

RIGOLO



Unit 8

Teacher's Notes

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Assessment sections: Julie Green

National criteria

KS2 Framework objectives

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

QCA Scheme of Work

Unit 1	Je parle français
Unit 5	Mon anniversaire
Unit 9	Les sports

Language ladder levels

<i>Listening:</i>	Breakthrough, Grade 1–3
<i>Reading:</i>	Breakthrough, Grade 1–3
<i>Speaking:</i>	Breakthrough, Grade 1–2
<i>Writing:</i>	Breakthrough, Grade 1–2

5–14 guideline strands

Levels A–C

Listening

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

Speaking

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

Reading

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

Writing

Writing to exchange information and ideas	A, C
Writing to establish and maintain personal contact	A, C
Writing imaginatively/to entertain	n/a

Unit objectives

- talk about free-time activities
- learn to tell the time
- say what activities you do at certain times

Key language

- activities: *je regarde* (I am watching)... *la télé* (TV), *un DVD* (a DVD); *j'écoute* (I am listening to)... *mes CD* (my CDs), *la radio* (the radio); *je joue* (I'm playing)... *au football* (football), *au tennis* (tennis)
- telling the time: *il est... heure(s)*
- activities at certain times: *Je regarde la télé à cinq heures*, etc.

Grammar and skills

- use several present tense verbs to describe activities
- produce short phrases orally and in writing
- express the time separately or in phrases with other verbs

Unit outcomes

Most children will be able to:

- recognise and repeat various activities
- learn to tell the time in a simple phrase (*Il est cinq heures*, etc.)

Some children will also be able to:

- produce phrases about various activities
- tell the time separately, or in combination with the above phrases to create full sentences, e.g. *Je joue au football à cinq heures*.

Unit 8

Lesson 1

Lesson summary

Context

Talking about activities

National criteria

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

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

Language ladder levels:

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

Reading: Grade 1–3

Cross-curricular links

PE

Key vocabulary

je regarde (I am watching)... *la télé* (TV), *un DVD* (a DVD); *j'écoute* (I am listening to)... *mes CD* (my CDs), *la radio* (the radio); *je joue* (I'm playing)... *au football* (football), *au tennis* (tennis)

Language structures and outcomes

As above

1

Starter activity:

Bof dit...

5–10 mins

AT3.1 O4.2

Materials

Bof puppet

Description

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

Delivery

- Revise the target instructions by saying them and doing the actions all together.
- Hold up the Bof puppet and remind pupils of the rules, which are 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.

2

Animated story:

Le football (1)

5–10 mins

AT1.2–3 O4.2
AT3.2–3 L4.1
L4.2

Description

Watch and listen to this animated story presenting the language for Lessons 1 and 2 (leisure activities). You can pause and rewind the story at any point.

Delivery

- This animated story can be used for both starter and plenary activities – the whole animation can be played at the end of the unit so that pupils can gauge their improved understanding.
- At this point pupils watch the first half of the story only; the second half is in Lesson 3.

Scene 1 : Polly, Marine, Jake, Didier and Bof

- Tell the class they are going to hear the characters talking about leisure activities. Ask them to predict which ones will feature in this scene.
- Write their suggestions on the board, in French and English if possible. Play the scene through and ask which predictions were correct.
- Leave just the correct suggestions on the board, in random order. Play the scene again, this time asking pupils to note down the order in which the activities appear in the animated story.

- Check the answers at the end of the viewing. Depending on how well the pupils coped with this activity, you may wish to replay the scene for them one more time.

3

Presentation:

Mes activités

5–10 mins

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

Description

Click on a portrait to hear model sentences describing what activity the character in the portrait is performing. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- If possible, ask pupils to stand up to view this presentation, so they can mime the actions as they repeat them.
- Invite pupils to click on the portraits, one by one. The character in the portrait becomes animated and says what they are doing. Pupils repeat the sentence and mime the activity as they do so. Click on *Quit activity* to return to the 'gallery' and click on another portrait, or click on the play button to listen again.
- Repeat each item a couple of times to reinforce learning.

