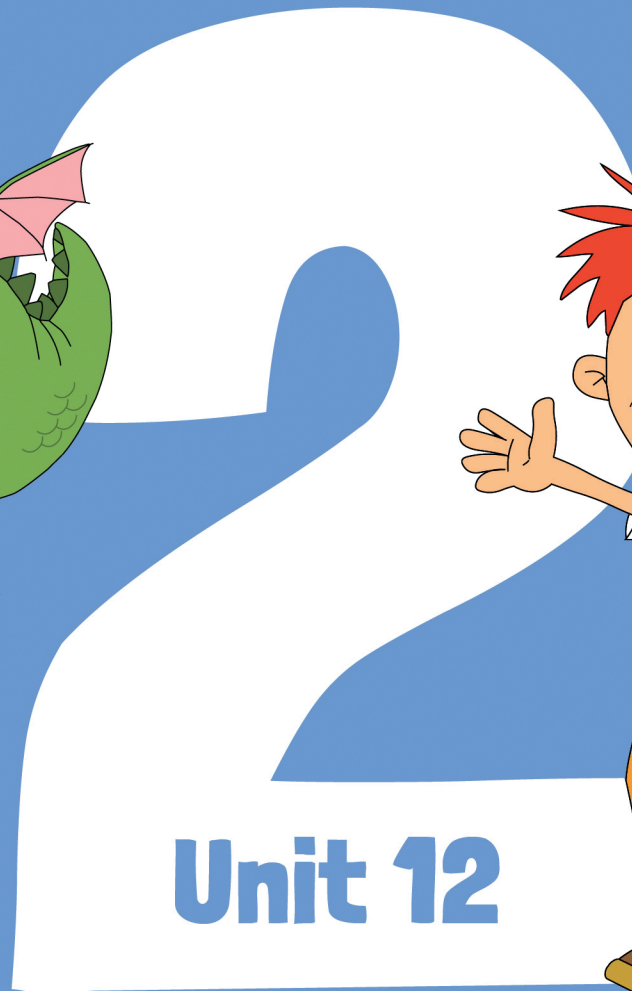


RIGOLO



Unit 12



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 4 Portraits
- Unit 6 Ça pousse!
- Unit 7 On y va
- Unit 21 Le passé et le présent
- Unit 23 Monter un café
- Unit 24 Quoi de neuf?

National Curriculum attainment levels

AT1.2–4, AT2.2–4, AT3.2–4, AT4.3–4

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

- Revise forms of transport, places and future plans
- Revise descriptions of people and clothes
- Revise opinions of food and clothes
- Order food in a café

Revision of Key language

- Où vas-tu? Je vais au marché, au château, au supermarché, au jardin public, au centre sportif, à l'école, à la boulangerie, à la piscine, à la montagne, à la campagne
- Comment vas-tu? Je vais en bus, en voiture, en avion, en train, en métro, en bateau, à pied, à vélo
- Qu'est-ce que tu vas faire samedi? Je vais/On va... regarder un film, visiter un parc d'attractions, nager, faire la fête, faire les manèges, prendre le train, prendre l'avion, acheter des souvenirs, faire du ski, faire du bateau, faire du sport, faire du vélo, voir mes grands-parents

- Il/Elle est [+nationality]. Il/Elle est (n'est pas) grand(e), petit(e), sympa, drôle, sportif/sportive, timide, beau/belle, sévère, intelligent(e). Il/Elle a les cheveux longs/courts et les yeux bleus/marron/verts. Il/Elle a... ans. Il/Elle porte un pantalon, un t-shirt, un chapeau, une veste, une jupe, une chemise, des chaussures [+ colour]
- J'aime, Je n'aime pas, J'adore, Je déteste... le chocolat chaud, le café, le jus de pomme, les croissants, les pains au chocolat, les céréales, les tartines, les frites, les gâteaux, les bonbons, les pommes, les carottes, les haricots, les sandwiches au poulet/au thon/au fromage/à la tomate, les glaces au chocolat/à l'orange/à la fraise/à la vanille.
C'est bien, cool, chouette, nul, fantastique, délicieux, beau/belle, moche, trop grand, trop petit, trop cher, bon, mauvais... pour la santé
- Qu'est-ce que tu veux/vous voulez manger/boire? Je voudrais un... s'il te plaît, s'il vous plaît. Merci. C'est combien? C'est... euros. Voilà... Merci, au revoir

Revision grammar and skills

- Prepositions: *au/à la/à l' + places; en/à + means of transport*
- Use *je vais + infinitive* to talk about future plans
- Revisit known language in a different context
- Use 3rd person verbs including *avoir* and *être*
- Use agreement of adjectives
- Use negatives
- Re-combine known language in different ways
- Express opinions in different ways
- Use plurals of food words
- Use reading strategies to cope with authentic texts
- Ask for things politely
- Present information on an aspect of French culture using song and sketches

