

RIGOLO



Unit 3

Teacher's Notes

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Assessment sections: Julie Green

National criteria

KS2 Framework objectives

- O3.1 Listen and respond to simple rhymes, stories and songs
- O3.2 Recognise and respond to sound patterns and words
- O3.3 Perform simple communicative tasks using single words, phrases and short sentences
- O3.4 Listen attentively and understand instructions, everyday classroom language and praise words
- L3.1 Recognise some familiar words in written form
- L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words
- L3.3 Experiment with the writing of simple words

QCA Scheme of Work

- Unit 1 Je parle français
- Unit 2 Je me présente
- Unit 3 En famille
- Unit 9 Les sports

Language ladder levels

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

5–14 guideline strands

Levels A–C

Listening

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

Speaking

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

Reading

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

Writing

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

Unit objectives

- identify parts of the body
- describe eyes and hair
- recognise days of the week
- give basic character descriptions

Key language

- parts of the body: *les yeux* (eyes), *le nez* (nose), *la bouche* (mouth), *les oreilles* (ears), *les cheveux* (hair), *la jambe* (leg), *le bras* (arm), *la tête* (head)
- colours: *vert* (green), *rouge* (red), *marron* (brown), *jaune* (yellow), *bleu* (blue)
- adjectives: *long* (long), *court* (short)
- days of the week: *lundi*, *mardi*, *mercredi*, *jeudi*, *vendredi*, *samedi*, *dimanche*
- adjectives describing character: *Je suis... grand(e)*, *petit(e)*, *timide*, *bavard(e)*, *drôle*, *sympa*

Grammar and skills

- gender of different nouns
- the definite article
- simple word order
- simple facial and character descriptions
- simple adjectival agreement (for more able pupils)

Unit outcomes

Most children will be able to:

- use spoken French to identify parts of the body
- recognise and copy out the days of the week
- begin to recognise, read and pronounce sounds of combinations of letters, words and set phrases

Some children will also be able to:

- write and say phrases from memory, with clear pronunciation and meaning
- describe hair and eyes with a limited range of adjectives in simple phrases
- describe character with one-word adjectives
- appreciate simple adjectival agreement (for more able pupils only)

Unit 3

Lesson 1

Lesson summary

Context

Introducing parts of the body

National criteria

KS2 Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2

Attainment levels: AT1.1, AT2.1, AT2.2, AT3.1

Language ladder levels:

Listening: Grade 1; Reading: Grade 1;

Speaking: Grades 1

Cross-curricular links

Science

Key vocabulary

Parts of the body: *les yeux* (eyes), *le nez* (nose), *la bouche* (mouth), *les oreilles* (ears), *les cheveux* (hair), *la jambe* (leg), *le bras* (arm), *la tête* (head)

Language structures and outcomes

As above

1

Starter activity:

Bof dit...

5–10 mins

AT1.1 O3.4

3

Presentation:

Le corps

10–15 mins

AT1.1 O3.2
AT2.1 O3.4
AT3.1 L3.1
L3.2

Materials

Bof puppet

Description

Revision of classroom instructions

Delivery

- Revise the target instructions by saying them and doing the actions all together.
- Hold up the Bof puppet and remind pupils of the rules, which are the same as 'Simon says...' but each correct instruction will be preceded by *Bof dit...* - the usual French game being *Jacques a dit...*
- Begin giving instructions. Pupils respond only if the instruction is preceded by *Bof dit...*, otherwise they are out of the game. The last pupil remaining in the game is the winner.
- You can use the Virtual Teacher at any time to refresh your memory of the target expressions.

2

Animated story:

Le miroir magique (1)

10–15 mins

AT1.1 O3.1
AT2.1 O3.4
AT3.1 L3.1

Description

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

Delivery

- This animated story can be used for both starter and plenary activities - the whole animation can be played at the end of the unit so that pupils can gauge their improved understanding.
- At this point pupils watch the first half of the story only; the second half is in Lesson 3.

