

RIGOLO



Unit 6

Teacher's Notes

Amanda Collins

Assessment sections: Julie Green

RIGOLO 1 Unit 6: Bon anniversaire!

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
- Unit 3 En famille
- Unit 4 Qu'est-ce que tu veux?

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

Speaking

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

- recognise and ask for snacks
- give basic opinions about food
- use numbers 21–31
- recognise and use the months
- form dates

Key language

- snacks: *une pomme* (an apple), *une banane* (a banana), *un jus d'orange* (an orange juice), *un sandwich* (a sandwich), *une pizza* (a pizza), *un gâteau* (a cake)
- simple opinions (about food): *C'est délicieux!* (It's delicious.), *C'est bon!* (It tastes nice.), *Ce n'est pas bon!* (It doesn't taste nice.), *C'est mauvais!* (It tastes bad.)
- numbers 21–31
- months: *janvier* (January), *février* (February), *mars* (March), *avril* (April), *mai* (May), *juin* (June), *juillet* (July), *août* (August), *septembre* (September), *octobre* (October), *novembre* (November), *décembre* (December)
- dates: *le ... [mars, etc.]* (the ... [March, etc.])

Grammar and skills

- gender of different nouns for food
- understand and reply to questions on food wanted
- count numbers up to 31
- use numbers up to 31 together with months to form dates

Unit outcomes

Most children will be able to:

- understand when they are being asked what they want
- use spoken French to identify various snacks
- recognise and count numbers 1–31
- recognise French months and combine with numbers to form dates

Some children will also be able to:

- have short question and answer dialogue asking others what they want and replying to same question
- form dates using a short phrase, e.g. *c'est le 5 mars*

Context

Recognise and ask for various snacks

National criteria

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

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

Language ladder levels:

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

Reading: Grade 1–2; Writing: Grade 1

Cross-curricular links

n/a

Key vocabulary

Snacks: *une pomme* (an apple), *une banane* (a banana), *un jus d'orange* (an orange juice), *un sandwich* (a sandwich), *une pizza* (a pizza), *un gâteau* (a cake)

Language structures and outcomes

Qu'est-ce que tu veux? (What would you like?); *Je voudrais [une pomme, etc.]* (I'd like [an apple], etc.)

1

Starter activity:
L'alphabet

5 mins

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

3

Presentation:
La nourriture

c.10 mins

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

Description

Pupils sing the song *Chantez l'alphabet* (Unit 5 song) to revise the letters of the alphabet.

Delivery

- Quickly recap the alphabet chorally.
- The whole class sings the song, following the text on screen.

Support

- You can use the pause button to go through the alphabet song line by line rather than in its entirety.

See the Introduction for more notes on the Song features.

2

Animated story:
Le pique-nique (1)

5–10 mins

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

Description

- Watch and listen to this animated story, based on a picnic, presenting the language for Lessons 1 and 2 (food vocabulary and some related adjectives).
- 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 Children in the meadow

- Freeze the screen on the opening scene and ask *Comment s'appellent-ils?* ('What are their names?') to elicit and refresh *Il/Elle s'appelle...*
- Ask pupils what the children are doing (going for a picnic) and ask for predictions about the food and drink they will have. Write suggestions on the board, or stick up flashcards/pictures if possible.
- Play the scene, asking pupils to take note of the food and drink. Compare their predictions with the actual food and drink in the animated story.

Extension

- Later on, in Lesson 2 of this unit, once pupils have covered the key words, play the animation through and ask them to note how each of the food items is described.

Description

Play the animation to hear and see the correct pronunciation of the food items. 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, pausing after each food item. Then play the Virtual Teacher's presentation on Screen 2. The Virtual Teacher will say the word for the item. Pupils repeat the word and mime eating or drinking that food, as appropriate.
- The class repeat what they hear each time, using appropriate gestures to reinforce learning.
- Repeat as necessary.

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

- Once again, another good opportunity here to reinforce genders.
- As pupils have by now encountered the indefinite article (*un/une*), the definite article (*le/la*) and possessive adjectives (*mon/ma*), you could use this to point out the correlation between the three.
- For example, ask pupils what *une banane* means ('a banana'), and write on the board. Then ask if they can think how to say 'the banana' (*la banane*), writing this underneath. Follow suit with 'my banana' (*ma banane*) as well.

4

Oracy activity:
Qu'est-ce que tu veux?

c.10 mins

AT1.1–2 O3.2
O3.4

Description

Listen to the food Bof asks for, and select the correct item.

