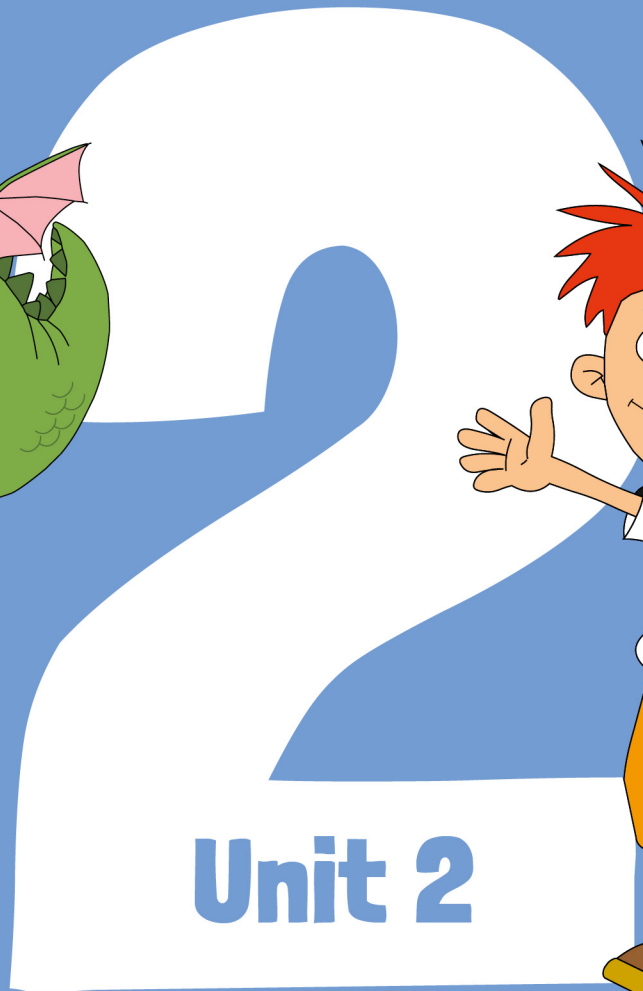


# RIGOLO



Unit 2



## Teacher's Notes

Amanda Collins

Assessment sections: Julie Green

## National criteria

### KS2 framework objectives

- O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts
- O5.2 Understand and express simple opinions
- O5.3 Listen attentively and understand more complex phrases and sentences
- O5.4 Prepare a short presentation on a familiar topic
- L5.1 Re-read frequently a variety of short texts
- L5.2 Make simple sentences and short texts
- L5.3 Write words, phrases and short sentences, using a reference source
- IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country
- IU5.2 Recognise similarities and differences between places
- IU5.3 Compare symbols, objects or products which represent their own culture with those of another country

### QCA Scheme of Work

- Unit 2 Jeux et chansons
- Unit 8 L'argent de poche
- Unit 15 En route pour l'école

### National Curriculum attainment levels

AT1.1-3, AT2.1-3, AT3.1-3, AT4.1-2

### Language ladder levels

- Listening:* Breakthrough, Grades 1-3
- Reading:* Breakthrough, Grades 1-3
- Speaking:* Breakthrough, Grades 1-3
- Writing:* Breakthrough, Grades 1-3

### 5-14 guideline strands

### Levels A-C

#### Listening

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

#### Speaking

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

#### Reading

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

#### Writing

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

## Unit objectives

- Name school subjects
- Talk about likes and dislikes at school
- Ask and say the time
- Talk about timings of the school day

## Key language

- *C'est... l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique*
- *J'aime/Je n'aime pas + subjects*
- *C'est bien/cool/nul*
- *Quelle heure est-il? Il est une heure et quart/et demie/moins le quart. Il est midi/minuit*
- *La récré, le déjeuner, l'école commence à... heure(s) et finit à...*

## Grammar and skills

- Understand and use the definite article correctly: *le/la/l'/les*
- Express opinions
- Use correct intonation when asking a question
- Understand that there is not always a direct equivalent to each English word in French
- Use song to help memorise language
- Form longer sentences

## Unit outcomes

### Most children will be able to:

- Understand and say school subjects
- Say which subjects they like and don't like
- Say the time on the hour, half-hour and quarter-hour

### Some children will also be able to:

- Write accurately a range of vocabulary
- Express opinions about a range of things
- Use longer sentences in spoken and written French to talk about timings of the school day

# Unit 2

## Lesson 1

## Lesson summary

### Context

School subjects

### National criteria

KS2 Framework: O5.1, O5.2, O5.3, L5.1, L5.3, IU5.1, IU5.2

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

Language ladder levels:

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

Reading: Grades 1–3; Writing: Grades 1–2

### Cross-curricular links

n/a

### Key vocabulary

School subjects: *l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique*

### Language structures and outcomes

C'est... + school subject

1

Starter activity:  
Dans la salle de classe

5–10 mins

AT1.1 O5.1  
AT2.1 IU5.1

### Materials

Flashcards from *Rigolo 1*, Unit 2 (classroom objects).

