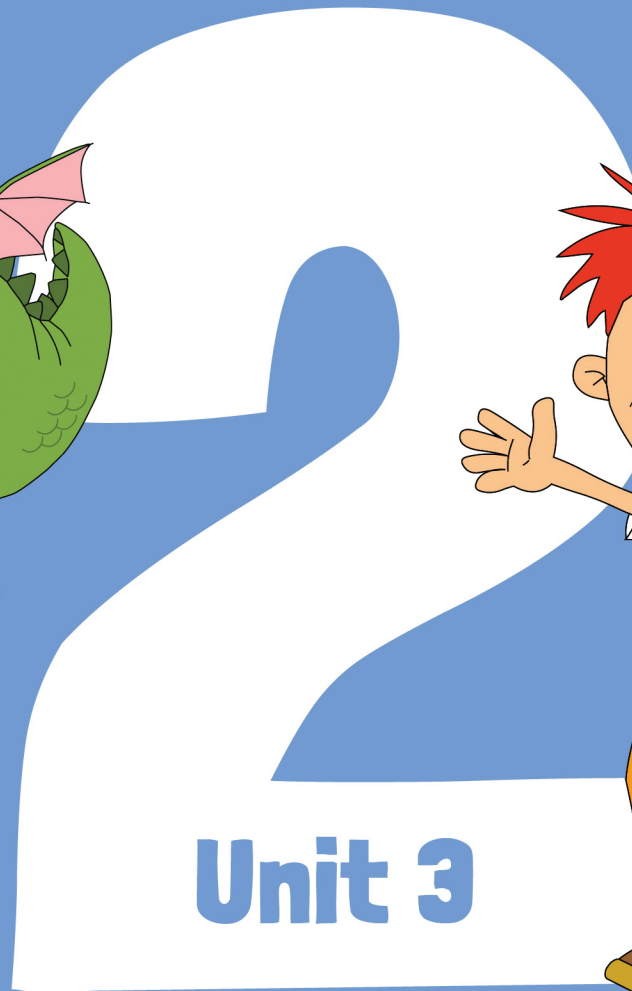


# RIGOLO



Unit 3



## Teacher's Notes

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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

### QCA Scheme of Work

- Unit 6 Ça pousse!
- Unit 10 Vive le sport!
- Unit 13 Bon appétit, bonne santé
- Unit 23 Monter un café

### National Curriculum attainment levels

AT1.1–3, AT2.2–3, AT3.1–3, AT4.2–3

### Language ladder levels

- Listening:* Breakthrough, Grades 2–3
- Reading:* Breakthrough, Grades 1–3
- Speaking:* Breakthrough, Grades 2–3
- Writing:* Breakthrough, Grades 2–3

### 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

- Ask politely for food items
- Describe how to make a sandwich
- Express opinions about food
- Talk about healthy and unhealthy food

## Key language

- *Je voudrais... s'il vous plaît.*  
*un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate*  
*une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille*
- *les tomates, le thon, le fromage, une baguette, le beurre, mangez, coupez, prenez, mettez*
- *J'aime/Je n'aime pas... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots*
- *[Les carottes], c'est bon pour la santé/ce n'est pas bon pour la santé.*

## Grammar and skills

- Understand and use *au/à la/à l'* when referring to flavours of foods
- Give instructions in the *vous* form
- Understand and use negatives
- Use the plural form of some food vocabulary
- Use known language in a new context

## Unit outcomes

### Most children will be able to:

- Ask politely for sandwiches and ice creams
- Give simple instructions to make a sandwich
- Say what foods they like/don't like
- Say which foods are healthy/unhealthy

### Some children will also be able to:

- Use *au/à la/à l'* accurately when referring to food items
- Understand and use plural nouns in the correct context
- Use known language in a new context
- Adapt phrases to talk about different things

**Context**

Asking politely for food items

**National criteria**

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

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

Language ladder levels:

