# RGGLÓ



# Teacher's Notes

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# Unit 9: Ma journée

# National criteria

KS2	Framework	objectives
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	*	
06.1	Understand the main points and simple	
06.2	opinions in a spoken story, song or passage Perform to an audience	
00.0		
06.3	Understand longer and more complex phrases or sentences	
06.4	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	
IU6.2	Present information about an aspect of culture	
10012		
5–14 guideline strands		
J-14 A		

# QCA Scheme of Work

Unit 10 Vive le sport! Unit 15 En route pour l'école Unit 19 Notre école

# National Curriculum attainment levels

AT1.2-4, AT2.2-4, AT3.2-4, AT4.2-4

# Language ladder levels

Listaning	Draghtbrough Crados 2 6
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		Reading	
Listening for information and instructions	A, B, C, D	Reading for information and instructions	A, B, C, D
Listening and reacting to others	A, B, C, D	Reading aloud	A, B, C, D
Speaking		Writing	
Speaking to convey information	A, B, C, D	Writing to exchange information and ideas	A, B, C, D
Speaking and interacting with others	A, B, C, D	Writing to establish and maintain personal con	tact A, B, C, D
Speaking about experiences, feelings and opin	ions A, B, C, D	Writing imaginatively to entertain	A, B, C, D

# **Unit objectives**

- Ask and talk about daily routine
- Talk about times of daily routine
- Ask and talk about breakfast
- Talk about details of a typical day

# Key language

- Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche
- Daily routine phrases (Lesson 1) + à... une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq
- Qu'est-ce que tu prends au petit déjeuner?
- Je prends... un chocolat chaud, un café, un jus de pomme, un croissant, un pain au chocolat, des céréales, une tartine
- normalement, d'abord, ensuite, enfin, après l'école + language from Lesson 3

# Grammar and skills

- Use 1<sup>st</sup> person present tense including some reflexives
- Make longer sentences with times
- Use et to join sentences together
- Use adverbs and time expressions to make longer paragraphs
- Formulate questions
- Cope with longer reading texts
- Reflect and share ideas about language learning

# Unit outcomes

# Most children will be able to:

- Talk about their daily routine
- Say what time they do things
- · Say what they have for breakfast
- Use et to join sentences together

# Some children will also be able to:

- Formulate questions
- Write longer paragraphs using adverbs and time expressions
- · Cope with longer reading texts

# Lesson summary

# Context

Asking and talking about daily routine **National criteria** KS2 Framework: O6.1, O6.3, O6.4, L6.1, L6.3, L6.4, IU6.1, IU6.2 Attainment levels: AT1.2–4, AT2.2, AT3.2–4, AT4.2–3 Language ladder levels: Listening: Grades 2–4; Speaking: Grade 2; Reading: Grades 2–4; Writing: Grades 2–3

Starter activity: La routine en Grande-Bretagne et en France 5-10 mins

# Materials

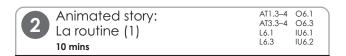
Unit 9 Flashcards (Routine activities).

# Description

A quick discussion/comparison of daily routines for pupils in Britain and in France.

# Delivery

- Ask pupils to describe their daily weekday routine, including timings in English. Display the relevant flashcards on the board as the activities are mentioned.
- Ask the class if they know or can guess whether French pupils' routines are similar or different. (Remember, French school days usually start earlier and finish later, but have a longer lunch break. Also, French schools sometimes operate on Saturday mornings but are closed for a day or half a day on Wednesdays.)



# Materials

Unit 9 Flashcards (Routine activities).

# 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 whether all activities are mentioned in the animation.
- Freeze the opening screen showing Monsieur and Madame Mills preparing to leave. Ask pupils to predict what they are doing, and what will happen during their absence.
- Play the story through, so that pupils can check if any predictions were correct and confirm which of the flashcard activities were mentioned. Accept answers in English and French at this stage as pupils will focus on activities language during this lesson.
- Summarise the story and key words together, then re-play the animation through one more time.

# Cross-curricular links Citizenship Language structures and outcomes

Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche

# Support

IU6.1 IU6.2

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



# Description

Click on each picture in turn to hear each action presented. Use the additional features to practise sound/ spelling links. For more details on how to use Presentation activities, go to page viii.

# Delivery

- The whole class listens to Olivier and repeats each sentence, miming the actions to reinforce learning.
- Continue for all seven actions and repeat if further practice is required.
- You may wish to point out that some French verbs have me in front of them. This indicates that we are doing the action to ourselves, i.e. getting (myself) up, washing (myself), putting myself to bed, etc.