Unit outcomes

Most children will be able to:

- Revise and re-use language met in previous units
- Describe someone in one or two sentences
- Express opinions
- Ask for food and drink in a café

Some children will also be able to:

- Re-combine known language in different ways
- Form sentences in the present and future tenses
- Use and apply grammar rules more confidently including negatives, prepositions and agreement of adjectives

Unit 12

Lesson 1

Lesson summary

Context

Revising forms of transport, places, and immediate future plans

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, AT3.4, AT4.3–4

Language ladder levels:

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

Reading: Grade 4; Writing: Grades 3–4

Cross-curricular links

Geography, music, drama

Language structures and outcomes

Talking about forms of transport and immediate future (all revision)

Où vas-tu? Je vais au marché, au château, au supermarché, au jardin public, au centre sportif, à l'école, à la boulangerie, à la piscine, à la montagne, à la campagne

Comment vas-tu? Je vais en bus, en voiture, en avion, en train, en métro, en bateau, à pied, à vélo

Qu'est-ce que tu vas faire samedi? Je vais/On va... regarder un film, visiter un parc d'attractions, nager, faire la fête, faire les manèges, prendre le train, prendre l'avion, acheter des souvenirs, faire du ski, faire du bateau, faire du sport, faire du vélo, voir mes grands-parents

General note for Unit 12

The aim of the unit is to revise language met so far in **Rigolo** and to see known language in new contexts, in different combinations and in longer texts. Throughout this unit, the outcome should be that pupils prepare for a final party, performance (of song) or event (see Project work in Lesson 4) or a combination of all of the above in a French day at school. Lesson 1 revises going to places, immediate future plans and forms of transport.

1

Starter activity:

Je vais au marché à vélo

5–10 mins

AT1.2–4 O6.3
AT2.2–4 O6.4

Materials

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

Description

A quick revision of transport and places using the Unit 10 Lesson 2 Presentation.

Delivery

- Invite pupils to the front to click on the highlighted places on screen.
- Pupils hear Gustave asking Jake where he is going and how he's getting there.
- The class listens and repeats for each place/means of transport.

Extension

Use all relevant flashcards to extend the revision to all the vocabulary for means of transport and places.

2

Video story:

Au café (1)

10 mins

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

- Play the video through without stopping and ask pupils to listen out for:

a the different places around town

b the different means of transport

c any cultural differences they can spot in the film.

- After viewing, go through the answers together. Ask pupils more detailed questions about the content of the film to check full comprehension.
- Re-play the whole video without stopping, for pupils to enjoy, and check the points you have discussed together.

Extension

Focus on the language related to future plans. Ask pupils to see how many sentences about future plans they can remember.

Support

Work through the dialogue line by line after the initial viewing, asking questions to check comprehension.

3

Presentation:

On va aller au parc d'attractions

10 mins

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

Materials

Units 5 and 10 Flashcards (Holiday destinations and Means of transport).

Description

Revision of future plans using the Unit 10 Lesson 3 Presentation.

Delivery

- Re-play the Unit 10 Lesson 3 Presentation, to revise future plans using *on va* + infinitive.
- We hear Polly announcing plans for a day out and the whole class repeats each sentence.
- Continue for all six sentences and repeat if further practice is required. You can display the text on screen by clicking on the *show text* link.
- Remind the class that *on* is used when speaking to mean 'we', and *je* means 'I'. Remind pupils also that the structure *on va/je vais* + another verb is used to say what we are planning to do.
- Hand out flashcards to pairs of pupils and individuals to elicit further sentences using *on va* or *je vais*.

Extension

Use flashcards from previous units to extend and practise the language covered there, e.g. Unit 5 Flashcards (Holiday activities). Prepare some short dialogues with the class using *je vais* + infinitive. More able pupils could then look at each line and suggest adapting one element to produce a new sentence, e.g. *On va aller [au cinéma]*.

4

Oracy activity:
Je vais au marché

5–10 mins

AT1.4 O6.1
O6.3

Description

Look at the pairs of pictures showing three different situations. Listen to the conversation and choose the correct pair of pictures.

Delivery

- Click on the audio icon next to *Allez!* The class will hear a conversation between Jake and Madame Chanson about Jake's plans (where he's going, how he's getting there and what he's going to do there). Pupils select the relevant pair of pictures.
- Once pupils have selected an answer, click on *Done* and it will be marked automatically. If correct, click on *Next* to move on to the next question. If incorrect, click on *Start again* for a second attempt.

Extension

Ask pupils to try to pick out any extra information they hear in the dialogues.

Support

- Encourage less confident pupils to listen to the audio as many times as necessary. Remind them that they don't need to understand everything that is said, just the key words. Look at the three pairs of pictures before listening and discuss what words they are likely to hear.



