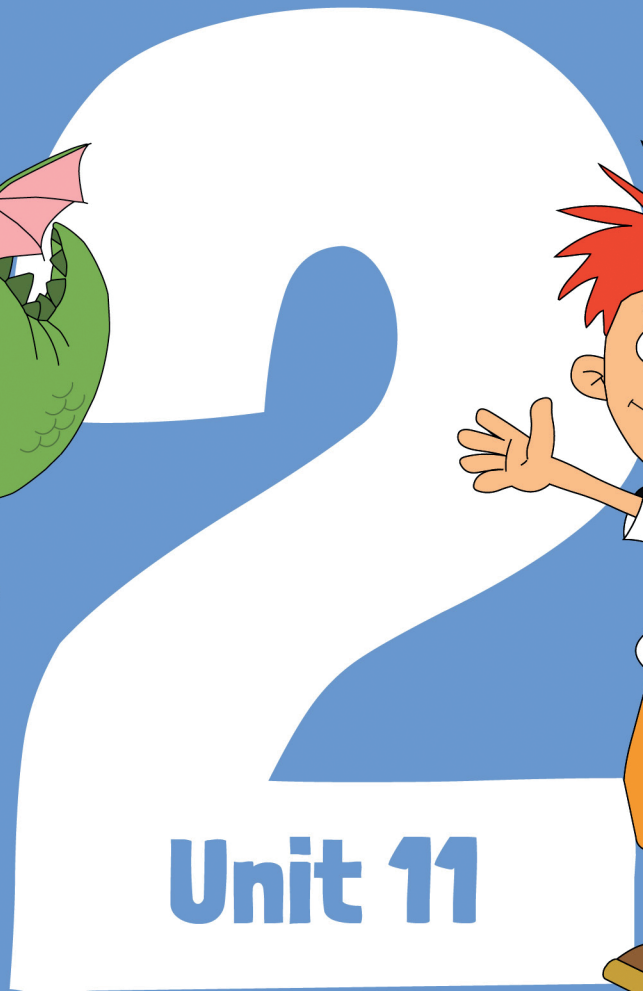


RIGOLO



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 8 Argent de poche
- Unit 14 Je suis le musicien
- Unit 18 Les planètes
- 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

Reading

- 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 which sports you like
- Say what you think of different sports
- Give reasons for preferences
- Talk about a sporting event

Key language

- *Tu aimes quels sports? J'aime la natation, le vélo, la danse, le football, le tennis, l'équitation, la gymnastique, le roller*
- *Qu'est-ce que tu préfères? J'aime, Je n'aime pas, Je déteste, J'adore, Je préfère... [+ names of sports]*
J'aime... mais/et je préfère...
- *J'aime [le football] parce que c'est amusant, facile, passionnant*
Je n'aime pas [le football] parce que c'est ennuyeux, cher, difficile
- *Le samedi on va au match de foot.*
On mange un sandwich et on boit un chocolat chaud.
On regarde [Bordeaux] contre [Lyon].
Le match commence à trois heures.
X marque un but. C'est passionnant!
Lyon gagne 2–0.

Grammar and skills

- Use the definite article with sports
- Spot patterns in French
- Use conjunctions *et* and *mais*
- Devise and ask questions
- Give reasons for opinions
- Use known language in new contexts
- Read and write longer texts
- Present information about sports

Unit outcomes

Most children will be able to:

- Talk about sports they like
- Express their preferences about different sports
- Ask questions about sports
- Say one or two sentences about a sporting event

Some children will also be able to:

- Give reasons for preferences
- Use conjunctions to make longer sentences
- Understand and write longer texts

Context

Talking about which sports you like

National criteria

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

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

Language ladder levels:

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

Reading: Grades 2–4; Writing: Grade 2

Cross-curricular links

PE, literacy

Key vocabulary

le vélo, la danse, le football, le tennis, l'équitation, la gymnastique, le roller

Language structures and outcomes

Tu aimes quels sports? J'aime [la natation].

1

Starter activity:

Les sports

5–10 mins

IU6.1
IU6.2

Materials

Unit 11 Flashcards (Sporting activities).