# Extension

Use the flashcards to provide further oral practice of the new expressions.

# Support

Call out the actions one at a time and ask pupils to go to the board and click on the relevant picture.

4	Oracy activity: Je me lève 5-10 mins	AT1.2 AT2.2	O6.4	

# Description

Imagine you are Olivier and describe what you are doing.

# Delivery

- Click on the Question audio icon to hear the Virtual Teacher ask, Qu'est-ce que tu fais, Olivier? ('What are you doing, Olivier?'). Pupils say aloud what Olivier is doing each time (using Je...). Click on the Réponse audio icon to compare their answer with the correct one.
- Continue for all seven scenes and repeat if further practice is needed.

# Support

Make this into a team activity so that less confident pupils can work together on the answer before saying it out loud.



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

Literacy activity AT3.2 L6.3 Je prends mon petit déjeuner 5-10 mins

# **Materials**

Unit 9 Flashcards (Routine activities: pictures and captions).

# Description

Pupils match flashcard captions and pictures.

# Delivery

- Display the picture flashcards on the board. Place the captions in a pile.
- Invite two pupils to the front. One pupil selects a caption, holds it up and reads it out. The second pupil must identify the correct picture on the board.
- Repeat with different pupils and captions until you've covered all actions at least once.

### Extension

Ask the first pupil to read out the caption without showing it, to make the activity more challenging. As a follow-up you could hold up a picture and get pupils to write down the phrases from memory.

### Support

Start the activity with just three pictures + captions, and gradually increase the number of flashcards as pupils gain confidence.



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

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Plenary activity: Je prends mon déjeuner 5-10 mins

# **Materials**

Unit 9 Flashcards (Routine activities).

# Description

Flashcard game to reinforce language from the lesson.

AT1.2

06.4

# Delivery

- Divide the class into two teams. Stick the picture flashcards, face-down, on the board.
- Say one of the routine activities out loud and invite the teams, in turn, to guess where the matching picture card is.
- Each time a team correctly identifies a card they score a point.



# Description

A mini-flashcard game to reinforce reading about routine activities. It may be used at any point after Activity 4.



# Description

This worksheet provides further writing practice in daily routine phrases. It may be used at any point after Activity 5.

# Answers

- **1** a Je vais à l'école.
  - **b** Je me couche.
  - c Je prends mon petit déjeuner.
  - **d** Je quitte l'école.
  - e Je me lève.
  - **f** Je prends mon dîner.
  - g Je prends mon déjeuner.

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

# Lesson summary

Context Talking about times of daily routines National criteria KS2 Framework: O6.1, 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 Language Ladder Levels: Listening: Grades 2–4; Speaking: Grades 2–4;

Reading: Grades 2–4; Writing: Grade 3



Starter activity: AT1.2 Il est trois heures et quart 5 mins

# Materials

Teaching clock.

# Description

A warm-up activity revising the time using the Presentation from Unit 2 Lesson 3.

# Delivery

Watch and listen again to the Unit 2 Presentation to revise times.

# Support

Use the teaching clock to check that pupils remember the patterns used in time-telling (on the hour, quarter to/ past, and half past).

2	Animated story: La routine (1)	AT1.3–4 AT3.3–4 L6.1	O6.3 IU6.1
	5–10 mins	L6.3	IU6.2

# Materials

Teaching clock.

# 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

- Ask pupils to listen carefully to the times of Polly's activities.
- Discuss any similarities/differences in between Polly's daily schedule and that of the pupils in your class.

# Support

Pause the story after each time is mentioned and illustrate (or ask pupils to illustrate) the time on the teaching clock.



# Materials

Teaching clock.

# Description

Click on each picture to hear the question and answer for what time Polly does each action. For more details on how to use Presentation activities, go to page viii. Numeracy Language structures and outcomes

Cross-curricular links

# Daily routine phrases from Lesson 1

More complex time phrases: à une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq

# Delivery

O6.3

- We hear the question *Tu* [*te* lèves] à quelle heure? followed by Polly's illustrated answer *Je* [*me* lève] à...
- Point out that à means 'at' when telling the time. You may also wish to highlight the different pronouns used in the question/answer (ton/mon).
- Pupils listen and repeat.
- Continue for all seven activities and repeat if further practice is required.

# Extension

Run the presentation again with the sound turned off. Pupils can look at the picture and say what they think Polly would be saying.

# Support

Ask pupils to illustrate each time on the teaching clock to reinforce the learning of the different time phrases.

