

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
- IU4.4 Learn about ways of travelling to the country/ countries

QCA Scheme of Work

- Unit 3 En famille
- Unit 6 Le monde
- Unit 10 Les vêtements

Language ladder levels

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

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

- identify various francophone countries
- talk about which languages you speak
- identify different items of clothing
- describe the colour of items of clothing

Key language

- Francophone countries: *la France* (France), *la Suisse* (Switzerland), *le Canada* (Canada), *la Martinique* (Martinique), *le Maroc* (Morocco), *le Sénégal* (Senegal)
- talking about languages: *Je parle anglais/français* (I speak English/French), *Je ne parle pas anglais/français* (I don't speak English/French)
- clothes: *un pantalon* (trousers), *une veste* (jacket), *une chemise* (shirt), *un t-shirt* (t-shirt), *un chapeau* (hat), *une jupe* (skirt)
- describing colour of clothes: colours met so far, plus *blanc(he)* (white) and *noir(e)* (black)

Grammar and skills

- give the names of various French-speaking countries
- use positive and negative phrases to talk about speaking languages
- describe various items of clothing, using colour adjectives

Unit outcomes

Most children will be able to:

- identify various French-speaking countries
- use single set phrases to say which languages they can speak
- describe colour of items of clothing, with some support

Some children will also be able to:

- use positive and negative phrases to talk about which languages they can speak
- apply the correct forms of colour adjectives to both masculine and feminine nouns

Context

Talking about francophone countries

National criteria

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

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

Language ladder levels:

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

Reading: Grade 1–3

Cross-curricular links

Geography, citizenship

Key vocabulary

Francophone countries: *la France* (France), *la Suisse*

(Switzerland), *le Canada* (Canada), *la Martinique*

(Martinique), *le Maroc* (Morocco), *le Sénégal* (Senegal)

Language structures and outcomes

C'est [le Maroc] (It's [Morocco])

1 Starter activity: Le monde francophone

IU4.4

5–10 mins

Materials

Unit 12 Flashcards 1–6 (Countries), large map of world

Description

Starter discussion about French-speaking countries.

Delivery

- Ask if anyone knows of any other countries where French is spoken, apart from France.
- Use the map and flashcards as visuals.
- You could ask pupils if they can suggest why people speak French in places as far away from France as Senegal and Canada (they were conquered by France and became French colonies in the 17th century).
- Explain that in some countries, French may be one of a number of languages spoken (e.g. the official languages of Switzerland are French, German, Italian and Romansch).

2 Animated story: Le Grand Cirque International (1)

AT1.2–3 O4.2
AT3.2–3 O4.3
L4.1
L4.2

5–10 mins

Materials

Unit 12 Flashcards 1–6 (countries)

Description

- Watch and listen to this animated story presenting the language for Lessons 1 and 2 (introducing French-speaking countries).
- 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: Outside the Big Top

- Play the introductory scene through and ask pupils what sort of circus they think it will be, what sort of acts, etc.

Scene 2: Inside the Big Top

- Stick the country flashcards on the board and write the country names next to each one. Ask pupils to note in which order the countries appear in the animation.
- Play the scene through and check the answers: *le Sénégal, la Suisse, la Martinique, le Maroc, la France*.

Scene 3: The children and Bof in the circus audience

- Ask pupils to watch the scene and tell you what the characters are talking about.
- Play the scene and ask for a summary, to ensure they have understood the general gist.
- Play the scene again if required.

3 Presentation: Les pays

c.5 mins

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

Description

Click on the countries to hear a presentation of each one. 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

- Invite pupils to click on the countries, one by one. Play the animation to see a photo and the flag of the country, and hear the character, followed by the Virtual Teacher on Screen 2, say the country's name.
- Repeat each item a couple of times to reinforce learning.
- Click on *Quit activity*, and then select another country to see and hear it presented.

4

Oracy activity:
C'est quel pays?
c.5–10 mins

AT1.1 O4.2

Description

Listen to the audio prompt and select the correct country from a choice of three.

Delivery

- Click on the audio icon next to *Allez!* You will hear the name of a country, and see a choice of three countries, indicated by their flags.
- Pupils must select the flag of the country they hear (you can replay the audio by clicking on the audio icon again if required).
- Once pupils have selected their answer, click on *Done* and their answer 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 answer a question and scores a point for each correct answer.