Worksheet 1: *Parlez!* can be used from this point onwards.

5

Song:
On va faire la fête
10–15 mins

AT1.4 O6.1 L6.1
AT2.4 O6.2 L6.2
AT3.4 O6.3 L6.3
AT4.3–4 IU6.3 L6.4

Materials

Rigolo 1 Unit 11 and **Rigolo 2** Unit 10 Flashcards (Party activities and Holiday activities).

Description

Watch and listen to the interactive karaoke song practising revision of intentions with *on*. Choose either *Practice* or *Sing* mode: *Practice* to go through the song line by line; *Sing* to sing it all the way through.

Delivery

- Write the names Polly, Jake, Nathalie and Didier on the board.
- Ask pupils to listen to the song all the way through in *Sing* mode and note which activities each character will be doing at the party.
- Elicit answers from the class and note suggestions on the board under the relevant names (remember that *manger*, *chanter*, *boire* and *danser* will appear for all four characters).

- Ask pupils to make sentences about who is going to do what, using the different formats (which you can also write on the board): *Je vais... On va... [Nathalie/Elle/Didier/Il] va...*
- Play the song through in *Practice* mode, checking the answers on the board after pupils have sung each line.
- You can either play the song again, in *Sing* mode, for pupils to join in with the singing and actions, or organise a karaoke competition in teams.

Extension

Print out and cut up the lyrics. Ask pupils to recreate the song after listening to it all the way through. Pupils could also perform the song, changing the names to those of pupils in their class to personalise it, as part of the special French event or day (see Lesson 4 Project work).

Support

Use the activity flashcards to revise the language as necessary: hand out the flashcards and ask pupils to hold them up as they hear the activities in the song. Encourage pupils to memorise the song in groups and see who can remember it best.



Worksheet 2: *Grammaire* provides further exploitation of the song with a gapped text and may be used from this point onwards.

6

Plenary activity:
Des sketches
10 mins

AT1.4 O6.1
AT2.3–4 O6.2
IU6.3 O6.4

Materials

Units 4, 5 and 10 Flashcards (Places in the town, Holiday activities and Means of transport).

Description

Pupils recreate dialogues based on a model in the video.

Delivery

- Play the following video extract again, and write the dialogue on the board:
 - Ou vas-tu?*
 - Je vais au centre sportif. Je vais faire de la danse.*
 - Je n'aime pas la danse. C'est difficile.*
 - Non, c'est très facile.*
 - Comment vas-tu au centre sportif?*
 - D'abord, je vais en bus. Ensuite, je vais à pied.*
- Brainstorm other places they can go, things they can do and how to get there. Replace the underlined expressions in the dialogue, using the flashcards as prompts if needed.
- In pairs, ask pupils to do quick improvisations based loosely on this pattern.

Extension

Pupils try to include language they've learned previously.



Worksheet 1: Parlez!

10 mins

AT1.4	O6.4
AT2.4	L6.4
AT4.3	

Description

This worksheet provides further speaking practice in places and future plans. It may be used at any point after Activity 4.



Worksheet 2: Grammaire

10 mins

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

Description

This provides further exploitation of the karaoke song with a gapped text and more creative writing. It may be used at any point after Activity 5.

Answers

- 1 1 va 2 on 3 va 4 faire 5 vais
6 écouter 7 regarder 8 faire

Context

Revising descriptions of people and clothes

National criteria

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

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

Language ladder levels:

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

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

Cross-curricular links

Literacy, Food technology

Language structures and outcomes

Il/Elle est [+nationality]. Il/Elle est (n'est pas) grand(e), petit(e), sympa, drôle, sportif/sportive, timide, beau/belle, sévère, intelligent(e). Il/Elle a les cheveux longs/courts et les yeux bleus/marron/verts. Il/Elle a... ans. Il/Elle porte un pantalon, un t-shirt, un chapeau, une veste, une jupe, une chemise, des chaussures [+ colour]

General note

This lesson revises descriptions of people and clothes and use of the 3rd person. As with Lesson 1, concentrate on re-activating and consolidating previously learnt language and combining it in new ways. Build on pupils' increasing confidence by encouraging them to experiment with the language.

1

Starter activity:
Elle est belle

5 mins

AT1.2–3 O6.1
AT2.2–3 O6.3
AT3.2–3

Materials

Rigolo 1 Units 3 and 7, **Rigolo 2** Unit 1 Flashcards (Descriptions); magazine pictures of celebrities.

Description

A warm-up game to revise descriptions of people.

Delivery

Using the magazine pictures or pupils in the class as models, elicit as many descriptions as possible using the target language outlined above.

Extension

More confident pupils could work in pairs/small groups to write down as many sentences as possible about the 'model'. Focus their attention on the agreement of adjectives.

