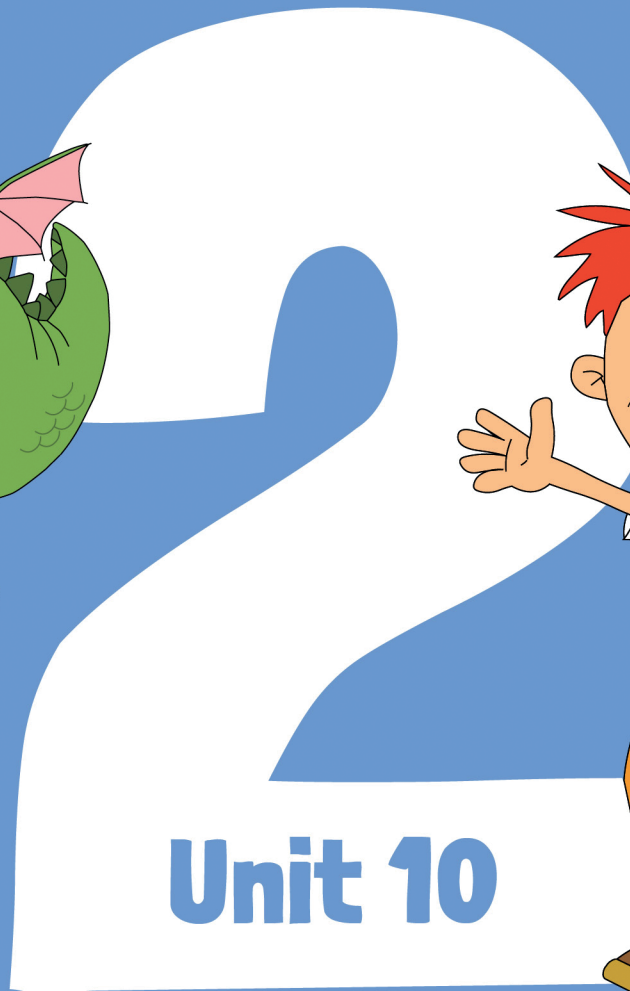


# RIGOLO



Unit 10



## Teacher's Notes

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Assessment sections: Julie Green

## National criteria

### KS2 Framework objectives

- O6.1 Understand the main points and simple opinions in a spoken story, song or passage
- O6.2 Perform to an audience
- O6.3 Understand longer and more complex phrases or sentences
- O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories
- L6.1 Read and understand the main points and some detail from a short written passage
- L6.2 Identify different text types and read short, authentic texts for enjoyment or information
- L6.3 Match sound to sentences and paragraphs
- L6.4 Write sentences on a range of topics using a model
- IU6.1 Compare attitudes towards aspects of everyday life
- IU6.2 Recognise and understand some of the differences between people
- IU6.3 Present information about an aspect of culture

### QCA Scheme of Work

- Unit 6 Ça pousse!
- Unit 7 On y va
- Unit 17 Le retour du printemps
- Unit 21 Le passé et le présent
- Unit 22 Ici et là

### National Curriculum attainment levels

AT1.2–4, AT2.2–4, AT3.2–4, AT4.2–4

### Language ladder levels

- Listening:* Breakthrough, Grades 2–4
- Reading:* Breakthrough, Grades 2–4
- Speaking:* Breakthrough, Grades 2–4
- Writing:* Breakthrough, Grades 2–4

### 5–14 guideline strands

### Levels A–D

#### Listening

- Listening for information and instructions A, B, C, D
- Listening and reacting to others A, B, C, D

#### Speaking

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

#### Speaking

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

#### Writing

- Writing to exchange information and ideas A, B, C, D
- Writing to establish and maintain personal contact A, B, C, D
- Writing imaginatively to entertain A, B, C, D

## Unit objectives

- Talk about forms of transport
- Talk about where you're going and how you get there
- Talk about plans for a trip
- Buy tickets at the station

## Key language

- Où vas-tu? Je vais à l'école... en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau
- Où vas-tu? Comment vas-tu. ?
- Je vais... à la boulangerie, au marché, à la piscine, au centre sportif, au château, au jardin public, au supermarché, à l'école, en voiture, etc.
- Samedi, à 10 heures... D'abord, ensuite, enfin... Qu'est-ce qu'on va faire? On va... aller au parc d'attractions, prendre le train/l'avion, acheter des souvenirs, faire les manèges, regarder un film
- Bonjour [Monsieur]. Je voudrais des billets pour [Paris]. Combien de billets?  
[Quatre] billets: [un] adulte et [trois] enfants.  
Aller-retour ou aller simple? [Aller-retour] s'il vous plaît.  
C'est combien? C'est [trente-cinq] euros.  
Le train part à quelle heure? [Dix heures et demie].  
Merci [Monsieur]. Au revoir.  
Bon voyage!

