

RIGOLO



Teacher's Notes

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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

QCA Scheme of Work

- Unit 1 Je parle français!
- Unit 2 Je me présente
- Unit 3 En famille
- Unit 4 Les animaux
- Unit 5 Mon anniversaire
- Unit 8 Qu'est-ce que tu veux?

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–C

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

- ask for food in a shop
- ask for and understand how much something costs
- talk about activities at a party
- give opinions about activities and food

Key language

- asking and answering what you want: *Qu'est-ce que tu veux?* (What do you want?); *Je voudrais* (I'd like)...
- food items: *du pain* (bread), *du fromage* (cheese), *de la limonade* (lemonade), *de la crème* (cream), *des fraises* (strawberries), *des tomates* (tomatoes)
- using money: *C'est combien?* (How much is it?); *C'est [cinq] euros.* (It's [five] euros.)
- party activities: *On boit* (We are drinking.), *On mange.* (We are eating.), *On danse.* (We are dancing.), *On chante.* (We are singing.), *On s'amuse.* (We are having fun.)
- opinions: *c'est chouette* (it's great), *c'est nul* (it's rubbish), *c'est bizarre* (it's weird)

Grammar and skills

- ask what someone wants
- say what you want
- talk about food using the partitive article
- use *on* to talk about first-person plural activities
- give basic opinions about activities and food

Unit outcomes

Most children will be able to:

- identify various food items
- describe various party activities, using *on* expressions
- give various opinions in isolation

Some children will also be able to:

- ask and answer what others/they want
- give opinions in a sentence: *Le football, c'est chouette*, etc.

Context

Shopping for food

National criteria

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

Attainment levels: AT1.2–3, AT2.1–2, AT3.2–3, AT4.2

Language ladder levels:

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

Reading: Grade 2–3

Cross-curricular links

Numeracy

Key vocabularyFood items: *du pain* (bread), *du fromage* (cheese), *de la limonade* (lemonade), *de la crème* (cream), *des fraises* (strawberries), *des tomates* (tomatoes)**Language structures and outcomes***Qu'est-ce que tu veux?* (What do you want?)*Je voudrais [du pain.]* (I'd like [some bread.]

1

Starter activity:
Une révision des nombres

AT2.1

5–10 mins

Materials

Unit 6 Flashcards 1–6 (Food and drink – pictures only)

Description

Starter revision game to give further practice in numbers and food vocabulary.

Delivery

- If required, quickly go through the numbers and food items (using Unit 6 Flashcards 1–6) to revise/check the vocabulary.
- Stick the flashcards face down on the board, in a 9-square grid (3 × 3 squares, as in *Morpion* or 'Noughts and Crosses').
- Number the back of each square/card with random numbers (anything up to 30).
- Divide the class into two teams. In turn, each team must say a number, flip the card over and correctly identify the card in that square to 'take control of' the square. The winning team is the team that has 'won' three squares in a row, horizontally, vertically or diagonally.

2

Animated story:
La fête (1)AT1.2–3 O4.2 L4.1
AT3.2–3 O4.3 L4.2
IU4.2

5–10 mins

Materials

Unit 6 Flashcards 1–6 (Food and drink), Unit 11

Flashcards 1–6 (More food and drink)

Description

- Watch and listen to this animated story presenting the language for Lessons 1 and 2 (shopping and paying for food).
- 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: Polly and Olivier in a grocery shop

- Stick the food flashcards on the board. Ask pupils to watch the scene all the way through and note which foods are mentioned, and in which order, in the dialogue.
- Play the scene through and check their answers: *du pain* (bread), *de la limonade* (lemonade), *du fromage* (cheese), *des fraises* (strawberries), *des tomates* (tomatoes), *des pommes vertes* (green apples).
- Ask pupils for a summary of the scene to ensure they have understood the general gist.
- Play the scene again if required.

