

# RIGOLO



## Teacher's Notes

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## National criteria

### KS2 framework objectives

- O3.1 Listen and respond to simple rhymes, stories and songs
- O3.2 Recognise and respond to sound patterns and words
- O3.3 Perform simple communicative tasks using single words, phrases and short sentences
- O3.4 Listen attentively and understand instructions, everyday classroom language and praise words
- L3.1 Recognise some familiar words in written form
- L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words
- L3.3 Experiment with the writing of simple words

### QCA Scheme of Work

- Unit 1 Je parle français
- Unit 2 Je me présente

### Language ladder levels

- Listening:* Breakthrough, Grade 1–2
- Reading:* Breakthrough, Grade 1–2
- Speaking:* Breakthrough, Grade 1–2
- 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, B, C

### Reading

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

### Speaking

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

### 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 classroom objects
- identify colours, and describe an object's colour
- say your age
- recognise and repeat classroom instructions

- simple word order
- use context to determine meaning
- compare different languages
- take part in a simple dialogue

## Key language

- classroom objects: *une trousse* (pencil case), *un stylo* (pen), *une règle* (ruler), *un crayon* (pencil), *un cahier* (exercise book), *un livre* (text book), *un sac* (bag), *une gomme* (rubber)
- colours: *rouge* (red), *rose* (pink), *bleu* (blue), *jaune* (yellow), *marron* (brown), *orange* (orange)
- give your age: *J'ai... ans.*
- classroom instructions: *écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez*

## Unit outcomes

### Most children will be able to:

- use spoken French to identify objects in the classroom
- understand and identify the different colours in French
- use spoken French to give their age
- respond to a range of instructions in French
- begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases

### Some children will also be able to:

- write and say phrases from memory, with clear pronunciation and meaning
- recognise different genders in French
- use colour adjectives together with nouns
- produce several simple phrases using *j'ai...*

## Grammar and skills

- gender of different nouns
- ask and answer questions

# Unit 2

## Lesson 1

### Lesson summary

#### Context

Classroom objects

#### National criteria

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

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

Language ladder levels:

Listening: Grade 1; Reading: Grade 1

Speaking: Grade 1; Writing: Grade 1

#### Cross-curricular links

Citizenship: comparing schools around the world

Literacy: labelling things

Numeracy

#### Key vocabulary

Classroom objects: *une trousse* (pencil case), *un stylo* (pen), *une règle* (ruler), *un crayon* (pencil), *un cahier* (exercise book), *un livre* (text book), *un sac* (bag), *une gomme* (rubber)

#### Language structures and outcomes

*J'ai un/une...*

1

Animated story:

À l'école (1)

10–15 mins

AT 1.1–2 O3.1  
AT 3.1–2 O3.4  
L3.1

3

Presentation:

J'ai un sac

5 mins

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

#### Description

Watch and listen to this interactive animated story presenting the language for Lessons 1-2. 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 (playground)

- Pause the screen on the opening scene and ask the following questions:
  - Where is Jake?
  - Can they see any differences between a French school and school in their country (uniform? backpacks?)
  - What would there be in their backpacks?
- Play the scene through, without stopping. Ask pupils whether their predictions were correct. Ask them to summarise briefly what happened.

2

Starter activity:

Les objets de classe

5 mins

AT 2.1 O3.1  
O3.2

#### Materials

Unit 2 Flashcards 1–5 and 8 (Classroom objects)

#### Description

Starter activity for learning classroom objects presented in animated story.

#### Delivery

- Ask pupils what was in Jake's backpack.
- As they say each one, hold up the relevant flashcard (and stick on the board/wall if possible).
- Encourage pupils to say any of the words in French, but don't worry if they can't remember them as this is covered in the next activity.

#### Description

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

#### Delivery

- Click on the play button to watch the bat drop the different objects into either Jake or Nathalie's bag and to hear the pronunciation. Click on the *show text* link to see the words.
- When the bat drops the object into Jake or Nathalie's bag they will say *J'ai [un crayon.]* ('I've got [a pencil.]'). You can pause the animation to allow the class to repeat the word.
- Click on the *play* button on the subsequent screens to hear the Virtual Teacher pronounce the noun again on its own.
- Continue until all objects have been covered.

#### Extension

- Once you have worked through the nouns on their own several times, move on to just using the phrase *J'ai un...* instead. Use the question *Qu'est-ce que tu as?* and point to an object on Screen 1. Pupils must answer the phrase, e.g. *J'ai une trousse.*

#### Support

- Focus on the individual nouns only at first, and introduce the full phrase *J'ai un...* at a later stage.