Description

A quick revision of sports and a brief introduction to some new ones.

Delivery

- Stick the picture flashcards on the board or hold them up, and ask pupils which ones they can say in French.
- Hold up the text flashcards and invite pupils to match the words to the pictures on the board. (Go over any unknown words very briefly at this stage as they will be covered later in the lesson.)

2

Animated story:

Le grand match (1)

10 mins

AT1.3–4 O6.1
AT3.3–4 O6.3
L6.1
L6.3

Materials

Unit 11 Flashcards (Sports activities).

Description

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

Delivery

- Keep the flashcards displayed on the board and ask pupils to note whether all activities are mentioned in the animation.
- Play the story through, so that pupils can confirm which of the flashcard activities were mentioned.
- Summarise the story and key words together, then re-play the story through one more time.

Extension

Ask pupils to place the sports flashcards in the order in which they appear in the story.

Support

Pause the story each time an activity is mentioned and point to the relevant flashcard during the first viewing.

3

Presentation:

Tu aimes quels sports?

5–10 mins

AT1.2 O6.1
AT2.2
AT3.2

Description

Click on the characters to hear them talk about which sports they like. 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 whole class listens to each sentence and repeats, miming each action to reinforce learning.
- Continue for all eight characters and repeat if further practice is required.
- You may wish to point out the importance of the definite article in French in these sentences, and encourage pupils to learn the article (*le/la/l'*) together with the sport.

4

Oracy activity:

J'aime le vélo

5–10 mins

AT2.2–3 O6.4

Description

Look at the pictures and respond to Gustave's questions.

Delivery

- Click on the *Question* audio icon to hear Gustave asking each character what sport(s) they like.
- Pupils look at the picture prompts and say the answer aloud, before clicking on the *Réponse* audio icon to hear the model response. Where two sports are pictured, encourage pupils to use *et* e.g. *J'aime la danse et le football*.
- Continue for all eight scenes and repeat if further practice is required.

Support

Make this into a team activity so that less confident pupils can work together on the answer before saying it out loud.



Worksheet 1: *Écrivez!* may be used from this point onwards.

3 Literacy activity J'aime le roller

AT3.2 L6.3

5–10 mins

Materials

Unit 11 Flashcards (Sports activities: pictures and captions).

Description

Writing practice of the sports activities covered so far.

Delivery


- Display the caption flashcards randomly on the board.
- Invite a pupil to the front. Read out one of the captions and ask the pupil to point to the correct one.
- Ask pupils, in pairs, to look at the words on the board and to make three groups of words. Don't give any clues at this stage, but pupils will hopefully arrange the words according to the article used (*le/la/l'*). Invite a pair to the board to demonstrate their grouping and discuss together.
- Discuss how the French say 'I like **the** football' whereas in English we don't use an article.
- Allow the class two minutes to study the captions on the board, asking them to pay attention to the spelling and the articles. Remove the cards. Pupils write a list of as many of the words as possible, including the correct article. Go through the answers together, displaying the cards on the board as you do so.

Extension

Encourage accuracy with spelling when doing the writing part of the activity.

Support

Make the third part of the activity more like a dictation (with or without spelling out each word) for pupils who need more support.

 Worksheet 2: *Grammaire* may be used from this point onwards.

R Knowledge about language

Always encourage pupils to spot patterns in the foreign language. Use the categorising activity in Activity 5 to talk about gender again and reinforce what seeing *le* or *la* in front of a word tells you (i.e. that it is masculine or feminine).

6 Plenary activity: J'aime la gymnastique

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

5–10 mins

Materials

Unit 11 Flashcards (Sports activities).

Description

Flashcard pairs game to further practise language from this lesson.

Delivery

- Divide the class into two teams. Stick the picture flashcards, face-down, on the board.
- Say one of the sports out loud, holding up the caption card at the same time. Invite the teams, in turn, to guess where the matching picture card is.
- Each time a team correctly identifies a card they score a point.



Worksheet 1: Écrivez!

