

# RIGOLO



Unit 10

## Teacher's Notes

Amanda Collins  
Assessment sections: Julie Green

## National criteria

### KS2 Framework objectives

- O4.1 Memorise and present a short spoken text
- O4.2 Listen for specific words and phrases
- O4.3 Listen for sounds, rhyme and rhythm
- O4.4 Ask and answer questions on several topics
- L4.1 Read and understand a range of familiar written phrases
- L4.2 Follow a short familiar text, listening and reading at the same time
- L4.3 Read some familiar words and phrases aloud and pronounce them accurately
- L4.4 Write simple words and phrases using a model and some words from memory
- IU4.2 Know about some aspects of everyday life and compare them to their own
- IU4.4 Learn about ways of travelling to the country/ countries

### QCA Scheme of Work

- Unit 2 Je me présente
- Unit 6 Le monde
- Unit 11 J'habite

### Language ladder levels

- Listening:* Breakthrough, Grade 1–3
- Speaking:* Breakthrough, Grade 1–2
- Reading:* Breakthrough, Grade 1–3
- Writing:* Breakthrough, Grade 1–2

### 5–14 guideline strands

### Levels A–C

#### Listening

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

- name and recognise various French cities
- give and understand basic directions
- talk about the weather
- talk about the weather in a particular city

## Key language

- saying where you are going: *Je vais à* (I'm going to)... *Paris/Bordeaux/Strasbourg/Nice/Grenoble*.
- directions: *tournez à droite* (right), *tournez à gauche* (left), *allez tout droit* (straight on), *arrêtez* (stop)
- weather: *Quel temps fait-il?* (What's the weather like?), *Il fait beau*. (It's sunny), *Il fait froid*. (It's cold), *Il fait chaud*. (It's hot), *Il pleut* (It's raining), *Il neige*. (It's snowing)
- weather in a particular town: *À Paris/Bordeaux/Strasbourg/Nice/Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige*. (In Paris [etc.], it's sunny/cold/hot/raining/snowing.)

## Grammar and skills

- recognise various French cities
- ask and answer where you are going, using *je vais à...*
- understand and give imperative instructions for directions
- form weather expressions using impersonal *il...* expressions
- describe the weather in a certain location in a short sentence

## Unit outcomes

### Most children will be able to:

- recognise names of various French cities
- use *je vais à...* to say which city they are going to
- understand and use weather expressions
- understand and use direction expressions
- understand descriptions of weather in certain locations

### Some children will also be able to:

- produce phrases describing weather in certain locations

**Context**

Going to French cities

**National criteria**

KS2 Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3

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

Language ladder levels:

Listening: Grade 1–3; Speaking: Grade 2;

Reading: Grade 1–3

**Cross-curricular links**

Geography

**Key vocabulary**

*Je vais à* (I'm going to)...

*Paris/Bordeaux/Strasbourg/Nice/Grenoble*

**Language structures and outcomes**

*Où vas-tu?* (Where are you going?), *Je vais à...* (I'm going to)...

1

**Starter activity:**  
Les villes de France  
c.5–10 mins

IU4.4

**Materials**

Large map of France; if possible, pictures or photos of key monuments/places

**Description**

Pupils talk about French towns and cities they know of, or have visited.

**Delivery**

- Display the map of France. Ask pupils if they have been to any French towns, or if they know of any.
- Invite pupils to come up and locate key places on the map, providing help where required.
- If you have pictures of key places, stick them near the relevant towns or cities.

**Extension**

- If some pupils have been to France, ask them if they remember where they went and to tell you what they saw (monuments or tourist attractions, for example).
- If none of your pupils have been to France, show photos of key monuments and places, and talk briefly about them.

2

**Animated story:**  
Je vais à Nice (1)  
5–10 mins

AT1.2-3 O4.2  
AT2.2-3 O4.3  
L4.1  
L4.2  
IU4.4

**Materials**

Map of France

**Description**

- Watch and listen to this animated story presenting the language for Lessons 1 and 2 (directions and cities in France).
- 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 3.

**Scene 1: Bof and Jake at the château**

- Write the city name *Nice* on the board. Ask if anyone knows where Nice is, and locate it on the map if possible.
- Explain that Bof and Jake want to go to Nice, and ask pupils to note down how many times the word is said in the first scene (4).
- Play the scene all the way through.