### Description

Class discussion about schools and revision of classroom objects.

### Delivery

- Using the flashcards, or the presentation of classroom objects from *Rigolo 1* (Unit 2, Lesson 1), quickly check that pupils have remembered the vocabulary.
- Explain to pupils that they will be looking at school life in France during this unit, and ask if they know anything about schools in France.
- Particular points of contrast could be: school holidays, length of school day, organisation of school week (e.g. in some areas there is no school on Wednesdays, but the pupils may go on a Saturday morning), no uniform (except in some private Catholic schools). Don't go into too much detail at this stage, but you may wish to whet their appetite with a few interesting facts before moving on to the next activity.

2

Video story:  
À l'école (1)

10 mins

AT1.2–3 O5.1  
AT3.2–3 O5.3  
IU5.1 IU5.1  
IU5.2

### Materials

School subject flashcards for the support activity.

### 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

- Freeze the opening scene and ask if pupils can tell whether the girl is standing in front of a French or British school. (For example, the lack of uniform could be a clue.)
- Ask pupils to watch the first scene (from Léa introducing herself to thanking Thomas) and to listen out especially for the children's names.
- Pause the video at the end of the scene; check whether pupils heard the names, and ask what they think was said by those two characters. Don't go into too much detail as you just need to check for gist understanding at this point.
- Repeat as above for the other scenes (Léa with Chloé, then Léa and Lucas).

- Ask pupils to take note of the school building and the background they can see on the video, then point out any differences they notice between this and their own school.

### Support

Review the video clip at the end of the lesson: stick the subject flashcards on the wall, and play the video again, this time pausing the film after each subject is mentioned. Ask a pupil to come up and point to the subject they have just heard. Encourage choral repetition.

## R Intercultural understanding

- Throughout this unit, use the video to look at and discuss some differences between French and English schools.
- Look at the school building and the background of the video; look at what the children are wearing.
- Ask pupils to think about how their school day and school life is different from that of pupils in France.
- If you have contact with a French primary school, ask them about their school day, subjects, timings of the day, etc.
- French primary schools usually start lessons at 8 o'clock in the morning and end around 4 o'clock in the afternoon. They may have as long as two hours for lunch, and don't have to wear uniform.

3

Presentation:  
Les maths

5–10 mins

AT1.1 O5.1  
AT2.1  
AT3.1

### Description

Click on the objects, then click on the play button to hear the school subjects being presented. 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 the school subjects being presented and repeats each one.
- Continue for all seven subjects and repeat if further practice is required.
- By clicking on the *show text/spelling/sounds links*, you can encourage pupils to see the similarities between the words in English and in French.

### Support

Use Unit 2 Flashcards (School subjects) for further presentation/pronunciation practice of the school subjects.

**Extension**

Revise and discuss the different French words for 'the':  
le/la/l'/les

**4** Oracy activity:  
C'est la musique  
5–10 mins

AT1.1 O5.1  
O5.3

**Description**


Click on the audio icons on the left of the screen. Listen to Mme Chanson and match the audio with the correct picture for each word.

**Delivery**

- The class will hear Mme Chanson saying C'est + a school subject and must match it with the corresponding image.
- Click on the audio icon again to repeat, or on Next to go on to the next set of school subjects.
- Continue for all seven subjects and repeat if further practice is needed.

**Support**

Encourage less confident pupils to listen to the audio as much as necessary. You could also display the Unit 2 Flashcards (School subjects) during the activity as additional prompts.

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

**5** Literacy activity:  
C'est le français  
5–10 mins

AT4.1–2  
L5.3

**Materials**

Unit 2 Flashcards (School subjects).

**Description**

Pupils practise writing out the school subjects learned so far.

**Delivery**


- Display a set of flashcards on the board.
- Give pupils two to three minutes to study the words, then remove the cards.
- Call out the subjects in random order and ask pupils to write them down.
- Display the flashcards again at the end so they can check their answers.

**Extension**

More confident pupils could work in pairs and 'dictate' the subjects to each other by spelling them out in turn.

**Support**

Give copies of the words to pupils who need them. They then select the correct word from the list and try to copy it out accurately.

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

**6** Plenary activity:  
C'est le sport  
5 mins

AT1.1 O5.1  
AT2.1 O5.3

**Materials**

Unit 2 Flashcards (School subjects), realia/objects to represent the various school subjects.

**Description**

A team game using realia to consolidate the school subjects covered in this lesson.

**Delivery**

- If necessary, use the flashcards to elicit quickly and review the school subjects.
- Place the realia/objects on a table at the front of the class. Point to each object in turn and ask the class to say what subject is represented by each one.
- Divide the class into two teams. Invite a pupil from each team to the front. Say the name of a school subject aloud. The first pupil to touch the relevant object wins a point for their team.
- Invite two new pupils to the front for each subject.
- Add up the points to see which team has won.