# Knowledge about language

# Devising questions for authentic use

The presentation in this lesson uses questions as well as the answer phrases. It's important to stress that pupils need to be able to ask questions as well as answer them in order to have a proper conversation. Try to encourage pupils to do this by getting them to play the part of the teacher as well as working with a partner.

Worksheet 3: Parlez! provides further practice in asking questions.

10 mins

Oracy activity: ATI.3 Tu te lèves à quelle heure?

06.4

# Materials

Unit 9 Flashcards (Routine activities), teaching clock.

# Description

Whole-class speaking activity about the timings of their daily routine.

# Delivery

- Display the flashcards on the board so that you can point to the relevant card as you ask each question.
- Select a pupil and ask them a question, e.g. *Tu* [*te lèves*] à *quelle heure*? The pupil answers the question and illustrates the time on the teaching clock.
- Repeat until all seven routine activities have been covered at least once.

# Extension

Invite two pupils to the front of the class. One answers your question, the other must illustrate the time mentioned on the teaching clock. Build up to pupils asking the questions too.

# Support

After each question, pupils could briefly work with a partner to practise further the questions and answers: pupils ask each other the same question you have just used, and give their own answers.

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



Literacy activity: AT4.3 L6.4 Je quitte l'école à cinq heures dix 10 mins

# Description

Look at what Polly and Bof are doing in the pictures and what time they are doing it. Drag the text tiles into the correct order.

# Delivery

- Using the text tiles, pupils build a sentence which best describes the picture. This practises word order and patterns in sentences.
- When pupils are happy with their sentence, they click on *Done*.
- If their answer is correct, click on Next to move on to the next question. If their answer is incorrect, click on *Start again* for a second attempt.
- Continue until all six sentences have been completed and repeat if further practice is required.

# 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.



# Materials

Unit 9 Flashcards (Routine activities), teaching clock, small bean bag.

# Description

Pupils have further practice in making sentences about the timings of routine activities.

# Delivery

- Divide the class into two teams. Place the flashcards face down.
- Throw the bean bag to a pupil in Team A, who selects a flashcard.

- Throw the bean bag to another child in the same team, who must set the teaching clock to a certain time.
- Team B must produce a sentence which corresponds to the clock and picture prompts, e.g. *Je prends mon petit déjeuner à huit heures cinq*.
- Team A can award up to two points for a fully correct answer. If Team A can produce the correct question for the given answer, they themselves win a point.
- Repeat until each team has had the chance to make at least four sentences.

# Extension

More confident pupils could write out the questions and answers as well as say them.



# Description

An information-gap activity to practise asking and answering questions about the times of routine activities. It may be used at any point after Activity 4.

# Answers

- A Je me lève à sept heures et quart. Je prends mon petit déjeuner à huit heures cinq. Je vais à l'école à neuf heures moins vingt. Je quitte l'école à trois heures vingt-cinq. Je prends mon dîner à six heures vingt. Je me couche à dix heures moins cinq.
- **B** Je me lève à sept heures et quart. Je prends mon petit déjeuner à huit heures moins cinq. Je vais à l'école à huit heures vingt. Je quitte l'école à trois heures dix. Je prends mon dîner à sept heures moins vingt. Je me couche à dix heures cinq.

Worksheet 4: Grammaire AI4.3 L6.4 10-15 mins

# Description

This provides practice in making affirmative sentences negative, and vice versa. It may be used at any point after Activity 5.

# Answers

- 1 1 Je me lève à sept heures vingt-cinq.
  - 2 Je prends mon petit déjeuner à huit heures dix.
  - 3 Je vais à l'école à neuf heures moins vingt-cinq.
  - 4 Je prends mon déjeuner à midi et demi.
  - 5 Je quitte l'école à trois heures cinq.
  - 6 Je prends mon dîner à cinq heures et quart.
  - 7 Je me couche à neuf heures moins le quart.
- 2 1 Je me lève à sept heures et quart.
  - 2 Je prends mon petit déjeuner à huit heures moins vingt.
  - 3 Je vais à l'école à huit heures moins cinq.
  - 4 Je prends mon déjeuner à midi cinq.
  - 5 Je quitte l'école à quatre heures et demie.
  - 6 Je prends mon dîner à sept heures dix.
  - 7 Je me couche à dix heures moins le quart.