**Scene 2: Bof and Jake flying**

- Freeze the opening screen.
- Write the following cities on the board and ask pupils to copy them down: Grenoble, Nice, Bordeaux, Strasbourg, Paris.
- Ask pupils to number the cities in the order they hear them.
- Play the scene all the way through.
- Check pupils' answers and play again if necessary to reconfirm the order: 1 Paris 2 Nice 3 Strasbourg 4 Bordeaux 5 Grenoble
- Summarise the scene together.

3

**Presentation:**  
Où vas-tu?  
c.5 mins

AT1.2 O4.2 L4.1  
AT2.2 O4.3 L4.3  
AT3.2 O4.4 IU4.4

**Description**

Click on a city to hear how to say you are going there. 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 cities on the map of France, one by one. We hear the target question and appropriate answer, and see Bof fly to the city in question.
- The Virtual Teacher (on Screen 2) repeats what Bof says. The audio can be replayed as many times as necessary for pupils to repeat the language accurately.
- Repeat each item a couple of times to reinforce learning.

#### 4 Oracy activity: Où vas-tu, Bof? c.5–10 mins

AT1.2 O4.2  
O4.3  
O4.4  
IU4.4

##### Description

Look at the pictures of Bof travelling to different destinations and predict what he will say. Then listen to the audio clips and match these with the corresponding pictures.

##### Delivery

- Click on the audio icon above each picture to hear Polly ask *Où vas-tu, Bof?* ('Where are you going, Bof?').
- Pupils must answer the question as if they were Bof using *Je vais à* ('I'm going to')...
- Click on the audio icons below the pictures. Pupils must drag the audio icons into the boxes below the corresponding pictures.
- Once pupils have listened to all five audio clips and dragged them into the corresponding boxes, click on *Done* and their answers will be marked automatically.
- If any answers are incorrect, click on *Start again* for a second attempt.
- Repeat a couple of times to reinforce the language.

##### Extension

- Make two teams. Each team takes it in turn to answer a question and scores a point for each correct answer.

#### 5 Plenary activity: Quelle ville? c.5 mins

AT1.1 O4.2  
AT3.1 L4.1  
IU4.4

##### Materials

Two sets of cards with the names of five French towns; music cassette/CD (French, if possible)

##### Description

Pupils move around to music before trying to predict which town or city will host the winning team.

##### Delivery

- Quickly go through the five towns/cities on the cards to make sure pupils can pronounce and understand them comfortably (Grenoble, Nice, Bordeaux, Strasbourg and Paris).
- Place one set of cards in a cloth bag or an envelope. Place the other cards randomly around the room. Play the music and ask pupils to move around. When the music stops, they must quickly move to a town of their choice.
- Without looking, pick a card out of the bag/envelope and read it out. Pupils in that town go through to the next round. All the others are out. Put the card to one side.
- Repeat the activity until there is just one winning pupil, or only one town left!

## R Knowledge About Language

### Question forms

- Point out to pupils that *Où vas-tu?* is another question they have learnt in French. Quickly revise the ones encountered up to this point (see Unit 8, Lesson 3 for a list of these).

**Context**

Giving and understanding basic directions

**National criteria**

KS2 Framework: O4.2, O4.3, L4.1, L4.3, IU4.4

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

Language ladder levels:

Listening: Grade 1–2; Speaking: Grade 2;

Reading: Grade 2

**Cross-curricular links**

Geography, PE

**Key vocabulary**

Directions: *tournez à droite* (right), *tournez à gauche* (left), *allez tout droit* (straight on), *arrêtez* (stop)

**Language structures and outcomes**

As above

- 1** Starter activity:  
Encore une visite en France!  
5 mins

AT1.1 IU4.4

- 3** Oracy activity:  
Allez tout droit!  
c.5–10 mins

AT1.2 O4.2

**Materials**

Large map of France

**Description**

Starter revision game to further familiarise pupils with places in France.

**Delivery**

- Say the name of a town or city in France that you covered last lesson (Grenoble, Paris, Nice, Bordeaux, Strasbourg) and ask for a volunteer to come up and locate it on the map.
- Ask the others if they think the answer is correct or not, before confirming the answer.
- Repeat for all towns/cities.

- 2** Presentation:  
Arrêtez!  
5–10 mins

AT1.2 O4.2  
AT2.2 O4.3  
AT3.2 L4.1  
L4.3

**Description**

Click on a direction icon to hear the instruction and see Bof carry it out. 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 direction icons, one by one. We hear Polly give the instruction and see Bof fly or stop as instructed.
- The Virtual Teacher repeats Polly's instruction on Screen 2; this can be replayed as many times as necessary for pupils to repeat the language accurately.
- Repeat each item a couple of times to reinforce the language.
- Click on another direction icon to move on to the next instruction.