4

Oracy activity:

Je joue

c.10 mins

AT1.2 O4.2

Description

Click on the audio icons below the pictures. You will hear someone describing an activity in the first person. Drag the audio icon into the box below the correct character according to the description.

Delivery

- Click on (or invite a pupil to click on) one of the audio icons at the bottom of the screen. You will hear Bof asking *Qu'est-ce que tu fais?* ('What are you doing?'), followed by a response describing an activity in the first person, and see pictures of six activities. Click on the audio icon to listen again, if necessary. Encourage pupils to repeat the description they hear.
- Pupils must identify the correct character by dragging the audio icon into the box below the picture of them.
- Once pupils have listened to all of the audio clips and identified the corresponding pictures, click on *Done* and their answers will be marked automatically.

- If any answers are incorrect, click on *Start again* for a second attempt.
- Repeat a couple of times to reinforce the language.

Extension

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

5

Plenary activity:
Qu'est-ce que je fais?

c.5mins

AT2.2 O4.2

Materials

Unit 8 Flashcards 1–6 (Leisure activities)

Description

Pupils mime an activity for others to guess, in order to consolidate vocabulary from this lesson.

Delivery

- Ask a pupil to come to the front of the class. Show them a flashcard and ask them to mime the activity for the rest of the class to guess.
- The pupil who guesses correctly then comes to the front to mime another activity.
- Continue as long as time allows.

Extension

- Divide the class into two teams. Pupils mime to their team-mates and score two points for correct answers given within 30 seconds; one point for answers within one minute.
- Offer a bonus point to the other team if the correct answer isn't given after one minute.

Unit 8

Lesson 2

Lesson summary

Context

Further practice in talking about activities

National criteria

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

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

Language ladder levels:

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

Reading: Grade 2–3; Writing: Grade 2

Cross-curricular links

PE

Key vocabulary

Activities: *je regarde* (I am watching)... *la télé* (TV), *un DVD* (a DVD); *j'écoute* (I am listening to)... *mes CD* (my CDs), *la radio* (the radio); *je joue* (I'm playing)... *au football* (football), *au tennis* (tennis)

Language structures and outcomes

As above

1

Starter activity:
Les passe-temps
5 mins

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

3

Oracy activity:
J'écoute la radio
c.10 mins

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

Materials

Unit 8 Flashcards 1–6 (Leisure activities)

Description

Pupils use flashcards as prompts for making sentences about leisure activities.

Delivery

- Divide the class into teams.
- Stick the flashcards on the board.
- Point to the cards, one by one, and ask each team to make a sentence, either orally or in writing, using structures and vocabulary already covered. The teams can confer, and score two points for a correct answer within 30 seconds.
- Offer a bonus point to the other team if time runs out.

2

Animated story:
Le football (1)
5–10 mins

AT1.2–3
AT3.2–3
O4.2
L4.1
L4.2

Description

- To refresh pupils' memories of the story from Lesson 1, watch and listen again to this animated story, presenting the language for Lessons 1 and 2 (sports and activities).
- 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.
- Before playing the scene, pause and ask pupils what they remember happening. Play the scene, and compare their recollections with the actual story.

Description

Click on the audio icons on the left-hand side of the screen to hear Bof describe what he is doing. Link the audio icons to the corresponding pictures.

Delivery

- Click (or invite a pupil to click) on an audio icon to hear Bof describe what he is doing
- Pupils must link the audio icon to the corresponding picture of Bof.
- Once pupils have listened to all three audio clips and linked these to the corresponding pictures, click on *Done* and their answers will be marked automatically.
- If pupils' answers are all correct, click on *Next* to move on to the next set of questions. If any are incorrect, click on *Start again* for a second attempt.
- Listen to each audio clip twice if necessary, to reinforce learning.

Extension

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

4

Literacy activity:
Je joue au tennis
c.10 mins

AT3.2
L4.1
L4.3

Description

Look at what activity the character is doing and drag the correct sentence into the box below the person.