Worksheet 1: *Écrivez!*

AT4.1–2 L5.3

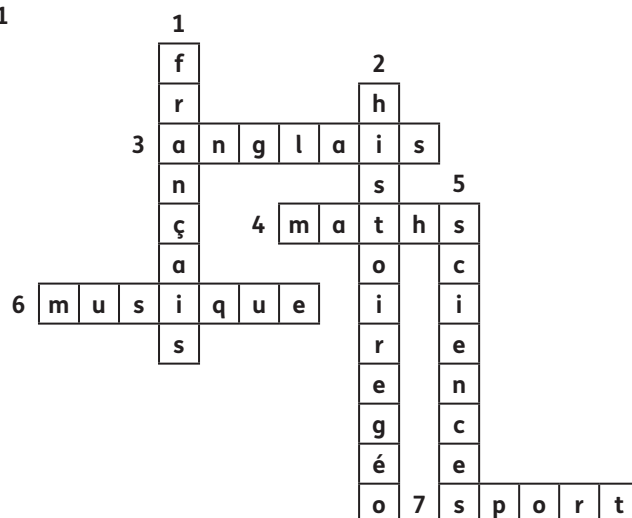
5–10 mins

**Description**

This worksheet provides further practice in writing out the school subjects. It may be used at any point after Activity 4.

**Answers**

1



Worksheet 2: *Lisez!*

AT3.2 L5.1

5–10 mins

**Description**

This worksheet provides further reading practice in school subjects. It may be used at any point after Activity 5.

**Answers**

1 1 F 2 V 3 F 4 V 5 F 6 F 7 F

2 1 C'est les maths.

2 C'est le sport.

3 C'est l'anglais.

4 C'est le français.

5 C'est l'histoire-géo.

6 C'est la musique.

# Unit 2

## Lesson 2

## Lesson summary

### Context

Talking about likes and dislikes at school

### National criteria

KS2 Framework: O5.1, O5.2, O5.3, L5.1, L5.2, L5.3, IU5.1, IU5.2

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

Language ladder levels:

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

Reading: Grades 1–3; Writing: Grade 2

### Cross-curricular links

Numeracy (class survey)

### Key vocabulary

School subjects (revised): *l'anglais, le français, le sport, l'histoire-géo, les sciences, les maths, la musique*

### Language structures and outcomes

*J'aime/Je n'aime pas* + subjects

*C'est bien/cool/nul*

1

Starter activity:  
C'est la musique

5 mins

AT1.1  
AT2.1

O5.1  
O5.3

### Description

Repeat of Activity 4, Lesson 1: re-listen to audio prompts of school subjects and select the relevant icon.

### Delivery

- Divide the class into two teams.
- In turn, a pupil from each team comes to the board to start the activity, listen to the prompt, and select the corresponding icon.
- The teams score a point for each correct answer.

2

Video story:  
À l'école (1)

5–10 mins

AT1.2–3  
AT3.2–3

O5.2  
O5.4

L5.1  
IU5.1  
IU5.2

### 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

- Ask pupils for the names of the seven school subjects covered so far and write a list on the board.
- Ask pupils if they can remember the names of the interviewees, then write the three names on the board (Thomas, Chloé and Lucas).
- Tell pupils they are going to listen out for who likes/dislikes which subjects.
- Watch the first scene (up to *Merci, Thomas*) and ask pupils which subjects were mentioned, and whether the interviewee likes those subjects or not.
- Write the interviewee's initial next to the relevant subjects and put a tick or a cross next to the subject according to whether they liked it or not.
- Repeat as above for the other scenes (Léa with Chloé, then Léa and Lucas).
- If time allows, you may wish to play the video straight through again.

### Support

Give pupils Unit 2 Flashcards (School subjects) and ask them to hold up the appropriate card each time they hear a particular subject mentioned.

3

Presentation:  
J'aime les sciences

10 mins

AT1.2  
AT2.2  
AT3.2

O5.2  
O5.3

### Materials

Unit 2 Flashcards (School subjects and Likes/dislikes).

### Description

Click on the objects, then click on the play button to hear how Jake feels about school subjects. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

### Delivery

- The whole class repeats what Jake says about which subjects he likes/dislikes, using any gestures suggested by the Virtual Teacher.
- Make sure pupils are pronouncing words correctly and check that their intonation is correct.
- Continue for all seven subjects and repeat if further practice is required.

### Support

If further reinforcement is required, use the flashcards for pupils to re-construct each of Jake's sentences on the board/wall.