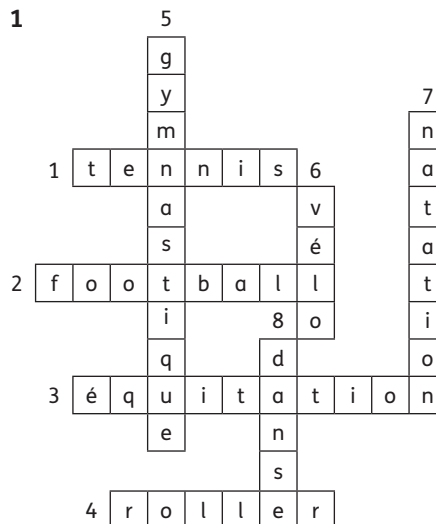
AT4.2 L6.4

5–10 mins

Description

A crossword and a sentence-building activity to practise writing about sports. This worksheet may be used at any point after Activity 4.

Answers



- 2 J'aime le tennis.
3 J'aime le roller et l'équitation.
4 J'aime le vélo et la danse.
5 J'aime le football, le roller et la gymnastique.
6 J'aime le tennis, le vélo et la natation.



Worksheet 2: Grammaire

10 mins

Description

This worksheet provides further practice in gender of nouns. It may be used at any point after Activity 5.

Answers

masculine (le)	feminine (la)
le vélo	la danse
le tennis	l'équitation
le football	la gymnastique
le roller	la natation
le sport	la musique
le marché	la boulangerie
le balcon	la campagne
le jardin	la veste
le chapeau	l'informatique
le salon	la voiture

Context

Saying what you think of different sports

National criteria

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

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

Language ladder levels:

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

Reading: Grades 2–4; Writing: Grade 3

Cross-curricular links

PE, literacy, numeracy

Language structures and outcomes

Qu'est-ce que tu préfères? J'aime, Je n'aime pas, Je déteste, J'adore, Je préfère... [+ names of sports].

[J'aime]... mais/et [je préfère]...

1

Starter activity:
J'aime la natation

5 mins

AT2.2 O6.4
AT3.2

Materials

Unit 11 Flashcards (Sports activities).

Description

A warm-up activity revising sports.

Delivery

- Divide the class into two teams.
- Invite a pupil from Team A to the front of the class and show them a flashcard, in secret. The pupil must mime the sport to their team. Award two points if they say the correct answer within 20 seconds; one point for up to 40 seconds.
- Continue with all the flashcards, alternating between the teams.

2

Animated story:
Le grand match (1)

5–10 mins

AT1.3–4 O6.1
AT3.3–4 O6.3
L6.1
L6.3

Materials

Unit 11 Flashcards (Sports activities).

Description

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

Delivery

- Write the characters' names on the board (Jake, Polly, Nathalie and Olivier).
- Re-play the story, focusing this time on the characters' opinions of the activities.
- Play the story through and ask pupils to listen carefully for the sports mentioned by each character, and whether they have a positive or a negative opinion about each sport.
- After viewing, invite pupils to stick the flashcards under the relevant characters and to write a cross (X) or a tick (✓) next to each card to indicate whether the character likes or dislikes the sport.
- Watch the story again to check their answers.

Support

During the first viewing, pause the story after each sport is mentioned to give pupils time to position the cards on the board.

3

Presentation:
J'aime le football mais
je préfère le roller

5–10 mins

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

Materials

Unit 11 Flashcards (Preferences).

Description

Click on each character to hear their likes, dislikes, and preferences in sport. For more details on how to use Presentation activities, go to page viii.

Delivery

- Pupils listen and repeat what each character says about which sports they like/dislike/prefer.
- Continue for all eight characters and repeat if further practice is required.
- Draw pupils' attention to the use of *et* ('and') and *mais* ('but') and encourage them to use these conjunctions in their own speaking.

Extension

Use the activity with the sound off and get pupils to say sentences according to the symbols.

Support

Break down the sentence into two halves. Pupils repeat each half after you, then try to say the two halves together to make the longer sentence.

**Knowledge about language**

Activity 4 provides another opportunity for pupils to devise questions for authentic use. This makes sure that pupils can ask questions as well as answer them, which is an important skill when having a conversation in any language.