Support

If necessary, you could use any of the following presentations for further revision practice: **Rigolo 1** Unit 7 (Lessons 1, 3 or 4); **Rigolo 2** Unit 1 (Lesson 4) or Unit 8 (Lesson 3).

2

Video story:
Au café (1)

5 mins

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

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 this time for the description of Romain.
- Elicit a full description and replay that extract again if necessary for pupils to check their answers.

Extension

Ask more confident pupils to describe Léa from the shots in the film.

3

Presentation:
Il est sportif

5–10 mins

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

Materials

Rigolo 1 Units 3 and 7, **Rigolo 2** Unit 1 Flashcards (Descriptions) for extension and support.

Description

Click on the play button to hear the descriptions.

Delivery

- This presentation revises age, nationality, details of eyes, hair, personality and clothes.
- Pupils hear a series of sentences describing Polly and Olivier. Pause after each sentence and check understanding. You can display the text on screen by clicking on the *show* text link.
- Continue for all sentences and repeat if further practice is required.

Extension

More confident pupils could talk about other **Rigolo** characters using flashcards or pictures on screen.

Support

Use flashcards to do further revision of descriptions if necessary, concentrating on age, nationality, and personality adjectives.

4

Oracy activity:
Les descriptions

10 mins

AT2.3–4 O6.4

Materials

Rigolo 1 character flashcards.

Description

Pupils practise describing **Rigolo** characters in as much detail as possible.

Delivery

- Divide the class into two teams.
- Stick three of the character flashcards on the board. Ask: *C'est qui?* and begin to describe the characters sentence by sentence. Talk about age (*il/elle a... ans*), nationality (*il/elle est français(e)*, etc.), appearance/personality (*il/elle est drôle*, etc.), clothes (*il/elle porte une chemise bleue*, etc.). By selecting characters of the same sex you can make the game more or less challenging!
- The first team to identify correctly the character described wins a point.
- Repeat with another three cards, and so on.

Extension

- To make the game more challenging, stick up four or five flashcards at a time. More confident pupils could call out the descriptions and the other team must guess the identity of the character.
- You could also describe teachers/other staff in your school, and pupils must identify them from your description.

Support

Reduce the number of characters to just two, to enable less confident pupils to participate.

5

Literacy activity:
Monsieur Chanson
est comment?

10 mins

AT3.4 L6.1
L6.4**Description**

Drag the words into the correct gaps.

Delivery

- Look at the gapped text with the class. Ask pupils if they can tell you what sort of words are missing from each space (verb? adjective? noun? pronoun?). Can they suggest some words that might fit?
- Pupils then drag the word tiles into the most appropriate place in the text. The resulting sentences describe Monsieur Chanson, Madame Chanson, and Nathalie.

Extension

- Divide the class into groups. Before doing the activity, ask each group to write out their version of the three descriptions and check their answers as you go through the activity.
- After doing the drag and drop, more able pupils could write their own version, fitting other possible words into the gaps.

Support

- This can be done as a whole-class activity: the class suggests what the sentence should be (and discusses their choices if necessary).
- Give pupils just two possible alternatives for each space.



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

6

Plenary activity:
On cherche Madame Moulin
5–10 mins

AT2.3–4 O6.4
AT4.3–4 L6.4**Materials**

Card, picture of Madame Moulin.

Description

An additional class activity to practise describing someone in detail.

Delivery

- Prepare a *Recherché* ('Wanted') poster of Madame Moulin, perhaps using a cut-out from her flashcard in **Rigolo 1**, Unit 1.
- Tell pupils Madame Moulin is wanted by the police for acts of sabotage against the Mills family. Brainstorm a detailed description of her with the whole class, and write the description (or ask a pupil to write it) on the board.

Extension

Pupils could make their own *Recherché* posters for other **Rigolo** characters.



Worksheet 3: *Lisez!*
10 mins

AT3.4 L6.1
L6.2**Description**

This worksheet provides practice in reading and understanding authentic texts. It may be used at any point after Activity 5.

Answers

- 2 1 les chaussures de tennis
2 le pantalon bleu
3 la belle jupe rose
4 la veste noire
5 la chemise rouge
6 le t-shirt jaune



Worksheet 4: *Grammaire*
10 mins

L6.4 AT4.3–4

Description

This provides further practice in 3rd person forms of *avoir* and *être* and agreement of adjectives. It may be used at any point after Activity 5.