5

Plenary activity:
C'est le Sénégal ou
c'est le Maroc?
c.10 mins

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

Materials

Unit 12 Flashcards 1–6 (Countries)

Description

A guessing game using flashcards to give further practice in identifying francophone countries.

Delivery

- Hold up one flashcard at a time and ask, for example, *C'est le Sénégal ou c'est le Maroc?* to elicit *C'est [le Maroc]*.
- After going through all the cards in this way, progress to asking *C'est quel pays?* ('What country is it?') to elicit answers as above. After each question, stick the card face down on the board.
- When you have been through all the cards in this way, point to the cards (face down) on the board and ask the same question again – this time pupils' memory is tested as well!

Extension

- Divide the class into teams and play the above games, awarding points for each correct answer.

Context

Talking about the languages we speak

National criteria

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

Key vocabulary

Talking about languages: *Je parle anglais/français* (I speak English/French), *Je ne parle pas anglais/français* (I don't speak English/French)

Language structures and outcomes

As above

1

Starter activity:
Le monde francophone – revu!

IU4.4

5–10 mins

Materials

Unit 12 Flashcards 1–6 (Countries), large map of world.
For up-to date information on the countries covered you may wish to use the internet, e.g. the BBC website.

Description

Starter discussion about the languages spoken, other than French, in French-speaking countries.

Delivery

- Use the map and flashcards as visuals.
- Explain to pupils that in the countries they've met so far people speak French but sometimes other languages too.
- Of the countries featured, only France is more or less completely francophone, but Breton is spoken in Brittany and some other parts of France preserve their dialects alongside standard French.
- Senegal has its own language (*le wolof*) but uses French as an administrative language.
- The official language of Morocco is Arabic (*l'arabe*) but some French is spoken.
- Switzerland is essentially trilingual, depending on area, with most people speaking German (*l'allemand*), some French and a small percentage speaking Italian (*l'italien*), as well as a minority speaking Romansch.
- Canada is officially bilingual, with French being the language of Quebec province.
- Martinique forms part of *la France d'Outremer*, that is, administratively it is considered part of France.

2

Presentation:
Tu parles français?

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

c.5–10 mins

Description

Click on the clowns to hear them say which language(s) they speak/don't speak. 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 clowns, one by one.
- You will hear the clowns say which language(s) they speak/don't speak.
- Repeat each item a couple of times to reinforce the language.
- Click on another clown to continue.

R

Knowledge About Language**Negative forms**

- Remind pupils that they have already met a negative phrase earlier in *Rigolo* 1, by writing *J'ai un animal* and *Je n'ai pas d'animal* on the board.
- Then write *Je parle français* and *Je ne parle pas français* on the board, asking pupils to tell you what they mean. Explain that we call a phrase like 'I speak English' a positive phrase, and one like 'I don't speak English' a negative one.
- Looking at the two pairs of phrases, can pupils work out how you take a positive phrase (like 'I speak English') and turn it into a negative one? If they are having trouble with this, underline the words *ne/n'* and *pas* in each phrase, and explain that you 'sandwich' the verb with these two words.
- If they have understood this, then you can follow this up by writing a few verb phrases they have met in *Rigolo* so far. Ask pupils to predict how you would say the opposite: *Je suis grand*, *Je regarde la télé*, *Je vais à Paris*, *Il fait beau*. The negative versions of these are *Je ne suis pas grand*, *Je ne regarde pas la télé*, *Je ne vais pas à Paris* and *Il ne fait pas beau*.

3

Oracy activity:
Tu parles quelle langue?

AT2.2 O4.2
O4.3

c.5–10 mins

Description

Jake asks each clown what language they speak. Listen to their answers and drag the audio tiles into the boxes below the corresponding pictures.

Delivery

- Click on the audio icons above the pictures to hear Jake asking each clown what language they speak. Click on the audio icon to hear him again, if necessary.
- Pupils must predict what the clown will say, using the visuals and audio as clues, saying *Je parle* + language or *Je ne parle pas* + language.
- Then click on the audio icons below the pictures to hear the clowns' answers. Pupils must drag the audio tiles into the boxes below the corresponding pictures.
- Once pupils have listened to all five of the clowns' responses and dragged these into the boxes below the corresponding pictures, click on *Done* and their answers will be marked automatically.
- If any 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:
Je parle français
5–10 mins

AT2.2 O4.4

Materials

Puppets

Description

Speaking activity in which pupils ask and answer questions about the languages they speak.