3

Presentation:
Je voudrais...AT1.2 O4.2
AT2.2 O4.3
AT3.2 L4.1
L4.3

5–10 mins

Description

Click on any food item in the shop to hear it presented, and Polly then asking for that item. 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 food/drink items, one by one. You will hear the word presented, e.g. *du pain*.
- You will then hear Polly request the same item using *Je voudrais [du pain], s'il vous plaît*. (I'd like [some bread], please.')
- The food item will then float into Polly's basket.
- Repeat each item a couple of times to reinforce learning.

**Knowledge About Language****Question forms**

Qu'est-ce que tu veux?/Je voudrais... is another pair of questions and answers that pupils will have encountered in *Rigolo 1*. Draw their attention to the question, and remind them of the other questions they know: these are listed in Unit 8, Lesson 3.

4 Oracy activity: Au magasin c.5–10 mins

AT 1.2 O4.2
O4.3

Description

Listen to which food or drink item(s) Olivier asks for, and link the audio icons to the appropriate items in the shop display.

Delivery

- Click on the audio icons on the left-hand side of the screen. You will hear Olivier tell the shopkeeper what food or drink item(s) he wants, and pupils must link the audio icons to the corresponding item(s) he requests. They can replay the audio as required.
- Once pupils have linked all three audio icons to the corresponding pictures, click on *Done* and their answers will be marked automatically.
- If all answers are correct, click on *Next* to move on to the next set of questions.
- If any answers are incorrect, click on *Start again* for a second attempt.

Extension

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

5 Literacy activity: Je voudrais du pain c.5–10 mins

AT3.2 L4.1
AT4.2 L4.4

Description

Re-order word tiles, to create sentences asking for food items in the shop.

Delivery

- Pupils re-order words, or word groups, to create a sentence which correctly asks for the food item(s) depicted, e.g. *Je voudrais du pain*, or *Je voudrais du pain et du fromage*. Explain to pupils that the words need to match the order in which the food items are depicted.
- Once pupils have re-ordered all three sentences, click on *Done* and their answers will be marked automatically.
- If all answers are correct, click on *Next* to move on to the next set of sentences.
- If any answers are incorrect, click on *Start again* for a second attempt.

Extension

- Divide the class into two teams. Each team takes it in turn to re-order a sentence and scores a point for each correct answer.

6 Plenary activity: Jeu de rôle: au magasin c.10 mins

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

Materials

Unit 6 Flashcards 1–6 (Food and drink), Unit 11 Flashcards 1–6 (More food and drink); possible real food items: an apple, a banana, a sandwich, cake, bread, cheese, pizza, a carton of orange juice, lemonade, some tomatoes, some strawberries, cream; puppets

Description

Pupils set up role-plays using puppets to practise requesting food items in a small shop situation.

Delivery

- Model a dialogue using two puppets and the food flashcards (or real food props) along the lines of the animated story:
 - *Bonjour./Bonjour.*
 - *Qu'est-ce que tu veux?/Je voudrais...*
 - *Voilà./Merci.*
 - *Au revoir./Au revoir.*
- Invite two pupils at a time up to the front to do a similar role-play using the puppets.
- Repeat with as many pupils as time allows.

Context

Asking how much something costs

National criteria

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

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

Language ladder levels:

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

Reading: Grade 2; Writing: Grade 2

Cross-curricular links

Numeracy, Literacy, ICT

Key vocabulary

Using money: *C'est combien?* (How much is it?);

C'est [cinq] euros. (It's [five] euros.)

Language structures and outcomes

As above

1

Starter activity:
Trouvez le bon nombre!

5–10 mins

AT 1.1 O4.2

3

Oracy activity:
C'est combien?

c.5–10 min

AT1.2 O4.2
AT2.1 O4.4

Materials

Individual cards with numbers up to 40

Description

Starter revision game, to give further practice in saying and recognising numbers up to 40.