IU61 IU6.2

# Lesson summary

Context Asking and talking about breakfast National criteria KS2 Framework: O6.1, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1, IU6.2, Attainment Levels: AT1.2–4, AT2.2–3; AT3.2–4, AT4.2–3 Language Ladder Levels: Listening: Grades 2–4; Speaking: Grades 2–3; Reading: Grades 2–4; Writing: Grades 2–3



Starter activity: Le petit déjeuner 5-10 mins

# Materials

Unit 9 Flashcards (Breakfast items); magazine pictures of French breakfasts, if possible.

# Description

A discussion/comparison of breakfast in Britain and in France.

# Delivery

- Ask pupils to say what they have for breakfast, and decide whether there is a 'typical' breakfast that most British people have.
- Ask the class what they know about breakfast in France. Give them some basic information using the flashcards and/or magazine pictures: hot drinks may be drunk from a bowl at breakfast, and many children drink hot chocolate or warm milk; baguettes with butter/jam (*tartines*) are often 'dunked' in the hot drink by children and adults alike; people often have *croissants* and *pains au chocolat* at weekends; yoghurts and cereals are gaining in popularity now in France.

Animated story: La routine (2)	AT1.4 AT3.4 L6.1	O6.1 O6.3 IU6.1
10 mins	L6.3	IU6.2

# Materials

Unit 9 Flashcards (Breakfast items).

# 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 before pupils watch the animation.
- As they watch, pupils note which breakfast items are mentioned in the story.
- Play the story through and get the class to identify the relevant flashcards. Ask pupils to summarise the story.
- Play the story through one more time to check/discuss answers.

# Extension

Ask pupils to watch out for any breakfast items mentioned which are not on the flashcards (e.g. *du pain* and *de l'eau*).

Support

**Cross-curricular links** 

Food technology

Key vocabulary

For less confident pupils you can pause the video after each breakfast item and collectively identify the relevant flashcard.

un chocolat chaud, un café, un jus de pomme, un

Language structures and outcomes

croissant, un pain au chocolat, des céréales, une tartine

Qu'est-ce que tu prends au petit déjeuner? Je prends...



# Materials

Unit 9 Flashcards (Breakfast items).

# Description

Click on the pictures to hear different breakfast foods and drinks being presented. 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

- Bof, Jake or Polly eats or drinks the item and says what they have for breakfast using *Je prends*...
- Encourage pupils to repeat the answer each time.

# Extension

• Revise unlune/des ('a', 'some') by asking pupils when these articles are used. Make sure they are clear about the meaning. Ask the class to name other food items and tell you what the in definite article is e.g. un sandwich, une pizza, des fraises.

# Support

Using the flashcards, repeat each part of the presentation.



AT1.3–4 O6.3

# Materials

Unit 9 Flashcards (Breakfast items).

# Description

Listen to what each person wants for breakfast, then select the correct answer.

# Delivery

- Click on the audio icon next to *Allez!* Pupils will hear the Virtual Teacher ask a character what they would like for breakfast and that character's response. Pupils must select the correct answer from the three sets of pictures.
- Once pupils have selected an answer, click on *Done* and it 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 sets of food and drink items and repeat if required.
- This is a good opportunity for pupils to gain practice in listening to short dialogues. Reassure them they do not have to understand every word in order to complete the activity.

# Extension

Replay the audio and ask pupils to listen out for any opinions mentioned.

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



Literacy activity: AT3.3 L6.3 Je prends un chocolat chaud 10 mins

# Materials

Pre-prepared word cards (see below).

# Description

Pupils make sentences using word cards.

# Delivery

- Prepare word cards on A4 card as follows: qu'est-ce que / tu prends / au petit déjeuner / ? / je prends / un jus de pomme / un café / un chocolat chaud / des céréales / un croissant / un pain au chocolat / une tartine / et
- Stick the cards randomly on the board and divide the class into two teams. Invite a pupil from each team to the front.
- Pupil A must select the appropriate captions in order to ask Pupil B what they have for breakfast. Pupil B then selects appropriate captions to display a grammatically correct answer
- Each team scores a point for a correct question/answer.

# Extension

Make this activity more challenging by breaking down the captions even further, e.g. separating articles from nouns, separating pronouns from verbs. You could also revise food vocabulary from **Rigolo 1**, Unit 6 and add the question *Qu'est-ce que tu prends au déjeuner?* 

# Support

Invite two pupils from each team to come to the board each time so they can help each other form the sentences.

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



# Materials

Unit 9 Flashcards (Breakfast items); *Rigolo 1*, Unit 6 (Food items) for support and extension activities.

# Description

Pupils practise making more sentences about what they have for breakfast.