Answers

- 2 1 a 2 est 3 grand 4 sportif 5 vert
6 a 7 est 8 petite 9 intelligente 10 belle

Context

Revising opinions of food and clothes

National criteria

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

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

Language ladder levels:

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

Reading: Grades 2–4

Cross-curricular links

Food technology

Key vocabulary

Revision: *J'aime, Je n'aime pas, J'adore, Je déteste... le chocolat chaud, le café, le jus de pomme, les croissants, les pains au chocolat, les céréales, les tartines, les frites, les gâteaux, les bonbons, les pommes, les carottes, les haricots, les sandwiches au poulet/au thon/au fromage/à la tomate, les glaces au chocolat/à l'orange/à la fraise/à la vanille.*

C'est bien, cool, chouette, nul, fantastique, délicieux, beau/belle, moche, trop grand, trop petit, trop cher, bon, mauvais... pour la santé

General note on Lesson 3

Lesson 3 revises different ways of expressing opinions about food and clothes using *j'aime, je n'aime pas, j'adore, je déteste* or *c'est + adjectives*. As with previous lessons, one of the main aims is to revise language and to combine known language in different contexts and in different combinations. We would like pupils to be adventurous in their use of known language and not just to use it in set phrases and in the context in which they originally learned it. Don't worry if pupils make some mistakes with their language. It's more important that they experiment and enjoy their language learning rather than achieving 100% accuracy.

- 1** Starter activity:
Je n'aime pas les haricots
5 mins

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

Materials

Units 3 and 9 Flashcards (Food items).

Description

Quick revision of giving opinions about food.

Delivery

- Brainstorm and write on the board the various ways in which you can express likes/dislikes, i.e. *j'aime, je n'aime pas, j'adore, je déteste*.
- Brainstorm all ways in which pupils have learnt to express their opinions, and write them in positive/negative columns on the board:
Positive: *C'est... bien, cool, chouette, fantastique, délicieux, beau, belle, bon, bon pour la santé*
Negative: *C'est... nul, moche, trop grand, trop petit, trop cher, mauvais, mauvais pour la santé*
- Hold up one of the food flashcards and ask: *Qu'est-ce que c'est? C'est...* Ask: *Tu aimes les...?* Pupils give their individual opinions.
- Then continue with the clothes. Pupils reply using *C'est + an adjective* (see the list of key language above).

- 2** Video story:
Au café (2)
10 mins

AT1.4 O6.1
AT3.4 O6.3
L6.1 IU6.1
L6.3 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 summarise what happened in the first part of this video. Tell the class that Lucas and Thomas are going to the café owned by Chloé's family, and that she is helping out there today.
- Write the names Lucas and Thomas at the top of two columns. Ask pupils to note what food each boy eats, and any opinions they express about food.
- Play the video through, then complete the table on the board together.

Support

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

- 3** Presentation:
C'est beau mais
c'est trop grand
10 mins

AT1.2–3 O6.3
AT2.2–3 O6.4
AT3.2–3

Description

Revision of opinions about clothes using the Unit 8 Lesson 2 Presentation.

Delivery

- Play the animation. Didier, who is trying on t-shirts, appears from behind the curtain and describes the t-shirt, in response to Olivier's question, *C'est comment?*
- Pupils listen to and repeat the question, then do the same for the answer. Continue for all seven t-shirts.

Extension

Bring in a selection of catalogues/magazines featuring clothes for men and women, and older children/teenagers if possible. Ask pupils to work in groups and to comment on several items of clothing using the target structures and vocabulary.

- 4** Oracy activity:
C'est super mais c'est
trop cher
10 mins

AT1.4 O6.1
O6.3

Description

Look at the three pictures and listen to the conversation between Jake and Polly. Select the picture that best matches their conversation.

Delivery

- This provides practice in listening to longer exchanges and asking pupils to pick out key words and phrases. Pupils select the picture which best matches the conversation.
- By dividing the class into two groups you could make this into a team game, awarding a point for each correct answer.

Extension

Ask pupils to listen for any extra details they can understand.

Support

Focus pupils' attention first on the pictures and ask them to predict what they are going to hear.

5 Literacy activity:
La carte
15 mins

AT3.4 L6.1
IU6.2 L6.2

Materials

Worksheet 5: *Lisez!*; French–English dictionaries.

Description

Pupils extract information from an authentic menu.

Delivery

- This worksheet provides further practice in reading authentic texts and helps pupils to develop reading strategies.
- Focus pupils' attention on the menu: ask them to identify the three sections and ask how much a few individual items cost.
- Allow pupils a few minutes to complete the answers to each activity, in pairs or individually. If available, allow pupils to check unknown words in a dictionary.
- At the end of Activity 2, take a few minutes to go through the menu in detail. Ask pupils to imagine they are on holiday in France with someone who doesn't understand any French and they must translate the menu for them.

Extension

In groups, pupils could devise their own menu.

Language learning strategies**Reading strategies**

When dealing with authentic texts, discuss various strategies with your pupils and apply them to the menu:

- Skim through and say what type of reading text this is: is it a newspaper article, a diary, a story, a menu?
- Scan the text and see if they understand anything at all. From what they do understand, what can they tell you about the text?
- Deduce any more words because they look like English words, or from the context in which an unknown word is used.
- Use the French–English part of a dictionary to look up words they feel are important but can't guess. Allow them to look up a maximum of 10 words; they must choose which words to look up.
- Go back and read the text again. How much more do they understand?