Delivery

- If required, quickly go through the numbers using the cards.
- Place a random selection of number cards on the board, face up.
- Divide the class into two teams. Invite a pupil from each team to come up to the board.
- Call out a number from the board. The first pupil to grab the correct flashcard wins a point for their team.
- Repeat with two more pupils, and so on. When the time is up, add up the points!

2

Presentation:
C'est cinq euros!

c.5 mins

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

Description

Click on a food or drink item to hear Polly asking the price and the shopkeeper responding. 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 food and drink items, one by one.
- We hear Polly ask how much each one is (*C'est combien?*), and the shopkeeper replies (e.g. *C'est cinq euros*).
- The Virtual Teacher then repeats the exchange on Screen 2.
- Repeat each item chorally a couple of times to reinforce the language.

**Cultural Information****French money**

- It's a good idea to reinforce the *Rigolo* presentation above by showing pupils some real (French) euros of various denominations. If you want to use the money for role-plays, then it's best for now to use only whole euro coins or notes.

Description

Listen to Bof asking for different types of food or drink, look at the picture and say in French how much you think it will cost. Listen to the shopkeeper's responses and match these to Bof's requests.

Delivery

- Click on the audio icons on the left-hand side of the screen. You will hear Bof asking for various items in the grocery store, and asking for the total price. Click on the audio icon to hear the prompt again, as necessary.
- Pupils must look at the prices displayed on the appropriate item(s), and say the total price e.g. *C'est dix euros*.
- Click on the audio icons on the right-hand side to hear the shopkeeper giving Bof the price for the items he has requested. Pupils must link these to the corresponding audio icons on the left-hand side.
- Once pupils have linked the audio icons on the left-hand side to the corresponding icons on the right-hand side, click on *Done* and their answers will be marked automatically.
- If all answers are correct, click on *Next* to move on to the next set of questions.
- If any answers are incorrect, click on *Start again* for a second attempt.

Extension

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

4

Oracy activity:
Le juste prix!

c.10 mins

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

Materials

Unit 6 Flashcards 1–6 (Food and drink), Unit 11 Flashcards 1–6 (More food and drink); sticky labels, pens

Description

Game using flashcards, in which pupils must guess the price of food and drink items.

Delivery

- Stick price labels, in euros and as realistic-looking as possible, on the back of the Unit 11 flashcards.
- Hold up the flashcards to the class, being careful not to let them see the prices on the back.

- Ask pupils to guess the price of each item, e.g. *C'est combien?/C'est deux euros*. You could play this individually or in teams.
- The pupil who guesses correctly, or who guesses the price closest to the correct answer, takes the card. The pupil or team with the most cards at the end of the game is the winner.

Extension

- Divide the class into small groups and give a different food flashcard, e.g. from Unit 6, to each group.
- Each group must set a price for the food item on its flashcard, write the price (in euros) on a sticky label, and stick it to the back of the card.
- Ask each group, in turn, to hold up their food item. The other groups must guess a price for each item apart from their own.
- The group which guesses correctly, or which guesses the price closest to the answer, takes the card. The team with the most cards at the end of the game is the winner.

5

Literacy activity:
La liste des courses
c.10 mins

AT4.2 L4.1
L4.4

Materials

Unit 6 Flashcards 1–6 (Food and drink), Unit 11 Flashcards 1–6 (More food and drink); paper and pencils

Description

Pupils write out shopping lists and food inventories, in preparation for the role-play in the plenary activity *Jeu de rôle: C'est combien?* (below).

Delivery

- Divide the class into pairs. Using the flashcards, with pictures and/or words as you prefer, as prompts, one partner in each pair writes a shopping list for themselves, the other writes an inventory of items and prices in 'their' shop.
- If time is limited, you may wish to restrict pupils to a maximum of, say, five items per pair.

Extension

- The shopping lists and inventories could be created on the computer.