### Knowledge About Language

#### Gender

- As in Unit 1, Lesson 4, in this lesson the notion of gender can be examined with pupils.

**4** Oracy activity:  
Qu'est-ce que tu as?  
10 mins

AT 2.1 O3.2  
O3.3  
O3.4

### Description

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

### Delivery

- Click on each audio icon to hear Jake say which object he has.
- Ask the class to answer the question *Qu'est-ce que tu as?* (as in Jake's model sentences in Activity 3) using *J'ai [un stylo]*.
- Invite pupils to match the audio clip with the correct picture. Click on the *Done* button when they have matched all three on the screen. The activity will be marked automatically.
- Click on the *Next* button to proceed to the next set of questions.

### Extension

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

### Support

- Model the first few answers with the class. Point to the object and ask what it is (*Qu'est-ce que c'est?*). Once pupils have answered correctly, ask them how they would say that word using 'I have'.

**5** Oracy activity:  
J'ai un stylo  
15 mins

AT 1.1 O3.2  
AT 2.1 O3.3  
O3.4

### Materials

Objects from the classroom or Unit 2 Flashcards 1-9 (Classroom objects), scarf or blindfold (for extension activity).

### Description

Oracy activity practising classroom objects, using realia or flashcards.

### Delivery

- Hold up an object (or a flashcard) and say one of the target words (either simply as *[un stylo]* or *J'ai [un stylo]*).
- The class must respond *Oui* or *Non* according to whether your statement is true or false.
- Work through all the items in the same way.
- If time allows, invite a few pupils to make similar statements that the other pupils must respond to.

### Extension

Put a selection of the smaller objects in a cloth bag. Blindfold a pupil and ask them to pull an object out of the bag, identify it, then say the word in French. This can be made into a team game if preferred.

**6** Literacy activity:  
Dons mon sac  
5-10 mins

AT 3.1 L3.1  
AT 4.1 L3.3

### Materials

Unit 2 Flashcards 1-9 (Classroom objects), sticky labels

### Description

Literacy activity labelling own classroom objects.

### Delivery

- Display the flashcards on the board (word and picture cards in pairs).
- Hand out a few sticky labels to each table. Ask pupils to write out labels for as many objects as possible in the time allowed, and to stick them onto the relevant items on their table/in the room.

### Language Learning Strategies

#### Writing new words

- Class activities such as Activity 6 are an ideal way for pupils to practise writing new French words as they learn them.
- There are many more opportunities to practise writing French in the *Rigolo* worksheets.

**7** Plenary activity:  
Dans la salle de classe  
5-10 mins

AT 2.1 O3.2  
O3.3

### Materials

Unit 2 Flashcards 1-9 (Classroom objects), clock/timer

### Description

Pictionary-style game to revise the classroom objects vocabulary from this lesson.

### Delivery

- Form two teams. Invite a pupil from Team A to come to the front. Show them a flashcard. They must then draw the object on the board for their team to guess in under 30 seconds. The team gets 2 points if they guess correctly and say the French word. Team B may win 1 point for a correct guess if Team A is unsuccessful.
- Repeat for Team B.
- Continue, selecting different pupils to be the 'artist' each time, until all the words have been covered. Hand out a few sticky labels to each table. Ask pupils to write out labels for as many objects as possible in the time allowed, and to stick them onto the relevant items on their table/in the room.

### Support

- If necessary, use the flashcards to revise target words quickly before starting the game.

#### Context

Colours

#### National criteria

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

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

Language ladder levels:

Listening: Grade 1; Reading: Grade 1-2;

Speaking: Grade 1; Writing: Grade 1-2

#### Cross-curricular links

Literacy (language patterns)

#### Key vocabulary

Colours: *rouge* (red), *rose* (pink), *bleu* (blue), *jaune* (yellow), *marron* (brown), *orange* (orange). Revision of classroom objects from Lesson 1.

#### Language structures and outcomes

*un stylo rouge* (etc.)

1

Starter activity  
Montrez-moi une trousse

AT 1.1 O3.2  
O3.4

5 mins

#### Materials

Unit 2 Flashcards 1-9 (Classroom objects), or realia for target words

#### Description

Starter activity for revising classroom objects presented in the previous lesson.