Delivery

- Using the puppets, model a dialogue with the target expressions e.g. *Tu parles quelle langue?/Je parle anglais et français.*
- Ask a few pupils the same question, to reinforce the language.
- Divide the class into groups. Pupils must turn to the person to their left and ask them which language they speak. The second pupil answers the question before asking the pupil to his/her left the same question.
- If you know that some of your pupils speak other languages, give them the French for these before you start: e.g. *le gallois* (Welsh), *l'urdu* (Urdu), *le bengali* (Bengali), *l'hindi* (Hindi), *le polonais* (Polish).

5 Literacy activity:
Je parle...
c.5–10 mins

AT3.2 L4.1
L4.3**Description**

Look at the picture and select the sentence that describes the language(s) each character speaks.

Delivery

- The five pictures show characters holding flags to denote the languages they speak, or flags crossed out to denote languages they don't speak.
- Pupils must select the correct sentence the to accurately describe what language(s) they speak or don't speak.
- 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.
- If incorrect, click on *Start again* for a second attempt.

Extension

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

5 Literacy activity:
Je m'appelle... et je parle...
c.10 mins

AT3.2 L4.1
AT4.2 L4.4
IU4.2**Materials**

Paper and pencils

Description

Literacy activity in which pupils write a brief profile of themselves, including which languages they speak.

Delivery

- Ask pupils to write two or three sentences about themselves, including saying what languages they speak.
- Write up target sentences on the board, e.g. *Je m'appelle.../ J'ai [10] ans./Je suis [britannique]./Je parle...*
- Walk round the class to monitor pupils' writing.
- When pupils have finished, ask as many as time allows to read out what they have written to the rest of the class.

Extension

- This activity can be used in writing and sending emails to a partner school in a French-speaking country.

7 Plenary activity:
Je parle anglais et français!
c.10 mins

AT2.2

Materials

Union Jack and Tricolore flags (Unit 7 Flashcards 13–14, or bought/made in class)

Description

A team game to give further practice in saying which languages we speak/don't speak.

Delivery

- Demonstrate the target structures in the following way: Hold up one or both flags and say *Je parle [anglais/et français]*. Hold one flag down and say *Je ne parle pas [anglais/français]*.
- Divide the class into teams. One pupil from Team A comes to the front and holds either or both flags (in raised or lowered position). Their team must say the sentence that corresponds to the flag position and scores two points if they do so correctly. Offer a bonus point to the other team if their answer is incorrect.
- Repeat for Team B, and alternate between the teams as long as time allows.

Extension

- Encourage pupils to use *mais* ('but') if they are linking a negative phrase with a positive one, e.g. *Je parle anglais, mais je ne parle pas français.*

Context

Identifying different items of clothing

National criteria

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

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

Language ladder levels:

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

Reading: Grade 1–3

Cross-curricular links

n/a

Key vocabularyClothes: *un pantalon* (trousers), *une veste* (jacket), *une chemise* (shirt), *un t-shirt* (t-shirt), *un chapeau* (hat), *une jupe* (skirt)

Language structures and outcomes

As above

1 Starter activity:
Les couleurs

5 mins

AT1.1 O4.4
AT3.1

- Ask pupils what they think is going to happen next.
- Play the rest of the scene and summarise together, checking whose predictions were correct.
- Play the scene again if required.

Materials

Unit 2 Flashcards 1–14 (Classroom objects and Colours)

Description

Starter activity using flashcards to revise some colours.

Delivery

- Hold up the colour flashcards and ask pupils *C'est quelle couleur?*
- Encourage pupils to call out the colours. Keep the pace as brisk as possible.
- Continue until all of the colours have been covered: *marron, rose, rouge, jaune, orange, bleu*. You can also use 'green' (*vert*), which comes up in Unit 3.

Extension

- Move on to the classroom object flashcards: ask *Qu'est que c'est?* to elicit e.g. *C'est un sac*. If necessary, prompt pupils with *C'est de quelle couleur?* so that they say the colour and eventually *C'est un sac marron*.
- Continue until all the classroom object flashcards have been covered.

2 Animated story:
Le Grand Cirque International (2)

5–10 mins

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

Unit 12 Flashcards 1–6 (Countries)

Description

Watch and listen to this animated story presenting the language for Lessons 3–4 (introducing clothes and some more colours). 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 4: Inside the Big Top

- Play the scene through as far as Madame Moulin's appearance.
- Summarise together the scene so far.