4

Oracy activity:
Je n'aime pas le vélo et
je déteste la natation

AT2.3 O6.4

10 mins

Materials

Worksheet 3: *Parlez!*, Unit 11 Flashcards (Sports activities and Preferences).

Description

A class survey about pupils' opinions of various sports using Worksheet 3.

Delivery

- Write out *J'aime/Je n'aime pas/Je déteste/J'adore/Je préfère* and display the flashcards on the board to use as prompts.
- Ask a few confident pupils *Tu aimes quels sports?* and elicit answers using the phrases on the board.
- Display Worksheet 3 on the board and explain that the class is going to conduct its own survey about sports. Model how this works before allowing pupils a few minutes to survey a small group of classmates. Move around the groups to monitor the activity and help where required.
- Pool the results at the end of the activity and discuss your findings.

Extension

Encourage more confident pupils to make longer, more complex sentences using *et* and *mais* as much as possible.

Support

Accept more basic, shorter answers from less confident pupils.

5

Literacy activity:
Tu préfères quels sports?

AT3.3 L6.4
AT4.3

10 mins

Description


Look at what each person is saying about different sports. Drag the text tiles into the correct order.

Delivery

- Pupils look at the symbols in the picture and the text tiles at the top of the screen.
- Using the text tiles, they build a sentence which best describes the picture. (These sentences give practice in forming longer sentences using *et* and *mais*.)
- When pupils are happy with their sentence, they click on *Done*.
- Continue until all six sentences have been completed and repeat if further practice is required.

Support

This activity 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*.

 Worksheet 4: *Lisez!* may be used from this point onwards.

6

Plenary activity:
Le jeu du ballon

AT2.3 O6.4

10 mins

Materials

Small soft toy, ball or bean bag.

Description

Pupils have further practice in making sentences about sports.

Delivery

- Throw the ball/toy to a pupil, who makes a sentence, e.g. *J'adore la danse*, before throwing the ball/toy to another pupil.
- The next pupil must say *J'adore la danse et [la gymnastique]* before throwing the ball/toy to a third pupil.
- Continue until all the sports have been mentioned, then start again with a different verb, e.g. *Je déteste...*

Worksheet 3: *Parlez!*

AT2.3 O6.4

10 mins

Description

A class survey about pupils' opinions of various sports. It may be used at any point after Activity 3 (see Activity 4 notes above).

Worksheet 4: *Lisez!*AT3.2 L6.4
AT4.3

10 mins

Description

This worksheet provides practice in reading and writing longer sentences about opinions of sports. It may be used at any point after Activity 5.

Answers

- 1 c 2 a 3 e 4 d 5 b
- 1 Je déteste la gymnastique et la danse mais j'adore le football.
2 Je n'aime pas le tennis mais j'adore le vélo.
3 J'aime le tennis et j'adore le roller mais je n'aime pas le football.
4 J'aime la gymnastique mais je préfère l'équitation et la natation.
5 J'aime le vélo et j'adore le football et le roller.

Context

Giving reasons for preferences

National criteria

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

Attainment levels: AT1.3–4, AT2.3, AT3.3–4, AT4.3

Language ladder levels:

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

Reading: Grades 3–4; Writing: Grade 3

Cross-curricular links

PE, Literacy

Language structures and outcomes*J'aime [le football] parce que c'est amusant, facile, passionnant**Je n'aime pas [le football] parce que c'est ennuyeux, cher, difficile*

1

Starter activity:
C'est amusant

5–10 mins

O6.3

Description

A game in which pupils deduce the meaning of new adjectives.

Delivery

- Write two columns of adjectives on the board: one in French, the other comprising the equivalents in English (in random order, as below):

<i>amusant</i>	difficult
<i>facile</i>	expensive
<i>passionnant</i>	funny/good fun
<i>ennuyeux</i>	easy
<i>cher</i>	boring
<i>difficile</i>	exciting

- Allow pupils two minutes to work in pairs and match up the French and English words by looking for similarities between the French and English words, making sensible guesses, etc.
- Go through the answers and discuss how pupils worked out the meanings. They can often use similar strategies when dealing with unknown vocabulary in reading texts.