6 Plenary activity:
C'est bon?
10–20 mins

AT1.3 O6.3
AT2.3 O6.4
IU6.2

Materials

Real food and drink items if possible (see food list in the lesson summary above); otherwise food and drink flashcards or plastic play food; possibly blindfold.

Description

Pupils taste and/or describe food items.

Delivery

- Bring in as many items of food and drink that have been covered in **Rigolo** for pupils to taste and comment on.
- Place the items on a table and ask pupils to gather round. Go through the items one by one, asking *Qu'est-ce que c'est?* to elicit the words.
- Ask for a volunteer to taste an item and give their opinion. If possible, you could blindfold the pupil so that they must first identify the food or drink item, then give their opinion.
- Repeat with as many items and pupils as feasible.
- If real food/drink isn't available, you could use plastic play food (blindfolded pupils feel and guess what the food is and say what they think of it) or flashcards (one pupil describes an item, another must identify the correct card and give their opinion).



Worksheet 5: *Lisez!*
10 mins

AT3.4 L6.1
IU6.1 L6.2
IU6.2

Description

This worksheet provides further practice in reading authentic texts and discussing reading strategies (see Activity 5 notes above).

Answers

- 1 1 fromage
- 2 2 thon
- 3 3 frites
- 4 4 poulet
- 5 5 gâteau au chocolat
- 6 6 glace à la vanille
- 7 7 glace à la fraise
- 8 8 jus d'orange
- 9 9 jus de pomme
- 10 10 chocolat chaud

- 2 1 le sandwich poulet
- 2 2 la pizza maison
- 3 3 le gâteau du jour
- 4 4 la coupe Marcel
- 5 5 le sandwich Marcel



Worksheet 6: *Parlez!*
10 mins

AT2.4 O6.4

Description

This provides further practice in asking and answering questions about school, clothes, food and sports. It may be used at any point after Activity 5.

Context

Ordering food in a café

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: AT1.3–4, AT2.3–4; AT3.4, AT4.4

Language ladder levels:

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

Reading: Grade 4; Writing: Grade 4

Cross-curricular links

Geography, FT, Drama, ICT, Art and design

Language structures and outcomes

Qu'est-ce que tu veux/vous voulez manger/boire?

Je voudrais un... s'il te plaît, s'il vous plaît. Merci.

C'est combien? C'est... euros. Voilà... Merci, au revoir

General note on Lesson 4

This lesson focuses on ordering food in a café so that pupils can set up their own café for their end-of-term event and serve other pupils/teachers/parents. Encourage them to learn the part of the customer and the waiter.

1

Starter activity:

Quatre billets, s'il vous plaît

5 mins

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

Description

Revision of asking politely for things using the Unit 10 Lesson 4 Presentation.

Delivery

- Invite pupils to click on the pictures. The whole class listens to and repeats both question and answer as a quick revision activity.
- After re-playing the presentation, ask pupils what the French is for 'please', 'thank you', 'I would like', 'how much is it?', 'hello' and 'goodbye'.

Extension

Invite pairs of pupils to the front so they can repeat and act out the dialogues after each scene.

Support

- First revise numbers if necessary.
- Practise the dialogues chorally after each scene until pupils are more familiar with the language and intonation.

2

Video story:

Au café (2)

5–10 mins

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

- Ask pupils this time to listen out in particular for the language used to order and pay for food. Write the key expressions on the board as pupils suggest them.
- Go through the language used by Chloé to ask what the customers want to order, and to give the price at the end. Again, write pupils' suggestions on the board.
- Ask pupils to tell you if they can see any cultural differences between British and French cafés.
- If time allows, play the video through one more time for pupils to double-check their answers/observations.

Support

During the first viewing pause the video after each line and repeat chorally what is said.

3

Presentation:

Qu'est-ce que vous voulez boire?

10 mins

AT1.4
AT2.4
AT3.4
L6.1
L6.3
O6.1
O6.3
IU6.1
IU6.2

Description

Click on the pictures to hear the dialogue.

Delivery

- Divide the class into two groups. Group A repeats Gustave's sentence; Group B repeats Madame Moulin's sentence.
- Go through all the pictures, then repeat the activity. This time, Group A repeats after Madame Moulin and Group B repeats after Gustave.

Extension

Invite pairs of pupils to the front so they can repeat and act out the dialogues after each scene.

Support

Practise the dialogues chorally after each scene until pupils are more familiar with the language and intonation.

4

Literacy activity:

Voilà une limonade

5–10 mins

AT3.4
L6.1
L6.3

Description

Drag the words into the correct order.