3 Presentation:
Les vêtements

15 mins

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

Click on the items of clothing to hear a presentation of each one. 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

- Invite pupils to click on the items of clothing on the washing line, one by one.
- You will hear the Virtual Teacher say the word and see the item of clothing become animated.
- Repeat each item a couple of times to reinforce learning.

4 Oracy activity:
Quei vêtement?

c.5–10 mins

AT2.1 O4.4

Description

Look at the picture. You will see an orange highlight outlining an item of clothing; say what the item of clothing is. Then click on the audio icons below the pictures to hear the Virtual Teacher say an item of clothing. Drag the audio tiles into the boxes below the corresponding pictures.

Delivery

- Ask pupils to look carefully at the pictures, in which an item of clothing is outlined in orange. Pupils must say what each item of clothing is, using the structure *C'est [une veste]*. Then click on the audio icons below the pictures; pupils must drag the audio tiles into the boxes below the corresponding pictures.
- Once pupils have dragged all three audio icons 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 answer a question and scores a point for each correct answer.

5 Oracy activity:
C'est une veste ou
un pantalon?
c.10 mins

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

Materials

Unit 12 Flashcards 7–12 (Clothes)

Description

A guessing game using flashcards, to give further practice in saying items of clothing.

Delivery

- Hold up one flashcard at a time and ask, for example, *C'est une veste ou un pantalon?* to elicit *C'est [un pantalon]*.
- After going through all the cards in this way, progress to asking *Qu'est-ce que c'est?* ('What is it?') to elicit answers as above.
- After each question, stick the card face down on the board.
- When you have been through all the cards in this way, point to the cards (face down) on the board and ask the same question again. This time pupils' memory is tested as well!

Extension

- Divide the class into teams and play the above games, awarding points for each correct answer.

6 Plenary activity:
Jeu des vêtements
c.5 mins

AT1.1 O4.2
L4.1

Materials

Unit 12 Flashcards 7–12 (Clothes); box of dressing-up clothes: two pairs of trousers, two jackets, two shirts, two t-shirts, two hats, two skirts

Description

A dressing-up game, to give further practice in identifying items of clothing.

Delivery

- Ask a pupil to come to the front of the class.
- The other pupils call out items of clothing and the pupil at the front must select and wear the clothes as instructed. Write a list of the clothes on the board for the pupil at the front to use as reference.
- Repeat with other pupils.
- Alternatively, invite two pupils at a time to the front: they must try to be the first to find and put on the clothes. The winner is the one wearing the most items of clothing.

Extension

- Introduce some additional clothing items if you want to make the game more difficult, e.g. *des chaussettes* (socks), *des chaussures* (shoes), *un pull* (jumper).

Context

Describing items of clothing

National criteria

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

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

Music

Key vocabularyDescribing colour of clothes: colours met so far, plus *blanc(he)* (white) and *noir(e)* (black)**Language structures and outcomes**Noun + adjective: *une chemise blanche*, *un pantalon noir*, etc.

- 1** Starter activity:
C'est quelle couleur?
5 mins

AT1.2 O4.4
AT2.2**Materials**

Unit 2 Flashcards 9–14 (Colours)

Description

Team game using flashcards to revise colours previously learned.

Delivery

- Divide the class into teams.
- Hold up a flashcard to the first team and ask *C'est quelle couleur?* Award two points for a correct answer within 10 seconds, or a bonus point to the other team if the first team can't remember.
- Alternate questions between teams until all colours have been covered, adding *vert* (green) to the list as well.

- 2** Presentation:
Les vêtements et
les couleurs
c. 10 mins

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

Play the animation to hear each colour presented. Use the additional features to practise sound/spelling links and spelling. For more details on how to use Presentation activities, go to page viii.

Delivery

- Play the animation to hear each colour presented.
- You will then hear the Virtual Teacher model the pronunciation of each colour on Screen 2.
- Pupils repeat the word after the Virtual Teacher. Most of these words act as revision, as pupils should already be familiar with these colours. Focus longer on *blanc* and *noir*, which are newly introduced in this lesson.
- Repeat each item a couple of times to reinforce learning.
- Once you are confident that the class have remembered all of the colours and learned the new ones, move on to the presentation of items of clothing + colours on Screen 5. You will see the items of clothing become animated and hear the clothing described using the appropriate colour. The Virtual teacher models the pronunciation on Screen 6. Again, get pupils to repeat.