**Description**

Listen to the audio directions and put the direction icons in the correct order to help Jake and Bof find the hidden ghosts.

**Delivery**

- Click on the play button. You will hear Polly giving a series of directions. You can pause the audio after each direction. Pupils must put the direction icons in the correct order. There are five commands for each sequence.
- Once pupils are happy with the sequence, click on *Done* and their answers 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.

**Extension**

Make two teams. Each team takes it in turn to put the direction icons in the correct order and scores a point for a correct sequence.

- 4** Oracy activity:  
Bof dit...  
5–10 mins

AT1.2 O4.2

**Materials**

Bof puppet, Unit 10 Flashcards 6–9 (Directions)

**Description**

Pupils play a game based on 'Simon says' to practise directions.

**Delivery**

- Work through the target directions by saying them and performing the actions all together (these can be done on the spot if there is limited space). You may wish to use the flashcards as prompts to elicit the target language.
- Hold up the Bof puppet and explain the rules of the game, i.e. the same as 'Simon says', but each correct instruction will be preceded by *Bof dit* – the usual French game being *Jacques a dit...*
- Begin giving directions. Pupils must respond only if the instruction is preceded by *Bof dit*, otherwise they are out of the game. The last pupil remaining in the game is the winner.

5

Literacy activity:  
 Je vais à...  
 c.5–10 mins

AT3.2   L4.1

**Description**

Read where Bof says he is going, then select the correct direction.

**Delivery**

- Pupils read Bof's speech bubble to see which city he will visit. They must then select one of the three directions on screen to indicate the way he needs to go.
- 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.

**Extension**

- Divide the class into two teams. Each team takes it in turn to get Bof to his destination, and scores a point for each correct answer.

6

Plenary activity:  
 Une course d'obstacles!  
 c.5–10 mins

AT1.2   O4.2  
 AT2.2   L4.3  
 AT3.2

**Materials**

Classroom furniture or brightly coloured paper to create obstacle course, puppets or soft toys, two scarves or similar to use as blindfolds; Unit 10 Flashcards 6–9 (Directions)

**Description**

Pupils create an obstacle course in the classroom, with your guidance, and give instructions to two blindfolded pupils to help them reach their destination.

**Delivery**

- Divide the class into groups. Assign one puppet or soft toy to each group, but hold onto them for now. Ask two pupils in each group to leave the room.
- The other pupils help you rearrange the tables and chairs in the room to create an obstacle course. If this is not feasible, you can create obstacles by placing brightly coloured pieces of paper on the floor – pupils will have to be careful not to step on them.
- Place the puppets/soft toys around the room.
- Call the other pupils back into the room. Blindfold the first two pupils. Their team-mates must give directions to lead them to the correct puppet/toy in under two minutes.
- The team scores 10 points if they are successful.
- Repeat for all teams.

**Extension**

- If time allows, repeat with different pupils doing the obstacle course.

**Support**

- Remind pupils of the instructions for giving directions by writing them on the board, or going through them orally using the flashcards as prompts at any time during the activity.

**Context**

Talking about the weather

**National criteria**

KS2 Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, IU4.4

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

Language ladder levels:

Listening: Grade 2–3; Speaking: Grade 2;

Reading: Grade 1–3

**Cross-curricular links**

Geography, Science, ICT

**Key vocabulary**

Weather: *Quel temps fait-il?* (What's the weather like?), *Il fait beau.* (It's sunny), *Il fait froid.* (It's cold), *Il fait chaud.* (It's hot), *Il pleut.* (It's raining), *Il neige.* (It's snowing)

**Language structures and outcomes**

As above

# 1 Starter activity: Où vas-tu?

5–10 mins

AT1.2 O4.2  
AT2.2 O4.4  
AT3.1 IU4.4

**Materials**

Puppets, large map of France

**Description**

Starter revision game with puppets to further familiarise pupils with places in France.

**Delivery**

- Divide the class into two teams. Invite two pupils, one from each team, to the front and give each a puppet.
- Invite another two pupils – again, one from each team – to the front of the class, or to stand in front of the large wall map.
- The first pair of pupils must recreate a dialogue using the puppets, along the lines of: *Où vas-tu?* ('Where are you going?')/ *Je vais à [Paris.]* ('I'm going to [Paris.]')
- The second pair of pupils then race to be the first to touch the city mentioned on the wall map.
- Give one point to the fastest team each time.

