

RIGOLO



Teacher's Notes

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National criteria

KS2 framework objectives

- 03.1 Listen and respond to simple rhymes, stories and songs
- 03.2 Recognise and respond to sound patterns and words
- 03.3 Perform simple communicative tasks using single words, phrases and short sentences
- 03.4 Listen attentively and understand instructions, everyday classroom language and praise words
- L3.1 Recognise some familiar words in written form
- L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words
- L3.3 Experiment with the writing of simple words

QCA Scheme of Work

Unit 1 Je parle français

Language ladder levels

- Listening:* Breakthrough, Grade 1
- Reading:* Breakthrough, Grade 1
- Speaking:* Breakthrough, Grade 1
- Writing:* Breakthrough, Grade 1

5–14 guideline strands

Levels A–C

Listening

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

Speaking

- Speaking to convey information A, C
- Speaking and interacting with others B, C
- Speaking about experiences, feelings and opinions A, B

Reading

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

Writing

- Writing to exchange information and ideas A, C
- Writing to establish and maintain personal contact A, C
- Writing imaginatively/to entertain n/a

Unit objectives

- greet and say goodbye to someone
- ask someone's name and give your own
- ask how someone is and respond to the same question
- count numbers 1–10
- identify musical instruments

Key language

- greetings: *bonjour, salut, au revoir; Madame, Monsieur, Mademoiselle*
- say and ask names: *Comment t'appelles-tu?; je m'appelle...*
- say and ask how you are: *Ça va? Ça va bien, Ça ne va pas, Comme ça comme ça*
- numbers 1–10: *un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix*
- musical instruments: *une trompette, une guitare, une flûte à bec, un piano, un tambour, un dragon, une fille, un garçon, un dragon*

Grammar and skills

- first notions of gender
- ask and answer questions
- recognise cognates

Unit outcomes

Most children will be able to:

- use spoken French to greet others and introduce themselves
- understand and use numbers 1–10
- begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases

Some children will also be able to:

- write and say phrases from memory, with clear pronunciation and meaning
- identify nouns using the correct gender
- combine numbers and nouns together in a short phrase

Unit 1

Lesson 1

Lesson summary

Context

Saying hello and goodbye

National criteria

KS2 Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3, IU3.1, IU3.2, IU3.3

Attainment levels: AT1.1, AT2.1, AT3.1

Language ladder levels:

Listening: Grade 1; Reading: Grade 1

Speaking: Grade 1

Cross-curricular links

PSHE: different ways of greeting people in different cultures; how we feel in unknown situations

Geography: looking at francophone countries around the world

Key vocabulary

Greetings: *Bonjour* (Hello), *Salut* (Hi), *Au revoir* (Goodbye)

Language structures and outcomes

Bonjour (Monsieur/Madame..., etc.), *Salut*, *Au revoir* (Monsieur/Madame..., etc.)

1

Starter activity:
Les langues étrangères

5–10 mins

IU 3.1
IU 3.2
IU 3.3

Materials

World map and/or globe, map of Europe/France

Description

Discussion of foreign languages.

Delivery

- Begin by checking pupils' awareness of foreign languages. Ask pupils which languages they speak at home, which languages other people in their family speak, whether they have heard different languages on holiday, on TV, and so on.
- Ask if pupils think it is important to speak different languages, and why/why not. Ask if they can guess how many languages are spoken in the world (answer: approximately 6800) and which ones are most widely spoken (generally held to be Mandarin Chinese, Spanish and English).
- If French hasn't already been specifically mentioned, ask if anyone has been to a place where French is spoken, and if they already know any words. Referring to the map/globe, ask which countries use French, and invite pupils to come up and locate the countries on the map. (French is the main language spoken in 35 countries; English in around 50.)

Extension

- Pupils prepare a project on a French-speaking country they know.
- Encourage pupils to introduce themselves using *Je m'appelle...* (the Virtual Teacher models this language in the Language Presentation of Lesson 2).
- Use the internet to obtain up-to-date facts and figures on languages.

2

Animated story:
Le château Rigolo (1)

15 mins

AT 1.1
AT 3.1
O3.1
O3.4
L3.1

Description

Watch and listen to this interactive animated story presenting the language for Lessons 1–3. You can pause and rewind the story at any point.

Delivery

- This animated story can be used for both starter and plenary activities – the whole animation can be played

at the end of the unit so that pupils can gauge their improved understanding.

- At this point, pupils watch the first half of the story only; the second half is in Lesson 4.

Scene 1 (arrival of van and family)

- Play the scene, then pause the screen and ask pupils to describe what is happening.
- Ask where the family are from (clue: flag on van), and what they think the family is going to do in France (are they on holiday? are they going to live here?). Who will the family meet first?