# Delivery

- Ask a pupil Qu'est-ce que tu prends au petit déjeuner?
- The pupil responds with one item, e.g. *Je prends un café*, before repeating the question to the next pupil.
- This pupil replies by repeating the first item and adding another e.g. *Je prends un café et des céréales.*
- Continue until all seven items have been mentioned.

# Extension

Add the question Qu'est-ce que tu prends au déjeuner? plus additional food items from **Rigolo 1**.

# Support

Give the relevant flashcard to each pupil after they have said a food item so that the following pupil(s) have visual prompts to help them if necessary.



# Description

This provides practice in using *prendre* to write about what food people eat at mealtimes. It may be used at any point after Activity 4.

# Answers

- 1 1 Je prends un café et un croissant.
- 2 Il prend un jus de pomme et des céréales.
- 3 Tu prends un café et une tartine.
- 4 Je prends un chocolat chaud et un croissant.
- **2 1** Au déjeuner il prend un sandwich au thon, un gâteau et un jus d'orange.
  - 2 Au déjeuner elle prend un sandwich au fromage, une pomme et un café.

# Language learning strategies

# Making predictions based on existing knowledge

In the last few units of *Rigolo 2*, pupils have the opportunity to read more authentic-style texts in the worksheets. They will not necessarily have met all the language before but should be encouraged to use what they do know to work out or make educated guesses what new words/phrases might mean. For example, they have not met *s'entraîne* before but if you ask them to look in the middle of the word for an English word, they may be able to work it out. You can also encourage them to look at the rest of the sentence and ask them to use the context to work out unfamiliar words.

Worksheet 6: Lisez! AT3.4 L6.1 L6.2

# Description

This provides practice in reading more authentic texts. It may be used at any point after Activity 5.

# Answers

- 1 1 la patinoire
  - 2 tous les jours de la semaine
  - 3 elle s'entraîne
  - 4 pendant une heure
  - 5 elle retourne
  - 6 des pâtes
  - 7 des fruits
  - 8 une compétition
  - 9 elle a gagné
  - 10 une coupe
- 2 1 Monday-Friday
  - 2 7:30 am
  - 3 1 hour
  - 4 5:00 pm
  - 5 (back) to the ice rink
  - 6 chicken, pasta and fruit
  - 7 Sunday
  - 8 a cup



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

# Lesson summary

# Context

Talking about details of a typical day **National criteria** KS2 Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1, IU6.2, IU6.3 Attainment Levels: AT1.2–4, AT2.2–4; AT3.3–4, AT4.2–4 Language Ladder Levels: Listening: Grades 2–4; Speaking: Grades 2–4; Reading: Grades 3–4; Writing: Grades 2–4

# Cross-curricular links

Art and Design, ICT (project work)

# Key vocabulary

normalement, d'abord, ensuite, enfin, après l'école + language from Lesson 3

# Language structures and outcomes

Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche, Je prends un chocolat chaud/un café/un jus de pomme/un croissant/un pain au chocolat/des céréales/une tartine + other food items



Starter activity: Je prends un jus de pomme

5-10 mins

Materials Unit 9 Flashcards (Routine activities and Breakfast items).

# Description

Revision game using flashcards.

# Delivery

- Hold up the flashcards from the unit to revise the phrases/breakfast items. Divide the class into two teams.
- Using the flashcards again as prompts, ask each team in turn full questions in order to elicit a full answer e.g. Qu'est-ce que tu prends au petit déjeuner? – Je prends un chocolat chaud et une tartine.
- Award a point for each correct answer.



# 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

- Watch the animation again, this time to focus on the characters' accounts of their daily routines.
- Divide the class into four groups. Assign a character to each group (Jake, Polly, Nathalie, Olivier).
- Ask pupils to pay particular attention to 'their' character's routines as they watch the animation. After viewing ask each group to recount the routine, using question prompts if necessary, e.g. *Qu'est-ce que tu prends au petit déjeuner*?

# Support

Write the characters' names on the board. Pause the story after each character speaks, then ask pupils to repeat what has been said.



AT1.3–4 O6.1 AT2.3–4 O6.3 AT3.3–4 L6.1 IU6.1

# Description

Listen to and repeat Jake's daily routine.

# Delivery

- As Jake narrates each part of his daily routine, pause the animation after each line.
- Pupils listen and repeat each line, using gestures to reinforce the language where appropriate. You can display the accompanying text by clicking on the *show text* link.
- Continue for all six pictures/lines and repeat if necessary.
- Point out and discuss the adverbs of time/sequence in the sentences (i.e. normalement ('usually'), d'abord ('first of all'), ensuite ('then'), enfin ('finally')).