**Extension**

- Invite new pairs up to the front, to enable as many as possible to participate.

**Support**

- If pupils have difficulty in remembering the cities covered in the previous lesson, write them on the board for reference (Paris, Strasbourg, Grenoble, Nice, Bordeaux).

# 2 Animated story: Je vais à Nice (2)

5–10 mins

AT1.2–3 O4.2  
AT3.2–3 O4.3  
L4.1  
L4.2

**Materials**

Unit 10 Flashcards 1–5 (Weather), map of France

**Description**

Watch and listen to this animated story presenting the language for Lessons 3–4 (weather expressions). 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 second half of the story only; the first half is in Lesson 1.

*Scene 3: Jake, Bof, Marine and Bernard on a beach in Nice*

- Write Grenoble, Nice, Bordeaux and Paris on the board, in a vertical list, and ask pupils to copy them down.
- On the other side of the board, stick flashcards of different weather conditions.
- Play the first part of the scene where the children discuss Grenoble. Freeze the screen and ask which town was mentioned, and what the weather was like. Stick the appropriate cards (*Il fait froid.* – 'it's cold', and *Il neige.* – 'it's snowing') next to 'Grenoble' on the board.
- Repeat for the other towns.
- Play through once more, this time without stopping.
- Summarise the scene together.

**Extension**

- If you have time, once pupils have assigned the correct weather flashcards to the towns, ask them if they can point to where the town is on the map, and stick the weather flashcards by the towns.

# 3 Presentation: Quel temps fait-il? c.5 mins

AT1.2 O4.2  
AT2.2 O4.3  
AT3.2 L4.1  
L4.3

**Description**

Click on a weather icon to hear a presentation of the weather. 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 weather icons, one by one.
- The animation shows the selected weather and the Virtual Teacher says what the weather is like.
- The audio can be repeated as many times as necessary for pupils to repeat the language accurately.

**4** Oracy activity:  
Quel temps fait-il, Bof?  
c.5–10 mins

AT1.2 O4.2  
AT2.2 O4.4

**Description**

Look at the different kinds of weather, and say in French what the weather is like. Click on the audio icons below the pictures and drag them into the boxes below the corresponding pictures.

**Delivery**

- Look at the pictures of Bof outside in different weather conditions.
- For each picture, pupils must correctly say what the weather is like. Then click on the audio icons below the pictures to hear what the weather is like. Pupils must drag the audio icons into the boxes below the corresponding pictures.
- Once pupils have listened to all five audio clips and dragged the audio icons into the corresponding boxes, click on *Done* and their answers will be marked automatically.
- If any answers are incorrect, click on *Start again* for a second attempt.
- Repeat a couple of times to reinforce the language.

**Extension**

- Make two teams. Each team takes it in turn to drag an audio icon into the corresponding box and scores a point for each correct answer.

**5** Plenary activity:  
Le jeu des paires  
10–15 mins

AT3.2 L4.1

**Materials**

Multiple sets of Unit 10 Flashcards 1–5 (Weather), using separate copies of words and images, or one such set to play on the board at the front of class.

**Description**

Pupils match picture and word Weather flashcards.

**Delivery**

- Mini-group memory pairs game: give one set of word and picture cards to each table; the cards are placed face down in the centre of the table. Pupils take it in turn to turn over two cards and to say/read the weather expression shown. If the two cards match, the pupil keeps those cards as points for the rest of the game. Continue until all pairs have been found.
- Large-group memory pairs game: arrange the class in two teams and place all the flashcards face down on the board. Invite two pupils from Team A to turn over two cards and to say/read the weather expression shown. If the two cards match, the pupil keeps those cards as points for the rest of the game.
- Invite two pupils from Team B to play in the same way. Continue until all pairs have been found and count the points!

**Extension**

- Pupils could create their own weather pair games on the computer.

**Context**

Weather and places in France

**National criteria**

KS2 Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, IU4.4

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

**Language ladder levels:**

Listening: Grade 2; Speaking: Grade 2;

Reading: Grade 2; Writing: Grade 2

**Cross-curricular links**

Geography

**Key vocabulary**Weather: *Quel temps fait-il?* (What's the weather like?)  
*À Paris/Bordeaux/Strasbourg/Nice/Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige.* (In Paris [etc.], it's sunny/cold/hot/raining/snowing.)**Language structures and outcomes***À [Paris] [il pleut.]* (It's [raining] in [Paris].)