Scene 2 (at the front door)

- Repeat as for Scene 1. Ask the class if they can tell you how the characters are saying 'hello' to each other. Play the scene again for pupils to check their answers.
- Ask more confident groups to listen for the names of characters; otherwise tell your class who is who, i.e. Jake, Madame Moulin, Mrs Mills, Didier, Bof.

Scene 3 (Jake and Didier)

- Repeat as above, this time adding the question 'How do we say "goodbye" in French?'

3

Presentation:
Bonjour et au revoir

15 mins

AT 1.1
AT 2.1
AT 3.1
O3.2
O3.4
L3.1
L3.2

Description

Click on the doors to hear and see the correct pronunciation when characters exchange greetings. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- Start by asking pupils if they know, or can remember from the animation, how to say 'hello' or 'goodbye' in French. Ask the class to listen carefully during this activity to see if they were right.
- Ask several pupils, in turn, to choose and click on a door, then click on the play button. After hearing each greeting, repeat all together. Click on the play button to listen again. Repeat chorally, copying the gestures of the Virtual Teacher on Screen 2 as you say the words.
- Ask pupils to practise the greeting they have just heard with the pupil next to them.
- Once you have finished practising the scene behind each door, click on the *Quit activity* button to return to the main view of the château.
- Continue until each door has been opened at least once. Repeat the activity as often as you feel is necessary.

Extension

- Choose another set of pupils to click on each of the doors in turn. Point to each door and ask the class what greeting they will hear, then click to see if they were right.
- Contrast the exchanges between Didier and Jake, or between Polly and Bof, with the others. Ask pupils why they think the characters might say 'hello' and 'goodbye' in a different way to different people (due to formality).

4

Oracy activity:
Bonjour, Monsieur
10 mins

AT 1.1 O3.3
AT 2.1 O3.4

Description

Click on the play button to hear each exchange. Listen to what the first character says in the dialogue and click on the correct speech bubble (A or B) for the answer.

Delivery

- Click on the play button to start the activity.
- Ask pupils to listen to the possible answers in the speech bubbles (A and B). They will hear two different greetings, only one of which is correct.
- Ask the class, or an individual pupil, to say the correct answer, select speech bubble A or B, then click on *Done*. There will be an appropriate automatic response.
- Click on the *Next* button to go on to the next greeting (there are a total of six).
- To play the game again, click on the *Start again* button.

Extension

- Split the activity into two parts, each with three sets of greetings, then do the activity as a team game and see who gets most correct answers.

Support

- Model the three different greetings (*Salut*, *Bonjour*, *Monsieur*, etc.), and *Au revoir* with pupils before they start the activity.

5

Plenary activity:
Salut! Au revoir!
5 mins

AT 2.1 O3.3
IU3.3

Materials

Unit 1 Flashcards 9–11 (Greetings), character puppets, and/or a selection of the following: school caps/baseball-style caps, ladies' hats, gentlemen's hats

Description

Role-play activity to practise the greetings introduced so far.

Delivery

- Use the greetings flashcards to elicit the various greetings that have been covered in this lesson.
- Show the puppets to the class. Ask pupils to think how the characters could greet each other, and to practise in pairs or threes for one or two minutes.
- Invite small groups of pupils to the front to use the puppets to perform their role-play for the rest of the class.

Extension

- Call out two pupils to the front of the class. You can either hand them each a hat, or let them choose one each. They must then greet each other in the appropriate way (e.g. two pupils in school or baseball caps would be expected to say *Salut!* to each other; someone wearing a lady's hat would be addressed *Bonjour, Madame*, and so on).

Support

- You can use the Virtual Teacher at any time to refresh pupils' memory of the target expressions in Activity 3.

**Knowledge About Language****Social conventions**

- French uses similar and also different social linguistic conventions compared to English, and it is worth pointing these out to pupils as they learn.
- In this lesson, point out how the children say *Salut!* to each other, but *Bonjour, Madame* or *Bonjour, Monsieur* to adults.
- Ask pupils to compare this with English, where they might say 'Hi!' to their friends or family, but 'Hello' to people they know less well.

Context

Asking and saying your name

National criteria

KS2 Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3

Attainment levels: AT1.1, AT2.1, AT3.1, AT4.1

Language ladder levels:

Listening: Grade 1; Reading: Grade 1;

Speaking: Grade 1; Writing: Grade 1

Cross-curricular links

PSHE: different ways of greeting people in different cultures; how we feel in unknown situations

Key Vocabulary

Greetings: *Comment t'appelles-tu?* (What's your name?), *Je m'appelle...* (My name is...)

Language structures and outcomes

Comment t'appelles-tu?, *Je m'appelle...*

1

Starter activity:

Les noms

5–10 mins

AT 2.1

O3.3

O3.4

Materials

Character puppets

Description

Role-play revision activity using puppets.