Delivery

- Click on the audio icon next to *Allez!* You will hear the picnic basket asking Bof what he wants to eat/drink. Bof replies, pupils select the requested food items, and click on *Done*. Their answer will be marked automatically.

- If their selection is correct, click on *Next* to move on to the next question.
- If their selection is wrong, 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. Deduct a point if they get it wrong.

5

Literacy activity:
Je voudrais un gâteau
c.10 mins

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

Description

Drag the food item words into the boxes to form sentences.

Delivery

- Pupils drag and drop the food word tiles to complete the sentences, based on the pictures.
- Repeat each sentence a couple of times to reinforce learning and to give as many pupils as possible a chance to participate.

Extension

- Divide the class into two teams. Each team takes it in turn to drag the appropriate word and scores a point for each correct answer. A 'life' is lost for each incorrect answer.

Support

- Before asking pupils to select the right written word, check their understanding by asking them *Qu'est-ce qu'il/elle veut?* ('What does he/she want?'), so that everyone is sure of the right word.

6

Plenary activity:
Le jeu du pendu
5 mins

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

Materials

Whiteboard/pens, possibly Unit 6 Flashcards 1–6 (Food and drink)

Description

French version of 'Hangman', in which pupils practise the alphabet, and revise food and drink vocabulary covered so far.

Delivery

- Choose a food item that the pupils have already learned. Draw dashes on the board, one for each letter of the chosen word.
- Pupils call out letters randomly, one by one. If the letter is part of the chosen word, write it in the appropriate space. Otherwise, draw one line of the 'hangman' for each incorrect suggestion.
- The object of the game is to discover the word before the 'hangman' is complete.
- Ask a volunteer to say and spell the revealed word, or do this chorally.
- You could then invite a pupil to choose a word and lead the activity at the board, with your help as required.

Support

- Use the flashcards as prompts if pupils can't think of any words.

Context

Giving opinions about food

National criteria

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

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

Language ladder levels:

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

Reading: Grade 1–2; Writing: Grade 1–2

Cross-curricular links

Literacy

Key vocabularySimple opinions about food: *C'est délicieux!* (It's delicious), *C'est bon!* (It tastes nice), *Ce n'est pas bon!* (It doesn't taste nice), *C'est mauvais!* (It tastes bad)**Language structures and outcomes***C'est* + adjective

1

Starter activity:
Je voudrais...

5 mins

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

Unit 6 Flashcards 1–6 (Food and drink)

Description

Pupils respond to requests for food and drink by selecting the appropriate flashcard.

Delivery

- Stick the flashcards on the board.
- Say *Je voudrais [une pomme.]* and ask a pupil to come and point to the correct card.
- Continue with all vocabulary. You could ask pupils to say *Je voudrais...* instead of leading the whole activity yourself.
- You may wish to use the Virtual Teacher in the presentation from Lesson 1 to encourage pupils to concentrate on pronunciation.

Extension

- Make two–four teams. A pupil from each team stands by the board and races to be the first to touch the correct card. Score a point for each win.

Support

- Use a puppet to say the *Je voudrais* phrases, then work through the flashcards on the board with pupils, asking yes/no questions to help them identify each one: e.g. *C'est un gâteau, oui ou non?*

2

Presentation:
C'est délicieux!
c.10 minsAT1.1 O3.2
AT2.1 O3.4
AT3.1 L3.1
L3.2**Description**

Click on the food and drink items to hear Bof's opinion of them as he eats/drinks. 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 items, one by one. Bof will eat or drink the item and then respond by saying whether the item is good or not.
- Go through each item a couple of times, repeating the words after Bof and copying the Virtual Teacher's gesture on Screen 2.

Extension

- Point to an item. Ask pupils to guess from the thumbs up/thumbs down above it what Bof will say. Click on the item to compare pupils' answers.

3

Oracy activity:
C'est bon?
c.10 minsAT1.1 O3.2
AT2.1 O3.3**Description:**

Look at the food being presented, and Bof's reaction to it. Listen to the options in the question. Give your answer aloud, in French.