Delivery

- Pupils look at the pictures and drag the word tiles into the correct order.
- When they are satisfied with their sentence, pupils click on *Done*. If their answer is correct, click on *Next* to move on to the next question. If their answer is incorrect, click on *Start again* for a second attempt.

Support

Read through the completed dialogue together at the end of the activity. Half the class reads Polly's lines and the other half read Bof's.

5

Oracy activity:
Qu'est-ce que vous
voulez manger?
10 mins

AT1.3-4
AT2.3-4

O6.4
L6.3

Materials

Food and drink flashcards (see above) or plastic/play food; pre-prepared euro money cards.

Description


Pupils re-enact the dialogue from Activity 4 (see above).

Delivery

- Display the final dialogue from Activity 4 and invite two pupils to the front to act out the scenes using props.
- Ask the class to make suggestions as to how the dialogue could be changed, e.g. different food and drink items, prices. Experiment with some of the suggestions, inviting more pupils to act out the amended dialogues at the front.

Extension

Allow pupils to work in small groups and make up their own dialogues.

 Worksheets 7: *Écrivez!* and 8: *Lisez!* may be used from this point onwards.

6

Plenary activity:
Des conversations au café
10–15 mins

AT1.3-4
AT2.3-4

O6.2
O6.4
IU6.3

Materials

Worksheet 7: *Écrivez!*; food and drink flashcards or plastic/play food; pre-prepared euro money cards.

Description

Pupils perform short dialogues based on those they have adapted in Worksheet 7: *Écrivez!*

Delivery

- Read through the dialogue on the worksheet together.
- Adapt the first couple of lines as a whole-class activity if necessary, then allow up to five minutes for pupils to complete the adaptation in pairs.
- Move around the class to monitor and help the children act out the conversation. Encourage them to learn their lines by heart.
- Invite pairs to the front to perform the role play using props to the rest of the class.

Extension

Encourage more able pupils to use language from other units too.

Support

With your help, pupils could adapt the dialogues in groups rather than pairs.


Worksheet 7: *Écrivez!*
10–15 mins

AT2.4
AT4.4
L6.4

O6.2
O6.4
IU6.3

Description

Pupils adapt and perform dialogues about ordering food and drink in a café (see Activity 6 above).


Worksheet 8: *Lisez!*
10 mins

AT3.4
IU6.3

O6.2
L6.1
L6.2

Description

This worksheet provides further practice in reading longer texts and acting out scenes. It may be used at any point after Activity 5.

Answers

- 2 **circled in black** un sandwich au thon, une pizza, des carottes
circled in red je n'aime pas (la pizza), je déteste ça, c'est trop cher
circled in blue soixante-dix

R Intercultural understanding

Use the project work suggestion below to give pupils opportunities to present information about any aspect of French culture. It may be that they can set up a café just for their own class, or perform a song for another class, or on a larger scale set up a more adventurous café for parents and teachers. By setting up a French café, they can show others what sort of things they would see on a menu, what currency would be used, what drinks/food they could order and how French people would ask for things in a café. They can perform songs and sketches and also possibly use ICT to prepare menus for the tables.

Unit 12

Extra!

Project work:
La fête
1–3 hours

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

Description

A task or performance (or both!) to combine as much language as possible from the whole of the **Rigolo** curriculum.

Materials

Depending on project work chosen, access to a computer and printer, paper and card for displays, real food and drink items, euros.

Delivery

The project is the culmination of the whole of **Rigolo**. You can choose a selection of the following, or combine them in a day devoted to French activities. You could perhaps invite parents to the pupils' own café in the afternoon to see some of their performances.

- The class prepares a French café for another class, parents or teachers.
- They plan the menu, prepare the café, and act as waiters and waitresses.
- Pupils plan and present a sketch which takes place in a French café.
- Pupils perform a song that they've adapted from the original one in Lesson 1 of this unit.
- Pupils prepare a display of descriptions of people. This could be, for example, a selection of *Recherché* posters for staff at the school!

Sound/spelling activity:
Le son 'ez'
10 mins

AT1.1
AT2.1

Description

Practice mode:

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

Activity mode:

Listen to the words and phrases and count how many times you hear the ez sound in each, then select the correct number on the screen.

Delivery

- This sound/spelling activity focuses specifically on the ez sound, sometimes spelled *et*, *ez*, *ai*, *é* and *er*. Draw pupils' attention to these different spellings before they start.
- 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 ez sound, first on its own and then as part of words that have been met in **Rigolo**. For each of these, get the class to repeat the words chorally several times, checking the model each time using the play button.