Delivery

- Hold up a puppet and say 'hello' to the class, getting them to say 'hello' back. Make the puppet answer (with gestures where possible!).
- Act out the phrase *Je m'appelle* (e.g.) *Bof. Comment t'appelles-tu?* between the puppet and yourself, making sure you answer using the full *Je m'appelle...* phrase. Then ask pupils the same question in turn with the puppet.
- Repeat with the other puppets.
- Invite a pupil to choose a puppet and to stand at the front of the class. The whole class says 'hello' and asks the puppet its name; the pupil 'makes' the puppet give an answer.
- Repeat a few times with different pupils and different puppets.

2

Presentation:

Comment t'appelles-tu?

10 mins

AT1.1

AT2.1

AT3.1

O3.2

O3.4

L3.1

L3.2

Materials

Puppets (for extension activity)

Description

Click on the pictures to hear and see the correct pronunciation when characters introduce themselves to each other. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- Invite pupils to click on the pictures one by one, and then click on the play button to hear each exchange. Encourage the class to repeat the questions and answers. Ensure they imitate the intonation as accurately as possible.
- After clicking on each picture, click on *Quit activity* to return to the main picture of the gallery.
- Click on the play button to hear each question/answer again.
- Use the Virtual Teacher on Screens 2, 4 and 5 any time to compare intonation.

Extension

- Using two puppets, make them ask and answer their names using the model from the presentation. Invite pairs of pupils to the front of the class. Hand them a puppet each, and ask them to ask and answer what their names are.
- Ask a pupil *Comment t'appelles-tu?* Once they have replied, they must ask the pupil next to them, and so on around the group.
- In larger groups, you can ask two pupils: one at the front of the class, one from the back. The 'chain' of questions continues until it meets somewhere in the middle!

3

Oracy activity:

Les présentations

10 mins

AT2.1

O3.3

Materials

Hats and other props to help indicate 'age' of role-play characters; whistle or hooter to indicate when to change groups (or the end of the activity)

Description

Pairwork/role-play activity practising introductions.

Delivery

- Put the pupils into pairs/small groups and ask them to do mini role-plays using the language that they have learned so far i.e. for saying 'hello' and giving their name. Encourage them to include a mix of characters and ages by using props; this will ensure they cover all the target language.
- After five minutes, blow the whistle or clap your hands, to indicate that pupils should move into new groups and repeat the same activity with new characters.
- You can use the Virtual Teacher at any time to refresh your memory of the target expressions.

4

Plenary activity:
Je m'appelle Bof**10 mins**AT3.1
AT4.1
L3.1
L3.2
L3.3**Materials**

Blank paper and pens, magazine pictures of fictional characters (optional)

Description

Literacy activity practising reading and writing your name.

Delivery

- Write the model dialogue *Comment t'appelles-tu?/ Je m'appelle...* on the board for pupils to copy.
- Get pupils to choose a character from *Rigolo*, or another fictional character, and write out the dialogue giving that as their name. They can then draw a picture of their chosen character below the dialogue, or stick a magazine picture there instead.
- Separate the pictures from the dialogues and mix them up. One by one, pupils have to find the matching pairs of picture and dialogue, then read the question and answer aloud.

Context

Asking and saying how you are

National criteria

KS2 Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3, IU3.3

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

Language ladder levels:

Listening: Grade 1–2; Reading: Grade 1–2;

Speaking: Grade 1–2; Writing: Grade 1–2

Cross-curricular links

PSHE: different ways of greeting people in different cultures; how we feel in unknown situations

Key vocabulary

Asking and saying how you are: *Ça va?* (How are you?), *Oui, ça va bien.* (Yes, I'm well.), *Comme ci comme ça.* (I'm so-so.), *Non, ça ne va pas.* (No, I'm not doing well.).

Language structures and outcomes

Ça va?; *Oui, ça va bien*; *Comme ci comme ça*; *Non, ça ne va pas*

1

Starter activity:
Bonjour, comment
t'appelles-tu?

5–10 mins

AT2.1 O3.3
O3.4
IU3.3

Materials

Character puppets, and/or a selection of the following: school caps/baseball-style caps, ladies' hats, gentlemen's hats

Description

Revision of role-play game using puppets and/or basic props.

Delivery

- Invite pairs/small groups of pupils to the front to wear the puppets and to perform a greetings role-play for the rest of the class, saying 'hello' to each other and asking their names.

Extension

- Call out two pupils to the front of the class.
- You can either hand each of them a hat, or let them choose one each. They must then greet each other in the appropriate way (e.g. two pupils in school/baseball caps would be expected to say *Salut!* to each other; someone wearing a lady's hat would be addressed *Bonjour*; *Madame*, and so on). They can invent their own names.

Support

- Model each dialogue using puppets and/or hats before getting pupils to perform them.

2

Presentation:
Ça va?