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

Reading: Grades 1–3; Writing: Grade 2

**Cross-curricular links**

Food technology

**Key vocabulary**

*un sandwich au poulet, un sandwich au thon, un*

*sandwich au fromage, un sandwich à la tomate*

*une glace au chocolat, une glace à l'orange, une glace à*

*la fraise, une glace à la vanille*

**Language structures and outcomes**

*Je voudrais... s'il vous plaît.*

1

**Starter activity:**  
Je voudrais...

5–10 mins

AT1.2 O5.1  
AT2.2

3

**Presentation:**  
Un sandwich au thon

5–10 mins

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

**Materials**

Possibly flashcards from **Rigolo 1**, Unit 6 (Food and drink) and Unit 11 (More food and drink).

**Description**

An interactive activity in which pupils click on food items and repeat the words/sentences to revise food items met in **Rigolo 1**.

**Delivery**

- The starter is a repeat of a presentation from **Rigolo 1** Unit 11 Lesson 1. Repeat this activity to check that pupils have remembered the vocabulary (pupils click on a food item to hear the word, then hear Polly politely requesting the item from the shop assistant).
- Focus this time on which words Polly uses i.e. *Je voudrais...* and *s'il vous plaît*.
- If pupils seem quite confident you may wish to have a quick team quiz using all the food flashcards from **Rigolo 1**.

2

**Animated story:**  
La cuisine Rigolo (1)

10 mins

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

**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**

- Pause the opening scene and ask pupils to tell you what items of food they can see and say in French.
- Ask them to watch the first part (up to Mme Moulin saying *Regardez les enfants. Un sandwich Rigolo*) and tell you, if possible, what sort of sandwiches Mme Moulin first offers them (answer: *au poulet/au fromage/à la tomate*).
- Watch the rest of the scene and ask pupils what was in the sandwich she actually made, and whether Jake and Polly liked it (answer: *du poulet et de la glace au chocolat* – they didn't like it).
- Replay the whole cartoon without stopping.

**Support**

Remind pupils not to worry about understanding everything that is said in the story, and that they will cover all the language in more detail throughout this lesson.

**Description**

Click on a food item on the table to hear it presented and Polly asking for it. 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 to the food item being announced and repeats.
- We then hear Polly saying *Je voudrais* [+ food item] *s'il vous plaît*. The whole class repeats the sentence. Make sure pupils are happy about pronouncing *Je voudrais...* and *s'il vous plaît*.
- Continue for all eight food items and repeat if further practice is required.
- Point out *un/une* and make sure pupils understand the concept of why each is used (i.e. masculine and feminine words) and make sure they pronounce both correctly

**Extension**

Draw pupils' attention to *au/à la/à l'* and ask why they think each is used. Worksheet 2: *Grammaire* practises this point.

**Language learning strategies**

- If appropriate, draw pupils' attention to the patterns *au/à la/à l'* and explain why each is used (masculine words, feminine words and words which begin with a vowel).
- Write the different types of ice cream and sandwiches on the board and ask pupils to put them into the three pattern categories. (Worksheet 2: *Grammaire* provides further practice of this and helps pupils apply grammatical knowledge to make sentences.)
- Explain that when they learn new words that it's important also to learn whether each is masculine or feminine.

**4** Oracy activity:  
Je voudrais une glace  
au chocolat  
5–10 mins

AT1.2 O5.3

### Materials

Unit 3 Flashcards (Sandwiches and ice creams) for support.

### Description


Listen to the characters, then link the audio icons to the correct food item(s).

### Delivery

- Click on the audio icons on the left-hand side to hear Jake or Bof asking for a food item. The pupil links the audio icon to the picture of the relevant item. The first three ask for one item and the last four ask for two items.
- When the pupils have linked all of the audio clips to a food item, click on *Done*. If all answers are correct, click on *Next* to move on to the next set of questions, or on *Start again* for a second attempt.
- Repeat if further practice is needed.