Support

Reduce the number of adjectives and focus only on those pairs which do have similarities.

2

Animated story
Le grand match (2)

10 mins

AT1.3–4 O6.1
AT3.3–4 O6.3
L6.1
L6.3**Description**

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

Delivery

- Ask pupils to try to understand the gist of the story as the watch.
- Ask the class to summarise the story.

Extension

Ask pupils to raise their hands each time they recognise an adjective from the previous activity.

Support

Pause the story after every couple of lines to check comprehension.

3

Presentation:
J'aime le football parce
que c'est passionnant

5–10 mins

AT1.3 O6.3
AT2.3
AT3.3**Materials**

Unit 11 Flashcards (Sporting activities).

Description

Click on the characters to hear them give reasons for their preferences in sport. 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

- We hear a short descriptive statement, e.g. *C'est passionnant*, followed by a longer sentence, e.g. *J'aime le football parce que c'est passionnant*.
- Encourage pupils to repeat both statements each time. Check understanding of the adjectives.
- Continue for all six characters and repeat if further practice is required.

SupportConcentrate on some pupils just repeating the *C'est* + adjective rather than the whole sentence. Use mimes and facial expression to give further oral practice. Decide as a class which expressions should be used for each adjective, then continue using them throughout subsequent activities.

4

Oracy activity:
J'aime le tennis parce
que c'est amusant

10 mins

AT1.3–4 O6.1
O6.3**Description**

Listen to the audio. For each dialogue, select a symbol and a word to match the audio.

Delivery

- Click on the audio icon next to *Allez!* Pupils select a symbol and the matching word as they hear it in the dialogue.
- Continue for all eight dialogues and repeat if required.
- Reassure pupils that they do not have to understand every word in the dialogues order to complete the activity – it is a good activity to practise listening for key words.

Support

As the sentences here are quite long, encourage less confident pupils to listen to the audio as many times as necessary before selecting their answer.

5

Literacy activity:
J'aime le roller mais
c'est difficile

AT3.3 L6.4
AT4.3

10 mins

Materials

Pre-prepared word cards or captions written on the board (see below), Unit 11 Flashcards (Sports activities: pictures only).

Description


Pupils make sentences using word cards or captions on the board as prompts.

Delivery

- Prepare word cards on A4 card, or write these captions on the board as follows:
J'aime... (+ sports flashcards)
Je n'aime pas... (+ sports flashcards)
parce que c'est
amusant
facile
passionnant
ennuyeux
cher
difficile
- As a whole-class activity, practise making sentences together using these prompts.
- Divide the class into small groups and hold a competition to see how many different sentences each group can produce in five minutes.

Extension

Make the activity more challenging by breaking down the captions even further, e.g. *parce que c'est* becomes three separate captions. You could also adapt the sentences to include other vocabulary, e.g. school subjects (*Je n'aime pas les maths parce que c'est difficile*).

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

Language learning strategies

Always encourage your pupils to re-use language learned in one topic or context in a different one. It is important that pupils do not 'compartmentalise' language into specific chunks that can only be used for one purpose. Activities 5 and 6 give the opportunity to recycle language from previous units in a new context. Have a brainstorming session, recalling language which they could use here.

6

Plenary activity:
C'est qui?

AT1.3 O6.3
AT4.3 L6.4

5–10 mins

Description

Pupils guess the identity of someone in their class from a description of their likes and dislikes.

Delivery

- Make one or two sentences about a pupil in the class, e.g. *J'adore le football parce que c'est facile mais je n'aime pas les maths parce que c'est ennuyeux.*
- The other pupils must guess who you are talking about.
- Repeat and try to incorporate as many key words as possible.

Extension

Pupils could work in pairs or small groups to make up their own 'Guess who?' statement which they read/say out loud to the rest of the class. Encourage pupils to include vocabulary from previous units too.

Worksheet 5: *Écrivez!*

AT4.3 O6.3
L6.4

10 mins

Description

This worksheet provides practice in writing longer sentences about why pupils like/dislike certain activities. It may be used at any point after Activity 5. (As an extension activity, pupils can write about other things they like/dislike, e.g. TV programmes and school subjects.)