### Knowledge about language

- Use the language presentations in **Rigolo 2** to continue to make sure that pupils' pronunciation is accurate. Get the whole class to repeat after the audio for each phrase and to compare their pronunciation with that of the audio.
- In this lesson, also concentrate on the intonation in the question: pupils need to make sure their voices rise at the end.
- If possible, do a listening activity with them for extra practice. Say several phrases, e.g. *Tu aimes les maths?*, either as a statement or as a question, with your voice rising at the end. Pupils say whether it's a statement or a question. Oracy activity 4 (see below) provides specific practice of asking and answering questions.



#### 4 Oracy activity: Tu aimes l'anglais? 10–15 mins

AT1.2 O5.1  
AT2.2 O5.2

##### Materials

Unit 2 Flashcards (School subjects) and (Likes/dislikes).

##### Description


Class activity in which pupils ask and answer questions about their likes/dislikes of school subjects.

##### Delivery

- First hold up the *J'aime/Je n'aime pas* flashcards; make appropriate positive/negative gestures as you say each one, and ask the class to repeat chorally. This is a good opportunity to reinforce pronunciation and intonation, and to emphasise the use of voice tone and gesture to help convey meaning.
- Hold up the subject flashcards and ask individual pupils *Tu aimes [la musique]? Pupils reply with *Oui, j'aime [la musique], or *Non, je n'aime pas [la musique].***
- Continue until all the subjects have been covered.

##### Extension

- More confident pupils can work in small groups, each with a set of flashcards, and ask each other questions about their subject preferences as per the model questions and answers in the 'Delivery' section above.
- Pupils could also add the expressions *C'est cool/bien/nul* after each sentence.

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

#### 5 Literacy activity: C'est nul ou c'est bien? 5–10 mins

AT3.2 O5.2  
AT3.1 L5.2

##### Description

Drag and drop the word tiles to form a sentence about likes/dislikes of school subjects and an appropriate opinion. Click on *Done* when you have completed each answer.

##### Delivery

- If the pupil's answer is correct, a tick will indicate this. If it is incorrect, a cross appears.
- Continue until all sentence variations and opinions have been covered, and repeat if further practice is needed.

##### Support

Give further sentence-building practice making more, similar sentences using Unit 2 flashcards.

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

#### 6 Plenary activity: Tu aimes les maths? 10 mins

AT 1.2 O5.1  
AT 2.2 O5.2

##### Materials

Worksheet 3 (if not already completed), Unit 2 Flashcards (School subjects and Likes/dislikes).

##### Description

Pupils conduct a class survey on attitudes to school subjects.

##### Delivery

- If you haven't already done Worksheet 3, you could do this as the Plenary activity itself, or in addition to the class survey suggested below.
- Make a chart on the board (or on a flip chart) with columns for subject, *j'aime, je n'aime pas* and seven rows.
- Warm up by asking individual pupils if they like various subjects and to describe how they feel about them.
- Say *J'aime les maths* and raise your hand, saying *Levez la main!* and gesturing to pupils to raise their hand if they agree with the statement.
- Count the number of hands raised in French, encouraging the pupils to count with you, and write the numbers in the chart.
- Continue through the list, then cover *Je n'aime pas...* and the various subjects in the same way.
- Discuss the results of the survey.

##### Extension

More confident groups could conduct this survey individually or in pairs. Results could be written up, or typed and printed on a PC, and displayed for pupils to compare the findings on each survey.

#### Worksheet 3: *Parlez!* 10 mins

AT2.2 O5.1  
O5.2

##### Description

This provides further speaking practice in expressing opinions about school subjects. It may be used at any point after Activity 4.

#### Worksheet 4: *Grammaire* 10 mins

AT2.2 O5.1  
AT3.2 O5.2  
AT4.2 L5.2  
L5.3

##### Description

This worksheet provides further practice in formulating sentences on opinions about school subjects. It may be used at any point after Activity 5.

##### Answers

- 1 Tu aimes
- 2 Non, je n'aime pas
- 3 Tu aimes
- 4 Oui, j'aime
- 5 Tu aimes
- 6 Non, je n'aime pas
- 7 Tu aimes
- 8 Oui, j'aime

# Unit 2

## Lesson 3

## Lesson summary

### Context

Asking and saying the time

### National criteria

KS2 Framework: O5.1, O5.2, O5.3, L5.1, L5.2, L5.3, IU5.1, IU5.2

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

Language ladder levels:

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

Reading: Grades 2–3; Writing: Grade 2

### Cross-curricular links

Numeracy

### Language structures and outcomes

*Quelle heure est-il? Il est une heure et quart. Il est trois heures moins le quart. Il trois heures et demie. Il est midi/minuit.*

1

Starter activity:  
Il est deux heures

AT1.2  
AT2.2 O5.1

5 mins

### Materials

Perhaps **Rigolo 1** Unit 8 Flashcards (Telling the time), or own flashcards for numbers 1–12 and teaching clock.

### Description

Revision of numbers and basic time-telling.