## Grammar and skills

- Use prepositions *en* and *à* with means of transport
- Listen for clues to meaning
- Use prepositions *au/à la/à l'* with places
- Using knowledge of word, text and structure to build texts
- Use *on va* + infinitive to talk about future plans
- Use time indicators
- Use context and previous knowledge to help reading
- Ask politely for things

## Unit outcomes

### Most children will be able to:

- Name some forms of transport
- Say how they get to various places
- Ask for tickets at a train station

### Some children will also be able to:

- Use prepositions correctly with means of transport and places
- Start to write short texts
- Use *on va* + infinitive to talk about future plans
- Use strategies to deal with authentic reading texts

**Context**

Talking about forms of transport

**National criteria**

KS2 Framework: O6.1, O6.3, O6.4, L6.1, L6.4, IU6.1, IU6.2

Attainment Levels: AT1.2–4, AT2.2, AT3.2–4, AT4.2–3

Language Ladder Levels:

Listening: Grades 2–4; Speaking: Grade 2;

Reading: Grades 2–4; Writing: Grades 2–3

**Cross-curricular links**

Geography, literacy, maths

**Key vocabulary**

*en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau*

**Language structures and outcomes**

*Je vais à l'école en voiture, etc....*

1

**Starter activity:**

Les transports

5 mins

IU6.1  
IU6.2

**Materials**

Unit 10 Flashcards (Means of transport).

**Description**

An introduction to transport vocabulary.

**Delivery**

- Ask pupils questions in English about how they travel to various destinations, e.g. school, family visits, holidays.
- As pupils give answers, hold up any relevant flashcards, say the word in French without too much emphasis, and stick the cards on the board.
- Continue with questions until all means of transport on the flashcards have been covered.
- Say the new words in French again and ask pupils if they can work out what each is in English. Ask them to explain how they guessed these things. What gave them clues? Did some sound like English words?

2

**Video story:**

Je vais à la piscine (1)

10 mins

AT1.3–4 O6.1  
AT3.3–4 O6.3  
L6.1 IU6.1  
IU6.2

**Description**

Watch and listen to this video story presenting the language for Lessons 1 and 2. You can pause and rewind the story at any point.

**Delivery**

- Display the means of transport flashcards on the board. Ask pupils to note which means of transport are mentioned as they watch the video.
- Ask pupils to come to the board and circle the relevant flashcards. Say each means of transport in French, still without dwelling too much on the words.
- Play the whole video without stopping for pupils to enjoy and check whether they correctly identified all the means of transport in the video.
- Ask them to look for any cultural differences in the video.

**Extension**

Ask pupils to arrange the flashcards in the order in which they are mentioned in the video.

**Support**

Pause the video after each means of transport is mentioned. Ask pupils to come to the board and circle the relevant card.

**Language learning strategies****Listening for clues to meaning**

In the last few units of **Rigolo 2** pupils will have the opportunity to hear longer texts and to hear familiar language in unfamiliar contexts. Both the video and the oracy activities now contain longer dialogues and pupils may not understand every word. Reassure them that this does not matter. Ask them to listen out for words they do know; this should be enough to understand the gist. If necessary, prepare them in advance by talking about the context and asking them to predict what they might hear. It can also be helpful to listen to the tone of voice used, as this will often help understanding.

3

**Presentation:**

En avion

10 mins

AT1.2 O6.4  
AT2.2  
AT3.2

**Description**

Click on the pictures to hear the characters say how they get to the castle. 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**

- The class hears how each character travels to *château Rigolo* and repeats their answers, using gestures where possible.
- Continue for all eight pictures and repeat if further practice is required.



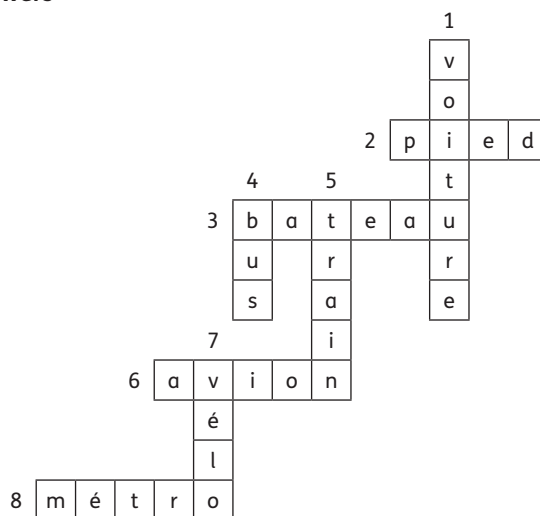
**5** Literacy activity:  
Je vais à l'école en voiture  
5–10 mins