### Support

- Encourage less confident pupils to play the audio clips as often as necessary.
- If some pupils find it difficult to listen and identify two items for the last four sentences, ask them to listen for one at a time.
- You could also display Unit 3 Flashcards (Sandwiches and ice creams) during the activity as additional prompts.

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

**5** Literacy activity:  
Les sandwiches  
5–10 mins

AT3.1–2 L5.1

### Materials


Unit 3 Flashcards (Sandwiches and ice creams).

### Description

Pupils play a game matching food pictures to the words.

### Delivery

- Display the flashcards on the board – the words on one side of the board, the pictures on the other.
- Ask a pupil to come to the front and place a word card with its corresponding picture card in the centre of the board.
- Repeat for all eight items.
- You could make this into a team game by dividing the class into two teams. Invite pupils from alternate teams to match the cards and award one point for each correct pair.

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

**6** Plenary activity:  
Je voudrais un sandwich  
5–10 mins

AT1.2 O5.1  
AT2.2

### Materials

Unit 3 Flashcards (Sandwiches and ice creams).

### Description

A role-play game to practise polite requests for food.

### Delivery

- Place the flashcards on a table at the front and ask for a volunteer to be Mme Moulin.
- Other pupils come to the table, one by one, and politely ask for a food item using *Je voudrais* [+ food item] *s'il vous plaît*. 'Mme Moulin' must pass them the appropriate card, and the pupil replies *Merci* before returning to their place.
- Continue until all the cards have been used.

### Extension

You may wish to include the food flashcards from **Rigolo 1** Unit 6 (Food and drink) and Unit 11 (More food and drink) and encourage pupils to ask for two things: *Je voudrais* [un sandwich au thon] et [un gâteau], *s'il vous plaît*.



Worksheet 1: *Lisez!*  
5–10 mins

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

### Description

This worksheet provides further practice in reading and writing about the food items covered this lesson. It may be used at any point after Activity 4.

### Answers

- 1a** 1 un sandwich au poulet  
2 un sandwich au thon  
3 une glace à la fraise  
4 une glace au chocolat  
5 un sandwich au fromage  
6 un sandwich à la tomate
- 1b** 1 poulet, baguette  
2 thon, baguette  
3 fraise, glace  
4 chocolat, glace  
5 fromage, baguette  
6 tomate, baguette



Worksheet 2: *Grammaire*  
10–15 mins

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

### Description

This worksheet provides practice in gender and *au/à la/à l'* relating to the food items covered this lesson. It may be used at any point after Activity 5.

### Answers

**1**

feminine (f) words		masculine (m) words		words starting with a vowel: <i>a e i o u</i>	
à la	fraise tomate vanille	au	fromage chocolat thon poulet	à l'	orange

- 2** 1 au poulet  
2 au chocolat  
3 à l'orange  
4 à la fraise  
5 au fromage
- 3** 1 Je voudrais une glace à la vanille, s'il vous plaît.  
2 Je voudrais un sandwich au fromage, s'il vous plaît.  
3 Je voudrais un sandwich au thon, s'il vous plaît.  
4 Je voudrais une glace à la fraise, s'il vous plaît.



**Context**

Describing how to make a sandwich

**National criteria**

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

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

Language ladder levels:

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

Reading: Grades 2–3; Writing: Grade 2

**Cross-curricular links**

Food technology

**Key vocabulary**

Revise: *les tomates, le thon, le fromage*

New: *une baguette, le beurre*

**Language structures and outcomes**

*Mangez, Coupez, Prenez, Mettez*

1

Starter activity:  
Je voudrais des tomates

5–10 mins

AT1.2 O5.1  
AT2.2

**Materials**

Food flashcards: **Rigolo 1** Units 6 and 11, **Rigolo 2** Unit 3.

**Description**

Starter game using flashcards to revise food items.