- 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. Click on the audio icon next to *Allez!* on each screen. Pupils will hear 12 phrases read out. For each phrase, they must work out how many ez sounds they hear. They select the correct number button on screen, between 0 (if they don't hear it at all) and 4. You can click on the audio icon to hear the phrase again. Ask the whole class to vote on how many times they hear the sound and ask individual pupils to come forward to select the right number.
- When they have selected a number, click on *Done*. Their answer will be marked and they will receive automatic feedback. Click on the audio icon if you want to hear the phrase again and review their answer.
- Repeat the activity if pupils need further practice.

Assessment for Units 11–12

Écoutez!

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

Total marks for listening: 20.

Activity 1

(AT1.2–3; O6.3)

Mark out of 10.

Answers

	swim	bike	riding	tennis	gym	♥	♥♥	♥♥♥	♥♥♥♥
e.g.			(✓)			(✓)			
1				✓			✓		
2	✓							✓	
3					✓		✓		
4		✓				✓			
5			✓					✓	

TRANSCRIPT

Example:

– Tu aimes quels sports?

– Moi, j'adore l'équitation, oui j'adore ça!

1 – Quels sports est-ce que tu n'aimes pas?

– Moi, je n'aime pas le tennis. Non je n'aime pas ça.

2 – Et toi, Luc, quels sports est-ce que tu n'aimes pas?

– Moi, je déteste la natation. Oui, je déteste la natation.

3 – Et toi, Sophie, quels sports est-ce que tu aimes?

– Moi, j'adore la gymnastique. C'est super!

4 – Et toi, Thomas, quels sports est-ce que tu aimes?

– Moi, j'aime le vélo. Oui, j'aime ça.

5 – Et toi, Delphine, quels sports est-ce que tu n'aimes pas?

– Moi, je n'aime pas l'équitation. C'est difficile.

Activity 2

Mark out of 10.

(AT1.4; O6.3)

Answers

	Où?	Transport?	Activité?
e.g.	marché	bus	jouer au football
1	café	pied	la gymnastique
2	cinéma	voiture	un film
3	centre sportif	vélo	1 la natation 2 jouer au tennis

TRANSCRIPT**Example:**

- Où vas-tu ce week-end?
 - Samedi, je vais au marché.
 - Comment vas-tu au marché?
 - J'y vais en bus.
 - Et qu'est-ce que tu vas faire dimanche?
 - Dimanche, je vais jouer au football.
 - Mm, super!
- 1** – Où vas-tu ce week-end?
- Samedi, je vais au café.
 - Comment vas-tu au café?
 - J'y vais à pied.
 - Et qu'est-ce que tu vas faire dimanche?
 - Dimanche, je vais faire de la gymnastique. J'adore la gymnastique!
- 2** – Où vas-tu ce week-end?
- Samedi soir, je vais au cinéma.
 - Comment vas-tu au cinéma?
 - J'y vais en voiture.
 - Qu'est-ce que tu vas regarder?
 - Je vais regarder un film comique.
 - Super!
- 3** – Où vas-tu ce week-end?
- Samedi, je vais au centre sportif.
 - Comment vas-tu au centre sportif?
 - J'y vais à vélo.
 - Et qu'est-ce que tu vas faire au centre sportif?
 - D'abord, je vais faire de la natation, ensuite je vais jouer au tennis.
 - J'adore le sport!

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**

10 marks (2 per mini-dialogue).

(AT2.2–3; O6.4)

Answers

- 1** – Je voudrais une pizza, s'il vous plaît.
– Voilà.
– C'est combien?
– C'est sept euros.
- 2** – Je voudrais une glace, s'il vous plaît.
– Voilà.
– C'est combien?
– C'est deux euros.

- 3** – Je voudrais un sandwich au fromage, s'il vous plaît.
– Voilà.
– C'est combien?
– C'est cinq euros.

- 4** – Je voudrais un gâteau, s'il vous plaît.
– Voilà.
– C'est combien?
– C'est quatre euros.

- 5** – Je voudrais un croissant, s'il vous plaît.
– Voilà.
– C'est combien?
– C'est trois euros.

Activity 2

10 marks.

(AT2.3–4; O6.4)

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

Mark out of 10.

(AT3.2; L6.1)

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

Mark out of 10.

(AT3.4; L6.1)

Answers

2 1 Sarah 2 Luc 3 Luc 4 Sarah 5 Luc 6 3.30
7 20 8 France 9 by car 10 8.00

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

Mark out of 10 (2 per sentence).

(AT4.2–3; L6.4)

Answers

(any five sentences – reasons not necessary but denote slightly higher level)

- 1** 1 J'adore le football.
2 Je n'aime pas le tennis.
3 J'aime l'équitation.
4 Je déteste la natation.
5 J'adore le vélo.
6 J'adore les frites.
7 J'aime les pizzas.
8 J'aime les gâteaux.
9 Je déteste les glaces.
10 J'aime les pommes.

Activity 2

Mark out of 10.

(AT4.3–4; L6.4)