne regarde pas la télé
5–10 mins

AT2.2–4 O6.2
O6.4
L6.1

Materials

Unit 7 Flashcards (Activities with *je*), plus other activity flashcards for Extension activity.

Description

Pupils have further practice of making negative sentences about regular/routine activities.

Delivery

- Look at the animated story again, focusing in particular on the exchanges where Polly and Bof make contrasting sentences.
- Play the story until just after Bof says *Moi, je ne joue pas au basket*.
- Invite three pupils to the front to re-enact the scene (as Mme Chanson, Polly, and Bof – you may wish to substitute Jake for Polly to give more scope for boys' roles).
- Repeat for each exchange, inviting three new pupils to the front each time.

Extension

More confident pupils could invent their own dialogues based on those in the story, using different activities. Display various activity flashcards on the board as prompts.



Worksheet 3: *Parlez!*
10 mins

AT2.2–3 O6.4
AT3.2–3 L6.2

Description

This worksheet provides further practice in activities in the 1st person including negatives. It may be used at any point after Activity 5.

Answers*Picture A*

Mme Chanson: Je ne joue pas au basket

Nathalie: Je ne mange pas de gâteau

Mme Moulin: Je n'écoute pas de musique

Picture B

Olivier: Je ne fais pas de vélo

M. Mills: Je ne bois pas de chocolat chaud

Chichi: Je ne regarde pas la télé



Worksheet 4: *Grammaire*
10 mins

AT4.2–3 L6.4

Description

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

Answers

1 1 d 2 a 3 g 4 e 5 f 6 b 7 c

2 1 Je ne fais pas de vélo.

2 Je mange de la glace.

3 Je ne joue pas au tennis.

4 Je regarde la télé.

5 Je n'écoute pas la radio.

6 Je bois du chocolat chaud.

7 Je ne regarde pas mes DVD.

Context

Asking and saying what other people do

National criteria

KS2 Framework: O6.1, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1

Attainment levels: AT1.2–4, AT2.2–4; AT3.2–4, AT4.3–4

Language ladder levels:

Listening: Grades 2–4; Speaking: Grades 2–4;

Reading: Grades 2–4; Writing: Grades 3–4

Cross-curricular links

Literacy

Key vocabulary

Le week-end, lundi matin, mardi soir, samedi après-midi

Language structures and outcomes

Qu'est-ce qu'il/elle fait le week-end? ... le lundi matin/ après-midi/soir?

Le lundi matin, il/elle... fait (du sport/du vélo), écoute (la radio/des CD), mange (un sandwich), boit (du jus d'orange), regarde (la télé), joue (au tennis/au foot)

1

Starter activity:

Les activités

5–10 mins

AT1.2 O6.3
AT2.2 O6.4

Materials

Activity Flashcards (**Rigolo 2**, Units 6 and Unit 7; **Rigolo 1**, Unit 8); days of the week captions for Extension activity.

Description

A flashcard class activity to revise activity verbs using *je*, *il*, and *elle*.

Delivery

- Write *je*, *il*, and *elle* on the board. Make sure pupils know what all three words mean.
- Hold up a flashcard, point to a pronoun, and ask the class to make an appropriate sentence e.g. *Je regarde la télé.*
- Do a few sentences chorally, then divide the class into two teams and award a point each time a team makes a correct sentence.

Extension

Display days of the week captions to encourage more confident pupils to make longer sentences e.g. *Le lundi, je regarde la télé.*

2

Animated story:

Le samedi soir (2)

10 mins

AT1.3–4 O6.1
AT3.3–4 O6.3
IU6.1 L6.1
L6.3

Materials

Unit 7 Flashcards (Activities with *il/elle*).

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

- Write the names of Jake, Polly, Nathalie, Olivier on the board.
- Display the flashcards randomly on the board.
- Ask pupils to watch the animation and to note who does which activity according to Nathalie and Olivier's conversation.
- Play the story through. Ask a few pupils to come to the board and stick the cards under the name of the relevant character.
- Play the story through one more time to check and discuss answers.

Support

For less confident pupils, pause the video after each activity is mentioned and place the relevant flashcard under the correct name on the board.