10 mins

AT1.1 O3.2
AT2.1 O3.4
AT3.1 L3.1
L3.2

Description

Click on the doors to hear and see the correct pronunciation when characters ask and say how they are. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- Tell the class that they are going to learn how to ask and say how they are in French. Ask if anyone already knows how to say this – you can either comment on their answers now, or simply ask the class to listen carefully to the presentation to check if their suggestions were correct.

- Choose different pupils to click on each door in turn. Click on the play button, listen to what is said, with or without the text displayed, and repeat all together. Listen to the Virtual Teacher on the subsequent screens to practise pronunciation, or do this yourself if you prefer. Make sure that everyone also copies the Virtual Teacher's gestures – this will help pupils remember much more easily.
- Click on *Quit activity* to return to the main view of the chateâu.

Language Learning Strategies**Using the Virtual Teacher to aid learning**

The *Rigolo* Virtual Teacher illustrates various important ways in which pupils can benefit from watching language being spoken in front of them:

- Pupils should imitate the native speaker pronunciation by listening to and repeating what the Virtual Teacher says.
- Encourage pupils to look at the Virtual Teacher's face as she speaks and to focus on how she moves her mouth when she pronounces different sounds. Use the *Zoom* feature to enlarge her mouth, or you can model this yourself instead.
- For many words or phrases, the Virtual Teacher gives an accompanying gesture to reinforce the meaning. This is a kinaesthetic aid to learning for pupils, and you should encourage them to repeat this gesture when they repeat the words. You can also get them to respond with the gesture when you say the word.

3

Oracy activity:
Ça va bien

15 mins

AT1.1 O3.2
O3.4

Description

Listen to each character saying how they are, then select the appropriate icon to indicate if the response is happy, neutral or sad.

Delivery

- Click the play button to start the activity. You will hear a character being asked the question *Ça va?* and their response will also be heard, but without seeing their facial expression. The pupil must decide if the response is happy, sad, or neutral, and then select the appropriate icon on the screen. If unsure, the pupil can click the play button to hear the response a second time.

- Once the pupil is happy with their answer, click on *Done*. If wrong, pupils can have another attempt by clicking *Start again*, or continue to the next question by clicking *Next*.

Extension

- You can turn this activity into a team game by forming two groups and inviting pupils (in turn) from each group to click on a character. Keep scores of the correct answers.

Support

- Play each scene twice using the play button before asking pupils to respond.

4 Literacy activity:
Une conversation
10 mins

AT1.1 O3.3
AT2.1 L3.3
AT3.1 L3.2

Description

Drag the audio/response tiles into the correct box to answer the questions. Click on the *Done* button when you have finished.

Delivery

- Invite pupils to take it in turns to listen to and drag a response into either the *Ça va?* or *Comment t'appelles-tu?* box.
- Ask the whole class if they agree with the choice made.
- When there are no more responses left, click on the *Done* button.
- To do the activity again, click on the *Start again* button. To exit the activity, click on the *Quit activity* button.

Extension

- Invite pupils to recreate the dialogues at the front of the class using the puppets.

5 Literacy activity:
Au château
10 mins

AT2.1 O3.3
AT3.1 L3.1
L3.2

Description

Click on the audio icon next to each picture and drag the correct phrase to the character.

Delivery

- Click on the audio icon next to each picture and ask pupils to work out which is the correct phrase and then say it aloud.

Extension

- Pupils can copy out their favourite scenario from the activity, writing the appropriate phrases into speech bubbles.

Support

- Go through each of the options with pupils, reading them aloud and giving the gestures already learnt. Ask pupils e.g. *Salut – oui ou non?* until they have agreed what the correct answer is.

6 Song:
Salut, ça va?
10 mins

AT1.1–2 O3.1
AT2.1–2 O3.2
AT3.1–2 O3.4
L3.1 L3.2

Description

Watch and listen to the interactive karaoke song. Choose either *Practice* or *Sing* mode: the former to go through the song line by line, the latter to sing it all the way through. Switch the music and words on or off as you prefer.

Delivery

- Ask pupils to listen out for the greetings and questions, which appear in the song.
- Play the song straight through once, in *Sing* mode. Afterwards, ask pupils to tell you as many of the greetings and questions as they can remember.
- Go back and play the song in *Practice* mode, focusing on one line at a time. Repeat chorally and to check comprehension.
- When pupils are comfortable with the lyrics, divide the class in two groups – one group will sing each part in the different verses.
- Swap over roles for each verse.

See the Introduction for more notes on the Song features.

7 Plenary activity:
Les presentations
5–15 mins

AT2.1 O3.3
AT4.1 L3.3

Materials

Names or cut-out pictures of famous characters known to pupils (e.g. Harry Potter, Hermione, Bart Simpson, Horrid Henry, Matilda, The Gruffalo); a cloth bag or hat to hold the name/picture cards; blank paper for drawing cartoon dialogues (extension activity).

Description

- Role-play revision activity for Lessons 1–3 using famous characters from books and films.