R Knowledge About Language**Adjective agreements**

- Pupils last reviewed adjective agreements in Unit 7. You can remind them of this by writing up on the board: *un stylo bleu* and *une trousse bleue*.
- Ask pupils if they can remember why *bleu* is spelt differently with the two nouns. (There are two types of noun in French, those that take *un* – masculine – and those that take *une* – feminine. The adjectives describing the feminine nouns usually add an 'e' at the end.)
- Now follow this by writing *un chapeau* and *une chemise* underneath the three phrases on the board, checking with pupils what these words mean ('a hat' and 'a shirt'). Ask pupils how you would say and write 'a blue hat' and 'a blue shirt' (*un chapeau bleu* and *une chemise bleue*). You can continue this drill with various other clothes and regular adjectives, but avoid using *blanc*, *marron*, *rouge*, *jaune*, *rose* or *orange*.
- You may already have pointed out to pupils in Unit 7 that there are some adjectives that don't follow this usual pattern. There is another example of this here with *blanc* ('white'), which becomes *blanche* in the feminine form. This happens because adding an 'e' on its own is impossible to pronounce in French. In some other cases like *rouge*, *jaune* and *rose*, as the masculine form already has an 'e' at the end, it is impossible to add another one so the feminine form remains the same.

- 3** Oracy activity:
Le bon vêtement
c. 5–10 mins

AT1.2 O4.2
O4.3**Description**

Listen to the audio clips and link each one to the item of clothing described.

Delivery

- Click on the audio icons on the left-hand side of the screen.
- You will hear an item of clothing being described, e.g. *un chapeau noir*. Click on the audio icon again to hear the audio repeated, if necessary.

- Pupils must link each audio icon to the relevant picture of an item of clothing. Tell pupils to look at the larger picture to see each item of clothing in context, to help them.
- Once pupils have linked all four 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 answer a question and scores a point for each correct answer.

4

Literacy activity:

Quel vêtement? Quel couleur?

c.10 mins

AT1.2 O4.2

AT3.2 L4.1

Description

Link the pictures of items of clothing to the corresponding sentences.

Delivery

- Pupils look at the pictures and listen to the audio prompts. They then link the pictures to the corresponding sentences.
- Once pupils have linked all four pictures to the corresponding 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 questions.
- If any answers are incorrect, click on *Start again* for a second attempt.

Support

- You can drill colours and/or items of clothing before starting the activity.

5

Song:

Coco le clown

10–15 mins

AT1.2 O4.1 L4.1

AT2.2 O4.2 L4.2

AT3.2 O4.3 L4.3

Materials

Unit 12 Flashcards 7–12 (Clothes); Unit 2 Flashcards 9–14 (Colours); Bof puppet; additional props if possible, e.g. picture of a custard pie (or simply a paper plate); water pistol

Description

Watch and listen to the interactive song practising colours and items of clothing. 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

- Stick all the flashcards on the board or wall.
- Play the first verse through and pause at the end. Invite pupils to come up and point to flashcards of items/colours that were featured in the verse. Chorally repeat the phrases.
- Do the same for the other verses.
- Divide the class into three groups. Each group will focus on one verse each.
- Divide the various props and flashcards between the groups according to their character.
- Play the song again. This time, each group must sing along to its designated verse, karaoke-style, and hold up the pictures and props as they are mentioned.

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

Plenary activity:

Un défilé de mode!

c.5–10 mins

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

Materials

Items of clothing (several sets if possible): trousers, jackets, shirts, T-shirts, hats, skirts

Description

A mini fashion parade in which pupils describe what another is wearing using colour and clothing vocabulary.

Delivery

- Divide the class into groups.
- Each group nominates a pupil to be the 'model'. The model puts on a few items of clothing (limit this to three items if time is short). The others note down what they are wearing e.g. *un chapeau bleu*.
- In turn, each group stands at the front and describes what their model is wearing.

Extension

- Ask pupils to describe each model using the phrases *il/elle porte* (he/she is wearing), e.g. *il porte un chapeau bleu*.
- Pupils can follow this up with their own written fashion parade, with drawings or magazine clippings of several models and a written description underneath.

Unit 12

Extra!



Worksheet 1A

10–15 mins

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

Description

Worksheet to give further practice in reading, writing, and saying names of countries.