**6** Plenary activity: En bateau AT1.2 O6.4  
AT2.2  
**10 mins**



1



**Context**

Asking and talking about where you're going and how you get there

**National criteria**

KS2 Framework: O6.1, O6.3, O6.4, L6.1, L6.4, IU6.1, IU6.2

Attainment Levels: AT1.2–4, AT2.2–3; AT3.2–4, AT4.2–4

Language Ladder Levels:

Listening: Grades 2–4; Speaking: Grade 2–3;

Reading: Grades 2–4; Writing: Grades 2–4

**Cross-curricular links**

Geography, literacy

**Language structures and outcomes**

*Où vas-tu? Comment vas-tu... ?*

*Je vais... à la boulangerie, au marché, à la piscine, au centre sportif, au château, au jardin public, au supermarché, à l'école*

*en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau*

- 1** Starter activity:  
C'est la boulangerie  
5 mins

AT1.2  
AT2.2 O6.4

**Materials**

Unit 4 Flashcards (Places in the town).

**Description**

Quick revision of places around town.

**Delivery**

- Quickly re-play the presentation activity from Unit 4 Lesson 1 to refresh pupils' memories of places in the town.
- Finish with a quick team quiz using Unit 4 Flashcards.

- 2** Video story:  
Je vais à la piscine (1)  
5–10 mins

AT1.3–4 O6.1  
AT3.3–4 O6.3  
L6.1 IU6.1  
IU6.2

**Materials**

Possibly Unit 4 Flashcards (Places in the town).

**Description**

Watch and listen again to this video story presenting the language for Lessons 1 and 2. You can pause and rewind the story at any point.

**Delivery**

- Tell pupils they will watch the video again and must listen out for any places around town. Ask them to put their hands up each time they recognise a place.
- Play the video and ask the class to tell you which places they heard. Also ask if they saw any other places in the film background which were not actually mentioned in the dialogue.

**Extension**

Ask pupil to listen also for any activities mentioned in the video.

**Support**

Pause the video after each place is mentioned and ask a pupil to point to the correct flashcard.

- 3** Presentation:  
Je vais au marché à vélo  
5–10 mins

AT1.2–3 O6.4  
AT2.2–3  
AT3.2–3

**Materials**

Unit 4 Flashcards (Places in the town) and Unit 10 (Means of transport).

**Description**

Click on the pictures to hear how Jake gets to each place. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

**Delivery**

- Pupils hear Gustave asking Jake how he gets to a particular place and Jake's reply.
- The class listens and repeats for each place and means of transport. Continue for all eight places and repeat if further practice is required.

**Extension**

- Focus on intonation when asking questions.
- Listen to the question and, if necessary, write it on the board. Explain that in French we sometimes change the order of words to ask questions. *Comment vas-tu... ? Où vas-tu?*

**Support**

- In order to check and reinforce comprehension, ask pupils to hold up the relevant flashcards after each conversation.
- Write the questions and answers on the board to help pupils see the same patterns repeated.

- 4** Oracy activity:  
Je vais à la piscine en bus  
10 mins

AT2.2–3 O6.4

**Materials**

Unit 4 Flashcards (Places in the town); map (for extension activity).


**Description**

Pupils practise saying how they get to various places around town.

**Delivery**

- Hold up the flashcards one by one and ask pupils *Comment vas-tu [à la piscine]? Elicit full-sentence answers, e.g. Je vais [à la piscine] [en bus].*
- Continue until all places have been covered and as many means of transport as possible used.



 Worksheet 3: *Parlez!* may be used from this point onwards.

### Extension

Use a map to ask additional questions, e.g. about how to get to places in France. Ask pupils if they've been to anywhere in France and how they got there.

### 5 Literacy activity: La journée de Nathalie

AT3.3-4 L6.1

10 mins

### Description

Look at the pictures of where Nathalie is going. Drag the words into the correct order.

### Delivery


- Before doing the activity, revise the expressions *d'abord*, *ensuite*, *enfin* and *après l'école*.
- Pupils look at the first picture and corresponding jumbled-up sentence describing it, then drag the text tiles into the correct order.
- Click on *Done* to see if the sentence is correct.
- If correct, click on *Next* to move on to the next question. If incorrect, click on *Start again* for a second attempt.
- Continue until all six sentences have been covered, and repeat if necessary.

### Extension

Divide the class into groups and ask each group to write out their suggested sentence before a pupil checks the answer on screen.

### Support

This can be done as a whole-class activity: the class suggests what the sentence should be, and discusses their choices if necessary, before the pupil clicks on *Done*.

 Worksheets 3: *Parlez!* and 4: *Grammaire* may be used from this point onwards.

### 6 Plenary activity: Je vais à Paris en train

AT3.3-4 L6.1  
AT4.3-4 L6.4

10 mins

### Materials

Map of France, Unit 10 Flashcards (Means of transport).