Scene 1 (Polly and Jake in château corridor)

- Play the scene, then pause the screen and ask pupils to describe what is happening. Where are the children? How are they feeling? (Why? How can we tell how they're feeling?) What are they doing? What's going to happen? Play the scene through, without stopping. Ask whether pupils' predictions were correct. Ask them to summarise briefly what happened.

Scene 2 (by the mirror)

- Repeat as for Scene 1. Also ask the class if they can tell you how the characters are saying 'Look!' to each other. Ask more confident groups to listen for the words for 'hair', 'eyes', 'nose', 'ears' and 'mouth'. Play the scene again for pupils to check their answers.

Description

Play the animation to hear and see the correct pronunciation of the body parts. 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

- Start by asking pupils if they know, or can remember from the animation, the word for any of the following in French: 'head', 'eyes', 'ears', 'arm', 'leg', 'nose', 'mouth' and 'hair'. Ask the class to listen carefully during this activity to see if they were right.
- Play the animation of the cavalier presenting the body parts mentioned above, pausing the presentation after each body part. The whole class listens and repeats the word, pointing to the relevant part of their own body. The appropriate part of the cavalier's body is animated as the body parts are introduced.
- On Screen 2, pupils can listen to the Virtual Teacher pronouncing these words. Repeat chorally, copying the Virtual Teacher's gestures as you say the words. Continue until all parts of the body have been covered.

Extension

- Point at each body part, and ask the class *Qu'est-ce que c'est?*
- Ask a few pupils to stand at the front. Say the body parts out loud, and ask them to point to the relevant part of their body. The rest of the class tells them whether or not they are correct.
- Repeat with different groups of pupils.



Knowledge About Language

Gender

- As in previous units, in this lesson the notion of gender can be examined with pupils.
- This is the first time pupils will have seen the definite article *le/la/les*.
- Draw pupils' attention to the three groups of nouns and ask them to point out the patterns with the articles. Then, see if they can guess what the word for 'the' is in French (*le/la/les*).
- If you have explored this, remind them how you have seen that nouns in French are in different groups for *un* or *une*. Explain that this is the same rule with *le* and *la*, and that *les* is for more than one word, or a plural.

4 Oracy activity: Qu'est-ce qui manque? 10 mins

AT1.1 O3.3

Description

Click on the audio icons to hear a body part. Link the audio icon to the correct picture.

Delivery

- Click (or invite a pupil to click) on the first audio icon on the left-hand side of the screen.
- Ask the class to listen to the body part, and identify which picture it should be linked to.
- Once all four audio icons have been linked to a picture, click *Done*, and the pupils' answers will be marked automatically.
- If the class answered correctly, click on *Next* to move on to the next set of questions. If the class answered incorrectly, click on *Start again* for a second attempt.

Extension

Split the activity into two parts, each with four audio clips, in order to do the activity as a team game and see who gets the most correct answers.

Support

Go through the eight different body parts with pupils before they start the activity.

5 Song: Écoutez Jake 15–20 mins

AT1.2 O3.1
AT2.2 O3.2
AT3.2 O3.4
L3.1
L3.2

Description

Watch and listen to the interactive song practising parts of the body. Choose either *Practice* or *Sing* mode: the former to go through the song line by line, the latter to sing it all the way through.

Delivery

- Ask pupils to listen out for all the different actions which appear in the song.
- Play the song once right the way through in *Sing* mode. Afterwards, ask pupils to tell you as many of the actions as they can remember.
- Play the song through again, this time asking pupils to note down the number of any action they see/hear. Focus on one verse at a time. Go through the lyrics, stopping after each line to repeat chorally and to check comprehension.

- Check through pupils' answers about the different actions. Write a numbered list of their suggestions on the board.
- Go back and play the song in *Practice* mode, focusing on one line at a time. Repeat chorally and to check comprehension.
- Play the song through again: all join in with singing and actions.