Delivery

- Click on the play button to watch the video. An item of food appears from inside the picnic basket, and the audio suggests two possible opinions of the food.
- Pupils say what they think the food is like, in answer to the question in the animation.
- Click on the two audio icons on the left-hand side of the screen, and ask pupils which is the correct opinion, based on what they saw in the animation. Once pupils have selected an opinion, click on *Done* and their answer will be marked automatically.
- If their selection is correct, click on *Next* to move on to the next question. If their answer is wrong, 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:
C'est bon ou
c'est mauvais?
10 minsAT2.1–2 O3.3
AT3.1–2 L3.1
AT4.1–2 L3.3**Materials**

Several copies of the Unit 6 Flashcards 1–6 (food items); real food items; cards with different opinions from the lesson written on them

Description

Pupils give their opinions on various food items.

Delivery

- Divide the class into several groups. Give each group a pile of the food flashcards, along with the cards with the four different opinions.

- Ask groups to discuss between themselves whether they like the food or not, using the target language.
- Based on the most common result in their group, pupils position the flashcards in groups, under the heading of the different opinions.
- One member of each group reports back to the class, using the target phrase of e.g. *Une pomme – c’est délicieux*, and so on.

Extension

- Ask pupils to write sentences for each food item, to summarise their opinions.

Support

- Pupils don’t have to say the words in a complete phrase. They can just write the food item and the opinion separately.

5

Plenary activity: Les charades en action c.10 mins

AT2.1-2 O3.3

Materials

Cards or papers: on each one is a food item and a short descriptive phrase (e.g. *Une pizza – c’est mauvais*).
Or Unit 6 Flashcards 1–6 (Food and drink)

Description

Pupils act out the food item and the description for their team-mates to guess the words.

Delivery

- Prepare the prompt cards (see Materials, above).
- Make two teams. Pupils from each team take it in turn to mime (no speaking or noises!) a food item and an appropriate reaction, so their team can correctly guess the words on the card.
- Award two points for correct answers within 30 seconds, one point for up to one minute. Offer a bonus point to the other team if answer not given after one minute.

Support

- Use Flashcards 1–6 instead of miming the food item.

Context

Numbers 21–31

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 AT3.1–2, AT4.1

Language ladder levels:

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

Reading: Grade 1–2; Writing: Grade 1

Cross-curricular links

Numeracy

Key vocabulary

Numbers 21–31

Language structures and outcomes

As above

1

Starter activity:
Les nombres

5 mins

AT1.1–2 O3.3
AT2.1 O3.4**Description**

Pupils solve simple additions to practise numbers up to 20.

Delivery

- Quickly recap numbers 1–20 chorally.
- Write two numbers on the board, totalling no more than 20, and ask *Ça fait combien, [deux] plus [dix]*?
- Repeat a few times to give as much practice as possible.

Extension

- You may wish to select a few pupils to ask the questions instead of you!

2

Animated story:
Le pique-nique (2)

10–15 mins

AT1.2 O3.1
AT3.2 O3.4
L3.1**Materials**

Unit 6 Flashcards 1–6 (Food and drink), or pictures of these

Description

Watch and listen to this animated story presenting the language for Lessons 3–4 (dates and birthdays). 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: Children and Bof by the river

- Freeze the screen on the opening scene and ask *Comment s'appellent-ils?* ('What are their names?') to elicit and refresh *Il/Elle s'appelle...*
- Freeze the screen on Bof arriving with the birthday cake. Ask pupils what he's carrying, and what they think is going to happen in this scene.
- Play the scene through and compare predictions with what actually happened

3

Presentation:
Les nombres 21–31

c.10 mins

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

Listen to a presentation of the numbers 21–31. 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 *show text* link to display the number words and audio icons. Invite pupils to click on the audio icons in numerical order. The Virtual Teacher will say the number and pupils repeat.
- Then encourage pupils to click on the other audio icons in any order as many times as necessary to listen to the Virtual Teacher saying the numbers again.
- Once the initial presentation is complete, take a few minutes to go through the numbers again in order. Pupils repeat the numbers each time.

4

Oracy activity:
Comptez!

c.10 mins

AT1.1 O3.3
AT2.1 O3.4**Description**

Listen to the audio, identify the corresponding number, and drag it into the correct box.

Delivery

- Click on the audio icon. Pupils listen to the number, identify the correct one from the selection on the right-hand side of the screen, and drag it into the box below the audio icon.
- Once all of the numbers have been dragged into place, click on *Done* and the pupils' answers will be marked automatically.
- If not all answers are correct, click on *Start again* for a second attempt.

Extension

Make two teams. Each team takes it in turn to read out a number and scores a point for each correct answer.

Support

Go through the numbers orally before starting the activity itself.