Notes

- 1 Give the class a few minutes to go through Activity 1 before going through the answers together
- 2 Do the same with Activity 2: when you go through the answers, ask pupils to spell out the complete words if possible.
- 3 Move around the class to monitor Activity 3.

Answers

- | | |
|-----------------|--------------|
| 1 a le Canada | d la Suisse |
| b la Martinique | e le Maroc |
| c la France | f le Sénégal |
| 2 a MARTINIQUE | d MAROC |
| b CANADA | e FRANCE |
| c SÉNÉGAL | f SUISSE |



Worksheet 1B

10–15 mins

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

Description

Worksheet to give further practice in reading, writing, and saying names of countries.

Notes

- 1 Give the class a few minutes to go through Activity 1 before going through the answers together.
- 2 Give pupils a few minutes to do Activity 3 (this could be done in pairs) before checking through answers as a whole class.

Answers

- 1 a le Canada
b la Martinique
c la France
d la Suisse
e le Maroc
f le Sénégal
- 2 a il pleut
b il neige
c il fait beau
d il fait beau
e il fait chaud
f il fait froid



Worksheet 2A

10–15 mins

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

Description

Worksheet to give further practice in reading, writing, and saying *je parle* (I speak) + language.

Notes

- 1 Give the class a few minutes to go through Activity 1 before going through the answers together.
- 2 & 3 Move around the class to monitor these activities.

Answers

- 1 a Je parle français.
b Je parle anglais et français.
c Je ne parle pas anglais.
d Je parle anglais et français.
e Je parle français.
f Je parle anglais et français.



Worksheet 2B

10–15 mins

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

Description

Worksheet to give further practice in reading, writing, and saying *je parle* ('I speak') + language.

Notes

- 1 Give the class a few minutes to go through Activity 1 before going through the answers together.
- 2–3 Move around the class to monitor these two activities.

Answers

- 1 a Je parle français.
b Je parle anglais et français
c Je ne parle pas anglais.
d Je parle anglais et français.
e Je parle français.
f Je parle anglais et français.



Worksheets 3A & 3B

10–15 mins

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

Description

Worksheet to give further practice in reading and speaking about clothes and colours.

Notes

- 1 Quickly go through the words on the cards to ensure everyone remembers them.
- 2 Move around the class to monitor as pupils draw on the backs of the cards.
- 3 Hand out scissors and move around the class to monitor the games (e.g. pupils collect all cards of the same colour, or collect cards with the same name).



Worksheet 4A

10–15 mins

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

Description

Worksheet to give further practice in reading, writing and speaking about clothes and colours.

Notes

- 1 If necessary, go through the clothing of the first clown together, then give pupils a few minutes to colour in, before going on to do the next one. Otherwise, let the pupils get on with the activity, and move around the class to monitor progress and help as required for both sections.
- 2 Move around the class to monitor this activity.



Worksheet 4B

10–15 mins

AT2.2 L4.1
AT3.2–3 L4.3
AT4.2–3 L4.4**Description**

Worksheet to give further practice in reading, writing and speaking about clothes and colours

Notes

- 1 If necessary, go through the clothing of the first clown together, then give pupils a few minutes to colour in, before going on to do the next one. Otherwise, let the pupils get on with the activity and move around the class to monitor progress and help as required for all sections.
- 2–3 Move around the class to monitor these two activities.

Project work: Un pays francophone

c.30–60 mins

IU4.2
IU4.4**Description**

Pupils prepare a poster or information sheet about a French-speaking country.

Materials

Books and pictures about French-speaking countries, internet access, maps, holiday brochures

Delivery

- Divide the class into pairs or groups of three.
- Assign a French-speaking country to each group (you may wish to use the countries that have been covered in this unit).
- Provide access to information via brochures or books and/or internet access, and ask each group to find some information on their assigned country.
- Pupils then do some research and turn their findings into a poster/leaflet for a wall display about French-speaking countries.
- Encourage them to add captions to any pictures in French where possible.

Extension

- Get pupils to present their project findings to the rest of the class. You can encourage them to use ICT, e.g. Microsoft PowerPoint, for this.

Support

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

Sound/spelling activity:

Les sons 'an' et 'eau'

15–20 mins

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

Practise listening out for and pronouncing the *an* and *eau* sounds. Then identify the sounds as you hear them in different words.