Delivery

- Place the name/picture cards in the bag or hat.
- Invite pupils to come up, two at a time, to choose a card each. Continue until all pupils have a card.
- Pupils then sit down together in their pairs and create a dialogue between their two characters.
- Pupils can either write down the dialogue, as in a mini-play, or create a short cartoon by drawing the characters and speech bubbles, or sticking cut-out pictures on the paper.

Support

- To simplify this activity, you could prepare a basic cartoon outline and photocopy one for each pair: draw two boxes, with two 'stick' characters in each box. Pupils then just need to stick or draw on the faces and add speech bubbles or text.

Context

Nouns (musical instruments)

National criteria

KS2 Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2, L3.3

Attainment levels: AT1.1, AT2.1, AT3.1, AT4.1

Language ladder levels:

Listening: Grade 1; Reading: Grade 1;

Speaking: Grade 1; Writing: Grade 1

Cross-curricular links

Music

Key vocabulary

Instruments: *un tambour* (drum), *une guitare* (guitar), *un piano* (piano), *une trompette* (trumpet), *une flûte à bec* (recorder)

Miscellaneous: *une fille* (girl), *un garçon* (boy)

Language structures and outcomes

n/a

1

Animated story:
Le château Rigolo (2)
10 mins

AT1.1 O3.3
AT3.1 O3.4
L3.1

Description

Watch and listen to this interactive animated story presenting the language for Lessons 4–5. You can pause and rewind the story at any point.

Delivery

- This animated story can be used for both starter and plenary activities – the whole animation can be played at the end of the unit so that pupils can gauge their improved understanding.
- At this point pupils only watch the second half of the story; the first half is in Lesson 1.

Scene 4 (in the Great Hall of the castle)

- Pause the screen before viewing each scene and ask pupils to guess what objects are hidden under the cloths.
- Play the scene all the way through, without stopping. Ask pupils if they correctly guessed the instruments and the storyline. Summarise together what happened in this scene.
- Replay the counting of each lot of instruments. Alternatively, you can do this at the start of Lesson 5.
- You can replay the scene again now, or wait until later in the section to enable pupils to see how much more they understand.

2

Starter activity:
Un piano
5 mins

AT2.1 O3.3
AT3.1 L3.1

Materials

- Unit 1 Flashcards 1–5 (musical instruments)

Description

- Revision of musical instruments presented in animated story.

Delivery

- Ask pupils to recall which instruments featured in the animation.
- As they say each one, hold up the relevant picture flashcard (and stick on board/wall if possible).
- Encourage pupils to say the word in French, but don't worry if they can't remember all of them as this is covered in the next activity.

Extension

- Introduce the word Flashcards to go with the pictures, and play a matching game between picture and word.

3

Presentation:
Les instruments de musique
15 mins

AT1.1 O3.2
AT2.1 O3.4
AT3.1 L3.1
L3.2

Description

Click on the characters or musical instruments to hear and see the correct pronunciation. 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

- Choose pupils to click on a character or an instrument and click on the play button.
- The whole group repeats the word and copies the Virtual Teacher's gestures on the subsequent screens.
- When each instrument has been covered a couple of times, make two teams, and ask each team (in turn) to say the word when you point at an instrument. Click on the picture to check whether the answer is correct, and give a point for each correct answer.
- Ask pupils to click on the remaining three images (Jake, Polly, and Bof) and repeat the words for 'boy', 'girl', and 'dragon'.

**Knowledge About Language****Genders**

- This lesson features the first notion of different gender nouns in French. For more confident pupils, you can take the opportunity to investigate this in class.
- In the Presentation above, ask pupils if they can work out what the word for 'a' is in French (*un* or *une*).
- Then ask pupils if they can work out what the words have in common.
- Explain that nouns in French are divided into two groups using either *un* or *une*. They will see words in different groups like this throughout *Rigolo*.

4 Oracy activity:
C'est quel instrument de
musique?
10 mins

AT1.1
AT3.1 O3.2
O3.4

Description

Listen to the audio and match it with the correct picture.

Delivery

- Click on the audio icon and ask pupils to match what they hear with the correct picture.
- Once they have identified the correct picture for each audio clip, click on *Done* and the answers will be marked automatically.
- Click on the *Start again* button for a second attempt, or on the *Next* button to proceed to the next set of questions.

Extension

Make two teams. The teams take it in turns to click on an audio icon and match what they hear with the correct picture. They score a point for each correct answer.

Support

Model the first few questions: after playing each audio clip, point to each object on the screen, asking pupils *C'est un...? Oui ou non?*, until pupils agree the correct answer.

Language Learning Strategies

Cognates

- It is reassuring for pupils to point out that there is a lot of language shared between French and English. There are numerous cognates that come up in *Rigolo*.
- Ask pupils to concentrate on the words they have learnt so far in this lesson and to think of which words are similar to the English (*une trompette, une guitare, un piano, un dragon, une flûte à bec, un tambour*).