### Delivery

- Quickly run through the Presentation activity *Quelle heure est-il?*, originally met in **Rigolo 1** (Unit 8, Lesson 3), to refresh pupils' memories.
- Alternatively, using **Rigolo 1** Unit 8 Flashcards (Telling the time) or your own number flashcards and a teaching clock/clock face drawn on the board, quickly re-cap telling the time. Go through the numbers 1–12 first if necessary, then show a time (exact hours only for now) and ask *Quelle heure est-il?* to elicit *Il est [deux] heures*, etc.
- This activity could be made into a team quiz.

2

Video story:  
À l'école (2)

AT1.2–3 O5.2  
AT3.2–3 O5.3  
IU5.1 L5.1  
IU5.2

10 mins

### Materials

Possibly Unit 2 Flashcards (*La récré* and *Le déjeuner*).

### 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

- The focus in this second part is on times and timings of the school day.
- Tell the class what *la récré* (break-time) is before you start.
- Ask them to watch the first scene and listen out for the school subject that is mentioned.
- Play the scene up to *Dépêche-toi!* and elicit the answer (*l'anglais*). Check that the general gist of the story has been understood, but don't go into detail as the language will be covered in depth later in this lesson.
- Freeze the screen at the beginning of the next scene (Chloé holding a musical instrument in a case and walking with Thomas) and ask pupils to guess what lesson will be featured in this scene.
- Watch the scene, elicit the answer, and check for general comprehension. If necessary, tell the pupils

what *malade* and *le déjeuner* are if they haven't worked these words out.

- Play both scenes through again.

3

Presentation:  
Il est trois heures et quart

AT1.2 O5.1  
AT2.2  
AT3.2

10 mins

### Materials

Teaching clock for 'Support' activity.

### Description

Click on the play button to hear Jake's question and Mme Moulin's answer. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

### Delivery

- The whole class listens and repeats both Jake's question, *Quelle heure est-il?*, and Mme Moulin's response.
- Continue for all seven times and repeat if further practice is required.

### Support

Ask other pupils to come and set the teaching clock to the same time after each presentation, then ask the whole class to repeat.



### Knowledge about language

- It is useful to point out to pupils that English words do not always have a direct equivalent in French.
- For example, look at the following expressions: ... *et demie* = 'half past' (literally, 'and half'), ... *et quart* = 'quarter past' (literally, 'and quarter'), ... *moins le quart* = 'quarter to' (literally, 'less the quarter').
- Explain the literal meaning to pupils and discuss that it's often the case in a different language that you cannot translate word for word; you have to learn some expressions by heart in order to be able to express yourself correctly in French.
- Encourage pupils to practise times for a small homework and to say times aloud to each other.
- If it appeals to pupils, they could set some times to music or rap – this will help them remember the ways of expressing times.

4

Literacy activity:  
Il est midi  
10 mins

AT3.2 O5.1  
AT4.2 L5.2

### Materials

Teaching clock or clock faces drawn on board, plus large cards with time phrases cut up into individual words and numbers.

### Description

A group activity in which pupils practise making sentences about the time.

### Delivery

- Prepare some time phrases on large cards and cut them up into individual words.
- Using the teaching clock/clock faces, remind pupils of the basic patterns in the time-telling covered so far and do some choral practice.
- Show a time on the teaching clock, or draw a time on the first clock face on the board and place all the cards on the front table.
- Invite between three and six pupils to the front, depending on what time you have chosen. Ask them each to select a card and put themselves in the correct order to make a phrase/sentence about the time. The rest of the class can offer assistance if required.
- When the pupils are satisfied with their sentence, ask the class to read it out and confirm that it is correct.
- Repeat with other times/groups of pupils and try to cover as many variations as possible.

### Support

Do the above activity as a whole class, sticking the cards on the board to make a few sentences, before proceeding to the activity as described in 'Delivery'.



Worksheet 5: *Grammaire* may be used from this point onwards.

5

Oracy activity:  
Il est minuit  
5–10 mins

AT1.2 O5.3  
AT2.2 L5.2

### Description

Click on the play button, listen to the audio and select the correct clock for each time.

### Delivery

- A tick appears if the pupil's answer is correct. In the case of an incorrect answer they, pupils can try again by clicking on the *Start again* button.
- You could divide the class into two groups and make it into a team game.



Worksheet 6: *Écrivez!* may be used from this point onwards

6

Plenary activity:  
Quelle heure est-il?  
5 mins

AT2.2 O5.1  
O5.3

### Materials

Teaching clock(s), or clock face drawn on board.

### Description

Team game to consolidate the time-telling expressions from this lesson.

### Delivery

- Divide the class into two teams.
- Show one team a time and ask *Quelle heure est-il?* Award one point if their answer is correct. Show another time to the other team, and continue alternating until you have covered as many different phrases as possible.
- Add up each team's points together in French at the end.