#### Delivery

- Ask pupils to put a selection of classroom objects out on their desk.
- Say *Montrez-moi [une trousse.]* ('Show me [a pencil case.]'). Pupils respond by holding up the correct object.

#### Extension

- If you're not afraid of a bit of a scuffle, select a group of pupils to stand around a table on which you have placed a selection of objects. (Make sure there is one fewer of each object than the number of pupils selected.)
- Call out (or ask another pupil in the class to call out) the name of an object. Everyone at the table tries to grab the object; the pupil who doesn't manage to do so is 'out' and is replaced by another pupil.

2

Presentation:  
Un sac rouge

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

10-15 mins

#### Description

Click on the audio buttons to hear and see the correct pronunciation for each colour and coloured object. 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

- Click on the first audio button on Screen 1. The whole class then listens and repeats the colour. Continue for all the colours. (You may wish to go through each colour twice at this stage, but there will be more opportunity for practice later in the lesson.)
- Click on the first audio button on Screen 2. Again, the whole class listens and repeats each object + colour. Continue until all objects have been practised. You can also practise pronunciation using the Virtual Teacher on the subsequent screens.

#### Extension

- Ask a pupil to stand at the front, with their back to the board.
- Another pupil clicks on an audio button on Screen 2. Pupil 1 listens to the phrase being said, then turns round and identifies the correct object.

3

Oracy activity:  
Coloriez le stylo

AT1.1 O3.2  
O3.4

10-15 mins

#### Description

Listen to the audio and match the object with the correct colour.

#### Delivery

- Click on an audio icon. The audio will instruct pupils to 'colour in' one of the target classroom objects.
- Ask pupils to match each object with the correct colour by dragging the colour to the correct drop area. When they have matched all of them, click on the *Done* button and the activity will be marked automatically. If the answers are incorrect, pupils can try again by clicking on the *Start again* button.
- Continue until all the questions have been answered.

#### Extension

- Make two teams. Each team takes it in turns to answer a question and scores a point for each correct answer.
- Get pupils to record themselves saying each exchange, then compare their pronunciation with the original.

#### Support

- Before starting, run through the objects on the board, asking pupils *Qu'est-ce que c'est?* for each one, to help them anticipate the vocabulary.

4

Oracy activity:  
C'est de quelle couleur?

AT1.1 O3.3

15 mins

#### Materials

Unit 2 Flashcards 1-8 (Classroom objects)

#### Description

Oracy activity practising classroom objects plus colours, using Unit 2 Flashcards (1-8).

#### Delivery

- Show all the flashcards before hiding one in a bag.
- Hold up the bag and ask *Qu'est-ce que c'est?* ('What is it?')

- The class must then make statements such as *C'est un stylo.* ('It's a pen. '), or *C'est bleu.* ('It's blue. '), to which you can only reply *Oui* or *Non*. The pupil who guesses the correct object/colour gets to keep the card for the duration of the game.
- Before handing over the card, say *Oui, dans mon sac j'ai [un livre rouge.]* ('Yes, in my bag I have [a red book]'). This is the model for the next sentence-building activity.

#### Extension

- If pupils are up to it, encourage precise guesses such as *un livre rouge*.

5

Literacy activity:  
Dans mon sac

10 mins

AT3.1-2 L3.1  
AT4.1-2 L3.2

#### Description

Click on the audio icon and drag and drop the words to form the correct phrase. Click on the *Done* button when you have completed the set of questions and they will be marked automatically.

#### Delivery

- Ask pupils to listen to the audio clip and drag the words into the spaces to make the correct phrase.
- There will be an automatic response. If they have not answered correctly, you can let them try again by clicking on the *Start again* button.

#### Support

- Model a sentence to start with, e.g. *J'ai un stylo bleu.*

6

Plenary activity:  
Une gomme rose  
5-10 mins

AT2.1 O3.3

#### Materials

Selection of classroom objects (in different colours)

#### Description

Memory game to practise classroom objects with colours.

#### Delivery

- Divide the class into two groups. Allocate a table to each group.
- Place 8-10 classroom objects on each table. Give the groups two minutes to study the objects on their table.
- Hide the objects in two separate bags and give each group two minutes to recall the objects + colours on their table.
- Score 1 point for each correct answer.

### Language Learning Strategies

#### Comparing languages

- Word order is a simple way for pupils to compare how different languages work.
- Write on the board two or three phrases from the lesson using colours, e.g. *un crayon rouge, un stylo bleu*. Ask pupils what these mean in English and write these next to the French.
- Ask pupils if they can see what the difference is between the position of the colour words in the English and French phrases (in English the colour comes before the noun, whereas in French it comes after it).