5

Plenary activity:
Loto!

c.10 mins

AT1.1	O3.4
AT3.1	L3.1
AT4.1	L3.3

Materials

Blank Loto cards

Description

A bingo game to practise the numbers further.

Delivery

- Group pupils in pairs or on their own, and distribute a blank bingo card to each of them.
- Ask them to fill the spaces on the card with any number between 1 and 31. Ensure that they write these in numeral and word form.

- Stand at the front of the class and read out random numbers from this range in French. Pupils cross off numbers which are on their card, until one pupil or pair has crossed them all out.
- The first pupil or pair to complete their grid is the winner and calls out *Gagné!*
- The winner comes to the front and reads out the numbers on their card to confirm that the checked-off numbers are correct.

Support

- Pupils could write the numbers down as numerals only, and just listen for the French.

Context

Months of the year

National criteria

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

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

Language ladder levels:

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

Reading: Grade 1–2

Cross-curricular links

Numeracy

Key vocabularyMonths: *Janvier* (January), *février* (February), *mars* (March), *avril* (April), *mai* (May), *juin* (June), *juillet* (July), *août* (August), *septembre* (September), *octobre* (October), *novembre* (November), *décembre* (December)**Language structures and outcomes**

n/a

1

Starter activity:

Les nombres

5 mins

AT 1.1–2 O3.3
AT2.1 O3.4**Description**

Pupils solve simple additions to practise numbers up to 31.

Delivery

- Quickly recap numbers 1–31 chorally.
- Write two numbers on the board, totalling no more than 31, and ask *Ça fait combien, [deux] plus [dix]?*
- Repeat a few times to give as much practice as possible.

Extension

- You may wish to select a few pupils to ask the questions instead of you!

2

Presentation:

Les mois

c.10 mins

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

Click on the audio icons to hear a presentation of the months of the year. 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 *show text* link to display the month words and the audio icons.
- Invite pupils to click on the month audio icons one by one, in order, to hear the Virtual Teacher pronounce them.
- Go through the whole year in this way. Repeat a couple of times in order to reinforce learning. Then click on the months in random order to reinforce each month separately.

3

Literacy activity:

Janvier, février, mars

10 mins

AT3.1 L3.1

Materials

Copies of Unit 6 Flashcard 7 (Months of the year)

Description

Matching activity with month flashcards.

Delivery

- Divide the class into several teams.
- Photocopy the picture flashcards enough times so there is one set for each team, and likewise a set of all the word cards. Shuffle these yourself.

- Ask pupils to cut up the picture cards and to shuffle them into a random order.
- Give pupils a shuffled set of word cards, then set them in a race to match up the picture and word cards as fast as possible. The first team to do this correctly wins.

Extension

- Hand out the word cards only, and ask pupils to put these in order without the support of the picture cards.

4

Song:

Combien de jours?

10–15 mins

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

Unit 6 Flashcard 7 (Months of the year)

Description

Watch and listen to the interactive song practising the months of the year. 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

- Hand out one month flashcard to each pupil.
- Play the song through, and ask pupils just to listen out for 'their' month.
- Play the song again, this time asking pupils to stand up, then quickly sit down again when they hear their month. For a less chaotic activity, just ask pupils to wave the card in the air when their month is sung!
- Ask pupils to group themselves according to how the months are grouped in the song, e.g. pupils with *janvier*, *février* and *mars* will form one group.
- Play the song again. This time each group is responsible for singing along with their line/months, individual pupils holding up their month when it is sung.
- Go through song again as a whole-class activity, with or without the audio.

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.

5

Plenary activity:

Tous les mois

c.5 mins

AT2.1
AT3.1O3.3
L3.1**Materials**

Unit 6 Flashcard 7 (Months of the year)

Description

Pupils revise the months with a game using flashcards.

Delivery

- Give each pupil a card with a month on.
- Pupils must not show their card to others, but must memorise it before handing it back to you.

- The objective is for pupils to form a line of months in the correct order. To do this, they are allowed to move around, saying only their month in French, and must position themselves correctly in the line.

Extension

- You could make this a team race, with each group of 12 forming a separate line.

Context

Dates and birthdays

National criteria

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

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

Language ladder levels:

Listening: Grade 2; Speaking: Grade 2;

Reading: Grade 1–2; Writing: Grade 1

Cross-curricular links

Numeracy

Key vocabulary

Dates: *le...* [*mars, etc.*] (the... March, etc.)