Answers

- 1 *J'aime le tennis mais c'est cher.*
- 2 *J'adore l'équitation parce que c'est amusant et passionnant.*
- 3 *Je préfère la danse parce que c'est facile et amusant.*
- 4 *Je n'aime pas la natation parce que c'est ennuyeux et difficile.*
- 5 *Je déteste le football parce que c'est ennuyeux. J'adore le tennis parce que c'est passionnant.*
- 6 *J'aime le vélo parce que c'est amusant mais je préfère la gymnastique parce que c'est passionnant.*

Worksheet 6: *Grammaire*

AT4.3 O6.3
L6.4

10 mins

Description

This worksheet provides practice in writing longer sentences using conjunctions pupils have met so far. It may be used at any point after Activity 5.

Answers

- 1 *J'aime le tennis et le football.*
 - 2 *J'adore l'équitation mais je n'aime pas la natation.*
 - 3 *Je préfère le roller parce que c'est amusant.*
 - 4 *Je n'aime pas la gymnastique parce que c'est ennuyeux.*
 - 5 *Je déteste la danse et je n'aime pas le tennis.*
 - 6 *J'aime le vélo et j'adore le football.*
- 1 *J'adore la danse et la gymnastique.*
 - 2 *J'aime l'équitation parce que c'est amusant.*
 - 3 *Je n'aime pas le roller mais j'aime le football.*
 - 4 *J'adore la gymnastique mais c'est cher.*
 - 5 *J'aime le football mais je préfère le tennis.*
 - 6 *J'aime la natation et/mais j'adore la gymnastique*

Context

Talking about a sporting event

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, AT4.2–4

Language ladder levels:

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

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

Cross-curricular links

ICT (project work), Food technology, Art and design, PE, Literacy

Language structures and outcomes

Le samedi on va au match de foot.

On mange un sandwich et on boit un chocolat chaud.

On regarde [Bordeaux] contre [Lyon].

Le match commence à trois heures.

X marque un but. C'est passionnant!

Lyon gagne 2–0.

1

Starter activity:
Qu'est-ce qu'on mange?

5–10 mins

AT1.2 O6.4
AT2.2

Materials

All food and drink flashcards (**Rigolo 1** Units 6 & 11; **Rigolo 2** Units 3 & 9).

Description

Revision game using flashcards.

Delivery

- Hold up the flashcards and ask *Qu'est-ce que c'est?* for each to elicit words for food and drink.
- Make two columns on the board and write two headings: *Qu'est-ce qu'on mange?* and *Qu'est-ce qu'on boit?*
- Ask pupils to come to the board and place the flashcards in the correct column.

2

Animated story:
Le grand match (2)

5–10 mins

AT1.3–4 O6.1
AT3.3–4 O6.3
L6.1
L6.3

Description

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

Delivery

- Re-play the story, this time focusing on the opinions about sports and reasoning expressed by the characters.
- Play the story and ask pupils to repeat the opinions/reasoning sentences (and the numbers they heard, in context if possible).
- Encourage pupils to give you as much information as possible in French, then watch the story a second time.

Extension

Pupils try to listen out for extra information.

Support

Pause the story after each relevant line during the first viewing, and elicit the answers (numbers or opinions) to the comprehension task.

3

Presentation:
Le match de football

10 mins

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

Description

Click on the play button to hear an account of a trip to a football match.

Delivery

- This is one of the longer presentations. It gives pupils the opportunity to see a longer text.
- Pupils listen and repeat each sentence in sequence as they hear it, using gestures to reinforce the language where appropriate.
- The accompanying text can be displayed by clicking on the show text link.
- Check that pupils understand each sentence before moving on to the next one.

Extension

Encourage pupils to break down the sentences so they can be adapted with other words, e.g. **On regarde** [un film], **on mange** [une banane], etc.

Support

Check comprehension of each line as it is played.

4

Oracy activity:
Samedi, on va au match
de football

5–10 mins

AT2.4 O6.2
AT4.4 O6.4

Materials

Pre-prepared text on board.

Description

Reading aloud a longer text.