### Description

Brainstorm to build up a text about travel plans.

### Delivery

- The aim is to build up a small text about travel, using time phrases.
- Using the map and a flashcard as illustrations, model a sentence along the lines of *D'abord, je vais à Paris en train*.
- Point to another place and flashcard and ask a pupil to continue the 'itinerary' as follows: *D'abord, je vais à Paris en train. Ensuite, je vais à [Nice] [en avion]*.
- Other pupils continue, using *ensuite* or *enfin* where relevant until a short text is built up.

### Extension

As a follow-up, pupils adapt the text built up by the whole class to write about their own travel plans.

### Support

This could be a group activity so that more confident pupils can help others build the sentences.

Worksheet 3: *Parlez!*

AT2.2-3 O6.4

10 mins

### Description

This worksheet provides further speaking practice in places and means of transport. It may be used at any point after Activity 5.

Worksheet 4: *Grammaire*AT3.3 L6.1  
AT4.2 L6.4

10 mins

### Description

This worksheet provides further practice in using *au/à la/à l'*. It may be used at any point after Activity 5.

### Answers

1	à la	à l'	au
	boulangerie (f) piscine (f) montagne (f) campagne (f)	école (f)	jardin public (m) marché (m) centre sportif (m) château (m) supermarché (m) bord de la mer (m) camping (m)

- 1 à la montagne, à la campagne, au jardin public, au bord de la mer
- 2 à la montagne
- 3 au supermarché, au marché
- 4 au bord de la mer
- 5 au centre sportif, au jardin public
- 6 à la boulangerie, au supermarché, au marché
- 7 à l'école

## R Knowledge about language

### Using knowledge of words, text and structure to build simple spoken and written passages.

Activities 5 and 6 give practice in building a short passage. Pupils have gradually been introduced to longer texts in listening and reading and, if they can cope, you can now start encouraging them to produce longer pieces of speaking and writing. Work together as a class to model such a text first, then allow pupils to adapt the text you've worked out together. This gives them the support they need to experiment more, once they are confident. At this stage, don't worry about mistakes they're making. It's more important for them to experiment a little and not to be frightened to produce language themselves.

**Context**

Talking about plans for a trip

**National criteria**

KS2 Framework: O6.1, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1, IU6.2

Attainment Levels: AT1.3–4, AT2.3–4; AT3.2–4, AT4.3–4

Language Ladder Levels:

Listening: Grades 3–4; Speaking: Grades 3–4;

Reading: Grades 2–4; Writing: Grades 3–4

**Cross-curricular links**

Literacy

**Language structures and outcomes**

*samedi, à 10 heures, d'abord, ensuite, enfin*  
*Qu'est-ce qu'on va faire? On va aller au parc*  
*d'attractions, on va prendre le train, on va prendre*  
*l'avion, on va acheter des souvenirs (au magasin),*  
*on va faire les manèges, on va regarder un film*  
*(au cinéma)*

1

**Starter activity:**  
 Qu'est-ce que tu vas faire?

5 mins

AT1.3 O6.3  
 AT2.3 O6.4  
 AT3.3

**Materials**

Unit 5 Flashcards (Holiday activities).

**Description**

Quick revision of using *je vais* + infinitive using the Presentation from Unit 5 Lesson 3.

**Delivery**

Write the basic structure on the board to remind pupils of the language pattern used before re-playing the Unit 5 Presentation.

**Support**

Use the flashcards to reinforce talking about future plans using *je vais* + infinitive.

2

**Video story:**  
 Je vais à la piscine (2)

10 mins

AT1.4 O6.1  
 AT3.4 O6.3  
 L6.1  
 IU6.1  
 IU6.2

**Description**

Watch and listen to this video story presenting the language for Lessons 3 and 4. You can pause and rewind the story at any point.

**Delivery**

- Ask pupils to watch the first scene and tell you where the children are going, and how they are going to get there.
- Play the scene and go through the answers. Watch again if necessary.

**Extension**

Pupils can watch again and listen for any extra information.

**Support**

Pause the video during the first viewing and elicit answers as you go along.

3

**Presentation:**  
 On va aller au parc  
 d'attractions

5–10 mins

AT1.4 O6.1  
 AT2.4 O6.3  
 AT3.4 L6.1

**Description**

Play the audio to hear sentences about a planned day out. For more details on how to use Presentation activities, go to page viii.

**Delivery**

- Pupils will hear Polly (and then the Virtual Teacher on subsequent screens) announcing plans for a day out. Pause the audio after each sentence.
- The whole class repeats each sentence as they hear it.
- You can display the text by clicking on the *show text* link.
- Explain that *on* is used when speaking to mean 'we'. Point out that the structure *on va* + infinitive is used to say what we are planning to do.