**Delivery**

- In quick succession, hold up the picture flashcards and elicit the words from the class.
- Place the cards on a table at the front.
- Begin the game by saying *Je voudrais [des tomates]*. Go to the table, pick up the [*tomates*] card, hold it towards the class and invite a pupil to extend the sentence, e.g. *Je voudrais [des tomates] et [des fraises]*. They must then come to the front and hold up the relevant card. The next pupil will say, e.g. *Je voudrais [des tomates], [des fraises] et [un sandwich au poulet]*, before coming to the front and holding up the relevant card. Continue in this way until all the words have been used up.

**Support**

If pupils are having difficulty remembering all the food items, first stick all the flashcards on the board then let pupils remove them and hold them up once they have said the word.

2

Animated story:  
La cuisine Rigolo (1)

5–10 mins

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

**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**

- In this second viewing, focus on the imperative language structures, e.g. *Prenez, Coupez*, etc.
- Play the story through, asking pupils to listen out for any words Mme Moulin uses when making the *sandwich Rigolo*.
- Elicit any suggestions, accompanying the verbs with actions to help reinforce learning.
- Don't dwell too long on these words as they will be covered throughout this lesson. Tell pupils that they can see the cartoon again at the end of the lesson if there is time, by which point they will be very familiar with the language.

**Support**

If you feel pupils are struggling to pick out any of the language and not enjoying the cartoon as a result, you could pause the film after each imperative and chorally repeat each one.

3

Presentation:  
Mettez le beurre

5–10 mins

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

**Description**

Click on each frame to hear, in order 1 to 8, the recipe instructions. 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 to Mme Moulin giving the recipe instructions and repeats each of them, using any relevant gestures.
- Continue for all eight stages of the recipe and repeat if further practice is required.
- Point out the '-ez' ending to each of the instructions and make sure pupils pronounce it correctly.

**Extension**

Point out *le/la/les* and ensure that pupils understand the meaning and the gender that each accompanies.

**Support**

Discuss and decide on a mime to use for each instruction; this will help pupils understand and recall each verb.

4

Literacy activity:  
Coupez la baguette

10 mins

AT3.2–3 L5.2

**Description**


Look at each series of pictures showing instructions for making different sandwiches. Drag the texts into the correct order to match each series.

**Delivery**

- The pupil drags the suggested phrases into the correct order according to the sequence of images and clicks on *Done*.
- After a correct answer, another pupil comes to the front and clicks on *Next* for the next recipe prompt. In case of any incorrect answers pupils can simply try again by clicking on *Start again*, perhaps with some help from the rest of the class.
- Repeat for each of the five sets of instructions.

**Extension**

Ask more confident pupils to read out their suggested recipe before clicking on *Done*.

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

**5**

Oracy activity:  
Préparer un sandwich  
10–20 mins

AT1.2–3 O5.1  
AT2.2–3 O5.3  
O5.4

**Materials**

Food and utensils for making sandwiches: baguette/ bread, butter and fillings, e.g. cheese, tuna, tomatoes.

**Description**


Pupils listen to and watch the teacher making a sandwich, then make a sandwich themselves.

**Delivery**

- Provide a commentary as you demonstrate how to make a simple sandwich, using the key words and structures which have been presented in this lesson.
- Pupils work in pairs to plan and prepare their own sandwiches in the same way. One partner could say the instructions aloud whilst the other makes the sandwich, then swap roles.

**Support**

Give cue cards with model instructions as support and underline or colour-code the parts that can be changed.

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

**6**

Plenary activity:  
Les recettes  
10–15 mins

AT1.2–3 O5.1  
AT2.2–3 O5.4

**Materials**

Worksheet 4: *Écrivez!* if not already completed.

**Description**

Pupils write out and present their favourite sandwich recipe to the class.

**Delivery**

- Give pupils some time to do the worksheet (see right), if this has not already been done.
- Each pair will then present the recipe for the sandwich they have designed, using the key phrases from this lesson. Have a vote at the end as to who designed the best sandwich!

**Worksheet 3: Parlez!**

10 mins

AT2.2 O5.1  
AT3.2 O5.4

**Description**

This worksheet provides more practice in recipe instructions. It may be used at any point after Activity 4.