6

Plenary activity:
Jeu de rôle:
C'est combien?
c.10 mins

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

Materials

Unit 6 Flashcards 1–6 (Food and drink), Unit 11 Flashcards 1–6 (More food and drink); mock euro coins/notes, if possible; real food items, if possible: an apple, a banana, a sandwich, cake, bread, cheese, pizza, a carton of orange juice, lemonade, some tomatoes, some strawberries, cream

Description

Pupils set up role-plays using the shopping lists or shop inventories they prepared in the literacy activity *La liste des courses* (above).

Delivery

- Match up pairs of shopkeepers with pairs of shoppers to form a group of four pupils.
- Model a role-play using language covered in this lesson, e.g.
 - *Bonjour, [Monsieur/Mademoiselle]./Bonjour, [Monsieur/Mademoiselle].*
 - *Qu'est-ce que tu veux?/Je voudrais [des tomates]... et [du pain], s'il vous plaît.*
 - *C'est [douze] euros./ Voilà.*
 - *Merci./Merci.*
 - *Au revoir [Monsieur/Mademoiselle]./Au revoir [Monsieur/Mademoiselle].*
- Each group then sets up role-plays using their lists.

Support

- Move around the groups to provide help where needed and ensure that everyone has a turn!

Extension

- Ask pupils to memorise their dialogue and present it to the rest of the class.

Context

Talking about activities at a party

National criteria

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

Attainment levels: AT1.1–3, AT2.1–2, AT3.1–3, AT4.1

Language ladder levels:

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

Reading: Grade 1–3; Writing: Grade 1

Cross-curricular links

Literacy

Key vocabulary

Party activities: *On boit* (We are drinking.), *On mange*. (We are eating.). *On danse*. (We are dancing.). *On chante*. (We are singing.), *On s'amuse*. (We are having fun.)

Language structures and outcomes

Qu'est-ce qu'on fait pour la fête? (What are we doing for the party?)

On [danse.] (We are [dancing.])

1

Starter activity:

Un quiz

5–10 mins

AT2.1

Materials

Unit 6 Flashcards 1–6 (Food and drink), Unit 11 Flashcards 1–6 (More food and drink)

Description

Starter revision game to give further practice in food and drink vocabulary.

Delivery

- Divide the class into teams.
- Hold up a flashcard and ask Team 1 to name the food or drink item. They score two points if they produce a correct answer within 10 seconds. Otherwise, offer a bonus point to the other teams: the first team to give the correct response wins the point.
- Hold up the next card and ask Team 2 to name the item. Proceed as above until all cards have been exhausted.

2

Animated story:

La fête (2)

5–10 mins

AT1.2–3 O4.2
AT3.2–3 O4.3
L4.1
L4.2

Description

Watch and listen to this animated story presenting the language for Lessons 3–4 (talking about activities at a party). 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 2: Grand Hall of the château

- Freeze the screen and ask pupils what they think will happen in this scene (if pupils need prompting, ask them what Polly and Olivier were shopping for in the first part of the animated story, and whose birthday it is).
- Ask them to tell you what we might talk about doing at parties. Introduce some key vocabulary to accompany their suggestions, such as *on danse* ('we're dancing'), *on mange* ('we're eating'), *on s'amuse* ('we're having fun').
- Play the scene through and ask pupils if their suggestions were correct.
- Ask pupils for a summary of the scene to ensure they have understood the general gist.
- Play the scene again if required.

3

Presentation:

On s'amuse!

c.5 mins

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

Description

Click on the characters to hear them describing activities at a party. 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 photos of the characters at a party.
- You see an animation of the characters saying the relevant action, e.g. *on danse* ('we dance/we're dancing'), followed by the Virtual Teacher modelling the pronunciation on Screen 2.
- Repeat each item a couple of times to reinforce the language. If you want pupils to echo the language, ask them to repeat the phrases in groups of twos or threes, to emphasise that *on* means 'we'.