Language learning strategies**Listening for clues to meaning**

Use the listening texts and the animated story in this lesson to remind pupils to look for clues to meaning. Remind them that when they hear French spoken, they will not understand everything but will pick up clues in a variety of ways: listening out for words they do know; listening to tone of voice; looking for clues to meaning in the animated story pictures. Pupils also sometimes have to listen for detail, e.g. in this unit they have to differentiate between *il* and *elle* to find out who is doing a particular activity.

3

Presentation:

Il fait du vélo

10 mins

AT1.3 O6.3
AT2.2–3
AT3.3

Materials

Possibly days of the week captions and cards to symbolise morning/afternoon/evening; Unit 7 Flashcards (Activities) for Support and Extension activities.

Description

Click on each door to see the activity and to hear the question and the response. 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 activities in the 3rd person and introduces specific times of day. We hear Gustave asking Olivier what each character does on various mornings/ afternoons/evenings of the week. The door opens to show the character doing an activity and Olivier replies.
- Encourage pupils to repeat both the question and the answer each time.
- Continue for all seven activities 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 Olivier says what the characters do, the pupils hold up the appropriate flashcards.

Support

- Repeat each part of the presentation using the flashcards.
- If necessary, draw pupils' attention to the use of *il* and *elle*. Hold up the flashcards showing male and female characters and ask, *Il ou elle?* to ensure pupils can differentiate between them.

4 Oracy activity:
Elle joue au football
10 mins

AT1.3 O6.3

Materials

Unit 7 Flashcards (Activities) for Support activity.

Description

Click on the audio icon next to *Allez!* Listen to the conversation and select the correct picture.

Delivery

- Pupils hear a conversation about the activities of each character. There are three pictures depicting different activities. Pupils don't have to understand everything. The language is heard in conversations, to enable pupils to become accustomed to picking out main points from longer exchanges. They need to listen out in particular for *il* ('he') and *elle* ('she').
- Pupils select the picture which best corresponds to the conversation. Click on *Done* and the pupils' answer will be marked automatically. If correct, click on *Next* to move on to the next question. If incorrect, click on *Start again* for a second attempt.
- Continue for all eight dialogues and repeat if required.

Extension

Ask pupils if they can pick out any opinions mentioned in the conversations.

Support

- Use the flashcards if further help is required. After each dialogue, hold up flashcards representing the three options. Together, say a sentence to describe each option.
- Write *il* and *elle* on the board. Point to the words, then say them out loud to check pupils have heard the correct pronoun.

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

5 Literacy activity:
Il regarde un film
10 mins

AT3.3 L6.4

Materials

Pre-prepared word cards (see below).

Description

Pupils make sentences using word cards.


Delivery

- Prepare word cards on A4 card for the following words (you may add more words if you wish):
il, elle, regarde, joue, écoute, fait, la télé, des DVD, au football, au tennis, au basket, des CD, de la musique, la radio, du sport, du vélo, du roller, le lundi matin, le vendredi soir, le week-end, le dimanche après-midi
- Stick the cards on the board and invite pupils to select a few cards at a time to make sentences.

- You could make this into a team game: ask pupils from alternate teams to make a sentence and award a point for each correct answer.

Extension

Prepare smaller sets of word cards for each group, and see which group can produce the most sentences in five minutes.

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

6 Plenary activity:
Qu'est-ce qu'elle fait
le samedi soir?
5–10 mins

AT2.2–4 O6.4
L6.4**Materials**

Rigolo character flashcards; Unit 7 Flashcards (Activities) to illustrate suggestions; pictures of celebrities cut out of magazines.

Description

Pupils make sentences about what activities various characters do each day.

Delivery

- Hold up a flashcard of a **Rigolo** character and ask *Qu'est-ce qu'il/elle fait [le matin/l'après-midi/le soir]?*
- Encourage pupils to build up a series of sentences, e.g. *Le matin, il/elle... L'après-midi, il/elle... Le soir, il/elle...*
- Repeat for other characters, or use magazine pictures of celebrities (especially footballers or pop stars) popular with pupils. Encourage pupils to use their imagination and make humorous suggestions, to give as much scope as possible to their sentence-building skills.
- Ask pupils to write out one sentence each for a display.

Extension

Each table could prepare a profile display for a character or celebrity, including a picture and a description of routine.