**Extension**

- Ask pupils to look out for the different time expressions used in French, especially how we say 'at' + time, 'on' + day, etc.
- Ask pupils to tell you how to say 'take', 'watch', 'buy' in French.

**Support**

Go through each sentence slowly with the class, asking questions to ensure the pupils have understood what is being said.

4

**Oracy activity:**  
 On va prendre le train

10 mins

AT1.4 O6.1  
 O6.3

**Description**

Listen to the characters' travel plans. Drag the pictures into the correct order according to what you hear.

**Delivery**

- This listening activity gives pupils the chance to hear longer dialogues.
- Pupils drag the pictures into the correct order according to the travel plans, then click on *Done* to see if their answer is correct.
- Repeat for all four conversations and repeat if required.
- By dividing the class into two groups you could make this into a team game, awarding a point for each correct answer.

**Extension**

After each set of pictures, encourage pupils to try to come up with the sentences they've just heard. Play the audio again to check.

**Support**

To assist comprehension, focus pupils' attention on the pictures first and ask them to predict what they are going to hear.

## 5 Literacy activity: On va aller à Londres

10–15 mins

AT3.3–4 L6.1  
AT4.3–4 L6.3  
L6.4

### Materials

If possible, pictures of Paris and London to illustrate your text.

### Description

A class activity using *on va* + infinitive to build up a short text.

### Delivery


- Ask pupils what they and their families are planning to do at the weekend, or during the holidays, to elicit a few sentences using *on va* + verb.
- Ask the class to help you plan an imaginary trip to Paris and write up your plans on the board, for example:  
*Mardi, on va aller à Paris.*  
*D'abord, on va prendre le bus.*  
*À 10 heures, on va prendre l'avion.*  
*On va aller à la tour Eiffel.*  
*On va aller à Disneyland Paris.*  
*On va acheter des souvenirs au magasin.*
- Divide the class into groups and ask them to plan a group trip to London. They then write up their plans using the Paris text as a model.
- If time allows, each group can read out their plans to the rest of the class.

### Extension

Encourage pupils to use vocabulary they know from other units in their accounts.

### Support

Go through possible plans for a London trip together orally before groups write out their plans.

 Worksheets 5: *Grammaire* and 6: *Lisez!* may be used from this point onwards.

## 6 Plenary activity: On va prendre l'avion

10 mins

AT3.2–3 L6.4

### Materials

Unit 10 Flashcards (Holiday activities); possibly **Rigolo 1** Unit 5 Lesson 2, Karaoke song (*Chantez l'alphabet*) or the Lesson 2 Presentation (*L'alphabet*)

### Description

Hangman game to practise the key language of this lesson.

### Delivery

- If necessary, use the karaoke song or presentation to revise the alphabet. Alternatively, just go through the alphabet orally together.
- Revise the key language (see below) using the flashcard prompts.
- Play hangman with the following sentences:  
*On va aller au parc d'attractions.*  
*On va prendre l'avion/le train.*  
*On va acheter des souvenirs au magasin.*  
*On va regarder un film au cinéma.*  
*On va faire les manèges.*
- Ask the pupil who guesses correctly to try and finish writing the sentence.

### Extension

Introduce other activities and places already covered, but revise them before playing the game.



## Worksheet 5: Grammaire

10 mins

AT3.3 L6.1  
AT4.3 L6.4

### Description

This gives further practice in using *aller* + infinitive to talk about future plans. It may be used at any point after activity 5.

### Answers

- 1 vais 2 va 3 va 4 vais 5 va 6 vais 7 vas
- 1 c 2 a 3 d 4 g 5 b 6 e 7 f
- 2 On boit de la limonade.  
3 On va manger du gâteau.  
4 On écoute de la musique.  
5 On va jouer au basket.  
6 On va faire du sport.

### Language learning strategies

#### Reading skills

- Pupils are now being exposed to longer written texts in **Rigolo**. In the presentation for this lesson and in the video, they are hearing and seeing more language in unfamiliar contexts. Worksheet 6 gives them further practice in reading authentic texts. Remind them of strategies in coping with unfamiliar language:
- Read through and look for words they do understand.
- Look at pictures and the title, and see what the context is.
- Try to work out what some unknown words mean from the context, and also perhaps because they're similar to English words.
- As a last resort, they can look up some unknown words in a dictionary.



## Worksheet 6: Lisez!

10 mins

AT3.3–4 L6.1  
AT4.3–4 L6.2  
L6.4

### Description

This worksheet gives practice in reading an authentic text. It may be used at any point after activity 5.