### Extension

More confident pupils could play this game in small groups: give a teaching clock to each group, or a sheet of blank clock faces. Half of each group take it in turns to display a time and ask the question, then to answer the question. Move round the groups to monitor the activity.



Worksheet 5: *Grammaire*  
10 mins

AT4.2 L5.2  
L5.3

### Description

This worksheet provides further practice in writing out sentences about the time. It may be used at any point after Activity 4.

### Answers

- 1 2 Il est six heures et quart.
- 3 Il est sept heures et demie.
- 4 Il est onze heures moins le quart.
- 5 Il est six heures et demie.
- 6 Il est midi/minuit moins le quart.
- 7 Il est midi/minuit et quart.



Worksheet 6: *Écrivez!*  
10 mins

AT3.2 L5.2  
AT4.2 L5.3

### Description

This worksheet provides further practice in writing sentences about the time. It may be used at any point after Activity 5.

### Answers

- 1 2 Il est midi et demi.
- 3 Il est une heure et quart.
- 4 Il est midi moins le quart.
- 5 Il est neuf heures et quart.
- 6 Il est dix heures et demie.



# Unit 2

## Lesson 4

## Lesson summary

### Context

Talking about timings of the school day

### National criteria

KS2 Framework: O5.1, O5.2, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.1, IU5.2, IU5.3

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

Language ladder levels:

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

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

### Cross-curricular links

Geography, ICT, literacy, music, numeracy

### Key vocabulary

*la récré, le déjeuner, l'école*

### Language structures and outcomes

*[Le déjeuner] commence à [une] heure(s).*

*[La récré] finit à [11] heures.*

1

Starter activity:

Il est minuit

5 mins

AT1.2 O5.1  
AT2.2 O5.3

### Description

Repeat of Activity 5, Lesson 3. Listen to the audio and select the correct clock for each time.

### Delivery

- Divide the class into two teams. In turn, a pupil from each team comes to the board to start the activity, listen to the time prompt, and select the corresponding clock.
- The teams score one point for each correct answer.

2

Video story:

À l'école (2)

5–10 mins

AT1.2–3 O5.2  
AT3.2–3 O5.3  
L5.1  
IU5.1  
IU5.2

### 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

- On this viewing, focus on the start and finish times of different subjects and activities.
- Write up on the board, and read aloud, the following sentences:  
*La récré finit à 11 heures.*  
*L'anglais commence à 10 heures et quart.*
- Check pupils understand these sentences. Tell them they are going to watch the first scene to check if these statements are true or false.
- Watch as far as *Dépêche-toi!* and check their answers.
- Do the same for Scene 2, with the following sentences:  
*La musique commence à 11 heures et quart.*  
*Le déjeuner commence à midi.*
- If time allows, play the video straight through again.

### Support

If pupils find this tricky because of the number of different times that are actually mentioned, pause the video after each line and chorally repeat what has been said. Pointing to the clock on screen, or showing the time on your teaching clock may also be useful.

3

Presentation:

La récré commence à 10 heures et demie

10 mins

AT1.2 O5.1  
AT2.2 O5.3  
AT3.2 IU5.1

### Materials

Possibly teaching clock for extension activity, and Unit 2 Flashcards (School day: *l'école, la récré, or le déjeuner*).

### Description

Click on an icon, then click on the play button to hear an activity and when that activity starts and finishes. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

### Delivery

- When the pupil clicks on an icon representing *l'école, la récré, or le déjeuner*, we hear that activity being announced, along with the time that activity starts and finishes.
- Pause the video after each sentence to allow pupils to repeat. Alternatively, use the Virtual Teacher on Screens 2–4 for this purpose.
- Point out the use of *à* when used with time to mean 'at'.

### Extension

Ask three confident pupils to come to the front and stand with their backs to the board during the activity described above. Without looking at the board, they must listen to what is said and respond as follows: one pupil holds up the relevant activity card (*la récré, l'école, le déjeuner*); the other two display the time heard on the teaching clock. They can then turn round to face the board and check their answers.

### Support

Use Unit 2 Flashcards (School day) and the teaching clock to do further oral practice of different start and finish times.

4

Literacy activity:

Le déjeuner commence

10 mins

AT3.2 L5.2  
AT4.2

### Description

Drag the words into the correct order. Click on *Done* when you have completed each answer.

**Delivery**

- Symbols on the screen indicate a certain activity, and what time that activity starts or finishes. Pupils drag the words to form a sentence to match the symbols. Once complete, click on *Done* and the answer will be marked automatically. Click on *Next* to go to the next question, or click on *Start again* for a second attempt.
- Repeat the activity to give more pupils the chance to practise if necessary.

**Extension**

More confident pupils can look at the tiles on screen and write the sentences out before the answer is revealed.