Extension

- Split the class into five groups and assign a verse to each group. Each group must perform their verse. You could ask each group to represent a country, and have a 'Eurovision Song Contest'-style vote to decide on the best performance.

See the Introduction for more notes on the Song features.

6 Plenary: Qu'est-ce que c'est? 5–10 mins

AT1.1 O3.2
AT2.1 O3.3

Materials

Unit 3 Flashcards 1–8 (Parts of the body)

Description

Oracy activity practising parts of the body, using realia or flashcards.

Delivery

- Hold up a flashcard and ask *Qu'est-ce que c'est?* Say one of the parts of the body already learned in a slightly questioning tone (e.g. *C'est la bouche?*).
- The class responds *Oui* or *Non* according to whether your statement is true or false.
- Go through all the items in the same way.
- If time allows, invite a few pupils to make similar statements that the other pupils must respond to.

Extension

- Hold up a flashcard and ask *Qu'est-ce que c'est?* The first pupil to respond correctly comes to the front of the class and chooses another card, which they then hold up and ask *Qu'est-ce que c'est?* Continue in the same way with all the cards.
- Alternatively, stick all the parts of the body flashcards on the board. Give the class one minute to study the board. Ask pupils to turn away/close their eyes while you remove one or two cards. Ask *Qu'est-ce qui manque?* Pupils say which card(s) is/are missing.

Unit 3

Lesson 2

Lesson summary

Context

Describing eyes and hair appearance

National criteria

KS2 Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3

Attainment levels: AT1.2, AT2.1-2, AT3.2, AT4.2

Language ladder levels:

Listening: Grade 1-2; Reading: Grade 1-2;

Speaking: Grade 1-2; Writing: Grade 1-2

Cross-curricular links

Science, art, literacy

Key vocabulary

Parts of the body: *les yeux* (eyes), *les cheveux* (hair)

Colours: *vert* (green), *rouge* (red), *marron* (brown), *jaune* (yellow), *bleu* (blue)

Adjectives: *long* (long), *court* (short)

Language structures and outcomes

J'ai les cheveux/les yeux + [adjective]

1

Starter activity:

Les couleurs

5-10 mins

AT2.1

O3.3

O3.4

Materials

Unit 2 Flashcards 9-14 (colours)

Description

Game based on 'Kim's Game', to practise colours.

Delivery

- Stick the colour flashcards on the board. Quickly go through the colours with the class.
- Ask the class to close their eyes (*Fermez les yeux!*) and remove one or two colours whilst they do so. Ask the class to look (*Regardez!*) and tell you which colour(s) are missing.
- Repeat a few times, until pupils seem comfortable with the colours.

2

Presentation:

J'ai les cheveux longs

10 mins

AT1.2

O3.2

AT2.2

O3.4

AT3.2

L3.1

L3.2

Description

Click on the ghosts, each of which has one defining physical characteristic, to hear and see the correct pronunciation of that body part. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- Invite pupils to click on the ghosts one by one, then encourage the class to repeat what they hear and to point to the relevant part of their own body. Ensure that they imitate the intonation as accurately as possible.
- Continue until all ghosts have been selected. You may wish to repeat the activity with a different set of pupils.
- Use the Virtual Teacher at any time to compare intonation.

Extension

- Ask a pupil to stand at the front, with their back to the board.
- Another pupil clicks on a ghost to trigger the Virtual Teacher audio and animation.
- The pupil at the front then turns round and points to the ghost corresponding to the description they have just heard.

Language Learning Strategies

Comparing languages

- This is another opportunity (as in Unit 2, Lesson 2) to look at the different word order between French and English when using adjectives, i.e. in French the adjective comes after the noun.

3

Oracy activity:

Le jeu du corps

10-15 mins

AT1.2

O3.2

O3.4

Description

Click on the play button to hear the audio of a ghost describing its defining physical characteristic. Then, judging from the appearance of the three different ghosts on screen, pupils choose the correct ghost.