R Knowledge About Language

Different persons

- This is a good opportunity to focus on the different persons that pupils have met with verbs in *Rigolo 1*, i.e. *je, tu, il, elle* and *on*.
- Write the following phrases on the board: *je voudrais du pain, tu as un animal?, il est intelligent, elle est britannique* and *on mange*, underlining *je, tu, il, elle* and *on*. Ask pupils what these phrases mean and, in particular, to tell you what the five underlined words mean.
- Then write three forms of the same verb on the board: *je mange, tu manges, il mange, elle mange* and *on mange*, underlining *je, tu, il, elle* and *on*. Again, get pupils to tell you what the three phrases mean, and the five pronouns as well.
- Tell pupils that they will meet many more verbs in French, and that they should look out for the different pronouns as a way of working out what they mean.

4 Oracy activity:
Qu'est-ce qu'on fait
pour la fête?
c.10 mins

AT1.1-2 O4.2
O4.4

Description

Listen to the audio prompt and drag the audio icon into the box below the picture that illustrates the activity described.

Delivery

- Click on an audio icon below the pictures. You will hear a description of an activity. Encourage pupils to repeat the description they hear. Click on the audio icon to hear the audio prompt again, if needed.
- Pupils must drag the audio tile into the box below the picture that corresponds to the audio that they hear.
- Once pupils have listened to all five audio clips and dragged the audio tiles into the boxes below the corresponding pictures, 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 drag an audio tile into the box below the corresponding picture and score a point for each correct answer.

Support

- Play each scenario twice before asking pupils to respond.

5 Song:
On fait la fête
10–15 mins

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

Materials

Unit 11 Flashcards 7–11 (Party activities)

Description

Watch and listen to the interactive song practising party activities. 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

- Play the song through, pausing after each verse to check comprehension.
- Divide the class into two groups.
- Play the song again. This time, each group must sing along, karaoke-style, in turn – this will mean repeating each verse twice.
- Encourage each group to do as many actions as possible as they sing or to hold up flashcards when they hear the corresponding action being sung.
- Set up a competition: each group must perform the whole song (again, karaoke-style). You will judge the best performance and reward the best group!

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.

6 Literacy activity:
On s'amuse!
c.10 mins

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

Materials

Unit 11 Flashcards 7–11 (Party activities) or blank cards and pencils

Description

Literacy activity, in which pupils read cards and mime the action they have read.

Delivery

- If you have time, pupils could write out the flashcards themselves. Go through the verbs covered in the lesson and write them up on the board: *On mange./On boit./On danse./On chante./On s'amuse.*
- Give a card to each pupil and ask them to select one of the verbs to write on their card. Monitor this to ensure a reasonably even distribution of verbs.
- Collect all the cards, or have your set of cards ready.
- Divide the class into two teams. Ask two pupils from Team A to come to the front and select a card, presented face down. Pupils must read the card and do the corresponding mime for their team.
- Allow two points for a relevant mime, i.e. which shows they correctly read the card, and two points if the team correctly guesses the verb within 30 seconds. Offer a bonus point to the other team if Team A doesn't guess correctly.
- When their team has guessed the answer – or likewise if they haven't! – encourage the two pupils at the front to repeat the phrase together: e.g. *Oui, on mange!* or *Non, on chante!* This will further emphasise the meaning of *on*.
- Do the same for Team B.
- Continue until all verbs have been covered.

Extension

- Add other verbs which have already been introduced, this time using the *on* + [verb] format, e.g. *on saute, on tourne, on parle, on écoute*, etc.
- Pupils could create the cards on a computer.

7

Plenary activity:
Bof dit... on danse!
c.5 mins

AT2.1 O4.2

Materials

Bof puppet; Unit 11 Flashcards 7–11 (Party activities)

Description

Game based on 'Simon says' to practise verbs with *on*.

Delivery

- Run through the target verbs by saying them and performing the actions all together: *On danse*. ('We are dancing.'). *On mange*. ('We are eating.'). *On boit*. ('We are drinking.'). *On chante*. ('We are singing.'). *On s'amuse*. ('We are having fun.'). Alternatively 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 instructions using the form *Bof dit + on + [verb]* e.g. *Bof dit on danse*, *Bof dit on chante*, etc.
- Pupils must only do the action if it is preceded by *Bof dit*, otherwise they are out of the game. The last pupil remaining in the game is the winner.