Language structures and outcomes

C'est quand, ton anniversaire? (When's your birthday?)

[*C'est*] *le...* ([*It's*] the...)

1

Starter activity:
Chantez!

5 mins

AT 1.2 O3.1
AT 2.2 O3.2
AT 3.2 O3.4
L3.1 L3.2

Description

Sing Unit 6 Lesson 4 Song *Combien de jours?* again, to revise months of the year.

Delivery

- Quickly recap the months chorally.
- The whole class sings the song, following the text on screen.

Support

- Go through the song slowly, using the pause button, before singing it all the way through.

See the Introduction for more notes on the Song features.

2

Presentation:
C'est quand, ton anniversaire?

c.10 mins

AT 1.2 O3.2
AT 2.2 O3.4
AT 3.2 L3.1
L3.2

Description

Click on the balloons to hear the Virtual Teacher saying the date of each character's birthday. 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 balloons, one by one. The Virtual Teacher will say when that character's birthday is, which will be the date on that balloon. Pupils should repeat the date.
- Once a date has been heard, point again to the same balloon. Ask pupils to say the date aloud, and click on the balloon to compare their answer with the Virtual Teacher's pronunciation.

Extension

- Say a date which appears on the screen. Ask a pupil to click on the correct balloon – the audio response will confirm whether or not they were right.
- You could play a team game in the same way, awarding a point for each correct answer.

3

Oracy activity:
Les anniversaires

c.10 mins

AT 1.2 O3.2
O3.4

Description

Pupils listen to the audio prompts and then select the correct balloon.

Delivery

- Click on the audio icon next to *Allez!* to start the activity. You will hear a character giving the date of their birthday.
- Pupils respond by clicking on the balloon with the correct date on it.
- Once the pupils have selected an 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 click on the balloons, and a point is awarded for each correct answer.

Support

- Play each audio exchange twice before asking pupils to respond.

4

Literacy activity:
Quelle est la date?

c.10 mins

AT 1.2 O3.1
AT 2.2 O3.2
AT 3.2 O3.4
L3.1 L3.2

Description

Listen to the dates, and link the audio icons to the corresponding dates.

Delivery

- Click on the audio icons on the left-hand side of the screen. Pupils must link what they hear to the corresponding date.
- Once all pairs have been matched, click on *Done* and the pupils' answers will be marked automatically.
- If all answers are correct, click on *Next* to move on to the next set of questions. If some answers are wrong, click on *Start again* for a second attempt.

Support

- Pupils can listen to the audio as many times as necessary.

5

Oracy activity:
Une enquête
c.5–10 mins

AT1.2 O3.3
AT4.1 L3.3

Materials

Blank paper (or pre-printed, questionnaire-style grids with spaces for five names and birthday dates)

Description

Pupils conduct a survey on their classmates' birthdays to revise dates.

Delivery

- Give each pupil a piece of paper/grid.
- Allow five minutes for pupils to ask up to five classmates when their birthday is (*C'est quand, ton anniversaire?/C'est le...*). They note down the person's name, and the date in French.

Extension

- You could ask pupils to group together in months, according to when their birthday is, using only French to communicate with each other.

Support

- You can use the Virtual Teacher at any time to refresh your memory of the target expressions.

6

Plenary activity:
Mon anniversaire
c.5–10 mins

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

Materials

Small pieces of blank paper, cloth bag

Description

Pupils read out dates and guess whose birthday they refer to.

Delivery

- Hand out the paper and ask pupils to write down the date of their birthday (in French!).
- Collect the papers and place in cloth bag.
- Invite individual pupils to the front. They take a paper from the bag, without looking, and read out the date. They have a maximum of three guesses to identify correctly whose birthday it is. Try and get pupils to use the French phrase *C'est...* when guessing the name.

Unit 6

Extra!



Worksheet 1A
10–15 mins

AT3.1 L3.1
L3.3

Description

Worksheet to give further practice on food vocabulary.

Notes

- 1 If necessary, give pupils a minute or two to complete one drawing at a time, then say the answer together. Alternatively, give pupils 5–10 minutes to complete all four drawings, then go through all the answers together.

Answers

- 1 a une pizza c un jus d'orange
b une pomme d une banane



Worksheet 1B
10–15 mins

AT3.1 L3.1
L3.3

Description

Worksheet to give further practice on food vocabulary.

