

Unit 1

Lesson 1

Lesson summary

Context

Greetings and personal information

National criteria

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

Attainment levels: AT1.2–3, 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 (nationalities); music

Language structures and outcomes

Bonjour/Salut! Comment t'appelles-tu? Je m'appelle...

Ça va? Oui, ça va bien/Non, ça ne va pas/Comme

ci comme ça

Tu es français(e)/britannique? Oui/Non, je suis...

Quel âge as-tu? J'ai... ans

1

Starter activity:

Ça va?

5–10 mins

AT2.1–2 O5.1
IU 5.1

Materials

Flashcards or puppets (optional). You may wish to use the following 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.

Description

Starter game to revise greetings and basic questions and answers used when first meeting someone.

Delivery

- Greet the class by asking *Ça va?* and highlighting the variety of possible answers from individuals.
- Invite a pupil to the front and model a dialogue which incorporates the key greetings and expressions.
- Using the flashcards listed above, hand out cards to pupils and invite them to come to the front of the class, in pairs, to act out a mini-dialogue using the model you have just provided.

R Intercultural understanding

This is a good opportunity to discuss the differences between the ways in which the French and other nationalities/cultures greet each other. For example, kissing on the cheeks two, three or four times (depending on what part of France you're in) when arriving and departing, boys and men shaking hands when greeting and leaving each other (not just on a first meeting).

2

Animated story:
Gustave arrive (1)

5–10 mins

AT1.2–3 O5.3
AT3.2–3 L5.1
IU5.1

Description

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

Delivery

- You may wish to use flashcards to re-introduce characters appearing in this cartoon: Gustave Cointreau (new to **Rigolo 2**), Mme Moulin, Polly, Jake, Bof.

- Ask pupils to watch the animated story and listen out for as many greetings and questions as possible.
- Play the scene through.
- Ask pupils to tell you the expressions they recognised at the end of the viewing. You don't need to correct or develop their answers at this stage as they will be covered in the next activity.
- Play the animated story through once more.

Support

For less confident pupils, pause each frame and ask comprehension questions.

Language learning strategies

Each time pupils view an animated story or video, encourage them to look and listen for visual and aural clues. Even if they do not understand everything, they should be able to understand the gist from what they see and from what they do understand. Encourage them to use the context of the story to help understanding.

3

Presentation:
Salut!

5–10 mins

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

Description

Click on the symbols, then click on the play button to hear the greeting or question, and responses. 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 repeats the greeting/question and the response heard.
- Continue for all five symbols and for both characters. Repeat if necessary.

Extension

Invite pairs of pupils to the front of the class to re-enact the dialogues presented in this activity.

4 Oracy activity:
Comment t'appelles-tu?
5–10 mins

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

Description


Click on the audio icon on the far left of the screen. Listen to the question, and choose the picture that illustrates the best answer and reply. Click on the audio icon next to the picture to check your answer.

Delivery

- The class will hear a question and see three pictures, only one of which illustrates the correct answer. Pupils must point to (not click) the correct picture and predict the answer to the question, then click on the audio icon to hear the correct version.

Support

Give pupils two alternative answers before they reply. They must choose the correct alternative.

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

5 Literacy activity:
Tu es britannique?
5–10 mins

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

Materials


Card and markers (or PC and printer).

Description

Pupils read and match questions and answers to practise language from this lesson

Delivery

- Prepare three sets of each of the five questions/greetings and answers presented in Activity 3 of this lesson. The questions and answers should be on separate cards.
- Hand out the cards to the pupils. Pupils should then move around the room saying (or reading) what is on their card until they find a partner with a corresponding greeting or answer.
- If time allows, each pair can then 'perform' their dialogue in front of the class.

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

6 Plenary activity:
Salut, ça va?
5–10 mins

AT1.2 O5.3
AT2.2 L5.1
AT3.2 IU5.1

Description

Watch and listen to the interactive karaoke song (already met in *Rigolo 1* Unit 1, Lesson 3, so it will be familiar to most pupils).

Delivery

- Ask pupils to listen out for the greetings used in the song. Play the song straight through once, in *Sing* mode.
- Ask pupils to tell you as many of the greetings and questions as they can remember.

Extension

- Organise a karaoke competition between smaller groups, using the recording feature. Pupils can adapt the words from the song to make their own version to perform.



Worksheet 1: *Lisez!*
10 mins

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

Description

Worksheet to give further reading practice in the questions and answers covered in Lesson 1. It may be used at any point after Activity 4.

Answers

- Comment t'appelles-tu?
f Je m'appelle Gustave (G)
h Je m'appelle Polly (P)
- Quel âge as-tu?
e J'ai vingt ans (G)
j J'ai dix ans (P)
- Tu es britannique?
b Non, je suis français (G)
i Oui, je suis britannique (P)
- Ça va?
d Oui, ça va bien (P)
g Comme ci, comme ça (G)
- Salut!
a Salut Bof! (P)
c Bonjour Bof! (G)



Worksheet 2: *Écrivez!*
5–10 mins

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

Description

The worksheet provides further writing practice in the questions and answers covered in this lesson. It may be used at any point after Activity 5.

Answers

- Bonjour!
– Euh... bonjour, Madame.
– Ça va?
– Comme ci, comme ça...
– Comment t'appelles-tu?
– Je m'appelle Gustave Cointreau.
– Tu es français?
– Ah oui, je suis français.
– Quel âge as-tu?
– J'ai vingt ans, Madame.
- Suggestion only:*
– Bonjour, Madame.
– Euh, bonjour, Monsieur.
– Ça va?
– Non, ça ne va pas.
– Comment t'appelles-tu?
– Je m'appelle Madame Moulin.
– Tu es française?
– Ah oui, je suis française.
– Quel âge as-tu?
– Euh, j'ai vingt ans, Monsieur.