 Worksheet 5: *Grammaire*
10 mins

AT3.2–3 L6.1
L6.2**Description**

This worksheet provides practice in using singular pronouns with verbs. It may be used at any point after Activity 4. (First ensure that pupils are clear about the meaning of all the singular pronouns.)

Answers

- 1 1 tu, je 2 il, elle 3 elle 4 il, il
2 1 Olivier 2 Jake 3 Mme Moulin 4 Nathalie 5 Marine

 Worksheet 6: *Lisez!*
10 mins

AT3.3–4 L6.1
AT4.3–4 L6.2
L6.4**Description**

This provides practice in reading and writing a longer text using the 3rd person. It may be used at any point after Activity 5.

Answers

- 1 1 faux 2 vrai 3 faux 4 faux 5 vrai 6 faux 7 vrai
8 vrai 9 faux

Context

Talking about what you like/dislike doing

National criteria

KS2 Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.3, L6.4, IU6.1, IU6.2,

Attainment levels: AT1.2–4, AT2. 2–4; AT3. 2–4, AT4.3–4

Language ladder levels:

Listening: Grades 2–4; Speaking: Grades 2–4;

Reading: Grades 2–4; Writing: Grades 3–4

Cross-curricular links

Numeracy; Art and design; ICT (project work)

Language structures and outcomes

J'aime, Je n'aime pas, J'adore, Je déteste... faire du vélo, écouter des CD/la radio, regarder la télé, jouer au football/tennis, faire du sport

Est-ce que tu aimes faire/écouter/jouer/regarder... ?

1

Starter activity:
J'adore les pommes

5–10 mins

AT1.2 O6.4
AT2.2

Materials

Unit 2 (*J'aime, Je n'aime pas*), Unit 5 (*J'adore, Je déteste*), Unit 3 (Food), Unit 7 (Activities) Flashcards.

Description

Pupils revise saying what they like/dislike with nouns.

Delivery

- Display the food/activity flashcards on the board.
- Quickly revise the four like/dislike expressions using the flashcards.
- Invite pupils to the front of the class and hand them a like/dislike card. Ask them to make a sentence by combining *J'aime, Je n'aime pas, J'adore, Je déteste* with a food or activity illustrated on the board e.g. *Je déteste le football*.
- Repeat with different pupils until each like/dislike card has been used a couple of times.

Support

Focus simply on the food items at this point and leave the activities until later in the lesson.

2

Animated story:
Le samedi soir (2)

5–10 mins

AT1.3–4 O6.1
AT3.3–4 O6.3
IU6.1 L6.1
L6.3

Materials

Unit 5 Flashcards (*J'aime, Je n'aime pas*), Unit 7 Flashcards (Activities).

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

- Focus this time on the opinions expressed by the characters.
- On the board write the names 'Nathalie' and 'Olivier'. Make two wide columns and stick a *J'aime* and a *Je n'aime pas* flashcard at the top of each. Display the other flashcards randomly on the board.
- Ask pupils to take notice of which activities each character likes or dislikes.
- Play the story through and invite pupils to come to the board and stick the flashcards in the correct place in the grid.
- Watch the story a second time if necessary to check answers.

Support

- Pause the animation after each expression of like or dislike and invite pupils to come and position the flashcards on the board as you go along
- Play the story right through again without pausing.

3

Presentation:
J'aime faire du sport

10 mins

AT1.2–3 O6.3
AT2.2–3
AT3.2–3

Description

Click on the activity symbols to hear a question and then the answer about how Madame Moulin feels about that activity. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- This presentation uses *J'aime/Je n'aime pas*, etc. with an infinitive rather than with a noun as previously. When pupils click on an activity symbol, we hear Madame Moulin answering interview questions about that particular activity.
- Pupils listen and repeat, using gestures to reinforce the language.
- Continue for all seven questions and repeat if necessary.

Extension

Ask pupils if they can see a pattern in the language used here (*J'aime* + infinitive). They may notice that *J'aime*, etc. is often followed by a verb ending in -er. You could mention that this is the 'infinitive' or 'title' of the verb and that many French verbs, though not all, do end in -er. Pupils can begin to experiment using *J'aime*, etc. with other verbs they have met in this unit.

Support

Use flashcards to illustrate further Madame Moulin's answers.