#### Context

Saying your age

#### National criteria

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

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

Language ladder levels:

Listening: Grade 1-2; Reading: Grade 1-2;

Speaking: Grade 1-2; Writing: Grade 1-2

#### Cross-curricular links

Citizenship: comparing schools around the world, families/friends/relationships

Literacy

Numeracy

#### Key vocabulary

Giving your age: *J'ai... ans.*

#### Language structures and outcomes

*J'ai... ans.*

### 1 Animated story: À l'école (1) 10-15 mins

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

#### Description

Watch and listen to this interactive animated story presenting the language for Lessons 3-4. 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 (classroom)

- Freeze the screen on the opening scene and ask the following questions:
  - Where are the children now?
  - Who is in the classroom?
  - What do you think the teacher is like?
  - What is going to happen next?
- Play the scene through without stopping. Ask whether pupils' predictions were correct. Ask them to summarise briefly what happened.

### Language Learning Strategies

#### Using context to determine meaning

- The *Rigolo* animated stories are a good way to show pupils how they can use the context of the story to work out the meaning.
- By focusing on the setting (here, it is the classroom) you can get pupils to predict what kind of language and events might happen. Once prepared like this, pupils can look out for the language for classroom instructions, taking the register, and so on.

### 2 Starter activity: Le rap des nombres 5 mins

AT2.1 O3.1  
O3.3

#### Materials

n/a

#### Description

Starter activity practising numbers in a rap-style song.

#### Delivery

- Go through the rap from Unit 1, Lesson 3:  
*un, deux, trois, quatre, cinq, six, sept et huit, neuf et DIX!*
- You could ask the pupils to perform it in their groups of 6-8, or do it as a whole-class activity.

#### Support

- You can use the presentation from Unit 1, Lesson 5 at any time to refresh pupils' memory of the numbers.

### 3 Presentation: Mon âge 10-15 mins

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

#### Description

Click on the characters to hear and see them give their age with the correct pronunciation. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

#### Delivery

- Select pupils to click on a character. Madame Chanson will ask the question *Quel âge as-tu?* and the character will respond. The whole class repeats both question and answer (click the play button again if necessary, or on the Virtual Teacher on Screen 2 to hear the dialogue again).
- Continue until all characters have been selected.

#### Extension

- Point at a character, and a pupil (or the whole class) must say the question and answer that would have been heard. Then click on the character to check.
- Ask a pupil to stand at the front, with their back to the board. Another pupil clicks on a character. Pupil 1 listens to the answer being given, then turns round and identifies the correct character.
- You could split the class into two groups and make this a competitive team game to see who gets the most correct answers.

## Language Learning Strategies

### Comparing languages

- Saying your age is another good way to demonstrate to pupils how similar things are said differently in French and English.
- Focus on the phrase *J'ai sept ans*. and ask pupils what it means, writing the English alongside ('I am seven years old.').
- Ask them if they remember what *J'ai* means from Lesson 1 ('I have'), *sept*, and then if they can work out what *ans* means ('years'). Write these underneath the French.
- Ask pupils if they can see what the difference is between how you say your age in French and English (in French you say 'I have seven years (old)', but in English we say 'I am seven years old').

**4** Oracy activity:  
Quel âge as-tu?  
10 mins

AT1.1-2 O3.2  
O3.4

#### Description

Listen to the audio clips and match them with the correct number.

#### Delivery

- Click on an audio icon. Madame Chanson asks a character their age and they reply. The pupil must then identify the correct number.
- Once complete, click on the *Done* button and the answers will be marked automatically.
- Ask different pupils to answer the next set of questions.

#### Extension

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

#### Support

- Before starting the activity, check that pupils remember the numbers on the screen, using the question *C'est combien?*

**5** Oracy activity:  
J'ai huit ans  
10 mins

AT2.1-2 O3.3  
O3.4

#### Materials

Puppets

#### Description

Oracy activity practising talking about your age, using puppets.

#### Delivery

- Hold up two of the puppets and make them ask/answer questions about each other's age (*Quel âge as-tu?/J'ai [huit] ans*).
- According to the storyline, Jake is 7, Polly is 10 and Bof is 1 year old, although you may choose to use different ages.
- Then, make the puppets ask a few pupils at random how old they are.
- Make three groups and hand out a puppet to each group: pupils take it in turns to make a puppet ask the person to their left how old they are. When the second pupil has answered the question, they take the puppet and ask their neighbour the same question. Continue until all pupils have asked and answered a question.