### Answers

- 1 theme park
- 2 15 euros
- 3 13 euros
- 4 12
- 5 20
- 6 France (Saint Jérôme)
- 7 00.33.3.55.92.02.09
- 8 picnic area (and a snack bar)
- 9 big wheel, toboggan, ghost train, dodgem boats, carousel, trampoline



**Context**

Buying tickets at the station

**National criteria**

KS2 Framework: O6.1, O6.2, O6.3, O6.4, L6.1, L6.2, L6.3, L6.4, IU6.1, IU6.2, IU6.3

Attainment Levels: AT1.2–4, AT2.2–4; AT3.3–4, AT4.3–4

Language Ladder Levels:

Listening: Grades 2–4; Speaking: Grades 2–4;

Reading: Grades 3–4; Writing: Grades 3–4

**Cross-curricular links**

Numeracy, music, literacy

**Language structures and outcomes**

*Bonjour [Mademoiselle].*

*Bonjour [Monsieur]. Je voudrais des billets pour [Paris].*

*Combien de billets?*

*[Quatre] billets: [un] adulte et [trois] enfants.*

*Aller-retour ou aller simple?*

*[Aller-retour], s'il vous plaît.*

*C'est combien?*

*C'est [trente-cinq] euros.*

*Le train part à quelle heure?*

*Le train part à [dix heures et demie].*

*Merci [Monsieur]. Au revoir.*

*Au revoir. Bon voyage!*

1

Starter activity:  
Je voudrais... C'est combien?

5–10 mins

AT1.2 O6.4  
AT2.2

**Materials**

Selection of flashcards depicting items which could be bought in a shop; pre-prepared cards each showing a variety of prices in euros; possibly **Rigolo 1** (Unit 11, Lesson 1 Presentation: *Je voudrais...*)

**Description**

Pupils revise numbers, asking politely for things and asking about the price of items.

**Delivery**

- If necessary, quickly revise numbers up to 60. You may also wish to use the **Rigolo 1** Unit 11 Presentation activity (see above) to revise asking for something in a shop.
- Invite two pupils to the front. Hand Pupil A a price card, and Pupil B a picture flashcard. Model a simple dialogue, along the lines of:
  - *Bonjour [Mademoiselle]!*
  - *Bonjour [Monsieur].*
  - *Qu'est-ce que tu veux?*
  - *Je voudrais [un sandwich]. C'est combien?*
  - *Cinq euros, s'il vous plaît.*
  - *Voilà.*
  - *Merci. Au revoir [Mademoiselle]!*
  - *Au revoir [Monsieur].*
- Repeat several times with other pupils and flashcards.

2

Video story:  
Je vais à la piscine (2)

10 mins

AT1.4 O6.1  
AT3.4 O6.3  
L6.1 IU6.1  
IU6.2

**Description**

Watch and listen again to this video story presenting the language for Lessons 3 and 4. You can pause and rewind the story at any point.

**Delivery**

- Watch the second part of the video again, this time focusing on buying tickets at the station.

- Ask the class to note: how many tickets Chloé asks for, how much the tickets cost, the departure and arrival times of the train.
- Play the video through and elicit pupils' answers. Write them on the board.
- Play the scene through once more, pausing to check whether the answers on the board are correct.

**Extension**

Ask more confident pupils if they can also listen out for the ticket seller's questions.

**Support**

- During the first viewing, pause the video each time after Chloé speaks. Repeat chorally what she said.

3

Presentation:  
Quatre billets, s'il vous plaît

10 mins

AT1.4 O6.1  
AT2.4 O6.3  
AT3.4 L6.1  
L6.3

**Description**

Click on the pictures to hear the dialogue and see the corresponding text.

**Delivery**

- The various parts of this presentation combine to form a complete dialogue at the train station.
- Divide the class into two groups and invite a pupil to click on the highlighted picture.
- Group A repeats the first speaker's sentence; Group B repeats the second speaker's sentence.
- Go through all the pictures, then repeat the activity. This time, Group A repeats after Speaker 2 and Group B repeats after Speaker 1. Click on the *show text* link for pupils to see each part of the dialogue

**Extension**

Invite pairs of pupils to repeat and act out the dialogue after each scene.

**Support**

Chorally practise the dialogue after each scene until pupils are more familiar with the language and intonation.

#### 4 Literacy activity: Je vais à Nice

AT3.4 L6.1  
L6.2

10 mins

##### Description

Drag the words into the correct spaces to complete the dialogue.

##### Delivery


- This is a gapped text to make pupils think about the structure of the sentences and to work out what might be missing. Ask them to predict what word might fit.
- Pupils select words to fill the gaps in the dialogue between Gustave and the ticket seller. Once all the gaps have been filled, 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

Ask pupils to suggest other words which could possibly fit into each gap. Invite pairs of pupils to re-enact the dialogue.

##### Support

Read through the completed dialogue together at the end of the activity. Half the class can read Gustave's lines; the other half can read the ticket-seller's part.