Delivery

- This sound/spelling activity focuses specifically on the *an* and *eau* 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 (*Activities*) contains two exercises: *Activity 1* is an exercise where pupils have to select a button if they hear the *an* sound in a list of words; and *Activity 2*, where pupils do the same with the *eau* sound instead.

- 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 *an* sound first on its own, and then as part of three words that have already been used in the units to date. 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 *eau* sound on Screens 5–8.
- Once you have finished this part, go to the *Activities* on pages 4–5 and 6–7 of the eBook, to test pupils' recognition of these sounds. In *Activity 1*, pupils will hear one of 20 words read out in random order, and must select the *an* button if they hear this sound in the word. If they do not hear the sound, they should select the red cross. Pupils score a point when they correctly identify a word containing the *an* sound. You can click on the play button to hear the word again. Once they have completed each answer, you can use the play button button to listen again, in order to review their understanding.
- Finally, in *Activity 2*, pupils must do the same as above, this time listening out for words using the *eau* sound.
- 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 11–12**Écoutez!**

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

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 5

Answers

(example: 1 € 5)

2 €2

3 €8

4 €3

5 €4

6 €7

TRANSCRIPT

(example: 1 C'est combien? C'est cinq euros... cinq euros.)
 2 C'est combien? C'est deux euros... deux euros.
 3 C'est combien? C'est huit euros... huit euros.
 4 C'est combien? C'est trois euros... trois euros.
 5 C'est combien? C'est quatre euros... quatre euros.
 6 C'est combien? C'est sept euros... sept euros.

Activity 2

Mark out of 5

(AT1.2; O4.2)

Answers**a4 b1 c2 d5 e3**

TRANSCRIPT

- 1 Je parle français.
- 2 Je ne parle pas anglais.
- 3 Je parle français et anglais.
- 4 Je parle anglais.
- 5 Je ne parle pas français.

Activities 3a & 3b

Mark out of 10 (5 for 3a and 5 for 3b)

(AT1.2; O4.2)

Answers*Ticked: (1 example: smiley face + heart)*

- 2 CD/music notes + heart crossed through
- 3 glass of water + heart
- 4 microphone/music notes + heart crossed through
- 5 knife/fork + heart
- 6 smiley face + heart

TRANSCRIPT

- (example: 1 On s'amuse. C'est chouette!)
- 2 On danse. C'est bizarre!
 - 3 On boit. C'est bon!
 - 4 On chante. C'est nul!
 - 5 On mange. C'est délicieux.
 - 6 On s'amuse. C'est super!

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

5 marks

(AT2.1; O4.4)

Answers

example: un pantalon, un chapeau, une veste, une chemise, un t-shirt, une jupe (any 5)

Activity 2

5 marks. For more able pupils, encourage them also to ask about the price.

(AT2.2; O4.4)

Answers

examples:

- | | |
|---------------------------------|-----------------------------------|
| A Qu'est-ce que tu veux? | B Je voudrais du pain. |
| <i>extra!</i> | |
| B C'est combien? | |
| A C'est 2 euros. | |
| A Qu'est-ce que tu veux? | B Je voudrais des fraises. |
| <i>extra!</i> | |
| B C'est combien? | |
| A C'est 4 euros, etc. | |

Lisez!

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

Activity 1

Mark out of 10

(AT3.1; L4.1)

Answers

(example: *x*) **a** ✓ **b** *x* **c** ✓ **d** ✓ **e** *x* **f** *x* **g** ✓ **h** ✓
i *x* **j** *x*

Activity 2

Mark out of 10 (5 for each picture)

(AT3.2; L4.1, extra! L4.3)

Answers

- A** Pupils to colour clown as follows: yellow trousers, green hat, red jacket, blue t-shirt and orange shirt
- B** Pupils to colour Nathalie as follows: blue skirt, black hat, blue t-shirt, white shirt and pink jacket

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

Mark out of 10

(AT4.1; L4.4)

Answers

- | | |
|------------------|-------------------|
| a Canada | f chapeau |
| b France | g chemise |
| c Suisse | h jupe |
| d Maroc | i pantalon |
| e Sénégal | j veste |

Activity 2

Mark out of 10 (any opinion is acceptable); 2 for each correct sentence and 2 for general accuracy.

(AT4.2; L4.4)

Answers

- (example: **a** On boit. C'est bon)
- b** On danse. C'est...
- c** On chante. C'est...
- d** On mange. C'est...
- e** On s'amuse. C'est...