Extension

- Add other verbs which have already been introduced, this time using the *on + [verb]* format, e.g. *on saute*, *on tourne*, *on parle*, *on écoute*, etc.

Context

Giving opinions about food and various activities

National criteria

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

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

Language ladder levels:

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

Reading: Grade 1–2; Writing: Grade 2

Cross-curricular links

n/a

Key vocabulary

Opinions: *c'est chouette* (it's great), *c'est nul* (it's rubbish), *c'est bizarre* (it's weird)

Language structures and outcomes

La [fête], c'est [bizarre]. (The [party] is [weird].)

1

Starter activity:
C'est bon?

c.5 mins

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

Materials

Unit 6 Flashcards 1–6 (Food and drink), Unit 11 Flashcards 1–6 (More food and drink); other pictures of food, if possible

Description

Starter revision game, to give further practice in describing food, using opinions covered so far.

Delivery

- Stick flashcards/pictures of food on the board.
- Point to one and ask *C'est bon?* to elicit and revise target adjectives (*c'est bon, c'est délicieux, ce n'est pas bon, c'est mauvais*). Give thumbs up/double thumbs up/thumbs down/double thumbs down gestures to influence pupils' answers accordingly.
- Continue until you have covered each target expression twice.

Support

Give pupils a choice of two phrases for each object rather than leaving it open-ended, e.g. *C'est bon ou c'est mauvais?*

Extension

- Gently introduce the structure for this lesson by asking pupils, e.g. *La pomme, c'est bon?* If pupils are feeling confident, they can answer using this phrase as well.
- If you have time, briefly revise colour adjectives in the same way as with the food flashcards, asking *C'est de quelle couleur?* to elicit colours (*jaune, rouge, rose, marron, orange, bleu, vert*).
- Proceed as above until all cards or target adjectives have been covered.

2

Presentation:
C'est comment?

c.5–10 mins

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

Description

Click on the pictures to hear the different opinions about the items on screen. 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 one of the screens, and point out the icons next to the screens, which indicate *chouette* ('great'), *bizarre* ('weird') or *nul* ('rubbish').
- The animation will play, and pupils will hear the corresponding audio description, e.g. *Le football, c'est chouette!* ('Football's great!').

3

Oracy activity:
C'est bizarre!

c.5–10 mins

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

Description

Listen to the audio asking what something is like. Say what the correct answer should be. Then listen to the answers and drag the audio tiles into the boxes below the pictures.

Delivery

- Click on the audio icon above a picture to hear a question about it, e.g. *La musique, c'est chouette ou c'est nul?* Click on the audio icon to hear the prompt again, if needed.
- Pupils must give the correct answer (e.g. *La musique, c'est chouette*).
- Click on the audio icons below the pictures to hear the answers to the questions. Pupils must drag the audio tiles into the boxes below the corresponding pictures.
- Once pupils have listened to all three audio clips and dragged the tiles into the boxes below the corresponding pictures, click on *Done* and their answers will be marked automatically.
- If all answers are correct, click on *Next* to move on to the next set of questions. If any answers are incorrect, click on *Start again* for a second attempt.

Extension

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

4 Oracy activity: Les charades

AT2.1 O4.2
AT3.1 L4.1

5 mins

Materials

Optional: cards/strips of paper with the target adjectives (*bon, chouette, délicieux, bizarre, nul, mauvais*) written on.

Description

Charades game, in which pupils mime adjectives for the others to guess.