Delivery

- Ask pupils to come to the board and drag the appropriate sentence into the box below the character.
- Once pupils have dragged all three sentences 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 are incorrect, click on *Start again* for a second attempt.
- Repeat a couple of times to reinforce the language, if necessary.

Extension

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

5

Plenary activity:
Le jeu des activités
c. 10 mins

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

Materials

Unit 8 Flashcards 1–6 (Leisure activities)

Description

Pupils set up a ‘live’ multiple-choice game to consolidate vocabulary from this lesson.

Delivery

- Divide the class into groups of four pupils.
- Each group chooses an activity and prepares the game as follows: one pupil will mime the activity (e.g. watching TV), and the other three will each say a sentence describing the activity. Only one of the sentences will correctly describe the activity being mimed, e.g. *Je joue au football*, *Je regarde la télé*, *Je joue au tennis*.
- When they have completed their preparation, the groups come to the front one by one. Pupil 1 performs the mime, then the class listens to the three sentences before selecting the correct answer.

Support

- If you find pupils have difficulty in remembering language covered, go through some of the flashcards quickly before the activity to refresh their memories, asking *Qu'est-ce que tu fais?* for each.

Context

Telling the time

National criteria

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

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

Language ladder levels:

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

Reading: Grade 1–3; Writing: Grade 2

Cross-curricular links

Numeracy, Literacy, PE

Key vocabulary

Numbers 1–12

Telling time: *il est... heure(s)***Language structures and outcomes***Quelle heure est-il?* (What time is it?)*Il est... [cinq] heures.* (It's... [five] o'clock.)

1

Starter activity:
Un, deux, trois...

AT2.1 O4.2

5 mins

Materials

Rigolo puppets, soft toys or small beanbags

Description

Pupils practise numbers up to 12 with a fun physical activity.

Delivery

- Quickly revise numbers 1–12 orally as a class.
- Divide the class into two large groups of 10–15 pupils, and give each group a soft toy/beanbag.
- Each group must simply say the numbers 1–12, in order, as fast as possible. A pupil must be in possession of the soft toy to say the number; they must therefore throw the toy to each other as quickly as possible.
- Needless to say, it is vital to lay down some ground rules about throwing the toy gently, or pupils will be eliminated from the game!

2

Animated story:
Le football (2)AT1.2–3 O4.2
AT3.2–3 L4.1
L4.2

5–10 mins

Description

Watch and listen to this animated story presenting the language for Lessons 3–4 (saying what time you do certain activities). 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: Polly and Marine with the clock

- Ask pupils to listen out for what activities Polly and Marine do at four o'clock
- Ask pupils to tell you what the time really is (two o'clock, as Madame Moulin says at the end of the scene).

Extension

- Write numbers 1–5 in a column on the board.
- Ask pupils to jot down the numbers and to place a tick next to each number each time they hear it in the animated story.
- Play the scene through, go through the answers (1 appears twice, 2 appears three times, 3 and 4 appear five times each, and 5 appears four times), then play a second time for pupils to confirm the correct answers.

Support

- If pupils have difficulty in listening out for all numbers 1–5, arrange the class in pairs/groups and assign each pair/group one number to listen out for. Then tally their result on the board and watch the story again.

3

Presentation:
Quelle heure est-il?AT1.2 O4.2
AT2.2 O4.3
AT3.2 L4.1
L4.3

5–10 mins

Description

Click on the play button to see and listen to an animated presentation of the time, from one to 12 o'clock. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- Pupils will see and listen to an animated presentation of the time, from one to 12 o'clock.
- Pupils should repeat each time as they hear it.
- Repeat each item a couple of times to reinforce learning.

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

- Point out to pupils that *Quelle heure est-il?* is another question.
- It's a good idea to revise questions that pupils have met so far so they can be aware of the stock of questions (and answers) they now know: *Comment t'appelles-tu?*, *Ça va?*, *Qu'est-ce que c'est?*, *Qu'est-ce que tu as?*, *C'est de quelle couleur?*, *Quel âge as-tu?*, *Tu es comment?*, *Tu as un animal?*, *C'est qui?*, *Qu'est-ce que tu veux?*, *Il/Elle est comment?*, *Qu'est-ce que tu fais?* and now *Quelle heure est-il?*

4 Oracy activity: L'heure c.10 mins

AT1.2 O4.2-3

Description

Click on the audio icons below the pictures to hear the time. Drag the audio icons into the boxes below the corresponding pictures.