**Delivery**

- Divide the class into groups of six to eight pupils and give each group a set of cards.
- Give the groups a couple of minutes to complete the words and cut up the cards, then place them face down on the table.
- Pupils take it in turns to take a card, without revealing it to the others, and do a mime based on what is written on the card. The pupil who correctly describes the action on the card has a turn, and so on.
- You may need to monitor this activity quite closely and intervene from time to time, to ensure that all pupils have a turn.

**Answers**

Coupez la baguette.  
Mangez un sandwich.  
Mettez le beurre.  
Mettez les tomates.  
Prenez une baguette.  
Coupez le fromage.

Mettez le thon.  
Mangez les tomates.  
Mangez une glace.  
Prenez une glace à la fraise.  
Mangez les fraises.  
Coupez les tomates.

**Worksheet 4: Écrivez!**

10 mins

AT2.2–3 O5.4  
AT4.2–3 L5.2  
L5.3

**Description**

This worksheet provides further writing practice in recipe instructions. It may be used at any point after Activity 5, or as the Plenary activity for this lesson.

**Answers**

1 mangez                      3 mettez  
2 prenez                      4 coupez

**Context**

Expressing opinions about food

**National criteria**

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

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

Language ladder levels:

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

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

**Cross-curricular links**

Numeracy, ICT (plenary activity), PSHE and FT (healthy eating)

**Key vocabulary***les frites, les bonbons, les pommes, les carottes, les haricots, les gâteaux***Language structures and outcomes**Revised: *J'aime/Je n'aime pas [les carottes]*

1

Starter activity:  
J'aime les bananes

5–10 mins

AT1.2 O5.1  
AT2.2 O5.2**Materials**Units 2 and 3 Flashcards (Sandwiches and ice creams, and Likes/dislikes); food flashcards from **Rigolo 1** Units 6 and 11.**Description**

Starter activity using flashcards to revise expressing food likes and dislikes.

**Delivery**

- Stick the *J'aime/Je n'aime pas* flashcards on the board, each followed by a food item card.
- Ask the class *Tu aimes [les pommes]?* and elicit the sentences depicted by the cards in order to model possible answers, e.g. *Oui, j'aime [les pommes]* or *Non, je n'aime pas [les fraises]*.
- Using other flashcards as prompts, ask individual pupils about their food likes and dislikes until you feel they are sufficiently confident.

2

Animated story:  
La cuisine Rigolo (2)

10 mins

AT1.3 O5.2  
AT3.3 O5.3  
IU5.1 L5.1**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 watch the animated story and note as many different food items as possible which appear in the story.
- Ask pupils to tell you what they think happens in the story and provide some gentle guidance as to the gist, if necessary, without going into too much detail.

3

Presentation:  
Tu aimes les frites?

10 mins

AT1.2 O5.1  
AT2.2 O5.2  
AT3.2**Materials**

Food flashcards as in Activity 1 (see above) for Support and Extension activities.

**Description**

Click on the food items to hear the question, and the characters saying their answer. 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 question e.g. *Tu aimes [les frites]?* and responses from both characters e.g. *Oui, j'aime [les frites]* or *Non, je n'aime pas [les frites]*. The whole class repeats, making appropriate gestures (e.g. thumbs up, thumbs down).
- Continue for all six food items and repeat if further practice is required.

**Extension**

- More confident pupils could take turns to stand at the front with their backs to the board. When the characters say what they like/dislike, they hold up the appropriate flashcards.
- Point out the use of the plural *les* when using *J'aime* and *Je n'aime pas* to talk about food items. Ask pupils to look at the patterns of *J'aime* and *Je n'aime pas* and to point out which parts make the sentences negative.

**Support**

Ask pupils to come and hold up the relevant flashcards after each presentation and ask the whole class to repeat the sentence.

**Language learning strategies**Remind pupils that they have already used *J'aime* and *Je n'aime pas* in Unit 2 with school subjects; they can now use these expressions with food. It is important that pupils realise that the French language is not made up of 'set phrases' but can be flexible and change according to new situations.