Delivery

- Model some standard mimes for the different types of opinions, e.g. holding tummy while doing thumbs up or down for food, or thumbs up or down without hand on tummy for general purposes.
- Invite pupils to the front and ask them to do a mime based on one of the adjectives covered so far (*délicieux, bon, pas bon, mauvais, chouette, bizarre, nul*). Either give them a strip of paper with the adjective written on, or whisper the adjective to them out of other pupils' earshot.
- The pupil who correctly guesses the adjective being mimed then comes out to the front to mime another one.
- Continue until all adjectives have been covered a couple of times.

Extension

- Write fuller phrases on the cards/paper, such as *La fête, c'est chouette* or *La pomme, c'est délicieux*. Then provide pupils with matching flashcards for each of the nouns used.
- When pupils read the phrases on the cards, they have to choose the correct flashcard and mime the opinion. The other pupils have to guess the whole phrase correctly.

5 Literacy activity: C'est délicieux!

AT3.2 L4.1

c.5–10 mins

Description

Look at the picture, then select the sentence which best describes each dish.

Delivery

- Look at the pictures of Madame Moulin presenting some food on a platter.
- In each case there are two sentences on screen; pupils select the one which best describes the food presented.
- Once pupils have selected their answer, click on *Done* and it will be marked automatically.
- If correct, click on *Next* to move on to the next question.

Extension

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

6 Plenary activity Qu'est-ce que c'est? C'est comment?

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

c.10 mins

Materials

Small plastic plates; scarf or similar to use as blindfold; food samples – as many as possible of the following food and drink items introduced in this unit: *du pain* (bread), *du fromage* (cheese), *de la limonade* (lemonade), *de la crème* (cream), *des fraises* (strawberries), *des tomates* (tomatoes)

Description

Food tasting game to enable pupils to revise food vocabulary and to describe real food.

Delivery

NB. Ensure you follow relevant procedures to ensure that this activity is adapted for any pupils with food allergies or intolerances.

- Show the food and drink to the pupils and go through the words again if you feel this is required, otherwise start with the next step.
- Invite a pupil, or a couple of pupils, to come to the front. Blindfold them and offer them a food sample on a small plastic plate. The rest of the class ask: *Qu'est-ce que c'est?* and then *C'est comment?*
- The pupil at the front identifies the food item and says what they think of it (all in French, of course!): *C'est du pain. C'est mauvais!*
- Ask the rest of the class to say whether the food was identified correctly and take off the blindfold.
- Repeat with other pupils until all food items have been covered at least once.

Extension

- You may also wish to choose from food items covered in Unit 6: *un gâteau* (a cake), *une pizza* (a pizza), *une banane* (a banana), *un jus d'orange* (an orange juice), *un sandwich* (a sandwich), *une pomme* (an apple). You can extend this to other food types as required.
- Pupils could produce a chart listing the various food types against the number of different opinions, or with the food types listed against each pupil, who then writes in their own opinion.

Unit 11

Extra!



Worksheet 1A

AT3.1 L4.1
AT4.1 L4.4

Description

Worksheet to give further practice in reading, writing, and talking about food and drink.

Notes

- 1 Give the class a couple of minutes to go through the words in pairs before having a whole-group discussion.
- 2 Give pupils a few minutes to do Activity 2 before going through the answers together.

Answers

- 2 a du fromage e de la limonade
b des gâteaux f de la crème
c des fraises g des tomates
d du pain h des bananes



Worksheet 1B

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

Description

Worksheet to give further practice in reading, writing, and talking about food.

Notes

- 1 Move around the class as pupils complete Activity 1 in pairs, to monitor progress and help with pronunciation as required.
- 2 Give pupils a few minutes to spot the differences between the baskets in Activity 2 before going through the answers together.

Answers

- 2 Je voudrais... des fraises, du pain, du fromage



Worksheet 2A

AT3.2 L4.1
AT4.1 L4.4

Description

Worksheet to give further practice in reading and writing about food and prices.

Notes

- 1 Give pupils a few minutes to do Activity 1 before going through the answers together.
- 2 Move around the class as they complete Activity 2 to offer help as required.