Delivery

- Click on an audio icon at the bottom of the screen to hear a voice ask *Quelle heure est-il?* ('What time is it?'), followed by Madame Moulin's response.
- Pupils must drag the audio icon into the box below the picture of the clock face that corresponds to the time they hear.
- Once pupils have listened to all four audio clips and dragged them into the appropriate boxes, click on *Done* and their answers will be marked automatically.
- If their answers are correct, click on *Next* to move on to the next set of questions. If some answers are incorrect, click on *Start again* for a second attempt.
- Repeat a couple of times to reinforce the language.

Extension

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

5 Literacy activity: Les horloges c.10 mins

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

Materials

One sheet of blank clock faces for each pupil; 'teaching' clock. Optionally, add sentences under each clock of *Il est _____ heure(s).*

Description

Dictate times for pupils to complete their clock faces.

Delivery

- Hand out the activity sheets.
- Call out six to eight different times using *Il est... [huit] heures.* (It's [eight] o'clock). Keep a note of the times you call.
- Pupils must draw the hands in the correct positions on their sheets, and write the number into the gap if you have added these underneath.
- Go through the answers by repeating the time you called and asking different pupils to come to the front. Pupils at the front should indicate the time they heard on the teaching clock. Ask the rest of the class if they agree, and confirm (or correct) the answer.

6 Song: Tic Tac 10-15 mins

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

Materials

Unit 8 Flashcards 8, 11, 13 and 15 (Telling the time)

Description

Watch and listen to the interactive song practising telling the time. 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

- Ask pupils to write the numbers 1-12 on their piece of paper. Ask them to circle each number they hear as they listen to the song.
- Play the song through once in *Sing* mode, and quickly check the answers (2, 5, 7, 9). You can explain that *faire dodo* is French children's slang for 'going to sleep'.
- Go through each verse in *Practice* mode, pausing to check comprehension. Chorally repeat each line, copying the characters' gestures where appropriate.
- Hand out one flashcard to each pupil, ensuring an even distribution of the different times in the class, and also that pupils can remember how to say the time on their card. Play the song again in *Sing* mode; this time pupils must stand up for the verse containing 'their' time and sing along to that verse. You could make it into a competition to see which group sings the best.
- Sing the complete song all together.

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.

7 Plenary activity: Quelle heure est-il, Monsieur le Loup? c.10 mins

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

Description

Game based on 'What's the time, Mr Wolf?'

Delivery

- This game is best played in a large area such as a hall (or playground).
- One player is the 'wolf' (*le Loup*) and will stand about 5 metres from the others with their back turned.
- The others call out *Quelle heure est-il, Monsieur le Loup?* ('What's the time Mr Wolf?'). The wolf turns to face the others and shouts out a time, e.g. *Il est [cinq] heures.* ('It's [five] o'clock.'). The others then take five (or however many) steps towards the wolf. If there are space restrictions, pupils can advance one step at a time as is traditional.
- Each time the wolf says a time, the pupils take the corresponding number of steps.
- The wolf turns away from the group again, whilst the others ask the time, turning to face them only as he says the time.
- When the group gets close to the wolf, the wolf will reply *Il est douze heures!* (It's 12 o'clock, i.e. dinnertime!) and will turn to the others. Pupils must try to return to their 'base' before the wolf catches one of them.
- If time allows, the pupil who is caught by the wolf becomes the wolf in the next game.

Extension

- If you think pupils can manage it, introduce the French phrase *Allez! On mange!* alongside *Il est douze heures.* The phrase *on mange* will come up in Unit 11.

Support

You may choose to be the wolf for the first game, or ask a pupil, in which case you need to explain the rules and be on hand with suggestions of times to call out.