Delivery

- Focus on the complete text shown in the Activity 3 Presentation (see above). Read it out to the class, adding gestures and varying your voice pitch as much as possible to 'animate' the story.
- Ask pupils to practise reading out the text in pairs, concentrating on pronunciation rather than speed of delivery. They can try to learn it by heart, if possible.
- Invite pupils to perform their version at the front of the class.

Extension

Go through the whole text and discuss what parts could be replaced with other words to change the story. Encourage more confident pupils to adapt the text before performing it to the class, e.g.

*Samedi, on va au match de **football** [tennis]. On mange un **sandwich** [une pizza] et on boit un **chocolat** [un jus de pomme]. On regarde **Rigoloville** [favourite team] contre **Tigreville** [another favourite team]. Le match commence à **trois** [onze] heures.*

***Bof** [favourite player] marque un but. C'est **passionnant** [facile]! **Rigoloville** [favourite team] gagne **20-3** [50-1]!*

5

Literacy activity:
France-Italie

AT3.4 L6.1
L6.2

10 mins

Description

Drag and drop the text tiles into the correct gaps to complete the account of the trip to a football match.

Delivery

- This is a gap-fill activity. Ask pupils why they selected a particular word to drag into the gap, i.e. it needed to be a noun, etc.

Extension

Ask pupils to give other possible words that would fit in each gap, to get them thinking about adapting language for their own use.

Support

- Make this a whole-class activity. Encourage pupils to guess what sort of word is missing and think about predicting what comes next.



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

6

Plenary activity:
En scène

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

10-15 mins

Materials

Worksheet 8: *Parlez!*

Description

Using Worksheet 8, pupils practise reading aloud and adapting accounts of sporting events.

Delivery

- Allow pupils a few minutes to complete Activity 1 of the worksheet.
- In Activity 2, pupils could take turns to say a line, whilst their partner acts out what they are saying.
- Ask the rest of the class, who are listening, to pick out two or three main points from each dialogue.



Worksheet 7: *Lisez!*

AT3.4 L6.1
L6.2

10 mins

Description

This worksheet provides authentic reading practice on the subject of sporting events. It may be used at any point after Activity 5.

Answers

1 2 P 3 N 4 G 5 Équipe 6 J
3 1e 2a 3c 4d 5b



Worksheet 8: *Parlez!*

10-15 mins

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

Description

This worksheet gives practice in reading aloud and adapting accounts of sporting events. It may be used at any point after Activity 5.

Answers

- 1 *Samedi, on va au match de football.*
- 2 On mange un sandwich et on boit un chocolat chaud.
- 3 On regarde Rigoloville contre Tigreville.
- 4 Le match commence à trois heures.
- 5 Bof marque un but. C'est passionnant!
- 6 Rigoloville gagne 20-3.



Knowledge about language

Intercultural understanding

- Use the project at the end of each unit to encourage pupils to present information about an aspect of French culture. In this project, encourage them to present or include some information about sport in France, in the form of an electronic or an oral presentation. Encourage them to use good presentation techniques if speaking, i.e. speaking in a clear voice, trying to sound as French as possible if they're doing a small amount in French, sounding enthusiastic about their chosen subject. Ask others to evaluate their classmates' work, being as constructive and as positive as possible!

Project work:

Les sports

1-2 hrs

AT2.2-4 O6.2 L6.1 IU6.1
AT3.3-4 O6.3 L6.2 IU6.2
AT4.2-4 O6.4 L6.4 IU6.3

Description

Pupils prepare a display about sporting activities.

Materials

Internet access and printer if possible; card and paper to display the pictures and text in the classroom, or access to PowerPoint; pictures of school sporting events or of French personalities.

Delivery

- Divide the class into groups and ask each group to cover a different event or sport, e.g. a school sports day; sports activities depicted in the websites of French primary schools; a school football match; an international sports event such as the Roland Garros tennis championships or Wimbledon; or something more personal such as horse-riding lessons. Each group must gather as many pictures as possible and write captions for each one.
- Encourage pupils to use all the language they have covered and to write as much as possible. Ideally, each group of pupils will make an oral presentation when their display is completed.