1

Starter activity:

Le temps

5 mins

AT2.2 O4.4

**Materials**

Unit 10 Flashcards 1–5 (Weather – pictures only)

**Description**

Starter revision team game, with flashcards, to revise weather expressions.

**Delivery**

- Divide the class into two teams.
- Hold up a weather flashcard and ask Team A to say what weather is shown, using *Quel temps fait-il?* If they answer correctly within 30 seconds they score two points. Otherwise, after that time, offer a bonus point to the other team if they can answer correctly.
- Hold up another card, and ask Team B to answer.
- Repeat until you have gone through all the cards.

- Pupils must link the audio icon to the corresponding weather symbol.
- Once pupils have linked all audio icons to the corresponding weather symbols, click on *Done* and their answers will be marked automatically.
- If some answers are incorrect, click on *Start again* for a second attempt.
- Repeat a couple of times to reinforce the language.

**Extension**

- Make two teams. Each team takes it in turn to link an audio icon to the corresponding weather symbol and scores a point for each correct answer.

2

Presentation:

À Paris, il fait beau

c.5 mins

AT1.2 O4.2 L4.1  
AT2.2 O4.3 L4.2  
AT3.2 IU4.4**Description**

Click on a weather icon to hear a presentation of what the weather is like in a particular town. 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 weather icons, one by one. You will see an animation and hear and see the Virtual Teacher saying and demonstrating what the weather is like in relation to a particular town.
- Encourage pupils to copy both words and gestures.
- Repeat each item a few times to reinforce the language.

4

Song:

C'est la fête à la grenouille!

10–15 mins

AT1.2 O4.1 L4.1  
AT2.2 O4.2 L4.2  
AT3.2 O4.3 L4.3  
IU4.4**Materials**

Unit 10 Flashcards 1–5 (Weather – large size for the board, and as many individual cards as necessary for pupils have one each)

**Description**Watch and listen to the interactive song practising weather expressions in relation to places in France. 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.**Delivery**

- Write the weather expressions that feature in the song on the board in random order (*Il neige./Il fait chaud./Il pleut./Il fait froid./Il fait beau.*), or stick up the corresponding weather flashcards. Ask pupils to copy down the words or pictures.
- Play the song through, and ask pupils to number the weather expressions in the order they appear in the song (*Il pleut./Il fait beau./Il neige./Il fait chaud./Il fait froid.*)
- Check through answers and replay the song. Encourage all pupils to join in with the chorus at this stage.
- Hand out a weather card to each pupil. Play the song again. This time, pupils must stand up and sing along to the verse with 'their' weather expression.

**Extension**

- Divide the class into groups of 6–8 pupils.
- Each group performs its own version of the song.
- The other groups can award points to see which version was the best.

See the Introduction for more notes on the Song features.

3

Oracy activity:

À Bordeaux, il fait beau!

c.5–10mins

AT1.2 O4.2  
O4.4**Description**

Listen to the audio about the weather and link the audio icon to the corresponding weather symbol.

**Delivery**

- Click on the audio icons on the left-hand side of the screen. You will hear a description of the weather in one of the places on the map, e.g. *À Paris il pleut.* ('It's raining in Paris.'). Listen again if necessary.

## **R** Knowledge About Language

### Learning through rhyme

- The song in this lesson contains clear rhymes in each verse, to help pupils to remember the weather expressions.
- Most of the sounds that are used in the verses (*eu, oi, eau*) are covered explicitly in the Sound/spelling activities later in this unit. You can follow the song with a whole-class activity, collecting together all the words pupils have met using these sounds. These are listed in the relevant Sound/spelling activities.

**5** Literacy activity:  
À Paris, il fait chaud!

c.10 mins

AT3.2 L4.1  
AT4.2

### Description

Drag words into the boxes to form sentences about the weather.

### Delivery

- Ask pupils to come to the board and drag word tiles into the gaps to make sentences about the weather depicted in the picture on each screen.
- When satisfied with the sentence built, click on *Done*. If the sentence is correct, click on *Next* to move on to the next question. If incorrect, click on *Start again* for a second attempt.
- Repeat a couple of times to reinforce the language, if necessary.

### Extension

- Divide the class into two teams. Each team takes it in turn to make sentences, and scores a point for each correct answer.

**6** Plenary activity:  
Quel temps!  
c.10 mins

AT1.2 O4.2  
AT2.2 L4.3  
AT3.2

### Materials

Unit 10 Flashcards 1–5 (Weather); weather ‘props’ (e.g. umbrella, sunglasses, fan, woolly scarf, etc.)