Context

Talking about what time you do activities

National criteria

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

Numeracy

Key vocabulary

Activities: *je regarde* (I am watching)... *la télé* (TV), *un DVD* (a DVD); *j'écoute* (I am listening to)... *mes CD* (my CDs), *la radio* (the radio); *je joue* (I'm playing)... *au football* (football), *au tennis* (tennis)

Times: ...à [trois] heures

Language structures and outcomes

As above

1

Starter activity:
Il est une heure

5 mins

AT2.2 O4.2

Materials

Rigolo puppets, soft toys or small beanbags

Description

Pupils practise telling the time with a fun physical activity.

Delivery

- Quickly revise times (*Il est une heure.* to *Il est douze heures.*) orally as a class.
- Divide the class into two groups of e.g. 10–15 pupils, and give each group a soft toy/beanbag.
- Each group must simply say the time from one to 12 o'clock in order, as fast as possible. A pupil must be in possession of the soft toy to say the time; they must therefore throw the toy to each other as quickly as possible.
- Needless to say, it is vital to lay down some ground rules about throwing the toy gently, or pupils will be eliminated from the game!

2

Oracy activity:
Je joue au tennis
à trois heures

c.10 mins

AT1.2 O4.2
AT2.2 O4.3
O4.4

Description

Look at the pictures of three different activities happening at different times, listen to the question and drag the audio icon with the correct answer into the box below the picture.

Delivery

- There are three pictures of a character doing different activities at a specific time, indicated by a different clock for each image.
- Click on the audio icon above the first picture to hear the question *Qu'est-ce que tu fais à... heures?*
- Then click on each of the audio icons on the right-hand side of the screen in turn. Pupils will hear a character telling them what they do at a certain time, e.g. *Je joue au football à quatre heures.* (I'm playing football at four o'clock.)
- Pupils must identify the correct audio answer for each question/picture and drag the audio tile into the box below the picture.

- Once pupils have listened to all three questions and answers and have dragged the audio tiles into the boxes below the corresponding pictures, click on *Done* and their answers will be marked automatically.
- If all answers are correct, click on *Next* to move on to the next set of questions. If any answers are incorrect, click on *Start again* for a second attempt.
- Repeat a couple of times to reinforce the language.

Extension

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

3

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

c.5–10 mins

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

Materials

Unit 8 Flashcards 1–18 (Leisure activities and Telling the time)

Description

Pupils use flashcard prompts to practise building dialogues about scheduled activities, using language covered so far.

Delivery

- Stick all the flashcards face down on the board, with the time flashcards on the right-hand side and the activity flashcards on the left.
- Model the activity at the front of the class with two pupils. Pupil 1 chooses a flashcard depicting an activity (e.g. watching TV) and asks *Qu'est-ce que tu fais?* and *Tu [regardes la télé] à quelle heure?* ('What are you doing? At what time do you [watch TV]?').
- Pupil 2 selects a time flashcard from the board and makes a reply based on the time on the card (e.g. *Je regarde la télé à [sept heures]*).
- Repeat with another two pupils, using flashcard prompts to make a dialogue based on the same structures.
- Repeat until you have covered as many of the flashcards as possible.

Extension

- Make multiple copies of the flashcards and arrange the class in small groups.
- Each group places the cards face down on their table, and plays the game as above.

- Move around the groups to monitor the activity and offer help where required.
- Encourage those who are able to write down their sentences as well. You can provide a model on the board for the phrases if this will help.

Support

- Help pupils structure their answers by getting them to answer the first half before giving the time, e.g. they say *Je regarde la télé* and then add *à sept heures*.

4

Literacy activity:
Quelle heure est-il?

c.10 mins

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

Description

Drag word tiles to build sentences describing the time.

Delivery

- Pupils must drag word tiles into the designated spaces to make a sentence that matches the time shown on the clock.
- Once pupils have dragged the word tiles into the spaces, 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.
- Repeat a couple of times to reinforce the language, if necessary.

Extension

- Divide the class into two teams. Each team takes it in turn to make a sentence, and scores a point for each correct answer.
- Encourage pupils to write down all the sentences that have been created.