Answers

- 1 a strawberries: 2€ c tomatoes: 4€
b cakes: 2€ d cheese: 6€



Worksheet 2B

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

Description

Worksheet to give further practice in reading, writing and speaking about food and prices.

Notes

- 1 Give pupils a few minutes to do Activity 1 before going through the answers together.
- 2 Give pupils another few minutes to do Activity 2 before going through the answers together.
- 3 Move around the class as pupils do Activity 3, to monitor the role-plays and offer help as required.

Answers

- 1

a	r	x	u	w	f	d	y	d	e	l	i
d	e	s	g	â	t	e	a	u	x	m	u
e	l	o	e	d	a	l	é	f	s	g	n
s	à	n	d	e	l	a	c	r	è	m	e
b	h	p	e	s	o	l	d	o	a	l	p
a	g	f	s	t	t	i	j	m	f	h	i
n	t	o	f	o	d	m	l	a	c	r	z
a	b	à	r	m	k	o	e	g	l	x	z
n	a	l	a	a	r	n	v	e	l	n	a
e	s	e	i	t	l	a	c	q	k	é	w
s	n	f	s	e	f	d	u	p	a	i	n
t	m	w	e	s	é	e	s	k	j	h	e
c	d	e	s	p	o	m	m	e	s	d	i

- 2 a – Je voudrais des **fraises**. C'est combien?
– C'est **cinq** euros.
b – Je voudrais du **fromage**. C'est combien?
– C'est **six** euros.
c – Je voudrais des gâteaux. C'est **combien**?
– C'est deux euros.
d – Je **voudrais** des tomates. C'est combien?
– C'est quatre **euros**.



Worksheet 3A

AT3.1-2 L4.1
AT4.1 L4.4

Description

Worksheet to give further practice in reading, writing, and speaking using *on* + verb.

Notes

- 1 Give the class a couple of minutes to go through Activity 1 in pairs before discussing the answers together. Then give pupils a few minutes to write in the answers.

- 2 Give pupils a few minutes to do Activity 2 before asking some of them to read out their 'plan'.

Answers

- 1 a On mange! d On danse!
b On boit! e On chante!
c On s'amuse!



Worksheet 3B

10–15 mins

AT3.2 L4.1
AT4.2 L4.4

Description

Worksheet to give further practice in reading, writing, and speaking using *on* + verb.

Notes

- 1 Give the class a few minutes to do Activity 1 before going through the answers together.
- 2 Give pupils a few minutes to do Activity 2 before asking some of them to read out their 'plan'.

Answers

- 1 a On danse à 4 heures.
b On chante à 5 heures.
c On mange et on boit à 6 heures.
d On s'amuse beaucoup de 4 à 6 heures!



Worksheet 4A

10–15 mins

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

Description

Worksheet to give further practice in reading, writing, and speaking using *C'est* + adjective.

Notes

- 1 Give the class a few minutes to go through Activity 1 before discussing in pairs. Move around the class to monitor progress.
- 2 Give pupils a few minutes to prepare the questionnaire in Activity 2 and move around the class to help as required and monitor the pairwork.



Worksheet 4B

10–15 mins

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

Description

Worksheet to give further practice in reading, writing, and speaking using *c'est* + adjective.

Notes

- 1 Give the class a few minutes to go through Activity 1 before discussing in pairs. Move around the class to monitor the activity.
- 2 Give pupils a few minutes to prepare the questionnaire in Activity 2, then move around the class to help as required and to monitor the pairwork.

Project work: La nourriture en France

IU4.2

c.30–60 mins

Description

Pupils prepare a poster or information sheet about a French dish or typical French produce.

Materials

Books and pictures about France, internet access, maps

Delivery

- Arrange the class in pairs or groups of three.
- Assign either a food/drink type (e.g. cheese, bread, seafood, meat) or a French region to each group.
- Ask pupils to find some pictures and information that they can make into a poster/leaflet for a wall display.
- Pupils could also be encouraged to compare these food types with what people eat in the UK.