**6** Literacy activity:  
Mon âge (2)  
10 mins

AT4.1-2 L3.3

#### Materials

A3 card sheets, photos (of self or siblings/cousins/friends) brought in by pupils, plain paper (for making speech bubbles), glue, scissors

#### Description

Literacy activity, adding speech bubbles to a photo collage.

#### Delivery

- Give out one card sheet and enough glue and scissors per group/table.
- Ask pupils to write out sentences (*J'ai [huit] ans*.) for each of the photos they have brought in. They must then cut out the sentence in the form of a speech bubble.
- Pupils stick their photos and speech bubbles onto the card.
- The cards can then be displayed around the room.

#### Extension

- Pupils could do an additional speech bubble with *Je m'appelle* [+ name].

**7** Plenary activity:  
Quel âge as-tu?  
Comment t'appelles-tu?  
10 mins

AT2.1-2 O3.3

#### Materials

Scarf or blindfold

#### Description

- Game to practise questions and answers about age.

#### Delivery

- All pupils stand in a circle. Choose one pupil to stand by you in the middle. Blindfold the pupil, then point to another pupil who must silently join you in the middle.
- Pupil A then asks *Quel âge as-tu?* or *Comment t'appelles-tu?* Pupil B responds and Pupil A must identify the pupil from their voice.
- Continue until as many pupils as possible have either asked or answered a question.



#### Context

Classroom instructions

#### National criteria

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

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

Language ladder levels:

Listening: Grade 1; Reading: Grade 1;

Speaking: Grade 1

#### Cross-curricular links

n/a

#### Key vocabulary

Classroom instructions: *écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez*

#### Language structures and outcomes

*écoutez, regardez, lisez, asseyez-vous, levez-vous, écrivez, chantez*

1

Starter activity:

Une course

5 mins

AT2.1 O3.3

#### Materials

n/a

#### Description

Team race game revising questions and answers for names and ages.

#### Delivery

- Divide the class into teams of around 10 pupils. Ask each team to line up.
- Decide which question you want to practise (*Comment t'appelles-tu?* or *Quel âge as-tu?*). The first pupil in each line turns to the pupil behind and asks the question. The second pupil replies, before turning to the pupil behind and asking the same question, and so on until the end of the line. The last pupil then runs to the front of the line and asks Pupil 1 the same question. The game ends as soon as Pupil 1 has replied.
- The winning team is the fastest, but you will need to monitor closely to ensure all questions and answers are actually said aloud!
- Repeat the game with the second target question.

#### Extension

- Pupils could ask both questions in the same race.

#### Support

- Model the race with two other more able pupils before starting.
- Accept one-word answers (e.g. *Mark* rather than *Je m'appelle Mark*; *sept* rather than *J'ai sept ans*).

2

Presentation:  
Asseyez-vous!

10–15 mins

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

#### Description

- Click on the play button to hear classroom instructions. 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

- Click on the play button to hear Madame Chanson giving instructions and to see Polly and Nathalie illustrate their meaning. The whole class listens and repeats each instruction, copying the gestures of the Virtual Teacher on Screen 2 as they do so.

- Continue in this way with all the instructions. (You may wish to go through each instruction twice at this stage, but there will be more opportunity for practice later in the lesson.)
- Reinforce understanding by going through the instructions yourself and getting the pupils to copy Polly and Nathalie's actions.

3

Oracy activity:

Écoutez!

10 mins

AT1.1 O3.2  
O3.4

#### Description

Listen to Madame Chanson's instructions and drag the audio icon to the correct picture.

#### Delivery

- Click on each audio icon to hear Mme Chanson give an instruction. Pupils must drag the audio icon to the correct picture.
- Once complete, click on the *Done* button and the activity will be marked automatically.

#### Extension

- Make two teams. Each team takes it in turns to listen and drag an audio icon to the correct picture. They score a point for each correct answer.

#### Support

- Practise the phrases for each picture before starting, either by using the presentation in Activity 2, or by going over the words for the possible instructions in this activity.

4

Oracy activity:

Bof dit...

10 mins

AT1.1 O3.3  
O3.4

#### Materials

Bof puppet

#### Description

Game based on 'Simon says...', to practise classroom instructions.