5 Literacy activity:
Une trompette
10 mins

AT2.1
AT3.1 O3.3
L3.1

Materials

Unit 1 Flashcards 1–8 (Nouns)

Description

Flashcard activity, matching words to pictures and/or articles to nouns.

Delivery

- Separate word and picture cards into two piles.
- Go through the picture cards one by one, and ask the class to tell you the correct word.
- Divide the group into teams and give each team a set of cards.
- Time how long it takes each team to match the cards correctly.

Extension 1 (articles)

- Cut up each word card so the article is separate from the noun.
- Repeat the above activity; this time pupils must also match the correct article in each case.

Extension 2 (Kim's game)

- Stick a set of flashcards on the board (either picture or word cards).
- Ask one or two pupils to leave the room for one minute.
- Ask a third pupil to come to the board and remove a card.
- Pupils 1 and 2 come back in and must identify the card which has been removed.
- Repeat as many times as desired!

Extension 3 (memory pairs)

- Give a set of picture and word cards to each group/table.
- Turn the cards over so the text/pictures are hidden.
- Pupils in each group take it in turns to turn over two cards – if they match, they keep the pair. Otherwise, the cards are put back in the same place, and the next pupils has a go.
- Continue until all pairs have been found.

6 Plenary activity:
C'est un tambour
5–10 mins

AT2.1
AT3.1 O3.3
L3.3

Materials

Unit 1 Flashcards 1–8 (Nouns)

Description

Flashcard activity for practising gender and noun recognition.

Delivery

- Hold up a flashcard and ask *C'est un dragon ou un garçon?*; *C'est une trompette ou un piano?* etc.
- You may wish to make this into a team game, and give points for each correct answer.

Extension

- Hold up a flashcard and ask *Qu'est-ce que c'est?* Give the card to the pupil or team who answers correctly.
- Write *un* and *une* on either side of the board. Hold up a picture/word card (minus the article!) and ask a pupil to put it in the correct group.

Context

Numbers 1–10

National criteria

KS2 Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2

Attainment levels: AT1.1, AT2.1, AT3.1

Language ladder levels:

Listening: Grade 1; Reading: Grade 1;

Speaking: Grade 1

Cross-curricular links

Numeracy, Music

Key vocabularyNumbers 1–10: *un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix***Language structures and outcomes**

n/a

1

Starter activity:
Encore des instruments

5–10 mins

AT2.1 O3.3
AT3.1 O3.1**Materials**

Unit 1 Flashcards 1–8 (Nouns)

Description

Flashcard activity, to revise nouns from previous lesson.

Delivery

- Repeat one of the activities from Lesson 4, Activity 5.

2

Presentation:
Un, deux, trois

10–15 mins

AT1.1 O3.2
AT2.1 O3.4
AT3.1 L3.1
L3.2**Description**

Click on the play button to hear and see the correct pronunciation of numbers 1–10. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- Click on the play button to hear the numbers, pausing after each one. The whole class repeats the number and holds up the appropriate number of fingers each time. Repeat until all the numbers have been covered.
- Invite pupils to point to the numerals on screen. This time, ask the class to say the number, then listen to the audio/Virtual Teacher on the subsequent screens to check if they were correct. Click on the *show text* link to see the words.

**Knowledge about Language****Identifying sounds and phonemes**

- The *Sound* feature in Presentations enables you to examine pronunciation of new language in more detail, to draw parallels between words in *Rigolo* and to improve pupils' appreciation of sound/spelling links.
- For example, in this lesson pupils can meet the sounds *un, eu, oi, qu, r* and *i* in the numbers, and recognise how these sounds can be represented in written form.

3

Oracy activity:
Le rap des nombres

5 mins

AT2.1 O3.1
O3.3**Materials**

n/a

Description

Oracy activity practising numbers in a rap-style song.

Delivery

- Go through numbers 1–10, all together, clapping as you say them
- Repeat as above, this time splitting the numbers as follows:
un, deux, trois, quatre, cinq, six, sept et huit, neuf et DIX!
- Put the class into groups of 6–8, and ask each group to make a rap out of the sequence you have just practised. Give them no more than five minutes to prepare.
- Each group, in turn, performs their rap at the front of the class.
- You could have a vote for the best rap!

Extension

- Each group could record their own *Rap des nombres*.

4

Oracy activity:
Les nombres

10 mins

AT1.1 O3.2
AT3.1 O3.4**Description**

Listen to the audio, and drag the correct number to the object to match the audio phrase.

Delivery

- Ask pupils to take it in turns to answer each question.
- Click on the audio icon next to one of the pictures to hear a phrase combining numbers and objects (e.g. *trois pianos*). Pupils must drag the correct number to the correct image (in this case, number 3 to the piano picture).
- Click on *Done* and the activity will be marked automatically.
- Click on the audio icon to hear the audio again for each question, or the *Next* button to move on to the next set of questions
- Repeat the activity as many times as necessary.