# Support

Break down individual sentences into smaller parts for pupils to repeat. Practise each part separately, then try to put them together in a longer sentence.

# Language learning strategies

Remember to take time out now and again to discuss with your pupils their language learning. Talk about how they're finding their French lessons. What do they find easy? What do they find most difficult? How do they remember words? How do they learn to put sentences together? How can they say what they want to say? What can they do when they don't understand? This lesson brings together language from the previous three lessons and allows them to put more language together to make longer sentences and paragraphs. Discuss how pupils cope with these longer passages and talk about how they might use language from previous units to incorporate into their work. Sharing ideas and experiences can give confidence to learners who may be finding language learning difficult.

06.3



AT1 3-4 Oracy activity: AT2.3-4 Qu'est-ce que tu fais d'abord? 5-10 mins

# **Materials**

Unit 9 Flashcards (Routine activities and Breakfast items); Rigolo 1 Unit 6 Flashcards (Food items).

# Description

A class activity practising talking about routines using sequencing adverbs.

# Delivery

- · Invite a confident pupil to the front of the class and ask them to go through a typical weekday routine. Prompt them with questions if necessary and suggest the use of normalement, d'abord, ensuite, enfin where appropriate.
- Ask pupils to work in pairs and to tell each other about their routines in the same way.

# Extension

Some pupils may be able to write down their accounts after they have prepared them orally.

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

AT3.3-4 Literacy activity: L6.1 16.4 Après l'école, je joue au football 10 mins

# Description

Look at the pictures depicting Jake's day. Read the sentences on the screen. Link the pictures to the corresponding sentences.

# Deliverv

 Pupils link the pictures to the corresponding sentences, and click on Done. 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.

# Extension

Once finished, ask for volunteers to read the texts aloud. Encourage pupils to try to sound as French as possible and to be expressive as possible.

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

6	Plenary activity: Les différences	AT4.3-4	L6.4 IU6.1 IU6.2 IU6.3
	10–15 mins		106.3

# Materials

Possibly Unit 9 Flashcards and animations, to illustrate or check details.

# Description

Pupils discuss what they have discovered about differences in the routines of French and British pupils.

# Delivery

- · Ask pupils to review what they have learned about differences in the routines of French and British pupils during this unit. Make notes on the board, or ask pupils to do so.
- You may wish to build up collectively some sentences on the board under the headings En France and En Grande-Bretagne, which pupils will be able to use in their forthcoming project.



Worksheet 7: Parlez! 10 mins

AT2.3-4 O6.2 06.4

# Description

This provides further speaking practice in asking and answering questions and giving a longer spoken presentation about daily routine. It may be used at any point after Activity 4.

PDF	Worksheet 8: Écrivez! 10 mins	AT3.4 AT4.3-4	
	10 mins	AI4.3-4	L6.4

# Description

This provides a longer account of a school day for further reading and writing practice. It may be used at any point after Activity 5.

# Answers

1 times mentioned: sept heures dix, sept heures vingtcing, huit heures moins vingt, cing heures moins le quart, sept heures, dix heures moins le quart

drinks and food mentioned: un jus d'orange, du café et deux croissants, du poulet et des frites, une pizza, une pomme, une banane

- 2 1 7:10 am
  - 2 orange juice, coffee and 2 croissants
  - 3 English and history
  - 4 It's not nice
  - 5 chicken and chips or pizza, an apple or a banana 6 9:45 pm

Project work: La routine en Grande- Bretagne et en France	
1–2 hours	

# Description

Pupils prepare a display about similarities and differences between their daily and school routine, and that of pupils in France.

# **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

- Encourage pupils to use all the language they have covered and to write as much as possible. Ideally, each group of pupils will make an oral presentation when their display is completed.
- If you have contact with a French school, pupils could email or send a questionnaire (based on some ideas from Worksheet 7) to the school.

If you do not have any French contacts, here are some points pupils may wish to include:

- French schools generally start earlier (8 am) and finish later (5 pm) in France. They often have a day off in the week (Wednesday or Thursday) but sometimes go in on Saturday morning. Sporting activities are usually offered mid-week when schools are closed.
- They often have 1.5-2 hrs for lunch and usually have a three-course meal in the canteen with a starter, main course (with bread) and fruit or yoghurt.
- French children tend to go to bed earlier. Parents have to buy all their children's text books and stationery, and the children carry everything they need for the day in huge backpacks.