#### Delivery

- Hold up the Bof puppet and explain the rules of the game (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. Pupils must only respond 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.

**Extension**

- In order to practise giving more polite instructions, change the rules slightly: leave out *Bof dit...*, and pupils respond only if the instruction is followed by *s'il vous plaît*.
- Ask pupils who are out of the game to stand at the front with you and help give instructions.

**Support**

- First, run through the target instructions by saying them and doing the actions all together.

5

Literacy activity:

Les instructions

10 mins

AT3.1

L3.1

L3.2

**Description**

Match each picture with the correct instruction.

**Delivery**

- Ask pupils to look at the pictures and to take it in turns to click on the audio icons on the left of the screen. They then match each picture with the correct instruction.
- Once complete, click on the *Done* button and the answers will be marked automatically. Click on the *Next* button to go to the next set of questions, or click on the *Start again* button for a second attempt.

6

Song:

Regardez-moi!

15–20 mins

AT1.1

O3.1

AT2.1

O3.2

AT3.1

O3.4

L3.1

L3.2

**Description**

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

**Delivery**

- Ask pupils to listen out for the instructions which appear in the song.
- Play the song straight through once, in *Sing* mode. Afterwards, ask pupils to tell you as many of the instructions they can remember.
- Go back and play the song in *Practice* mode, focusing on one line at a time. Repeat chorally and to check comprehension.
- When the class is comfortable with the lyrics, divide the class into two groups: one group will sing the part of Mme Chanson and the other will do the backing singers' role. In both cases, actions are obligatory!
- Swap over roles for each verse.

**Extension**

- Pupils, in small groups, write their own song incorporating classroom commands and actions. You could choose a well-known tune (e.g. *Frère Jacques*) and pupils fit in some new lyrics, or they could produce a rap-style song.

See the Introduction for more notes on the Song features.

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Plenary:  
Levez-vous!

5–10 mins

AT1.1

O3.3

AT2.1

O3.4

**Materials**

n/a

**Description**

Chain game to consolidate giving classroom instructions.

**Delivery**

- Ask pupils to stand in a circle. Start by giving one instruction; all pupils make the appropriate gesture. The pupil to your right repeats your instruction and adds another; the rest of the class again responds appropriately. The pupil to their right continues in the same way, giving three instructions this time, and so on.
- Continue in the same way until all the target instructions have been covered.
- If time allows, start again and play until each pupil has had a go at saying an instruction.

**Support**

- Go through each of the instructions yourself at the start of the circle, before passing on pupil to pupil.

# Unit 2

Extra!



Worksheet 1A  
10–15 mins

AT2.1 O3.3  
AT3.1 L3.1  
AT4.1 L3.2

## Description

Worksheet to give further practice on classroom objects and colours.

## Notes

- 1 Give pupils a few minutes to colour the objects in colours which have been learned in this unit. Once they have done this, ask them to look at their pictures and complete the grid accordingly.
- 2 Ask pupils to work in pairs for the second part. Move round the class, asking pupils to read out one or two phrases to you.



Worksheet 1B  
10–15 mins

AT2.1 O3.2  
AT3.1 L3.1  
AT4.1 L3.3

## Description

Worksheet to give further practice on classroom objects and colours.

## Notes

- 1 Give pupils a few minutes to read Jake's sentences and colour in the objects accordingly
- 2 Ask pupils to work in pairs for Activity 2, and move round the class, monitoring the activity.

## Answers

- 1 Pupils should colour in the objects as follows: blue bag, orange pencil, red pen, pink rubber, brown ruler, yellow exercise book, blue textbook



Worksheet 2A  
10–15 mins

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

## Description

Worksheet to give further practice on classroom objects and colours.

## Notes

- 1 Give pupils a few minutes to complete their list of objects, then divide the class into pairs.
- 2 Encourage pupils to say what they have got to their partner using *J'ai un...*, rather than just reading off each other's list.



Worksheet 2B  
10–15 mins

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

## Description

Worksheet to give further practice on classroom objects and colours.

## Notes

- 1 Give pupils a few minutes to complete this activity. If possible, move around the group and ask them to read out one of their sentences to you. Some pupils might need you to explain again which nouns you would use *bleue* with.
- 2 Encourage pupils to expand on the dialogue if they can, e.g. *Oui, j'ai un stylo bleu.*



Worksheet 3A  
10–15 mins

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

## Description

Worksheet to give further practice on musical instruments and numbers.