Delivery

- Ask a pupil to click on the play button.
- You will see three ghosts and will hear one audio description. Pupils decide which ghost matches the description and select the ghost.
- Click on *Done* for the pupils' answer to be marked automatically. If their answer is correct, click on *Next* to move on to the next question. If their answer is incorrect, click on *Start again* for a second attempt.

Extension

- Turn the activity into a team game by forming two groups; each has three 'lives'. Invite pupils, in turn, from each group to answer a question, and keep scores of the correct answers.

Support

- Play each description twice using the play button before asking pupils to respond.

4

Oracy activity:

Tu es comment?

10 mins

AT1.2

O3.3

AT2.2

Materials

Unit 3 Flashcards 9-13 (Eyes and hair)

Description

Pairwork/Role-play activity practising self-descriptions (talking about hair and eyes), using flashcard prompts.

Delivery

- Hold up the 'hair' flashcard and describe your hair (*J'ai les cheveux longs/courts*). Hold up the 'eyes' flashcard and describe your eye colour (*J'ai les yeux bleus/verts/marron*). Hold up one of the two flashcards and ask a pupil *Tu es comment?* They then describe their hair/eyes according to the flashcard. Repeat a few times with different pupils, helping with vocabulary where necessary.
- Alternatively, make groups of 6–8 pupils. One pupil in each group turns to the pupil on their left and asks *Tu es comment?* The second pupil describes their hair or eyes (or, preferably, both). They then turn to the person on their left and ask the same question.
- Continue until all pupils have had a chance to ask and answer the question.

Support

- Get pupils to identify the noun first, and then expand with the rest of the phrase, e.g. *les cheveux – J'ai les cheveux courts*.
- Pupils could say the phrase without *j'ai* if necessary.

5

Literacy activity:
Les visages
10–15 mins

AT3.2 L3.1
L3.2**Description**

Read the descriptions given, then link the description to the correct hair or eyes.

Delivery

- Ask a pupil to link the first description to the correct hair or eyes.
- Continue until all three descriptions have been linked to an appropriate picture. Click on *Done* for the answers to be marked automatically.

- If the pupils' answers are correct, click on *Next* to move on to the next set of questions. If their answers are incorrect, click on *Start again* for a second attempt.
- Invite a different pupil to come to the board for each description.

Extension

Play a second time as a team game: each team takes it in turn to answer a question, and scores a point if correct.

6

Plenary activity:
J'ai le visage drôle!
10 mins

AT4.2 L3.3

Materials

Paper and coloured crayons

Description

Plenary activity, drawing and describing funny pictures of people/ghosts/monsters. Pictures can then be displayed in the classroom.

Delivery

- Give out paper and pens. Give pupils five minutes to draw a character, e.g. a person or an alien/monster/ghost.
- Ask pupils to stop drawing and to write a first-person description of their character underneath the picture beginning *J'ai...* Give help with vocabulary and spelling as necessary.

Support

- Write the phrases on the board, with a choice of adjectives, so that pupils can copy them.

Unit 3

Lesson 3

Lesson summary

Context

Days of the week

National criteria

KS2 Framework: O3.1, O3.2, O3.3, O3.4, L3.1, L3.2

Attainment levels: AT1.1, AT2.1, AT3.1

Language ladder levels:

Listening: Grade 1–2; Reading: Grade 1–2;

Speaking: Grade 1

Cross-curricular links

n/a

Key vocabulary

Days of the week: *lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche*

Language structures and outcomes

C'est quel jour (aujourd'hui)? C'est...

1

Starter activity:

Ça va?

5–10 mins

AT2.1 O3.3

Materials

Character puppets

Description

Revision role-play game using puppets/basic props.

Delivery

- Quickly go through the target expressions.
- Divide the class into groups of three and ask each pupil in the group to take on the role of Jake, Polly or Bof. Give them two minutes to prepare a mini role-play with the three characters, using as many of the target expressions as possible.
- Choose two or three groups to come out to the front and perform their role with the puppets.