Notes

- 1 If necessary, give pupils a minute or two to complete one drawing at a time, then say the answer together. Alternatively, give pupils 5–10 minutes to complete all six drawings, then go through all the answers together.
- 2 Move around the class to provide help where needed for Activity 2.

Answers

- 1 a une pizza c une pomme e une banane
b un gâteau d un jus d'orange f un sandwich



Worksheet 2A
10–15 mins

AT2.1 L3.1
AT3.1 L3.2

Description

Worksheet to give further practice on food vocabulary and opinions of food.

Notes

- 1 Give pupils a few minutes to do Activity 1 and check/ read through the answers together at the end.
- 2 Move around the class to provide help where needed for Activity 2.



Worksheet 2B
10–15 mins

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

Description

Worksheet to give further practice on food vocabulary and opinions of food.

Notes

- 1 Give pupils a few minutes to do Activity 1 and check/ read through the answers together at the end.
- 2 & 3 Move around the class to provide help where needed.

Answers

- 1 a C'est délicieux. (C'est bon would also be acceptable.)
b C'est mauvais. (Ce n'est pas bon would also be acceptable.)

- c C'est bon. (C'est délicieux would also be acceptable.)
- d Ce n'est pas bon. (C'est mauvais would also be acceptable.)



Worksheet 3A
10–15 mins

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

Description

Worksheet to give further practice on months, numbers, and nouns.

Notes

- 1 If necessary, read out the words together to check pupils' comprehension before asking them to work through the activity.
- 2 Move around to listen to pupils' answers to Activity 2.

Answers

- 1 a pomme c rouge e trente
b vingt-deux d gâteau f vingt-neuf



Worksheet 3B
10–15 mins

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

Description

Worksheet to give further practice on months, numbers, and nouns.

Notes

- 1 If necessary, read out the words together to check pupils' comprehension before asking them to work through the activity.
- 2 Move around to listen to pupils' answers to Activity 2.

Answers

- 1 a pomme e trente h trente
b vingt-deux f vingt-cinq i bouche
c banane g bras j ordinateur
d gâteau



Worksheet 4A
10–15 mins

AT2.2 O3.3
AT3.1 L3.1
AT4.1–2 L3.3

Description

Worksheet to give further practice on giving information about yourself.

Notes

- 1 Go round the class, asking each pupil to introduce themselves verbally, using the model from the worksheet, before they complete Activity 1.
- 2 Move around to listen to pupils' answers.
- 3 Pupils can just write the name of the person, and their birthday date as fully as possible in French.



Worksheet 4B

10–15 mins

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

Worksheet to give further practice on giving information about yourself.

Notes

- 1 Go round the class, asking each pupil to introduce themselves verbally, using the model from the worksheet, before they complete Activity 1.
- 2 Move around to listen to pupils' answers to Activity 2.
- 3 Pupils fill in the details on the identity card for a friend or family member. They could also write out full sentences, e.g. *Il/Elle s'appelle* [+ name].

Project work:
French name days

30 mins

AT3.1
AT4.2
L3.3**Description**

Pupils find the date of their name day in France.

Materials

List of French name days

Delivery

- Before the lesson, prepare a list of the French name days and dates. You can easily find this on the internet using Google or another search engine.
- Explain to pupils that in France each date is the day of a saint with a different name, meaning that French children traditionally have a "name day" as well as a birthday.
- Give pupils a list of the names and dates, and ask them to find their own name and date. The list is mainly based on Christian, traditional names, so not all of your class will find their names in the list. If this is the case, then give them another name to find instead.
- Pupils write up their results using the sentence *Ma fête, c'est le...* You can create a wall display with pictures of pupils and speech bubbles giving their birthday and name day.
- In subsequent lessons, start by checking the date in French with pupils, then asking *C'est la fête de qui aujourd'hui?* ('Whose name day is it today?')

Sound/spelling activity:
Les sons 'eu' et 'on'

15–20 mins

AT1.1
O3.2
L3.2**Description**

Practise listening out for and pronouncing the *eu* and *on* sounds. Then identify the words when you hear them read out, and which words use the sounds.

Delivery

- This sound/spelling activity focuses specifically on the *eu* and *on* 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 click on a button if they hear the *eu* sound in a list of words; and *Activity 2*, where pupils do the same with the *on* 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 *eu* 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 to see how close they are. Then follow suit with the *on* 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 click on the *eu* button if they hear this sound in the word. If they do not hear the sound, they should click on the red cross. Pupils score a point when they correctly identify a word containing the *eu* sound. You can play the word again, if needed. Once they have completed each answer, you can play the word 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 *on* sound.
- Repeat the activity again if you feel pupils need further practice.