Extension

- Make two teams. The teams take it in turn to answer questions, and score a point for each correct answer.

Support

- Model the first few questions. Take the number in each phrase first, and ask pupils to locate it (e.g. *Cinq, c'est où?*). Then take the noun and get them to find this too (e.g. *C'est un piano – oui ou non?*). Finally get them to drag the correct number to each object.

5

Literacy activity:

Deux trompettes

10 mins

AT3.1
L3.1O3.2
L3.2**Description**

Match the picture with the correct phrase.

Delivery

- Ask pupils to listen and match the pictures of instruments with the correct phrase.
- Click on the *Done* button when finished. Then click on the *Next* button to move on to the next set of questions.
- There will be an automatic response indicating whether the answer is right or wrong.
- Repeat the activity as many times as necessary.

Support

- You can play with or without sound, by clicking on the audio icon next to each picture. With sound on, pupils will hear each phrase spoken as it appears.

6Plenary activity:
Les nombres 1–10

5 mins

AT1.1
AT2.1O3.2
O3.3
O3.4**Materials**

Bof (dragon) puppet, If available

Description

Game for revising numbers 1–10.

Delivery

- Ask the class to choose a number between 1 and 10. This number will now be replaced with word *Bof!* in the game.
- Go round the class, each pupil saying a number in the correct sequence. When a pupil has to say *Bof!*, they must collect the puppet from the teacher (or another pupil), and sit down. When number 10 is reached, go back to 1, and keep going until only one pupil is left standing.
- Change the *Bof!* number a few times, to keep pupils on their guard!

Extension

- Split pupils into two or three groups to make the activity quicker.
- Give pupils the option of saying just one number, or two – they can then use the numbers tactically to put someone out of the game!

Unit 1

Extra!



Worksheet 1A

10–15 mins

AT2.1 O3.3
AT3.1 L3.1
AT4.1 L3.3

Description

Worksheet to give further practice on greetings and introductions.

Notes

- You can go through Activity 1 as a whole-class activity, or let pupils work individually.
- Put pupils in pairs and ask them to role-play the dialogue. You could choose some pairs to perform the dialogue, if time allows.

Answers

- Completed bubbles:
 - Salut! Comment t'appelles-tu?
 - Je m'appelle Didier. Ça va?
 - Comme ci comme ça.
 - Au revoir, Polly.



Worksheet 1B

10–15 mins

AT2.1 O3.3
AT3.1 L3.1
AT4.1 L3.3

Description

Worksheet to give further practice on greetings and introductions.

Notes

- You can go through Activity 1 as a whole-class activity, asking pupils for suggestions, or let pupils work individually.
- Put pupils in pairs and ask them to role-play the dialogue. You could choose some pairs to perform the dialogue, if time allows. As an extension activity, pupils could change the names and responses and write their own dialogues.

Answers

- Completed bubbles:
 - Salut!
 - Salut! Comment t'appelles-tu?
 - Je m'appelle Didier. Ça va?
 - Comme ci comme ça.
 - Au revoir, Didier.
 - Au revoir, Polly.



Worksheet 2A

10–15 mins

AT2.1 O3.3
AT3.1 L3.1
AT4.1 L3.3

Description

Worksheets to give further practice on greetings and introductions.

Notes

- Encourage pupils to do Activity 1 individually, before reading through the dialogue together.
- Pupils then read through the dialogue again in pairs.
- This (finding the words in the grid) could be given as homework.

Answers

1 Completed dialogue:

- Bonjour.
- Salut!
- Je m'appelle Bof. Comment t'appelles-tu?
- Je m'appelle Jake.
- Ça va, Jake?
- Oui, ça va bien.

3

A	N	B	E	F	J	O	D
M	O	N	S	I	E	U	R
A	N	Q	C	Y	R	I	P
D	L	É	U	V	N	S	H
A	S	Ç	A	V	A	A	O
M	Z	G	A	M	V	L	I
E	B	O	N	J	O	U	R
C	O	M	M	E	N	T	J



Worksheet 2B

10–15 mins

AT2.1 O3.3
AT3.1 L3.1
AT4.1 L3.3

Description

Worksheets to give further practice on greetings and introductions.

Notes

- Encourage pupils to do Activity 1 individually, before reading through the dialogue together.
- Pupils then read through the dialogue again in pairs.
- This (finding the words in the grid) could be given as homework.

Answers

1 Completed dialogue:

- Bonjour.
- Salut!
- Je m'appelle Bof. Comment t'appelles-tu?
- Je m'appelle Jake.
- Ça va, Jake?
- Oui, ça va bien.