Support

You can use the Virtual Teacher from Unit 1 at any time to refresh your memory of the target expressions.

2

Animated story:

Le miroir magique (2)

10 mins

AT1.1 O3.1
AT2.1 O3.4
AT3.1 L3.1

Description

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

Delivery

- This animated story can be used for both starter and plenary activities – the whole animation can be played at the end of the unit so that pupils can gauge their improved understanding.
- At this point pupils watch the second half of the story only; the first half is in Lesson 1.

Scene 3 (Polly, Jake and Nathalie in château corridor)

- Ask pupils for a quick recap of the first two scenes, and play once through to refresh their memories.
- Freeze the screen on the opening frame of the third scene and ask the following questions: What's going to happen now? Who do they think is behind the curtain? (Try to wait until pupils notice the shape in the curtain!)

Extension

- Play the animation through without the sound and ask pupils to think what the characters might be saying to each other (encourage answers in French). Write some of their suggestions on the board and play the animation again with the sound on.

3

Presentation:

Les jours

10–15 mins

AT1.1 O3.2
AT2.1 O3.4
AT3.1 L3.1
L3.2

Description

Play the animation to hear and see the correct pronunciation of the days of the week. 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

- Focus pupils on the classroom scene and ask them what they think is on the board (timetable/days of the week).
- Play the animation, pausing it after each day. The whole class listens and repeats the word, counting out the days on their hands, i.e. *lundi* = 1 thumb up, *mardi* = thumb and index finger, etc.
- Continue until all the days have been covered. You will probably need to repeat the activity a couple of times at least, to reinforce learning. Use the Virtual Teacher on Screens 4–11 to practise the sounds.

Extension

- Write the days of the week on the board, in French. Ask a few pupils to stand at the front with their backs to the board. Say one of the days of the week, in French.
- The pupils race to be the first to touch the day they have just heard. Repeat with different groups of pupils. Get pupils to record themselves, and then compare their pronunciation with the original.

4

Oracy activity:

C'est quel jour?

10–15 mins

AT1.1 O3.1
AT2.1 O3.3

Description

Listen to the audio clips. Drag the correct day of the week into the appropriate box.

Delivery

- Ask pupils to take turns to click on the audio icons, and listen to the day of the week. Pupils must drag the day they hear to the box below the appropriate audio icon.
- Once all of the options have been used, click on *Done* and the answers will be marked automatically. If some of the answers are incorrect, click on *Start again* for a second attempt.

Extension

- Encourage the class to repeat all the days in sequence, adding the new day each time. This will help reinforce the pattern of the days of the week.
- Alternatively, make two teams. Each team takes it in turn to answer a question and scores a point for each correct answer.

Support

- Go through each day once before getting pupils to answer.

5

Plenary activity:
C'est quel jour aujourd'hui?

AT3.1 L3.1

10 mins

Materials

Cards with days of the week written on (enough sets for each group)

Description

Plenary activity practising days of the week; race against the clock.

Delivery

- Quickly go through the days of the week, orally, all together.
- Split the class into groups of seven pupils (or as near as possible). Give each group a set of 'days of the week' cards. Each pupil takes a card but doesn't look at it yet.
- When you give a signal, each group lines up in the correct order of the days and says the days aloud (again, in correct order). The fastest group wins the game.

Extension

- Set up game as above. This time, pupils memorise their day before handing their card back to you. They then line up as above, but do the activity entirely orally and from memory.

Support

- Stick the cards in sequence on the board before starting, to remind pupils of what they look like. You could even keep this sequence on the board during the game.

Context

Character descriptions

National criteria

KS2 Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3

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

Language ladder levels:

Listening: Grade 2, Speaking: Grade 1–2,

Reading: Grade 2, Writing: Grade 2

Cross-curricular links

Literacy

Key vocabularyAdjectives describing character: *Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa***Language structures and outcomes***Je suis...* [+ adjective]

1

Starter activity:
Dans la salle de classe
10 mins

AT 1.1 O3.2
AT 2.1 O3.3

Materials

Unit 2 Flashcards 1–8 (Classroom objects), timer

Description

Team drawing game to revise classroom objects.