Extension

- You can continue the *Practice* activity with more words using 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 5–6**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 towards level 1. If they achieve 15–20/20, they are working between levels 1–2.

Activity 1

Mark out of 5

(AT1.1; O3.2)

Answers

a3 b4 (example: c 1) d5 e2

TRANSCRIPT

- 1 C-H-A-I-S-E
- 2 D-V-D
- 3 CD
- 4 M-A-C-H-I-N-E
- 5 T-A-B-L-E

Activity 2

Mark out of 8

(AT1.1; O3.2)

Answers

a1 b7 c6 d2 e5 f3 g4 h8

TRANSCRIPT

- 1 C'est l'ordinateur... oui, l'ordinateur.
- 2 C'est le CD... le CD.
- 3 C'est la machine... la machine,
- 4 C'est la chaise... la chaise.
- 5 C'est le lecteur de CD... oui, le lecteur de CD.
- 6 C'est le DVD... le DVD.
- 7 C'est le jeu vidéo... oui, le jeu vidéo.
- 8 C'est la table... la table.

Activity 3

Mark out of 7

(AT1.2; O3.4)

C'est le vingt-sept janvier.
 C'est le vingt-trois novembre.
 C'est le vingt et un décembre.
 C'est le vingt-six avril.
 C'est le vingt-huit juillet.

Answers

(example: 23 février)

- 1 30 avril
- 2 25 décembre
- 3 22 octobre
- 4 1 mai
- 5 29 janvier
- 6 21 mars
- 7 28 juin

TRANSCRIPT

(example: C'est quand ton anniversaire? C'est le 23 février... le 23 février.)

- 1 – C'est quand ton anniversaire?
– C'est le 30 avril... le 30 avril.
- 2 – C'est quand ton anniversaire?
– C'est le 25 décembre... le 25 décembre.
- 3 – C'est quand ton anniversaire?
– C'est le 22 octobre... le 22 Octobre.
- 4 – C'est quand ton anniversaire?
– C'est le premier mai... le premier mai.
- 5 – C'est quand ton anniversaire?
– C'est le 29 janvier... le 29 janvier.
- 6 – C'est quand ton anniversaire?
– C'est le 21 mars... le 21 mars
- 7 – C'est quand ton anniversaire?
– C'est le 28 juin... le 28 juin.

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

5 Marks

(AT2.1; O3.3)

Answers

(example: Je voudrais une pomme.)

Je voudrais un gâteau.
 Je voudrais une pizza.
 Je voudrais une banane.
 Je voudrais un jus d'orange
 Je voudrais un sandwich.

Extra! This part can be awarded extra marks at your discretion.

Activity 2

5 marks

(AT2.1–2; O3.3)

Answers

(example: C'est le vingt-deux mars.)
 C'est le vingt-cinq juin.
 C'est le vingt-neuf septembre.
 C'est le vingt-quatre août.

Lisez!

Total marks for reading: 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

Mark out of 10

(AT3.1; L3.1)

Answers

21 vingt et un; 22 vingt-deux; (example: 23 vingt-trois);
 24 vingt-quatre; 25 vingt-cinq; 26 vingt-six; 27 vingt-sept;
 28 vingt-huit; 29 vingt-neuf; 30 trente; 31 trente et un

Activity 2

Mark out of 10; 2 for each correct answer

(AT3.1; L3.1 L3.2)

Answers

(example: x) a ✓ b ✓ c x d ✓ e ✓

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

Mark out of 5

(AT4.1; L3.3)

Answers

mother – ma mère, father – mon père, brother – mon frère, sister – ma sœur, cat – mon chat

Activity 2

Mark out of 5

(AT4.1–2; L3.3)

Answers

(example: a un gâteau)

b une pizza
 c une banane
 d un jus d'orange
 e un sandwich
 f une pomme

Activity 3

Mark out of 10; 2 for each correct answer

(AT4.1–2; L3.3)

Answers

Accept either of the two answers given:

(example: a Ce n'est pas bon.)

b C'est bon./C'est délicieux.
 c Ce n'est pas bon./C'est mauvais.
 d C'est bon./C'est délicieux.
 e C'est bon./C'est délicieux.
 f Ce n'est pas bon./C'est mauvais.