 Worksheet 7: *Écrivez!* may be used from this point onwards.

#### 5 Song: Je vais à Paris

AT1.4 O6.1  
AT2.4 O6.2  
AT3.4 L6.1  
L6.4 L6.3

5–10 mins

##### Description

Watch and listen to the interactive karaoke song about travelling to different places. Choose either *Practice* or *Sing* mode: *Practice* to go through the song line by line; *Sing* to sing it all the way through.

##### Delivery


- Ask pupils to listen for the different means of transport featured in the song.
- Go through the song in *Practice* mode, checking general comprehension.
- Play the song through once more in *Sing* mode for pupils to sing along. If time allows, divide the class into groups and make this final stage into a karaoke competition. Pupils could perform the song at an assembly in front of fellow pupils/ parents.

##### Extension

Copy the words of the song and cut it up into pieces of two lines. In groups, pupils reconstruct the song as you play it. Pupils could use the song as a model and write/sing their own additional verse.

##### Support

Cut up the song into individual verses. Pupils put them in the right order as they listen.

 Worksheet 8: *Parlez!* may be used from this point onwards

#### 6 Plenary activity: Dialogues improvisés

AT1.3–4 O6.2  
AT2.3–4 O6.4

10 mins

##### Materials

Unit 10 Flashcards (Means of transport and Holiday destinations); pictures of different possible destinations, e.g. *château*, theme park, places of interest.

##### Description

Pupils improvise short dialogues using flashcard prompts.

##### Delivery


- Place the flashcards in two piles: means of transport and destinations.
- Invite two pupils to the front of the class and hand one flashcard (from separate piles) to each pupil. For example, if pupils turn over *château* and *bateau*, model a dialogue between a 'ticket seller' and a 'tourist' along the lines of:
  - *Bonjour!*
  - *Bonjour, je voudrais des billets de bateau.*
  - *Où vas-tu?*
  - *Je vais au château.*
  - *Combien de billets?*
  - *Deux billets. C'est combien?*
  - *C'est cinq euros.*
 Repeat with other pairs of pupils.

##### Extension

Encourage pupils to keep the dialogue going as long as possible, and to include language from previous units.

##### Support

Give pupils some cue cards with a suggested conversation, and ask them to change one or two elements.

 Worksheet 7: *Écrivez!*  
10 mins

AT2.3 O6.2  
AT3.3 O6.4  
AT4.3 L6.1  
L6.2

##### Description

This worksheet provides further writing and speaking practice to revise language from the unit. It may be used at any point after Activity 4.

##### Answers

Jake: **Le bus part à quelle heure?**

Mme Moulin: Le bus part à trois heures.

Mme Moulin: Qu'est-ce que tu veux?

Jake: **Je voudrais trois billets, s'il vous plaît.**

Mme Moulin: On va aller où?

Jake: **On va aller au parc d'attractions.**

Jake: **C'est combien?**

Mme Moulin: C'est quatre-vingt-huit euros.

Jake: Quatre-vingt-huit euros!!!


Mme Moulin: Ahhh, tu veux trois billets aller-retour!

Jake: **Oui, trois allers-retours.**

Mme Moulin: Alors, c'est cent soixante euros.

Jake: Cent soixante euros! Non, merci, c'est trop cher...

**Ça coûte 10 euros!**

 Worksheet 8: *Parlez!*  
10 mins

AT2.3–4 O6.2  
O6.4

##### Description

This worksheet provides further speaking practice in going on a trip and buying tickets. It may be used at any point after Activity 5. (You may wish to incorporate the work in this activity into the project work for this unit.)

# Unit 10

Extra!

Project work: Un voyage en France

1 hour

AT2.3-4 O6.2  
AT4.3-4 O6.4  
L6.2 IU6.1  
L6.4 IU6.2  
IU6.3

## Description

Pupils plan a trip to a French-speaking country.

## Materials

If possible, access to a computer (ideally with internet access for pupils to do research on their destination/download maps, etc.) and printer; maps and tourist brochures of French-speaking destinations; paper/card for displays.

## Delivery

- Divide the class into pairs. Pupils decide where they want to go, how they will travel and what they are going to do there. They can write a paragraph about their plans using language from Lessons 1 to 3.
- Next, pupils can write a dialogue about buying the travel tickets (see Worksheet 8: *Parlez!* above).
- Each pair presents their travel plans to the class, and acts out their dialogue.

Sound/spelling activity:

Les sons 'o' et 'i'

AT1.1 AT2.1

10–20 mins

## Description:

*Practice mode:*

Listen and practise pronouncing the *o* sound and the *i* sound on their own and then in words that have been covered in **Rigolo** so far.