### Description

Game based on ‘Chinese Whispers’, to practise saying and recognising weather expressions.

### Delivery

- Divide the class into two teams. Each team must line up facing the front, as far away from the other team as possible.
- Place the box of props at the front of the class, equidistant from both teams.
- Invite the pupils at the back of each line to come forward to you. (Ensure you are far enough away from the other pupils not to be overheard).
- Show them both the same weather card, and whisper the corresponding expression to them both at the same time.
- On your count of three, the pupils must run to their place at the back of the line and whisper the weather expression to the pupil immediately in front of them. Pupil 2, in turn, whispers the expression to the pupil in front of them, and so on until the front of the line is reached.
- The pupil at the front must race to the props box, grab an item relating to the target weather expression, put it on and shout out the expression.
- The first (correct!) team scores five points.
- Choose two more pupils to come out and listen to your whisper, and repeat as long as time allows, or until all expressions have been covered.

### Extension

- Don’t whisper the expression to the pupils who see the card – they have to remember it themselves.
- Alternatively, use the word flashcard only, to encourage pupils to read it correctly.

# Unit 10

Extra!



## Worksheet 1A

10–15 mins

AT1.2 AT4.1 L4.1  
AT2.2 O4.2 L4.3  
AT3.2 O4.4 L4.4

### Description

Worksheet to give further practice in reading, writing and saying French towns, and revising days of the week.

### Notes

- Go through each destination orally as a whole-class activity, before giving pupils a couple of minutes to write in the names of the places.
- Move around the class as they complete Activity 2, to monitor progress and provide help as required. Encourage pupils to ask *Quel temps fait-il?* to elicit the information.

### Answers

- Lundi, je vais à Strasbourg.
  - Mardi, je vais à Paris.
  - Mercredi, je vais à Grenoble.
  - Jeudi, je vais à Nice.
  - Vendredi, je vais à Bordeaux.



## Worksheet 1B

10–15 mins

AT1.2 AT4.1 L4.1  
AT2.2 O4.2 L4.3  
AT3.2 O4.4 L4.4

### Description

Worksheet to give further practice in reading, writing, and saying French towns and revising days of the week.

### Notes

- Give pupils a few minutes to prepare their itinerary, and move around the class to monitor progress and help where necessary. Give another few minutes for them to complete the sentences.
- Again, move around the class as pupils complete Activity 2, to monitor progress and provide help where needed.

### Answers

- Lundi, je vais à Strasbourg.
  - Mardi, je vais à Paris.
  - Mercredi, je vais à Grenoble.
  - Jeudi, je vais à Nice.
  - Vendredi, je vais à Bordeaux.



## Worksheets 2A & 2B

10–15 mins

AT1.2 AT4.2 L4.1  
AT2.2 O4.2 L4.3  
AT3.2 L4.4

### Description

Worksheet to give further practice in reading, writing and saying directions.

### Notes

- Go through each icon orally as a whole-class activity, before giving pupils a couple of minutes to write in the correct direction for each one.

- Move around the class as pupils complete Activity 2, to monitor progress and provide help where needed.

### Answers

- tournez à droite
  - tournez à gauche
  - arrêtez
  - allez tout droit



## Worksheet 3A

10–15 mins

AT1.1 AT4.1 O4.2  
AT2.1 L4.1  
AT3.1 L4.4

### Description

Worksheet to give further practice in reading, writing and saying weather expressions.

### Notes

- Quickly revise key weather expressions, if necessary. Give pupils a few minutes to do the activity on their own before checking through answers.
- Move around the class as pupils complete Activity 2, to monitor progress and provide help where needed.

### Answers

- Il pleut.
  - Il fait beau.
  - Il fait chaud.
  - Il fait froid.
  - Il neige.



## Worksheet 3B

10–15 mins

AT1.1 AT4.1 O4.2  
AT2.1 L4.1  
AT3.1 L4.4

### Description

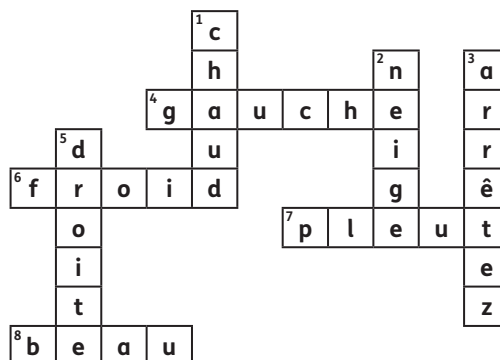
Worksheet to give further practice in reading, writing and saying weather expressions, directions, and months.