Delivery

- Use the flashcards to quickly revise target words, if necessary.
- Form two teams. Invite a pupil from Team A to come to the front. Show them a card. They must then draw the object on the board for their team to guess in less than 30 seconds. The team gets 2 points if they correctly guess and say the French word. Team B may win 1 point for a correct guess if Team A is unsuccessful. Repeat for Team B.
- Continue, selecting different pupils to be the ‘artist’ each time, until all the words have been covered.

Support

- You can use the Virtual Teacher (from Unit 2) to refresh pupils’ memory of the target expressions.

2

Presentation:
Les portraits
10–15 mins

AT1.2 O3.2
AT2.2 O3.4
AT3.2 L3.1
L3.2

Description

Click on the portraits to hear and see the correct pronunciation of descriptions of people. 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

- Choose pupils to take it in turns to click on a portrait.
- The whole group repeats the word and copies the Virtual Teacher’s gestures on Screen 2. Click on *Quit activity* to return to the portrait gallery and select another portrait, or on the play button to repeat the current one.
- When each portrait has been covered a couple of times, make two teams. Ask each team (in turn) to say the phrase when you point to a character. Click on the picture to check whether the answer is correct, and give a point for each correct answer.

Extension

- Point to one of the portraits and ask the class to stand up and give the description whilst doing the Virtual

Teacher model gesture for that character. Click on the character to check if they were right. Ask them to repeat the sentence.

- Go through all the portraits in the same way.

**Knowledge About Language****Genders and agreements**

- If you feel your pupils are up to it, in the Presentation activity above click on the portrait for *bavard*. Click on the *show text* link and ask pupils if they can spot the difference between the two phrases (one of them has an e at the end of *bavard*).
- Repeat this for *grand* and *petit*. Then ask if they can see a pattern here (the adjectives have an e at the end when they are describing a woman).
- Tell pupils they will see more of this as they progress.

3

Oracy activity:
C’est qui?
15 mins

AT1.1 O3.2
O3.4

Description

Click on the audio icons on the left-hand side of the screen to hear the audio of a character in the painting describe what they are like. Link the audio icon to the corresponding picture of the character.

Delivery

- Ask a pupil to click on one of the audio icons to hear one of the characters describe themselves. The pupil links the audio icon to the picture of the character they believe just described themselves. Tell pupils to check the main, large picture to see each character in context, to help them.
- Once all three audio icons have been linked to their corresponding pictures, click on *Done* and the pupils’ answers will be marked automatically. If correct, click on *Next* to move on to the next set of questions. If incorrect, click on *Start again* for a second attempt.
- Repeat the activity a couple of times.

Extension

- Turn this activity into a team game by forming two groups, inviting pupils, in turn, from each group to click on a character. Keep scores of the correct answers.

Support

- Play each scenario twice before asking pupils to respond.

4 Oracy activity: Tu es comment? 10–15 mins

AT2.2 O3.3
AT3.2 L3.1

Materials

Puppets, Unit 4 Flashcards 9–14 (Character descriptions)

Description

Oracy activity using puppets and flashcards to practise describing oneself.

Delivery

- Quickly go through the target adjectives.
- Stick the word and picture cards face down on the board together in pairs. Take one of the puppets, and remove a pair of the cards. Prompt the class to ask *Tu es comment?* Make the puppet give the answer on the card, e.g. *Je suis [timide.]* in a shy/booming/small, etc. voice to emphasise the characteristic.
- Invite pupils to come to the front, choose a puppet, and take a pair of cards. The rest of the class asks *Tu es comment?* and the pupil responds as per the pair of cards selected.

Extension

- Make three copies of the flashcards and form three groups. