

RIGOLO



Unit 8

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 18 Les planètes
- Unit 19 Notre école
- Unit 22 Ici et là

National Curriculum attainment levels

AT1.1–4, AT2.1–4, AT3.1–4, AT4.2–4

Language ladder levels

- Listening:* Breakthrough, Grades 1–4
- Reading:* Breakthrough, Grades 1–4
- Speaking:* Breakthrough, Grades 1–4
- Writing:* Breakthrough, Grades 1–4

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

- Ask and say what clothes you'd like
- Give opinions about clothes
- Say what clothes you wear
- Ask and talk about prices (including 60–80)

Key language

- *Qu'est-ce que tu veux? Tu veux... ? Je voudrais un t-shirt, un pantalon, un chapeau, une veste, une jupe, une chemise, des chaussures, des lunettes de soleil + et*
- *C'est comment? C'est moche, beau, trop grand, trop petit, trop cher... et/mais...*
- *Je porte... un pantalon, un chapeau, un t-shirt, une veste, une chemise, une jupe, des chaussures, des lunettes de soleil... rose, orange, marron, rouge(s), jaune(s), vert(e)(s), bleu(e)(s), noir(e)(s), blanc(s), blanche(s)*
- *C'est combien? Ça coûte [soixante-douze] euros*
Numbers 60 to 80

Grammar and skills

- Using *des* with plural words
- Giving opinions using *c'est...*
- Using *et* and *mais* to make longer sentences
- Agreement of adjectives
- Practising new language with a friend
- Techniques for memorising language

Unit outcomes

Most children will be able to:

- Say what clothes they'd like
- Give opinions about clothes
- Say what clothes they're wearing
- Use numbers 60 to 80

Some children will also be able to:

- Use *et* and *mais* to make longer sentences
- Understand and use agreement of adjectives
- Understand and use *des* with plural words

Unit 8

Lesson 1

Lesson summary

Context

Asking and saying what clothes you'd like

National criteria

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

Attainment levels: AT1.1–4, AT2.1–3; AT3.1–4, AT4.2–3

Language ladder levels:

Listening: Grades 1–4; Speaking: Grades 1–3;

Reading: Grades 1–4; Writing: Grades 2–3

Cross-curricular links

Textiles

Key vocabulary

un t-shirt, un pantalon, un chapeau, une veste, une jupe, une chemise, des chaussures, des lunettes de soleil

Language structures and outcomes

Qu'est-ce que tu veux? Tu veux... ? Je voudrais...

[un t-shirt, etc.] + et

1

Starter activity:
Les vêtements

5 mins

AT1.1 O6.3
AT2.1
AT3.1

Description

A quick revision of clothes items from **Rigolo 1** (Unit 12, Lesson 3, Presentation).

Delivery

Show again the **Rigolo 1** presentation from Unit 12 to refresh pupils' memory about clothes items.

2

Video story:
Au magasin de vêtements (1)

10 mins

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

Materials

Unit 8 Flashcards (Clothes).

Description

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

Delivery

- Display the clothes flashcards on the board. Ask pupils to note the order in which each item of clothing is mentioned.
- Play the video through.
- Ask pupils to come to the board and arrange the flashcards in order of appearance.
- Replay the video without stopping. Check whether their list of cards is in the correct order.

Support

Pause the video after each item of clothing is mentioned. Ask pupils to come to the board and place the cards in the correct order.



Intercultural understanding

Use the video to ask pupils to look carefully at the types of clothes and shops featured. Are the clothes the same as those they buy in their own country? What differences can they see? What is the currency they use? Take the opportunity to note that these French children are buying clothes for school as there is no school uniform in France. Discuss with the class differences between this and their own situation.

3

Presentation:
Quel vêtement?

10 mins

AT1.1–2 O6.1
AT2.1–2 O6.4
AT3.1–2

Materials

Unit 8 Flashcards (Clothes).

Description

Click on the clothes to hear them 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

- Invite pupils to click on an item of clothing. The class listens to the presentation of each item and repeats. They can repeat just the item or the full sentence including *je voudrais* ('I would like').
- Continue in this way for all eight items and repeat if further practice is required.

Extension

Remind pupils that *des* ('some') is used as a plural article when referring to objects in a general way, whereas *les* is used to refer to specific objects and means 'the'. *Un* and *une* become *des* in the plural. *Le, la* and *l'* become *les* in the plural. If useful, draw a table on the board to show the patterns.

Support

Use the flashcards to do further oral practice of the items of clothing.

4

Oracy activity:
Qu'est-ce que tu veux?

5–10 mins

AT1.3 O6.3

Materials

Unit 8 Flashcards (Clothes).

Description

Listen and link each audio icon to the correct pictures.

Delivery


- We hear one or two items of clothing being mentioned. The pupil at the front links the audio icon to the relevant pictures.
- Once pupils have linked all four audio icons to the relevant pictures, click on *Done* and their answers will be marked automatically.
- If all answers are correct, click on *Next* to move on to the next set of questions. If any answers are incorrect, click on *Start again* for a second attempt.

Extension

Ask pupils if they can pick out any additional information from the dialogues.

Support

- Encourage less confident pupils to play the audio as many times as necessary. Remind them that they don't need to understand everything that is said, just the key words.
- Display the picture and text flashcards during the activity as additional prompts.

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

5 Literacy activity:
Le jeu des étiquettes
5–10 mins

AT3.1–2 L6.4

Materials

Items of clothing; pre-prepared labels for clothing items, or blank paper for pupils to make their own labels.

Description

Pupils play a game matching words to real items of clothing.

Delivery


- Bring in a bag of clothing (see the list of Key vocabulary for this lesson) and spread out the items on a table at the front of the class.
- Hand out your labels, or give each group a piece of paper. Dictate an item of clothing for them to write out.
- Ask each group to match their label to the correct item.

Extension

Develop work on plural articles and nouns by bringing in multiple items and organising plural labels accordingly.

Support

Put labels on the board in advance, for pupils' reference.

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

6 Plenary activity:
Je voudrais une jupe
10 mins

AT1.2 O6.3

Materials

Items of clothing (see previous activity) or two sets of Unit 8 Flashcards (Clothes) if real clothes not available.

Description

Further listening practice in identifying the correct items of clothing.

Delivery

- Bring in a bag of clothing, including multiple items where possible (see the Key vocabulary for this lesson) and share the items between two tables at the front of the class.
- Divide the class into two teams and ask two representatives from each team to come to the front.
- Call out *Je voudrais [un pantalon] et [deux chapeaux]*. The first team to hold up the requested items wins a point for each item.
- Invite two more representatives from each team to the front and repeat, requesting different items.
- Continue until all items have been covered at least once.

Extension

Include some additional information, e.g. *Je voudrais un chapeau bleu* or *Il fait beau. Je voudrais des lunettes de soleil*.

Support

Request one item at a time until pupils become more confident.

Worksheet 1: *Parlez!*AT2.2–3 O6.2
O6.4

10 mins

Description

This worksheet provides further speaking practice in items of clothing. It may be used at any point after Activity 4.

Answers

(any order acceptable)

Je voudrais...

Partner A:

- 1 un pantalon et un chapeau
- 3 des chaussures et une chemise
- 5 une veste et des lunettes de soleil
- 7 un t-shirt et une jupe

Partner B:

- 2 une veste et une jupe
- 4 un t-shirt et des lunettes de soleil
- 6 une chemise et un pantalon
- 8 un chapeau et des chaussures

Worksheet 2: *Lisez!*AT3.2 L6.1
AT4.2–3 L6.4

10 mins

Description

This worksheet provides further reading and writing practice in items of clothing. It may be used at any point after Activity 5.

Answers

a 5 b 3 c 6 d 4 e 2 f 1

Unit 8

Lesson 2

Lesson summary

Context

Giving opinions about clothes

National criteria

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

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

Language ladder levels:

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

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

Cross-curricular links

Drama (fashion show)

Key vocabulary

C'est... moche, beau, trop grand, trop petit, trop cher

Language structures and outcomes

C'est comment? C'est [moché] et/mais...

1

Starter activity:
C'est comment?

5 mins

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

3

Presentation:
C'est beau mais
c'est trop grand

5–10 mins

AT1.2–3 O6.3
AT2.2–3 O6.4
AT3.2–3

Materials

Unit 6, Lesson 2 Presentation.

Description

Quick revision of colour and size descriptions.

Delivery

- Re-show the presentation from Unit 6 Lesson 2 to revise describing colour and size using *C'est...*
- We hear M. Chanson describing the room. Mme Chanson then repeats his description and adds an additional description.
- Pupils repeat both descriptions.
- Continue for all six rooms.

2

Video story:
Au magasin de vêtements (1)

5–10 mins

AT1.3–4 O6.1
AT3.3–4 O6.3
IU6.1 L6.1
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 that this time they must listen out for any opinions/descriptions of the clothes featured.
- Play the video and ask for pupils' answers. Accept answers in English or French at this stage. Note their suggestions on the board.
- Play the video through again, pausing to check pupils' suggestions.

Extension

Ask pupils to note also the reasons for the purchases (e.g. Thomas needs a shirt and trousers to visit his grandparents).

Support

Pause the video after each description/opinion on the first viewing.

Description

Play the animation to hear Olivier's question and Didier's answers. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- Pupils listen to and repeat Olivier's question, then do the same for Didier's answer.
- Continue for all seven t-shirts and repeat if further practice is required.
- The last two build up to saying two opinions, using *et* and *mais*. Go over the meaning of these conjunctions if necessary.

4

Oracy activity:
C'est trop cher!

10 mins

AT1.2–3 O6.3
AT2.2–3 O6.4

Description

Pupils practise describing and giving opinions on clothes. They then listen to the audio and drag the audio tiles into the boxes below the corresponding pictures.

Delivery

- Invite pupils to reproduce the dialogue heard in the Presentation in Activity 3, e.g. *C'est comment? C'est moche*, for each of the pictures.
- Then click on the audio icons below the pictures. Pupils must drag these tiles into the boxes below the corresponding pictures.
- Once pupils have dragged all four audio tiles into the corresponding boxes, click on *Done* and their answers will be marked automatically. If all answers are correct, click on *Next* to move on to the next set of questions. If any answers are incorrect, click on *Start again* for a second attempt.

Extension

Ask more confident pupils to make up longer descriptions, e.g. by adding colours to the descriptions.

5

Literacy activity:
C'est beau mais...

AT3.2-3 L6.4

10 mins

Description

Look at the pictures of Gustave wearing different jackets and drag the words into the correct order.

Delivery

- Pupils make a sentence which describes Gustave's jacket (all sentences use *et* or *mais*), then click on *Done* to see if the sentence is correct.
- If the pupils' 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.
- Continue until all six jackets have been covered, and repeat if necessary.

Extension

Hold up items from your clothes bag and ask pupils to make similar sentences about them.

Support

If pupils are not confident about sentence-building, this activity can be done as a whole-class activity. The class suggests what the sentence should be (and discusses their choices if necessary) before the pupil clicks on *Done*.



Worksheet 3: *Grammaire* and 4: *Écrivez* may be used from this point onwards.

6

Plenary activity:
C'est moche!

AT2.2-3 O6.4

10 mins

Materials

Bag of clothes (see the Key vocabulary for this lesson) of different sizes and styles, some with a visible price tag (in euros) attached.

Description

Pupils give their opinions on clothes being modelled on the 'catwalk'.

Delivery

- Ask for a few volunteer pupils to dress up in the clothes. The 'models' do a quick walk round the room so all pupils get a good look.
- The models stand at the front, one by one, and the audience volunteers opinions/descriptions on each item of clothing e.g. *C'est trop grand*.
- Continue for all the clothes.

Extension

Encourage pupils to make longer sentences linked by *et* or *mais*, e.g. *C'est beau mais c'est trop cher*.

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

10 mins

Description

This worksheet provides further practice in forming sentences using *c'est* with *et* and *mais*. It may be used at any point after Activity 5.

Answers

- 1 a C'est trop petit. d C'est trop cher.
b C'est trop grand. e C'est beau.
c C'est moche. f C'est trop petit.

Language learning strategies**Practise new language with a friend and outside the classroom**

Where possible, encourage pupils to work in pairs or small groups to practise new language. The dialogues in Worksheet 4 give a good opportunity for pupils to practise their dialogues with a friend. Encourage them to listen carefully to each other and to correct pronunciation where necessary. You could also encourage more confident pupils to perform their dialogues for the rest of the class. It also helps language learning if they can memorise their dialogues; this will help them recall short phrases in future lessons.

Worksheet 4: *Écrivez*!

5-10 mins

AT2.3-4 O6.2
AT3.3-4 L6.1
AT4.3-4 L6.4**Description**

This worksheet provides practice in reading, writing and taking part in longer dialogues. It may be used at any point after Activity 5.

Answers

- 1 ● Salut!
▲ Salut! Où vas-tu?
● Je **vais** au magasin de vêtements.
▲ Qu'est-ce que tu veux?
● Je **voudrais** un pantalon.
▲ Un **pantalon**? C'est pour l'école?
● Oui.
▲ Voilà un **beau** pantalon!
● Je vais essayer.
▲ Ça **va**?
● Ah **non**, ça ne va pas.
▲ C'est **comment**?
● C'est **trop** petit.
▲ Ah, zut!
- 2 ● Salut!
▲ Salut! Où vas-tu?
● Je vais au magasin de vêtements.
▲ **Qu'est-ce que tu veux**?
● Je voudrais un chapeau.
▲ Un **chapeau**? C'est pour les vacances?
● Oui. Je vais au bord de la mer.
▲ On va **regarder**? Voilà un **chapeau**!
● Je vais essayer.
▲ C'est **comment**?
● C'est beau, mais c'est trop cher.
▲ Ah, zut!

Unit 8

Lesson 3

Lesson summary

Context

Saying what clothes you wear

National criteria

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

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

Language ladder levels:

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

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

Cross-curricular links

Literacy, music, numeracy

Key vocabulary

Je porte... un pantalon, un chapeau, un t-shirt, une veste, une chemise, une jupe, des chaussures, des lunettes de soleil...

rose, orange, marron, rouge(s), jaune(s), vert(e)(s), bleu(e)(s), noir(e)(s), blanc(s), blanche(s)

Language structures and outcomes

Je porte [un pantalon] [noir]. Je porte [une veste] [noire].

1

Starter activity:
Les vêtements et les couleurs
5 mins

AT1.2–3 O6.3
AT2.2–3 O6.4
AT3.2–3

2

Video story:
Au magasin de vêtements (2)
10 mins

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

Materials

Rigolo 1, Unit 12, Lesson 4 Presentation.

Description

Quick revision of clothes and colours.

Delivery

- Re-show the presentation from **Rigolo 1**, Unit 12 Lesson 4 to revise clothes and colours.
- Pupils watch the animation, and listen/ repeat.

Extension

Highlight the agreement of adjectives when used with a noun and focus pupils' attention on the pronunciation and spelling of *vert/verte*, etc.

R

Knowledge about language

Noticing and matching agreements

For more confident pupils, this unit gives the opportunity to focus on agreement of adjectives. Put some clothing items + colours on the board and ask pupils to note the pattern, e.g. *un pantalon noir; une veste noire; des chaussures noires*.

- If you wish, you can explain the rule that adjectives which describe masculine nouns stay the same; those which describe feminine nouns add an '-e' (unless the adjective already ends in an '-e'); those which describe masculine plural nouns add an '-s'; and those which describe feminine plural nouns add '-es'.
- Use Worksheet 5: *Grammaire* to do some specific practice but first give plenty of examples on the board. Draw attention to these patterns as they occur throughout the lesson. NB: exceptions to the pattern are *marron*, which never changes, and *blanc/blanche*.

Materials

Rigolo 1 Unit 2 Flashcards (Colours).

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

- Pupils watch the video story and note which colours are mentioned.
- Elicit pupils' answers. Stick the relevant colour flashcards on the board.
- Play the video story through once more, pausing after each colour to check it is on the board.
- Draw pupils' attention to the agreement of colours e.g. *blanc/blanches*.

Support

For less confident pupils, pause the video during the first viewing after each colour is mentioned. Stick the flashcards on the board as you go along.

3

Presentation:
Qu'est-ce que tu portes?
10 mins

AT1.2–3 O6.3
AT2.2–3 O6.4
AT3.2–3

Description

Click on a garment to hear the question and answer. 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 the question *Qu'est-ce que tu portes?*, then see Polly wearing the item and saying what it is (*Je porte une jupe bleue*).
- The whole class repeats the question and the answer.
- Again, draw pupils' attention to the agreement of colours/nouns.
- Point out that in French the colours come after the noun.
- Continue for all eight items and repeat if further practice is required.

Extension

Ask pupils to look carefully at the spellings of the colours and to tell you whether the noun is feminine, masculine or plural.

4 Oracy activity: Je porte une chemise rouge

AT1.2-3 O6.3
AT2.2-3 O6.4

10 mins

Description

Answer the question about what each character is wearing.

Delivery

- Click on the *Question* audio icon. When pupils hear the question, they say aloud what the character is wearing e.g. *Je porte une jupe rouge, un t-shirt bleu et des chaussures blanches*. Click on the *Réponse* audio icon to compare. Focus pupils on accurate pronunciation of the answers.
- Repeat for all six characters and repeat if required.
- By dividing the class into two groups you could make this into a team game, awarding a point for each correct answer.

Extension

Highlight the intonation in these longer sentences, rising at a comma and falling at a full-stop.

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

5 Literacy activity: Le jeu des couleurs

AT3.3 L6.4

10-15 mins

Materials

Items of clothing (see Lesson 1 notes), blank card or pre-prepared labels (see below).

Description

Pupils label items of clothing, incorporating agreement of colour adjectives.

Delivery


- Re-use clothing labels from Lesson 1, or make a new set.
- Write out separate colour labels in all possible variations (i.e. singular masculine, singular feminine, plural masculine, plural feminine).
- Hold up one item of clothing at a time and invite pupils to come up and select the appropriate labels (i.e. clothing plus colour).
- Continue with other items, sometimes holding up multiple items to practise plurals.
- If time allows pupils can dress up and describe what they're wearing.

Extension

Divide the class into teams. Silently, stick a description on the board. The first team to read and select correctly the item of clothing wins a point.

Support

First introduce the masculine/feminine agreement of the colours. When pupils are confident with this you can add the plurals.

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

6 Plenary activity: Coco le Clown

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

10 mins

Materials

Rigolo 1, Unit 12 Lesson 4 Song; cut-up printouts of lyrics (one per group).

Description

Song to revise clothes and colours.

Delivery

- Re-play the song from **Rigolo 1**, Unit 12 Lesson 4, which contains clothes and colours.
- Hand out the cut-up lyrics (one set for each group of pupils) and ask pupils to re-arrange the lyrics in the correct order.
- Play the song one more time for pupils to check/modify their answers.

Extension

Print off the full lyrics and blank out some of the words so that pupils must fill in the gaps.

 Worksheet 5: *Grammaire*

AT3.3 L6.4
AT4.3

10 mins

Description

This worksheet provides further practice in agreement of adjectives. It may be used at any point after Activity 4.


Answers

2

masc. sing.	fem. sing.	masc. plural	fem. plural
jaune	jaune	jaunes	jaunes
masc. sing.	fem. sing.	masc. plural	fem. plural
bleu	bleue	bleus	bleues
noir	noire	noirs	noires

- 2 1 Je voudrais un chapeau **noir**.
2 Je porte un pantalon **rouge**.
3 Jake porte des chaussures **vertes**.
4 Je voudrais une jupe **bleue**.
5 Je voudrais des lunettes de soleil **jaunes**.
6 Tu veux des chemises **blanches**?

- 3 1 une jupe bleue
2 des chaussures noires
3 une veste verte
4 des lunettes de soleil rouges
5 une chemise jaune

 Worksheet 6: *Écrivez!*

AT3.4 L6.1
AT4.3-4 L6.2
L6.4

10 mins

Description

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

Answers

- 1 Le samedi à neuf heures, je vais à l'école. Je porte *une jupe bleue* et une **chemise blanche**. À trois heures, je vais au centre sportif. Je porte un **pantalon bleu**, un **t-shirt rouge** et des **chaussures blanches**.
Le dimanche à deux heures, je vais chez Polly. On écoute de la musique, on danse et on chante dans le salon. Je porte une **jupe verte**, une **veste noire**, et des **lunettes de soleil jaunes**.

Context

Asking and talking about prices (including numbers 60–80).

National Criteria

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

Attainment Levels: AT1.1–4, AT2.1–4; AT3.1–4, AT4.2–4

Language Ladder Levels:

Listening: Grades 1–4; Speaking: Grades 1–4;

Reading: Grades 1–4; Writing: Grades 2–4

Cross-curricular links

Numeracy; ICT – Project work, Art and design, Music

Key vocabulary

Numbers 60 to 80

Language structures and outcomes

C'est combien?

Ça coûte [soixante-douze] euros.

1

Starter activity:
Les nombres (1–60)
5–10 mins

AT1.1–2 O6.4
AT2.1–2

Materials

Possibly **Rigolo 1** (any of the number activities from Units 2 or 6) or pre-prepared number flashcards.

Description

Pupils revise numbers 1–60.

Delivery

- Do any of the above-mentioned activities, or play your own favourite number game to quickly revise numbers 1 to 60.
- You could also play *Buzz-Bof*: Each pupil says a number in sequence, but when someone comes to a number with 7 in it (or a multiple of 7), they must say 'Bof' instead of the number. Failure to remember this means the pupil is out of the game! Continue until there is just one winner.

2

Video story:
Au magasin de vêtements (2)
5–10 mins

AT1.3–4 O6.1
AT3.3–4 O6.3
IU6.1 L6.1
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 to watch the video and listen out in particular for the prices.
- Write their answers on the board and play the film through one more time for pupils to double-check their answers.

Extension

Ask more confident pupils if they can also listen out for the question (*C'est combien?*) and tell you how the prices were given (*Ça coûte [20] Euros*).

Support

Write four prices on the board, including the two correct prices, from which pupils choose their answers.

3

Presentation:
Les nombres 60–80
10–15 mins

AT1.1–2 O6.3
AT2.1–2 O6.4
AT3.1–2

Description

Click on the play button to hear the numbers 60–70 presented. Then do the same for the numbers 71–80. Use the additional features to practise spelling and sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- Pupils hear a continuous presentation of the numbers 60–70. Ask pupils to listen and join in if/where they can.
- You can pause the animation after each number, giving time for the class to listen and repeat.
- Approach the second group of numbers (71 to 80) in the same way.
- Repeat as necessary.
- Once the numbers have been practised as numbers you can practise them as prices. Prepare for this and further oral activities by starting at 60 and counting around the class. Gradually add conditions, e.g. missing out numbers that include a '7'.
- Then use real garments or Unit 8 Flashcards, with a number chart or prepared prices. Ask *C'est combien?* Show a number + euros. Elicit the answer *Ça coûte... euros*.
- Ask who knows how much a euro is worth.
- Build up to shop dialogues, e.g.
A: *Bonjour.*
B: *Bonjour. Qu'est-ce que tu veux?*
A: *Je voudrais [une jupe bleue], s'il vous plaît.*
B: *Voici [une jupe bleue].*
A: *Mmm. C'est beau. C'est combien?*
B: *Soixante-dix euros.*
A: *Ah non, c'est trop cher. Au revoir!*
B: *Au revoir!*

Extension

- Encourage pupils to establish and discuss how these composite numbers are made up. Elicit the fact that counting in scores is a relic of counting on fingers and toes.
- If pupils can cope, you may wish to cover numbers up to 100.

Support

Consolidate the new numbers with further number games in class.

4

Song:
Je voudrais un pantalon bleu
15 mins

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

Description

Watch and listen to the interactive karaoke song about buying clothes. 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 of the three featured characters on the board (Jake, Didier and Polly).
- Ask pupils to listen for the item of clothing each character wants to buy, and any other information they hear about the item (e.g. price, what the problem is).
- Play the song through once in *Sing* mode and elicit pupils' answers. Note the answers on the board.
- Go through the song in *Practice* mode, checking general comprehension and verifying the information on the board.
- Play the song through once more in *Sing* mode for pupils to sing along. If time allows, divide the class into groups and make this final stage into a karaoke competition.
- Pupils could perform the song at an assembly in front of fellow pupils/parents.

Extension

Pupils could use the song as a model and write/sing their own verses. Divide the class into three groups and assign a verse to each group. Each group must then reconstruct their verse and perform it to the class.

Support

Give pupil the lines of the song jumbled up. They cut up the lines and reconstruct them as they listen.

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

Language learning strategies

Comparing and reflecting on techniques for memorising language

- Discuss ways of memorising language with pupils. Brainstorm ideas on this topic by asking, e.g.
 - Do they prefer to use the 'look/cover/write' technique they used in younger years for English words?
 - Is it better with French words if they also say the words out loud, or perhaps learn the words with a partner and work together orally rather than writing them down?
 - How do they best learn phrases rather than words?
 - Does rhythmic repetition help them learn?
- Try learning a verse of the song by heart or even the whole song. It's often easier to memorise phrases when set to music. Try to do this as a class and evaluate afterwards. Did it work better than just learning set phrases without music? Reflect on this from time to time and pool ideas for other techniques from the whole class.

5

Literacy activity:
Les nombres
10–15 mins


AT3.2
L6.1

Description

Listen to the audio and link the audio icons to the corresponding prices.

Delivery

- Click on the audio icons on the left-hand side of the screen.
- Pupils must link the audio icons to the corresponding phrases.
- Once pupils have linked all four audio icons to the corresponding phrases, click on *Done* and their answers will be marked automatically. If all answers are correct, click on *Next* to move on to the next set of questions. If any answers are incorrect, click on *Start again* for a second attempt.

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

6

Plenary activity:
Le Juste Prix
10 mins

AT1.2-3 O6.3
AT2.2-3 O6.4

Materials

Bag of clothing items or Unit 8 Flashcards (Clothes); pre-prepared list of clothes and prices in euros (only seen by teacher!).

Description

A game based on the TV show 'The Price is Right' to give further practice in using higher numbers.

Delivery

- Divide the class into two teams and display the clothes at the front of the class.
- Hold up an item of clothing and ask *C'est combien?* Each team guesses the price in euros. The team with the answer closest to the correct price wins a point.
- Hand the item or card to the team and continue until all items have been done.

Support

Play a simpler number game before this one, to revise numbers.



Worksheet 7: Parlez!

10 mins

AT2.3-4 O6.2
O6.4**Description**

This worksheet provides practice in shop conversations. It may be used at any point after Activity 4.



Worksheet 8: Lisez!

10 mins

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

This worksheet provides more extended reading practice. It may be used at any point after Activity 5.

Answers

- 1 1 (any four): une jupe, une chemise, une veste, mon chapeau, mes lunettes de soleil
- 2 histoire-géo, anglais, français, maths
- 3 (any four): à l'école, à la montagne, à la piscine, au centre sportif, au café, au parc d'attractions
- 4 j'aime ça, c'est super, j'aime Polly, elle est sympa.
- 2 1 A black skirt, a red shirt and a white jacket.
- 2 She plays tennis after school.
- 3 She's going to the mountains (to ski).
- 4 Lessons cost 20 euros an hour. She thinks that's expensive.
- 5 Thursdays at 5.00.
- 6 She goes to the café, has an orange juice and a sandwich.
- 7 She wears her hat and sunglasses because it's hot.
- 8 She goes to the amusement park at 1.00. She'll go on the rides.
- 9 She sees Polly at 3.00. She thinks Polly's nice.
- 10 They dance, sing, listen to CDs and watch TV.

Project work:
L'uniforme scolaire

1 hour

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

Sound/spelling activity:
Les sons 'an', 'en', 'in', 'on' et 'un'

AT1.1
AT2.1

10-15 mins

Description

Pupils prepare a labelled display/PowerPoint presentation on their school uniform.

Materials

Photos of a school uniform or real items of clothing (borrowed from Lost Property?), blank display card/labels; if possible, access to a computer (ideally with internet access) and printer.

Delivery

- Divide the class into small groups. Pupils prepare a display/PowerPoint presentation in which they label their uniform and take turns to present it to the rest of the class. Encourage more confident pupils to speak in sentences or to prepare short paragraphs rather than just labels.
- If you are in contact with a French school, pupils could email one of the displays and ask the French pupils to send one on their own typical school clothes. This would make for an interesting cultural comparison, and pupils could discuss the pros and cons of having a uniform.

Description:

Practice mode:

Listen and practise pronouncing nasal sounds on their 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 nasal sounds you hear in each, then select the correct number on the screen.

Delivery

- This sound/spelling activity focuses specifically on the different nasal sounds.
- Launch the *Practice* part of the activity on pages 2-3 of the eBook and click on the play button on each screen. The Virtual Teacher will say the nasal sounds on their own and as part of words that have been met in *Rigolo*. For each of these, get the class to repeat the sounds and words chorally several times, checking the model each time by playing the video again.
- 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 nasal sounds they hear. They select the correct number button on screen, between 0 (if they don't hear it at all) and 4.
- When pupils have selected the right number, click on *Done* and pupils will receive automatic feedback. Click on the audio icon if you want to hear the phrase again and review answers.
- Repeat the activity if pupils need further practice.

Extension

Ask pupils to listen to the video or song again and ask them to raise their hand whenever they hear one of these nasal sounds.

Support

Divide the class into groups and allocate a sound to each group. They must try to find as many words as possible with 'their' sound during the next lesson. Swap sounds/ groups each week so everyone covers each sound.

Assessment for Units 7–8

Écoutez!

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

Total marks for listening: 20.

Activity 1a, 1b (AT1.2; O6.3)
Mark out of 10.

Answers

2b (m) 3c (f) 4f (f) 5e (m) 6a (m)

TRANSCRIPT

Example:

- 1 – Qu'est-ce qu'il fait le lundi?
– Le lundi matin, il joue au tennis.
- 2 – Qu'est-ce qu'il fait le mardi?
– Le mardi après-midi, il fait du vélo.
- 3 – Qu'est-ce qu'elle fait le mercredi?
– Le mercredi soir, elle regarde un film.
- 4 – Qu'est-ce qu'elle fait le jeudi?
– Le jeudi après-midi, elle joue au football.
- 5 – Qu'est-ce qu'il fait le vendredi?
– Le vendredi après-midi, il fait du roller.
- 6 – Qu'est-ce qu'il fait le samedi?
– Le samedi matin, il écoute la radio.

Activity 2 (AT1.3; O6.3)
Mark out of 10.

Answers

	object	colour	comment
1	(t-shirt)	red	(✓)
2	trousers	black	✗
3	sunglasses	blue	✗
4	hat	green	✓

TRANSCRIPT

- 1 – Qu'est-ce que tu veux?
– Je voudrais un t-shirt.
– Quelle couleur?
– Un t-shirt rouge.
– Voilà un t-shirt rouge.
– Oui, c'est beau!
- 2 – Qu'est-ce que tu veux?
– Je voudrais un pantalon.
– Quelle couleur?
– Un pantalon noir.
– Voilà un pantalon noir.
– Oh non, c'est trop grand
- 3 – Qu'est-ce que tu veux?
– Je voudrais des lunettes de soleil.
– Quelle couleur?
– Des lunettes de soleil bleues.
– Voilà des lunettes de soleil bleues.
– Non, c'est moche!
- 4 – Qu'est-ce que tu veux?
– Je voudrais un chapeau.
– Quelle couleur?
– Un chapeau vert.
– Voilà un chapeau vert.
– Oui, c'est beau!

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 1/2 (AT2.2; O6.4)
5 marks.

Answers

- a: Je porte un pantalon [noir], des chaussures [bleues], un t-shirt [blanc], une veste [rouge] et un chapeau [vert].
b: Je porte une jupe [rouge], une chemise [bleue], des chaussures [noires], des lunettes de soleil [blanches] et un chapeau [jaune].

Activity 3 (AT2.3; O6.4)
5 marks (1 mark per answer).

Lisez!

Total marks for reading: 20.

Activity 1 (AT3.2; L6.1)
Mark out of 5.

Answers

- a sunglasses 70
b shoes 78
c jacket 68
d t-shirt 80
(e trousers 65)
f skirt 74

Activity 2 (AT3.3–4; L6.1)
Mark out of 5.

Answers

correct sentences = 1, 3, 6, 8, 9

Écrivez!

Total marks for writing: 20.

Activity 1a (AT4.2; L6.4)
Mark out of 5.

Answers

- a le t-shirt
b les chaussures
c le chapeau
d les lunettes de soleil
e le pantalon
f la veste

Activity 1b (AT4.2; L6.4)
Mark out of 5.

Answers

- a C'est trop petit!
b C'est trop grand!
c C'est beau!
d C'est moche!
e C'est trop cher!
f C'est moche!

Activity 2 (AT4.3–4; L6.4)
Mark out of 10 (2 per sentence).