### Notes

- Quickly revise key weather expressions, if necessary. Give pupils a few minutes to do the activity on their own before checking through answers.
- Move around the class as pupils complete Activity 2, to monitor progress and provide help where needed.

### Answers

1





## Worksheet 4A

10–15 mins

AT1.2	AT4.2	L4.1
AT2.2	O4.2	L4.3
AT3.2		L4.4

**Description**

Worksheet to give further practice in reading, writing and saying weather expressions and French towns.

**Notes**

- 1 Quickly revise key weather expressions, if necessary. Give pupils a few minutes to do the activity on their own, and move around the class to monitor progress and help as required.
- 2 Move around the class as pupils complete Activity 2 in pairs, to monitor progress and provide help where needed. Encourage them to elicit the information using the question *Quel temps fait-il?*



## Worksheet 4B

10–15 mins

AT1.2	AT4.2	L4.1
AT2.2	O4.2	L4.3
AT3.2		L4.4

**Description**

Worksheet to give further practice in reading, writing and saying weather expressions and French towns.

**Notes**

- 1 Quickly revise key weather expressions, if necessary. Give pupils a few minutes to do the activity on their own, and move around the class to monitor progress and help as required.
- 2 Move around the class as pupils complete Activity 2 in pairs, to monitor progress and provide help as required. Encourage pupils to elicit the information using the question *Quel temps fait-il?*

## Project work: Une ville française

c.60 mins

IU4.2
IU4.4

**Description**

Pupils choose a French town or city, prepare and deliver a presentation about it.

**Materials**

Books and pictures about France, holiday brochures, internet access, maps

**Delivery**

- Arrange the class in groups.
- Each group selects a French town or city (allow them to look through holiday brochures for ideas if necessary). You may wish to suggest the towns that have come up so far in Unit 10, i.e. Paris, Grenoble, Strasbourg, Nice, Bordeaux, or choose somewhere different.
- Provide access to information via brochures or books and/or internet access, 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 to any pictures in French 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**

- It may be a good idea to give some headings, e.g. population, location, leisure facilities, industry, etc. for pupils to work on. Pairs in each group could then focus on one aspect, and collate the information at the end.

## Sound/spelling activity:

Les sons 'j' et 'oi'

AT1.1	O4.2
AT2.1	O4.3
AT3.1	L4.3

15–20 mins

**Description**

Practise listening out for and pronouncing the *j* and *oi* sounds, and compare your pronunciation with the original. Then identify the sounds as you hear them in different words.

**Delivery**

- This sound/spelling activity focuses specifically on the *j* and *oi* sounds.
- There are two parts to the activity: the first (*Practice*) allows pupils to familiarise themselves with the two sounds and to compare their pronunciation with the Virtual Teacher model. The second part (*Activity*) is an exercise where pupils have to listen out for the sounds within a list of French words that they have encountered so far in *Rigolo*.
- Launch the *Practice* part of the activity on pages 2–3 of the eBook and click on the play button. The Virtual Teacher will say the *j* sound first on its own, and then as part of three words that have already been used in Units 9 and 10. For each of these, get the class to repeat the sound or word chorally several times, checking the model each time using the play button to see how close they are. Then follow suit with the *oi* sound on Screens 5–8.
- Once you have finished this part, move on to the *Activity* on pages 4–5 of the eBook, to test pupils' recognition of these sounds. Click on the audio icon next to *Allez!* on each screen. Pupils will hear 12 words read out, most of which they have already encountered in *Rigolo*. You may wish to pre-teach *roi* (king). For each word they must work out whether they can hear the *j* sound or the *oi* sound, then select the correct button on screen: red if they hear a *j* sound, or green if they hear a *oi* sound. They'll have to listen carefully and select the right button! Click on the audio icon if you need to hear the word again. You can ask the whole class to vote on what sound they hear, or ask individual pupils to step forward to select the correct button. Once they have completed each answer, you can use the audio icon to hear the word again, in order to review their understanding.
- Pupils score a point when they correctly identify the sound within the word. Encourage pupils to try to get all 12 words right to get the highest possible score!
- Repeat the activity again if you feel pupils need further practice.

**Extension**

- You can continue the *Practice* activity using more words with these sounds if you feel that pupils have grasped this well, even words not yet covered in *Rigolo*. Pupils can then hold up cards marked with the sounds to show when they hear the appropriate one.