3

N	O	N	A	O	R	J	A	N	E	U	F
G	U	I	T	A	R	E	M	G	E	O	D
A	I	E	S	E	P	O	A	I	R	O	V
R	I	E	Ç	B	I	L	D	E	U	X	A
Ç	B	L	A	E	S	S	A	E	E	N	U
O	O	N	V	E	T	A	M	B	O	U	R
N	N	M	A	I	C	N	E	A	I	J	E
E	J	D	O	N	C	T	A	N	T	S	V
M	O	N	S	I	E	U	R	V	E	A	O
C	U	U	Q	U	E	P	O	U	R	L	I
V	R	O	I	R	C	E	T	I	N	U	R
F	A	M	I	C	O	M	M	E	N	T	E



Worksheet 3A

10–15 mins

AT2.1 O3.3
AT3.1 L3.1
AT4.1 L3.3**Description**

Worksheet to give further practice on numbers.

Notes

- 1 & 2 Let pupils work on these two questions individually and move round the class to help where needed.
- 3 Put pupils in pairs. Ask each pupil A to cover up cloud B, and each pupil B to cover up cloud A before they begin.

Answer

- 2 a cinq d six
b neuf e trois
c sept f quatre



Worksheet 3B

10–15 mins

AT2.1 O3.3
AT3.1 L3.1
AT4.1 L3.3**Description**

Worksheet to give further practice on numbers.

Notes

- 1 You could ask pupils to spell out the numbers after completing this activity, if they have covered the alphabet.
- 2 Correct this activity together, encouraging pupils to read out the sums and answers in French.
- 3 Put pupils in pairs. Ask each pupil A to cover up cloud B, and each pupil B to cover cloud A before they begin.

Answers

- 1 Nathalie – 1 – un Bof – 6 – six
Mme Moulin – 2 – deux Mrs Mills – 7 – sept
Mr Mills – 3 – trois Polly – 8 – huit
Didier – 4 – Quatre Mme Chanson – 9 – neuf
Olivier – 5 – cinq Jake – 10 – dix
- 2 a trois + deux = cinq d neuf – trois = six
b cinq + quatre = neuf e sept – cinq = deux
c un + six = sept f dix – quatre = six



Worksheet 4A

10–15 mins

AT3.1 L3.1
AT4.1 L3.3**Description**

Worksheet to give further practice on numbers and musical instruments.

Notes

- 1 Ask pupils to copy out the mystery word and hand it in to you!
- 2 If time allows, read through the answer together, to give extra reading and pronunciation practice.

Answers

1

				T	R	O	I	S
			D	R	A	G	O	N
P	I	A	N	O				
		T	A	M	B	O	U	R
		S	E	P	T			
F	L	U	T	E	À	B	E	C
	H	U	I	T				
	G	U	I	T	A	R	E	
		D	E	U	X			

Le mot mystère: TROMPETTE

- 2 a trois tambours d huit trompettes
b sept garçons e quatre filles
c cinq pianos f neuf flûtes à bec



Worksheet 4B

10–15 mins

AT3.1 L3.1
AT4.1 L3.3**Description**

A crossword covering language from the whole of Unit 1.

Notes

- 1 You may wish to cut off the answers at the bottom of the worksheet to see how pupils get on with the crossword without any prompts. They could do this activity in pairs.

Answers

1

	¹ T		² M		³ S	E	P	T	
⁴ V	A		A		I				⁵ G
	M		⁶ D	I	X			⁷ T	U
	B		A				⁸ O	U	I
⁹ C	O	M	M	E	¹⁰ N	T			T
	U		E		E		¹¹ S		A
	R			¹² A	U		A		R
¹³ E					¹⁴ F	I	L	L	E
S							U		
¹⁵ T	R	O	M	P	E	T	T	E	

Project work: French châteaux

IU3.3

30–60 mins

Description

Pupils discover information about a real French château, then prepare and deliver a presentation about it.

Materials

Books and pictures about French châteaux, holiday brochures, internet access

Delivery

- Using the animated story from Unit 1, discuss with the class what type of building château Rigolo is – similar to a castle or stately home in the UK. Explain that there are a lot of châteaux like this one in France, and that you are going to find out more information about these.
- Divide the class into groups. Provide a list of suggested châteaux for the groups to investigate or, if confident, they can find one for themselves. A possible shortlist

could be the château Chenonceau and the château Chambord in the Loire valley, and the château de Versailles and the château de Fontainebleau near Paris.

- Provide access to information via brochures or books and/or the internet, and ask each group to find some information on their chosen place.
- Pupils should then do some research and write up a short report on what they have discovered. Encourage them to add captions in French to any pictures where possible.
- Invite each group to come to the front of the class to deliver their presentation and display any visual aids. These could then be displayed around the classroom.

Support

- You can provide some suggested questions for the type of information they should look for, such as: Where is it? How old is it? How big is it? Who lived there?