## Notes

- 1 Encourage pupils to read the phrases out loud as they link up numbers and pictures, e.g. *un piano.*
- 2 You could make a chart to log the best speed!



Worksheet 3B  
10–15 mins

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

## Description

Worksheet to give further practice on musical instruments and numbers.

## Notes

- 1 Encourage pupils to read the phrases aloud as they draw.
- 2 Pupils could make a chart to log the best speeds, and read the results out in French.



Worksheet 4A  
10–15 mins

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

## Description

Worksheet to give further practice on saying your age.

## Notes

- 1 Go through this activity together orally, to ensure pupils are identifying the ages correctly.
- 2 Monitor this activity as closely as possible, to ensure pupils are using French as much as possible!
- 3 Encourage pupils to write out the number word, where appropriate.

## Answers

- 1 **a** *J'ai un an. – Bébé*  
**b** *J'ai quatre ans. – Camille*  
**c** *J'ai six ans. – Magali*  
**d** *J'ai huit ans. – David*  
**e** *J'ai dix ans. – Luc*



Worksheet 4B  
10–15 mins

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

## Description

Worksheet to give further practice on saying your age.

## Notes

- 1 Go through this activity together orally, to ensure pupils are identifying the ages correctly.
- 2 Monitor this activity as closely as possible, to ensure pupils are using French as much as possible!
- 3 Encourage pupils to write out the number word, where appropriate.

## Answers

- 1 *Bébé – J'ai un an. Camille – J'ai quatre ans.*  
*Magali – J'ai six ans. David – J'ai huit ans.*  
*Luc – J'ai dix ans.*

Project work:  
Contact with a French school

IU3.4

**Description**

Pupils make initial contact with a real French school.

**Materials**

Internet access

**Delivery**

- Research a suitable French school to contact. There are several ways to do this, as listed below.
- It's good to make the most of a personal connection if you can. If you have a foreign language assistant, they might be able to put you in touch with a school in their hometown. Alternatively, there might be a pupil's parent, governor, local church or business who has useful contacts. Ask other local schools in your area, in particular your primary cluster group or closest secondary school, to see if they have links you could build on with French schools or towns.
- There are various websites that help you to find a partner school, such as the British Council ([www.britishcouncil.org](http://www.britishcouncil.org)), the Global Gateway ([www.globalgateway.org](http://www.globalgateway.org)) or the EU 'e-twinning' programme ([www.etwinning.net](http://www.etwinning.net)).
- Try to find a class within the school whose pupils will have a roughly similar level of English, i.e. beginners. If the French children are demonstrating much better command of English than your pupils' command of French it could be demotivating.
- Once you have established a link, at this point you could organise the first communication between classes. Gather together simple introductions from all the pupils who want to take part, where they give their name and age. They could put this together with a photograph as well if you like.
- Your pupils will gradually build up more details about their partner contacts, but at this early stage it might be more interesting to gather some general information about the school, and possibly photos or even video footage of what their school looks like. Pupils can compare this with their own classroom and school.

Sound/spelling activity  
15–20 mins

AT1.1 O3.2  
L3.2

**Description**

Practise listening out for and pronouncing the *r* sound, and then count how many times you hear this sound in the activity.

**Delivery**

- This sound/spelling activity focuses specifically on the *r* sound, one which English speakers traditionally find quite challenging.
- There are two parts to the activity: the first (*Practice*) allows pupils to familiarise themselves with the *r* sound and to practise pronouncing it in comparison to the Virtual Teacher model. The second part (*Activity*) is an exercise where pupils have to listen out for the *r* sound in a list of French words they have encountered so far in *Rigolo 1*.
- Select *Practice* and click on the play button. The Virtual Teacher will say the *r* sound first on its own. On the

subsequent screens, she will use the *r* sound as part of four words that have already been used in Units 1 and 2. For each of these, get the class to repeat the sound or word chorally several times, replaying the Virtual Teacher's pronunciation to see how close they are.

- Once you have finished this part, relaunch the activity and choose *Activity* from the selection menu to move on to test pupils' recognition of the sound. Pupils will hear 11 phrases read out. For each phrase they must work out how many times they can hear the *r* sound, and then select the correct number button on the screen, between 0 (if they don't hear it at all) and 3. Click on the audio button to play each phrase as many times as required. You can ask the whole class to vote on how many times they hear the sound, or ask individual pupils to step forward to choose the right number.
- When they have selected the right number, you will see the phrases appear on screen, along with some feedback. Click on the audio button if you want to hear the phrase again and review their answer.
- Repeat the activity by clicking on the *Start again* button if you feel pupils need further practice.