4 Oracy activity: Tu aimes jouer au tennis? 5–10 mins

AT2.2–3 O6.4

Materials

Unit 7 Flashcards (Activities).

Description

A whole-class activity to practise *J'aime*, *Je n'aime pas*, *J'adore*, *Je déteste* + verb.

Delivery

- Model the question/answer with a pupil as follows: hold up a flashcard and ask *Tu aimes [jouer au tennis]*? The pupil then replies using *J'aime/Je n'aime pas/J'adore/Je déteste [jouer au tennis]*.
- Hold up other flashcards and ask pupils around the class whether they like the illustrated activity.

Extension

You could hold up two flashcards at a time to encourage pupils to make longer sentences linked by *et*. As a further challenge ask pupils to make sentences about things they like and don't like, using *mais* (e.g. *J'aime jouer au tennis mais je n'aime pas jouer au football*).

Support

If pupils are struggling with longer sentences, accept shorter replies, e.g. *J'aime ça*. *Je n'aime pas ça*, etc.

5 Literacy activity: Je déteste jouer au tennis 10 mins

AT3.2 L6.4

Description


Look at the pictures, then select and drag the correct words together to form a sentence. Click on *Done* when you have completed each answer.

Delivery

- Selecting from the text tiles on the screen, pupils look at the pictures for clues and build a short sentence to match the illustration.
- Pupils click on *Done* when they have finished their sentence. Their answer will be marked automatically. If correct, they can click on *Next* to move on to the next question. If incorrect, they can click on *Start again* for a second attempt.
- Continue for all eight sentences.

Support

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

 Worksheets 7: *Écrivez!* and 8: *Parlez!* may be used from this point onwards.

6 Plenary activity: Qu'est-ce que tu aimes faire? 10–20 mins

AT2.2–3 O6.4

Materials

Results of Worksheet 8: *Parlez!* survey; blank paper/card or access to computers to print off the results display.

Description

Pupils present the results of the survey from Worksheet 8: *Parlez!*

Delivery

- Ask pupils to call out the results of their surveys and note results on the board.
- Each group then writes out an illustrated results chart or produces one on the computer.
- Display the findings around the classroom.

Extension

Extend the survey to include other verbs and activities.



Worksheet 7: Écrivez!

AT4.3 L6.4

10 mins

Description

This provides further practice of writing sentences about likes/dislikes. It may be used at any point after Activity 5.

Answers

- 1 J'aime jouer au football.
- 2 Je n'aime pas regarder mes DVD.
- 3 Je déteste regarder la télé.
- 4 J'adore faire du sport.
- 5 Je déteste écouter la radio.



Worksheet 8: Parlez!

AT2.3–4 O6.2
O6.4

10 mins

Delivery

This worksheet provides further speaking practice of expressing likes/dislikes. It may be used at any point after Activity 5.

Language learning strategies

Planning and preparing; applying a range of linguistic knowledge to create simple written production; evaluating work

The project work provides opportunities for pupils to experience the above strategies. Encourage pupils to plan and prepare their project carefully in their group. Decide in advance who is doing what and what needs to be done to carry out the task successfully.

- Encourage pupils also to use their language knowledge to create the presentation. They can draw not only on language from this unit but also on language learned previously.
- Finally, encourage pupils to evaluate each other's work. They should find positive points about everyone's presentation and if they have negative comments, they should make suggestions on how it could be improved.

Project work:
Une semaine typique

AT2,3-4 O6,2
AT4,3-4 O6,4
IU6.1 L6.4
IU6.2

1-2 hours

Description

Pupils present a typical profile of the activities of a British pupil and compare, if possible, with a French-speaking pupil of similar age.

Materials

Internet access and printer if possible; card and paper to display the pictures and text in the classroom or access to PowerPoint; emails or letters from French-speaking pupils if available.

Delivery

- Ask each group to decide on what activities a British pupil might do in a typical week. They then produce an illustrated list to display, on paper or using PowerPoint (or similar presentation software). Pupils present their information in the 1st or 3rd person.
- If the necessary information is available, half the class could decide on a typical week's activities for a French-speaking pupil and produce a display in the same way.
- Each group then presents their profile to the rest of the class.
- The rest of the class evaluate and comment on each presentation.