**Language learning strategies**

- In **Rigolo 2**, there is a song every two units. Some songs from **Rigolo 1** are also revisited.
- As well as being fun, using song is a good way to help pupils memorise language and to take language out of the classroom.
- Encourage pupils to learn the song by heart. Often, saying it in rhythm, one or two lines at a time, is a good way of doing this.
- Rhymes and actions can often aid memory, so put actions to songs if possible. Discuss and decide as a class which actions they would like to use.
- Use the text of the song to help pupils focus on matching the written word to the spoken word. Give them the text with a few words missing; they listen and complete the missing words from a selection you provide.
- Encourage able pupils to write their own version of the song, or adapt a few words to personalise it for weaker pupils.
- For confident pupils, encourage them to perform their song to the rest of the class.

**5** Song:  
Il est huit heures  
15 mins

AT1.2-3 O5.2  
AT2.2-3 O5.3  
AT3.2-3 L5.1

**Description**

Watch and listen to the interactive karaoke song practising school subjects, likes and times. Choose either *Practice* or *Sing* mode: *Practice* to go through the song line by line; *Sing* to sing it all the way through. Switch the music and words on or off as you prefer.


**Delivery**

- Ask pupils to listen out for the different times which feature in the song: they can make a note of these if they wish, but the main emphasis should be on their overall enjoyment and familiarisation with the song. Play the song, first in *Sing* mode, all the way through.
- Go through their answers, writing the suggested times on the board, then play the song through again to check answers.
- Replay the song, this time in *Practice* mode, so you can go through each line and check comprehension.
- Divide the class into three groups and assign each group a character (Jake, Polly, Nathalie). Repeat the song, each group singing the words for its character and everyone joining in the chorus.
- If time allows, swap characters and sing again.

Refer to the Introduction for more notes on the Songs.

**Extension**

Give pupils copies of the lyrics with a few words gapped. They listen and complete the gaps, choosing from a selection of words at the bottom of the page.

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

**6** Plenary activity:  
L'anglais commence  
à quelle heure?  
10 mins

AT2.2-3 O5.1  
O5.3

**Materials**

Worksheet 8: *Parlez!*

**Description**

A pairwork information-gap activity to practise exchanging information about school timetables.

**Delivery**

- Give out Part A of the worksheet to one half of the class and Part B to the other half. Ask a confident pupil to model how the activity works with you at the front of the class. Model a couple of questions and answers, then go round and listen to the pupils working in pairs.
- You could display the completed timetable on the board for pupils to check their answers, or just let them check by looking at their partner's worksheet.
- Invite some pairs to the front of the class to present the timetable to the other pupils.










Worksheet 7: *Lisez!*  
10 mins

AT3.3 L5.1  
AT4.2 L5.3

**Description**

This worksheet provides further reading and writing practice relating to timings of the school day. It may be used at any point after Activity 5.

**Answers**

	commence	fin
l'école	 8.45	 3.30
la récré	 9.45	 10.30
l'histoire-géo	 2.30	
l'anglais	 1.15	
le déjeuner	 12.15	



Worksheet 8: *Parlez!*  
10 mins

AT2.2-3 O5.1  
O5.3 O5.4

**Description**

An information-gap activity to practise exchanging information about school timetables. It may be used as the Plenary activity for the lesson.

# Unit 2

Extra!



Project work:  
L'école en France

1–3 hours

AT3.3  
AT4.2  
IU5.1  
IU5.2  
IU5.3

## Materials

Internet access and printer if possible, library books, pupils' books from home, the Unit 2 video, display card.

## Description

Pupils work in small groups to find out more information about schools in France, and prepare a display.

## Delivery

- Assign pupils to small work groups, or pairs, and ask them to think of something they would like to find out about schools in France.
- Brainstorm a few ideas to ensure pupils keep it quite simple and don't get carried away. For example, they could use a search engine to find schools in your twin town or in a town they have visited, then try to find out about school holidays, or what food they serve in French schools. Each group should work with one idea only.
- Encourage each group to display their findings, with pictures or charts where possible, on large pieces of card.
- Encourage confident pupils to use the language of the unit to write some sentences in French about their findings.
- Organise a special 'Circle Time' in which each group has the chance to say what they discovered. Encourage discussions and comparisons between UK schools and French schools. Ask pupils what they think French children might make of our schools.
- If you have not already done so, this would also be a great opportunity to set up email/pen-pal links with a French school – which would of course create a very good source of information for this and other future projects.



Sound/spelling activity  
Les sons 'ère' et 'ais'

10 mins

AT1.1  
AT2.1  
AT3.1

## Description

**Practice mode:** Listen and practise pronouncing the 'ère' sound and the 'ais' 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 'ère' sound, tap on the red button, and if they contain the 'ais' sound, tap on the green button. Listen carefully and choose your answer before the time runs out.