**Extension**

You can continue the practice activity with more words using *r* 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 numbers, to show how many times they hear the sound.

**Assessment for Units 1–2****Écoutez!**

Play each audio 2–3 times or more if necessary. Pause during each activity as required.

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

**Activity 1**

(AT1.1; O3.2)

Mark out of 10

**Answers**

	(Example:)	1	2	3	4	5	6	7	8	9	10
English			✓	✓			✓		✓	✓	
French	(✓)	✓			✓	✓		✓			✓

**TRANSCRIPT****example: rose (French)**

- |                    |                    |
|--------------------|--------------------|
| 1 dragon (French)  | 6 dragon (English) |
| 2 guitar (English) | 7 piano (French)   |
| 3 piano (English)  | 8 orange (English) |
| 4 guitare (French) | 9 flute (English)  |
| 5 flûte (French)   | 10 orange (French) |

**Activity 2**

(AT1.1; O3.4)

Mark out of 6

**Answers**

a 3 b 4 (example: c 1) d 2 e 7 f 5 g 6

## TRANSCRIPT

- 1 Regardez.                      5 Chantez.  
 2 Écrivez.                        6 Asseyez-vous.  
 3 Levez-vous.                    7 Lisez.  
 4 Écoutez.

**Activity 3**

(AT1.1–2; O3.4)

Mark out of 4

**Answers**

a 2 b 2 c 3 d 5 (example: e 1)

## TRANSCRIPT

- 1 – Ça va?  
 – Mmmm... comme ci çomme ça.  
 2 – Bonjour, Monsieur.  
 – Ah, bonjour, Madame.  
 3 – Salut! Ça va?  
 – Oui, ça va bien.  
 4 – Au revoir, Didier!  
 – Au revoir, Bof!  
 5 – Bonjour! Ça va?  
 – Oh non, ça ne va pas!

**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 towards level 1. Pupils achieving more than 5/10 are working between levels 1–2.

**Activity 1**

(AT2.1; O3.2, O3.3)

5 Marks

**Answers**

Bag A: J'ai (example: une trousse), une règle, un cahier, un stylo et un crayon.

Bag B: J'ai une trousse, une gomme, un livre, un stylo et un crayon.

**Activity 2**

(AT2.1–2; O3.3)

Sample dialogue: 5 marks

**Answers**

A Bonjour!

B Bonjour!/Salut!

A Comment t'appelles-tu?

B Je m'appelle (Simon).

A Ça va?

B Oui, ça va./Non, ça ne va pas.

A Quel âge as-tu?

B J'ai (huit) ans.

A Au revoir!

B Au revoir!

**Lisez!**

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

**Activity 1**

(AT3.1; L3.1)

Mark out of 10

**Answers**

a un dragon b un garçon c un piano d une fille  
 e une trompette f une règle g un tambour h un sac  
 i un stylo j une guitare k une flûte à bec

**Activity 2**

(AT3.1–2; L3.1)

Mark out of 10; 2 for each correct answer

**Answers**

(example: J'ai huit ans.)

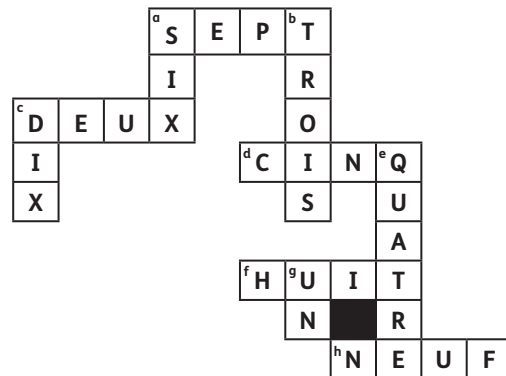
a J'ai **une trousse** jauneb J'ai **neuf** ans.c J'ai **une gomme** orange.d J'ai **un cahier** rouge.e J'ai **dix** ans.**Écrivez!**

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

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

**Activity 1**

(AT4.1; L3.3)

**Activity 2**

(AT4.2; L3.3)

Mark out of 10; 2 marks per answer

**Answers**

a Bonjour!/Salut!

b Ça va?/Oui, ça va bien.

c Comment t'appelles-tu?/Je m'appelle Luc.

d Quel âge as-tu?/J'ai neuf ans.

e Au revoir, Monsieur!/Au revoir, Madame!