4

Oracy activity:  
Je n'aime pas les carottes

10 mins

AT1.2 O5.1  
O5.3**Materials**

Food flashcards as in Activity 1 (see above) for Support and Extension activities.

**Description**Click on the audio icon next to *Allez!* and listen to what the characters say about the food items. Select the correct answer.**Delivery**

- We hear a question, e.g. *Tu aimes [les carottes]?* and a reply from one of the characters. Pupils select the correct answer.

- Continue in the same way with all six dialogues, and repeat if required.

### Support

Ask pupils to hold up the relevant flashcards after each dialogue, and ask the whole class to repeat both sentences each time.

### 5 Literacy activity: J'aime les pommes

10 mins

AT1.2 O5.2  
AT2.2 L5.2  
AT3.2

### Materials

Food flashcards as in Activity 1 (see above); pre-prepared sentences, written on cards or on the board, expressing likes and dislikes of food items.

### Description


Pupils read a sentence and select the most appropriate flashcards to illustrate it.

### Delivery

- Prepare word cards with *J'aime* and *Je n'aime pas* + food items.
- Focus the class on your first sentence; ask one pupil to read out the sentence and another to select the appropriate flashcards and hold them up.
- You could make this into a team game: ask pupils from alternate teams to read and respond, awarding a point for each correct answer.

### Extension

Invite more confident pupils to write some sentences of their own for other pupils to illustrate with the cards.

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

### 6 Plenary activity: Un sondage

10 mins

AT 1.1–2 O5.1  
AT 2.2 O5.2  
O5.3

### Materials

Survey chart written on board or printed out, food flashcards as in Activity 1 (see above).

### Description

A survey to consolidate language expressing opinions about food.

### Delivery

- Either draw/display your chart on the board, or give out a printed survey to each group/table.
- Using flashcards to back up your statements if necessary, say *J'aime* [*les carottes*]. *Levez la main!* and raise your hand to demonstrate. Note down the number of pupils who agree with the statement or ask pupils to fill in their charts. Now say *Je n'aime pas* [*les carottes*]. *Levez la main!* and so on until all food items in the survey have been covered.
- Discuss the survey findings.

### Extension

More confident pupils could devise their own food survey chart on the computer.



### Worksheet 5: Écrivez!

10 mins

AT4.2–3 O5.2  
L5.2  
L5.3

### Description

This worksheet provides further practice in writing about food likes and dislikes. It may be used at any point after Activity 5.

### Answers

- 1b 2a
- 2 Je n'aime pas les carottes.
- 3 Je n'aime pas les bonbons.
- 4 Je n'aime pas les frites.
- 5 J'aime les gâteaux.
- 6 J'aime les haricots.



### Knowledge about language

Worksheet 6: *Grammaire* gives pupils the opportunity to recognise patterns in sentences and to formulate their own rules by seeing language in context. Pupils are encouraged to work out some of the rules about plurals in French by looking at different sentences.



### Worksheet 6: Grammaire

10 mins

AT2.2–3 O5.2  
L5.2  
L5.3

### Description

This worksheet provides practice in looking at the language patterns of French singular and plural words. It may be used at any point after Activity 5 and is particularly suitable for more confident pupils.

### Answers

- 1 Regardez! Les gâteaux au chocolat!  
Je voudrais le gâteau au chocolat s'il vous plaît.
  - 2 Coupez les tomates!  
La tomate est dans la cuisine.
  - 3 Mangez le haricot!  
Miam. J'aime les haricots.
  - 4 Coupez la carotte.  
Beurk! Je n'aime pas les carottes.
  - 5 J'ai un bonbon dans ma trousse.  
J'aime les bonbons.
  - 6 Je voudrais la pomme verte s'il vous plaît.  
J'aime les pommes.
    - What happens to most French nouns in the plural? You add an 's'.
    - Which word was the exception? *Les gâteaux*
    - What happens to *le* and *la* in the plural? They become *les*.
- |                     |                |
|---------------------|----------------|
| 2 1 les carottes    | 4 les tomates  |
| 2 les haricots      | 5 les bonbons  |
| 3 les pommes        | 6 les gâteaux  |
| 3 j'aime les pommes |                |
| 1 les carottes      | 4 les bonbons  |
| 2 les gâteaux       | 5 les pommes   |
| 3 les tomates       | 6 les haricots |