## Delivery

- This sound/spelling activity focuses specifically on the 'ère' and 'ais' sounds.
- There are two parts to the activity: the first (*Practice*) allows pupils to familiarise themselves with the two

sounds and to compare their pronunciation with the Virtual Teacher model. The second part (*Activity*) is an exercise where pupils have to listen out for the sounds within a list of French words that they have encountered so far in *Rigolo*.

- Select *Practice* and click on the play button. The Virtual Teacher will say the 'ère' sound, first on its own then as part of four 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, re-playing as necessary. Then either move on to *Activity* mode or continue through the *Practice* screens to follow suit with the 'ais' sound, for which you will hear the sound on its own then with other nouns covered in *Rigolo*.
- Once you have finished this part, select *Activity* to move on to test pupils' recognition of these sounds. Click on the play button to hear the Virtual Teacher reading out eight words. For each word, pupils must listen carefully and work out whether it is the 'ère' sound or the 'ais' sound, then select the correct button. You can re-play as necessary.
- Pupils score a point when they correctly identify the sound within the word.
- Repeat the activity if pupils need further practice.

## Assessment for Units 1–2

### Écoutez!

Play each audio two or three times, or more if necessary. Pause during each activity as required. Total marks for listening: 20.

### Activity 1

(AT1.1–2; O5.3)

Mark out of 5.

### Answers

a1 b5 c4 d3 e2

### TRANSCRIPT

- 1 – Tu as des frères ou des sœurs?  
– Oui, j'ai un frère.
- 2 – Tu as des frères ou des sœurs?  
– Non, je n'ai pas de frères ou de sœurs.
- 3 – Tu as des frères ou des sœurs?  
– Oui, j'ai deux sœurs.
- 4 – Tu as des frères ou des sœurs?  
– Oui, j'ai deux frères.
- 5 – Tu as des frères ou des sœurs?  
– Oui, j'ai une sœur.

### Activity 2

(AT1.1–2; O5.3)

Mark out of 5.

### Answers

1 6.30      2 1.15      3 4.15  
4 9.45      5 3.30

## TRANSCRIPT



- 1 – Quelle heure est-il?  
– Il est six heures et demie.
- 2 – Quelle heure est-il?  
– Il est une heure et quart.
- 3 – Quelle heure est-il?  
– Il est quatre heures et quart.
- 4 – Quelle heure est-il?  
– Il est dix heures moins le quart.
- 5 – Quelle heure est-il?  
– Il est trois heures et demie.

## Activity 3

(AT1.2–3; O5.3)

Mark out of 10.

## Answers

	ça va?			âge?
1	(✓)	(✓)		10
2	x		✓	9
3	✓	✓		11
4	x	✓		8

## TRANSCRIPT

- 1 – Bonjour!  
– Salut!  
– Ça va?  
– Oui, ça va bien.  
– Tu es britannique?  
– Non, je suis français.  
– Tu as quel âge?  
– J'ai dix ans.
- 2 – Bonjour!  
– Salut!  
– Ça va?  
– Non, ça ne va pas.  
– Tu es britannique?  
– Oui, je suis britannique.  
– Tu as quel âge?  
– J'ai neuf ans.
- 3 – Salut!  
– Bonjour!  
– Ça va?  
– Oui, ça va bien.  
– Tu es français?  
– Oui, je suis français.  
– Tu as quel âge?  
– J'ai onze ans.
- 4 – Salut!  
– Salut!  
– Ça va?  
– Non, ça ne va pas.  
– Tu es britannique?  
– Non, je suis française.  
– Tu as quel âge?  
– J'ai huit ans.

## Parlez!

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

Total marks for speaking: 10.

## Activity 1

(AT2.1–2; O5.1)

5 marks.

## Answers

Luc: Il a un pantalon, un vélo, un frère, deux sœurs, une guitare.

Sophie: Elle a une jupe, deux frères, une sœur, un vélo, un piano

## Activity 2

(AT2.2–3; O5.1)

5 marks.

## Lisez!

Total marks for reading: 20.

## Activity 1

(AT3.1–2; L5.1)

Mark out of 10 (2 marks for each picture correctly matched).

## Answers

2 c 3 a 4 f 5 d 6 e

## Activity 2

(AT3.2–3; L5.1)

Mark out of 10.

## Answers

1 j, c 2 b, f, k, d 3 h, i, a, l

## Écrivez!

Total marks for writing: 20.

## Activity 1

(AT4.1–2; L5.3)

Mark out of 10.

## Answers

a le français                      f les sciences  
b la musique                      g les maths  
c le sport                          h un vélo  
d l'anglais                        i une guitare  
e l'histoire-géo                  j un pantalon

## Activity 2

(AT4.2–3; L5.2, L5.3)

Mark out of 10: three marks for each person and one for general accuracy.

## Answers

a Il a un vélo. Il n'a pas de frères ou de sœurs.  
b Elle a un piano. Elle n'a pas de vélo.  
c Il a un frère. Il n'a pas de pantalon.