5

Plenary activity:
Les activités

c.10 mins

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

Materials

Unit 8 Flashcards 1–18 (Leisure activities and Telling the time)

Description

Pupils match flashcards with sentences on the board.

Delivery

- Choose and copy a set of activity and time flashcards, and make four or five sentences matching the cards, e.g. *J'écoute mes CD à cinq heures*. Write these on the board, with a space next to each phrase where pupils can stick the cards.
- Mix up all the flashcards and stick them in a group at the bottom of the board. Then ask pupils to choose the right cards to match each sentence, and stick these next to the phrase.
- Encourage pupils to read out the sentence before matching the cards.

Extension

- Divide the class into groups, with copies of the same cards for each group. Then ask pupils to repeat the activity as above using large sheets of paper, on which they stick the cards.

Unit 8

Extra!



Worksheet 1A

10–15 mins

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

Description

Worksheet to give further practice of regular verbs in the first person singular.

Notes

- Go through each picture orally as a whole-class activity, before giving pupils a couple of minutes to write in the missing verbs.
- Repeat as above.
- Move around the class as pupils complete Activity 3, to monitor progress and provide help where needed.

Answers

- a Je **joue** au football. c Je **regarde** la télé.
b J'**écoute** mes CD. d Je **regarde** un DVD.
- a Je **joue** au tennis. c J'**écoute** la **radio**.
b Je joue au **tennis**. d Je regarde la **télé**.



Worksheet 1B

10–15 mins

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

Description

Worksheet to give further practice of regular verbs in the first person singular.

Notes

- Go through each verb, discussing all the possible options, before giving pupils a few minutes to complete the activity.
- Look at each gapped sentence and discuss all possible options as a whole-class activity before pupils complete the activity.
- Move around the class as pupils complete Activity 3, to monitor progress and provide help where needed.

Answers

- a Je **joue** au tennis. c J'**écoute** la **radio**.
b Je joue au **tennis**. d Je regarde la **télé**.
Le mot mystère: Je joue au **football**.



Worksheet 2A

10–15 mins

AT2.2 L4.1
AT3.1–2 L4.3
AT4.1–2 L4.4

Description

Worksheet to give further practice in describing leisure activities.

Notes

- Go through each picture orally as a whole-class activity, before giving pupils a couple of minutes to write in the missing letters.
- Look at each verb and discuss all possible options as a whole-class activity before pupils complete Activity 2.
- Move around the class as pupils complete these two activities, to monitor progress and provide help where needed.

Answers

- a mes CD c la télé e au tennis
b un DVD d au football f la radio

- j'**écoute**... mes CD, la radio
je **regarde**... la télé, un DVD
je **joue**... au football, au tennis



Worksheet 2B

10–15 mins

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

Description

Worksheet to give further practice in describing leisure activities.

Notes

- Go through verbs and options orally as a whole-class activity, before giving pupils a couple of minutes to write in the words.
- Move around the class as pupils complete these activities, to monitor progress and provide help where needed.

Answers

- j'**écoute**... mes CD, la radio
je **regarde**... la télé, un DVD
je **joue**... au football, au tennis



Worksheet 3A

10–15 mins

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

Description

Worksheet to give further practice in telling the time.

Notes

- Give pupils a few minutes to complete Activity 1, then go through the answers.
- Move around the class as pupils complete Activity 2, to monitor progress and provide help where needed.

Answers

- a neuf heures c cinq heures
b une heure d onze heures



Worksheet 3B

10–15 mins

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

Description

Worksheet to give further practice in telling the time.

Notes

- Give pupils a few minutes to complete Activity 1, then go through the answers.
- Move around the class as pupils complete Activity 2, to monitor progress and provide help where needed.

Answers

- a Il est une heure. c Il est cinq heures,
b Il est neuf heures. d Il est onze heures.



Worksheets 4A & 4B

10–15 mins

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

Worksheet to give further practice in writing about scheduled activities.

Notes

- 1 Give pupils a few minutes to complete Activity 1, then go through the answers.
- 2 Move around the class as pupils complete Activity 2, to monitor progress and provide help where needed.