**Assessment for Units 9–10****Écoutez!**

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

**Total marks for listening: 20.** If pupils are getting 8–14/20, they are working at level 1. If they achieve 15–20/20, they are working towards level 2.

**Activity 1** (AT1.1; O4.2)

Mark out of 10. Pupils should join up the numbers in this order, making a picture of a cat: 31, 34, 38, 40, 43, 46, 49, 50, 51, 55, 58, 60.

TRANSCRIPT

*Numbers spoken as follows:*  
31, 34, 38, 40, 43, 46, 49, 50, 51, 55, 58, 60  
(all x 2)

**Activity 2a** (AT1.2; O4.2)

Mark out of 5

**Answers**

a4 (example: b1) c5 d6 e2 f3

TRANSCRIPT

(example: 1 Le nouvel an, c'est le premier janvier.)  
2 Noël, c'est le vingt-cinq décembre.  
3 La Saint-Valentin, c'est le quatorze février.  
4 Pâques, c'est en mars ou en avril.  
5 La fête nationale, c'est le quatorze juillet.  
6 La fête des rois, c'est le six janvier.

**Activity 2b** (AT1.2; O4.2; L4.2)

Mark out of 5

**Answers**

a en mars ou avril d le 6 janvier  
b (example: le 1 janvier) e le 25 décembre  
c le 14 juillet f le 14 février

**Parlez!**

Pupils can work in pairs for the speaking tasks. If it is not possible to assess each pair, then assess a few pairs for each assessment block and mark the rest of the class based on the spoken work they do in class.

**Total marks for speaking: 10.** Pupils achieving 5/10 are working at level 1; pupils achieving more than 5/10 are working towards level 2.

**Activity 1** (AT2.1–2; O4.4)

5 marks

**Answers**

(in any order)  
(example: Je voudrais un Père Noël en chocolat.)  
Je voudrais un vélo.  
Je voudrais un ballon.  
Je voudrais un livre.  
Je voudrais un œuf de Pâques.  
Je voudrais un jeu vidéo.

**Activity 2** (AT2.2; O4.4)

5 marks. First, practise pronunciation of the question with pupils. Less able pupils could just say the town for the question and the weather for the answer.

**Answers**

example:

A Quel temps fait-il à Strasbourg?  
B À Strasbourg il fait beau.  
A Quel temps fait-il à Paris?  
B À Paris il pleut.  
A Quel temps fait-il à Bordeaux?  
B À Bordeaux il fait froid.  
A Quel temps fait-il à Nice?  
B À Nice il fait chaud.  
A Quel temps fait-il à Grenoble?  
B À Grenoble il neige.

**Lisez!**

**Total marks for reading: 20.** Pupils achieving 8–14/20 are working at level 1. Pupils achieving 15 or more out of 20 are working towards level 2.

**Activity 1** (AT3.1–2; L4.1)

Mark out of 10

**Answers**

a Sautez! f Levez les pieds!  
b Tournez à droite! g Touchez les pieds!  
c Touchez le nez! h Tournez à gauche!  
d Tournez! i Allez tout droit!  
e Allez tout droit! j Comptez!

**Activity 2a** (AT3.1–2; L4.1)

Mark out of 5

**Answers**

Pupils draw symbols for the following:  
a fine weather; b hot; c rain; d snow; e cold

**Activity 2b** (AT3.2; L4.1, L4.2)

Mark out of 5

**Answers**

a À Blois – il fait froid d À Liège – il neige  
b À Bayeux – il pleut e À Bordeaux – il fait beau/chaud  
c À Pau – il fait beau/chaud

**Écrivez!**

For the writing tasks, the copying of words can be approximate.

**Total marks for writing: 20.** Pupils achieving 8–14/20 are working at level 1. Pupils achieving 15 or more out of 20 are working towards level 2.

**Activity 1** (AT4.1; L4.4)

Mark out of 10

**Answers**

<b>towns:</b>	<b>presents:</b>
Paris	un vélo
Strasbourg	un livre
Grenoble	un Père Noël en chocolat
Bordeaux	un ballon
Nice	un œuf de Pâques

**Activity 2** (AT4.2; L4.4)

Mark out of 10 (6 for sentences, 4 for general accuracy)

**Answers**

(example: Tournez à droite. Allez tout droit.)  
a Tournez à gauche. Allez tout droit.  
b Allez tout droit. Tournez à gauche.  
c Tournez à gauche. Arrêtez.