# Unit 3

## Lesson 4

## Lesson summary

### Context

Talking about healthy and unhealthy foods

### National criteria

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

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

Language ladder levels:

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

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

### Cross-curricular links

Numeracy, ICT (Activity 4 and Worksheet 7: *Parlez!*), PSHE and FT (healthy eating)

### Key vocabulary

Food items from Lesson 3: *les frites, les bonbons, les pommes, les carottes, les haricots, les gâteaux*

### Language structures and outcomes

*C'est bon pour la santé. Ce n'est pas bon pour la santé.*

1

**Starter activity:**  
Je n'aime pas les bonbons  
5 mins

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

### Materials

Units 2 and 3 Flashcards (Healthy/unhealthy food items, and Likes/dislikes).

### Description

Starter to revise using *J'aime* and *Je n'aime pas* + plural food words.

### Delivery

- Hold up two flashcards, or stick them on the board, to represent *J'aime* or *Je n'aime pas* + food item. Ask pupils to say the sentence aloud.
- Continue until all combinations have been covered.
- This activity can be done as a team game if preferred.

2

**Animated story:**  
La cuisine Rigolo (2)  
5–10 mins

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

### Materials

Unit 3 Flashcards (Healthy/unhealthy food items).

### 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

- In this second viewing, focus on the language used to say whether a food is healthy or unhealthy.
- Draw two boxes on the board. Put a tick (✓) at the top of one box, and a cross (✗) at the top of the other.
- Ask six pupils to place one flashcard each in one of the boxes, according to whether they think it is healthy (*C'est bon pour la santé* = ✓) or unhealthy (*Ce n'est pas bon pour la santé* = ✗). Use the language subtly at this stage, with no pressure on pupils to repeat what you say.
- Ask pupils to watch the scene, and check if the characters agree with the class on which are healthy/unhealthy foods.
- Discuss answers at the end of the viewing.
- If time allows you can show the animated story again at the end of the lesson, when pupils should be able to understand more of the language.

3

**Presentation:**  
C'est bon pour la santé  
5–10 mins

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

### Materials

Possibly flashcards as in Activities 1 and 2 (see above).

### Description

Click on the food items to hear whether they're healthy or unhealthy. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

### Delivery

- We hear Didier saying either *C'est bon pour la santé* or *Ce n'est pas bon pour la santé* when each food item is clicked on. The whole class listens and repeats, giving a thumbs up or thumbs down gesture at the same time.
- Continue for all six items and repeat if further practice is required.

### Extension

Ask more confident pupils to come to the front and stand with their backs to the board during each activity described above. Without looking at the board, they listen to what is said and respond by selecting the appropriate flashcard and giving a thumbs up or thumbs down gesture. They can then turn round to check their answers.

### Support

First break each expression into smaller chunks then get pupils to chant them, building up to the complete sentence.

4

**Oracy activity:**  
La santé  
10–20 mins

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

### Materials

Unit 3 Flashcards (Sandwiches and ice creams, and Healthy/unhealthy food items), **Rigolo 1** Units 6 and 11 Flashcards (Food and drink), Worksheet 7: *Parlez!*

### Description

Pupils say whether a food is healthy or unhealthy.

### Delivery

- Complete Worksheet 7: *Parlez!* (survey on pupils' likes/dislikes).
- Discuss the survey findings: first look at which foods were pupils' favourites, then discuss opinions on which foods are healthy or unhealthy. (There may, of course, be some variation in opinions on certain foods, e.g. a pizza can be considered healthy or unhealthy, depending on ingredients; ice cream and chocolate can also contain foods which are good for us!)