Answers

- 1 a J'écoute la radio à sept heures.
- b Je joue au tennis à dix heures.
- c Je regarde mes DVD à onze heures.
- d Je joue au football à une heure.
- e J'écoute un CD à quatre heures.
- f Je regarde la télé à six heures.

Project work: Finding out about famous French people

IU4.2

30–60 mins

Description

Pupils research famous French-speaking people such as footballers or actors.

Materials

Internet access

Delivery

NB. You may wish to cut out magazine articles and preview some websites via standard search engines before starting this activity. This will save classroom preparation time, and guide pupils to appropriate content on the web.

- Find out if pupils know of any contemporary famous people from France. Are there any sporting personalities, actors or pop stars they know? Pupils' knowledge will probably depend on current media exposure, e.g. a film with a leading French actor, a French tennis player doing well at Wimbledon, or a French racing driver in the news.
- Explain to pupils that in this activity, they will be researching one famous French person. Pupils may work individually or in pairs.
- Provide access to information via magazines and/or the internet, and ask each group to find some basic biographical information on their chosen person. This information can include:
 - Personal facts such as how old they are, whether they are married, etc.
 - Where they are from (pinpoint which country on the map).
 - What they are famous for.
 - A photo or picture.
 - What they like best about this person.
 - Other appropriate information, e.g. for footballers, what team they play for, or for actors, what films they have been in.
- Pupils should then do some research and write up a short report in English (and French where possible) on what they have discovered. Encourage them to add captions to any pictures, in French where possible.
- Once they have completed their research, invite each group to come to the front of the class to deliver their presentation to the class and display any visual aids. These could then be displayed around the classroom.

Support

Pupils may need help in choosing whom to research; if so, suggest some of the following French people:

- Actors: pupils may know Gerard Depardieu from *102 Dalmatians* or the *Astérix et Obélix* films, Jean Reno from various films including *Godzilla*, *The Pink Panther*, *Mission: Impossible* and *The Da Vinci Code*, and Audrey Tautou, also from *The Da Vinci Code*.
- Football players: Thierry Henry, Zinedine Zidane, Patrick Vieira, David Trézéguet, Éric Cantona
- Fictional French characters: Astérix and Obélix, Tintin, Inspector Jacques Clouseau, Jean-Luc Picard from *Star Trek*.

Sound/spelling activity:

Les sons 'i' et 'ch'

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

15–20 mins

Description

Practise listening to and pronouncing the sounds *i* and *ch*, and compare your pronunciation with the original. Then identify the sounds as you hear them in different words.

Delivery

- This sound/spelling activity focuses specifically on the *i* and *ch* sounds.
- There are two parts to the activity: the first (*Practice*) allows pupils to familiarise themselves with the two sounds and to compare their pronunciation with the Virtual Teacher model. The second part (*Activity*) is an exercise where pupils have to listen out for the sounds within a list of French words that they have encountered so far in *Rigolo*.
- Launch the Practice part of the activity on pages 2–3 of the eBook and click on the play button. The Virtual Teacher will say the *i* sound first on its own, and then as part of three words that have already been used in Units 7 and 8. 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 *ch* sound on Screens 5–8.
- Once you have finished this part, move on to the *Activity* on pages 4–5 of the eBook to test pupils' recognition of these sounds. Pupils will hear 12 words read out. For each word they must work out whether they can hear the *i* sound or the *ch* sound, then select the correct button on screen: red if they hear an *i* sound, or green if they hear a *ch* sound. They'll have to listen carefully and select the right button. Click on the audio icon if you need to hear the word again. You can ask the whole class to vote on what sound they hear, or ask individual pupils to step forward to select the correct button. Once they have completed each answer, you can use the audio icon to hear the word again, in order to review their understanding.
- Pupils score a point when they correctly identify the sound within the word. Encourage pupils to try to get all 12 words right to get the highest possible score!
- Repeat the activity again if you feel pupils need further practice.

Extension

- You can continue the *Practice* activity using more words with *i* or *ch* if you feel that pupils have grasped this well, even words not yet covered in *Rigolo*. Can pupils tell you which French word they have met contains both *ch* and *i*? If necessary, give them a clue, e.g. that it's a type of animal. (Answer: *un chien*).

Assessment for Units 7–8

Écoutez!

Play the recording as many times as necessary. Pause the recording during each activity as required.

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

Activity 1a (AT1.1 ; O4.2, O4.3)

Mark out of 5

Answers

1 M 2 W 3 W 4 M 5 M

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

Mark out of 5

Answers

a 1 b 3 c 2 d 5 e 4

TRANSCRIPT

- | | |
|--------------------------|-----------------------|
| 1 Il est timide. | 4 Il est britannique. |
| 2 Elle est intelligente. | 5 Il est français. |
| 3 Elle est sévère. | |

Activity 2 (AT1.1; O4.2)

Mark out of 5

Answers

(example: 1 Il est 2 heures.)

- | | |
|---------------------|--------------------|
| 2 Il est 6 heures. | 5 Il est 5 heures. |
| 3 Il est 10 heures. | 6 Il est 4 heures. |
| 4 Il est 8 heures. | |

TRANSCRIPT

- | | |
|------------------------------|--------------------|
| 1 (example) Il est 2 heures. | 4 Il est 8 heures. |
| 2 Il est 6 heures. | 5 Il est 5 heures. |
| 3 Il est 10 heures. | 6 Il est 4 heures. |

Activity 3a (AT1.2; O4.2)

Mark out of $2\frac{1}{2}$ for each correct answer

Answers

a 3 b 4 c 1 d 5 e 2

TRANSCRIPT

- 1 J'écoute mes CD à trois heures. (x 2)
- 2 Je joue au tennis à dix heures. (x 2)
- 3 Je regarde la télé à huit heures. (x 2)
- 4 Je regarde un DVD à six heures. (x 2)
- 5 J'écoute la radio à sept heures. (x 2)

Activity 3b

Mark out of $2\frac{1}{2}$ for each correct answer

Answers

a 8:00	c 3:00	e 10:00
b 6:00	d 7:00	

Parlez!

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

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

Activity 1 (AT2.1, O4.4)

5 marks

Answers

example:

- A Quelle heure est-il?
B Il est cinq heures. (etc.)

Activity 2 (AT2.2; O4.1, O4.4)

5 marks

Answers

- | | |
|---------------------------|--------------------------|
| Elle a les yeux bleus. | Il a les yeux marron. |
| Elle a les cheveux longs. | Il a les cheveux courts. |
| Elle a un chat. | Il a un chien. |
| Elle a un ordinateur. | Il a un CD. |
| Elle a dix ans. | Il a neuf ans. |

Lisez!

Total marks for reading: 15. Pupils achieving 6–10/15 are working at level 1. Pupils achieving 10 or more out of 15 are working towards level 2.

Activity 1 (AT3.1–2; L4.1, L4.3)

Mark out of 5

Answers

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

Activity 2 (AT3.2; L4.1)

Mark out of 10

Answers

- | | |
|-------------------------|------------------------------|
| A Il a les yeux bleus. | B Elle a les cheveux courts. |
| Il a neuf ans. | Elle a dix ans. |
| Il a les cheveux longs. | Elle a les yeux marron. |
| Il a un frère. | Elle a un chien. |
| Il a un chat. | Elle a un ordinateur. |
| Il a un DVD. | |

Écrivez!

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

Total marks for writing: 15. Pupils achieving 6–10/15 are working at level 1. Pupils achieving 10 or more out of 15 are working towards level 2.

Activity 1 (AT4.1; L4.4)

Mark out of 10

Answers

- | | |
|----------|---------|
| 1 quatre | 6 neuf |
| 2 une | 7 trois |
| 3 deux | 8 onze |
| 4 sept | 9 six |
| 5 huit | 10 dix |

Activity 2 (AT4.2; L4.4)

Mark out of 5

Answers

- | | |
|-----------------------|--------------------|
| a Elle est sportive. | d Elle est sévère. |
| b Il est intelligent. | e Il est sportif. |
| c Elle est timide. | |