*Activity mode:*

Listen to the words as they are read out. If they contain the *o* sound, select the green button. If they don't contain the *o* sound, select the red cross button. Repeat the process for *i*.

## Delivery

- This sound/spelling activity focuses specifically on the *o* and *i* sounds.
- Launch the *Practice* part of the activity on pages 2–3 of the eBook and click on the play button on each screen. The Virtual Teacher will say the *o* sound and *i* sound, first on their own and then with words that have been covered in **Rigolo** so far. Get the class to repeat the words chorally several times, checking the model each time using the play button.
- Explain to pupils that the *o* sound in some of the words is spelled *eau* (*bateau*, *château*) but that both the *o* and *eau* spellings form the same sound when pronounced.
- Once you have finished this part, move on to the *Activities* on pages 4–5 and 6–7 of the eBook, to test pupils' recognition of these sounds. In *Activity 1*, pupils will hear one of 20 words read out in random order and must select the green button if they hear the *o* sound or the red cross if they don't. Pupils score a point when they correctly identify a word with *o*. Click on the play button to hear the word again.
- Finally, in *Activity 2*, pupils repeat the above sequence, this time listening out for words with the *i* sound.
- Repeat the activity if pupils need further practice.

## Assessment for Units 9–10

### Écoutez!

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

**Total marks for listening: 20.**

### Activity 1

(AT1.2; O6.3)

Mark out of 10.

### Answers

2 c, d    3 f, b    4 d, a    5 b, g    6 c, f

TRANSCRIPT

- Qu'est-ce que tu prends au petit déjeuner?  
- Moi, je prends un chocolat chaud et une tartine.
- Qu'est-ce que tu prends au petit déjeuner?  
- Moi, je prends un jus de pommes et un croissant.
- Qu'est-ce que tu prends au petit déjeuner?  
- Euh... je prends des céréales et un café.
- Qu'est-ce que tu prends au petit déjeuner?  
- Euh, je prends un croissant et un chocolat chaud.
- Qu'est-ce que tu prends au petit déjeuner?  
- Moi, je prends un café et une tartine.
- Qu'est-ce que tu prends au petit déjeuner?  
- Moi, je prends un jus de pommes et des céréales.

### Activity 2

(AT1.3–4; O6.1, O6.3)

Mark out of 10.

### Answers

- 1 theme park    2 baker's    3 train    4 bus  
5 souvenirs
- 1 plane    2 castle    3 car    4 swimming pool  
5 watching film

TRANSCRIPT

- Samedi, on va aller au parc d'attractions.  
D'abord, on va à la boulangerie.  
À neuf heures, on va prendre le train.  
Ensuite, on va prendre le bus.  
Enfin, on va acheter des souvenirs au magasin.
- Dimanche, on va prendre l'avion pour aller en Italie.  
Lundi, on va aller au château.  
On va aller au château en voiture.  
Ensuite, on va aller à la piscine.  
Enfin, on va regarder un film au cinéma.

### 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: 20.**

### Activity 1

(AT2.2–3; O6.4)

10 marks (2 per sentence).

**Answers***(any five sentences)*Je me lève (à + *any time*)Je prends mon petit déjeuner (à + *any time*)Je vais à l'école (à + *any time*)Je prends mon déjeuner (à + *any time*)Je quitte l'école (à + *any time*)Je prends mon dîner (à + *any time*)Je me couche (à + *any time*)**Activity 2**

10 marks.

(AT2.3-4; O6.4)

**Answers**

Bonjour!

Bonjour (Monsieur). Je voudrais des billets pour (Marseille).

Combien de billets?

Un(e) adulte et deux enfants.

Aller-retour ou aller simple?

Aller simple s'il vous plaît. C'est combien?C'est trente euros.

Le train part à quelle heure?

Le train part à dix heures et quart.Merci, Monsieur. Au revoir!

Au revoir.

**Lisez!****Total marks for reading: 20.****Activity 1**

Mark out of 10.

(AT3.2; L6.1)

**Answers**

1 j, c 2 g, d 3 f, a 4 h, b 5 i, e

**Activity 2**

Mark out of 10.

(AT3.4; L6.1)

**Answers**

1 6:45 am

2 has breakfast

3 (apple juice and) bread with jam

4 7.45 am

5 on foot

6 has lunch

7 leaves school

8 cycling

9 goes to bed

10 asks Chloé what time she goes to bed

**Écrivez!****Total marks for writing: 20.****Activity 1**

Mark out of 10 (2 per sentence).

(AT4.2; L6.4)

**Answers**

1 Je vais au marché en bus.

2 Je vais à l'école à pied.

3 Je vais au jardin public à vélo.

4 Je vais au supermarché en voiture.

5 Je vais au centre sportif au train.

**Activity 2**

Mark out of 10.

(AT4.3-4; L6.4)