**Extension**

- Pupils could draw up a table, on the computer or on paper, to illustrate the results of the survey.

**Support**

Less confident pupils could work in pairs to conduct the survey interviews.

**5**

Literacy activity:  
C'est bon ou ce n'est pas bon?

AT3.2 L5.2

10 mins

**Description**

Drag the food and drink words to the correct *panier*.

**Delivery**

- Pupils sort the food items into *paniers* labelled *C'est bon pour la santé* or *Ce n'est pas bon pour la santé*. Discuss whether all pupils agree or disagree with the decision and, if possible, say in English why each item is healthy/unhealthy.
- Continue until all 14 items have been sorted.

**Support**

Display the relevant picture and word flashcards together on the board or classroom wall so they can be referred to as necessary.



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

**6**

Plenary activity:  
Ce n'est pas bon!

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

5–10 mins

**Materials**

Unit 3 Flashcards (Sandwiches and ice creams, and Healthy/unhealthy food items), food flashcards from **Rigolo 1** Units 6 and 11.

**Description**

Team quiz to revise food vocabulary and expressions from this unit.

**Delivery**

- Divide the class into two or more teams. Each team is asked a question in turn.
- Hold up a flashcard and ask *Qu'est-ce que c'est?* Teams score one point for a correct answer. Then ask, *C'est bon pour la santé ou ce n'est pas bon pour la santé?* Teams score another point for a correct answer. Add up the points in French at the end.

Worksheet 7: *Parlez!*AT1.2–3 O5.1  
AT2.2–3 O5.2  
AT3.2

10 mins

**Description**

This worksheet provides further practice in talking about which foods can be considered healthy or unhealthy. It may be used at any point after Activity 3.

**Answers**

- 1 les pommes ☒ C'est bon pour la santé.
- 2 les frites
- 3 les bananes ☒ C'est bon pour la santé.
- 4 les gâteaux
- 5 les carottes ☒ C'est bon pour la santé.
- 6 le jus d'orange ☒ C'est bon pour la santé.
- 7 la pizza
- 8 les bonbons

- 9 les sandwiches ☒ C'est bon pour la santé.
- 10 le chocolat
- 11 la glace
- 12 les haricots ☒ C'est bon pour la santé.

Worksheet 8: *Lisez!*

10 mins

AT3.3 L5.1  
AT4.2–3 L5.3**Description**

This worksheet provides further reading and writing practice in which foods can be considered healthy or unhealthy. It may be used at any point after Activity 5.

**Answers**

- |          |        |
|----------|--------|
| 1 1 faux | 4 vrai |
| 2 faux   | 5 vrai |
| 3 faux   | 6 faux |

**Language learning strategies**

- When pupils are researching on the internet, reassure them that they don't need to understand all the French words in authentic texts but should try to pick out a few they do know, then perhaps use a dictionary for some words they would like to know.
- Encourage them to try to pronounce some unfamiliar words using the strategies they've learned from **Rigolo**.

**Project work: Les repas français**

1–2 hours

AT1.2–3 O5.4  
AT2.2–3 L5.1  
AT3.2–3 L5.3  
AT4.2–3 IU5.1**Description**

Pupils work in small groups to find out more information about what French people eat for lunch.

**Materials**

Internet access and printer, email correspondence with French primary school, library books, French magazines including some recipes or food pictures.

**Delivery**

- Assign pupils to small work groups or pairs, and ask them to use the resources you have to find out about what French people eat at lunchtime. Pupils will hopefully discover that many will eat a sit-down meal at lunchtime and that most French schools have a *cantine* (= 'canteen') which serves healthy, three-course meals at a very reasonable cost. Packed lunches are quite rare amongst French primary-aged children.
- Pool the information the pupils have gathered and prepare a display. Discuss any interesting comparisons with British food. Pupils then can make short presentations about their findings, using *Les français aiment* [+ food items] (= 'French people like [+ food items]'), then add other language covered in this unit to say whether the food is healthy or not.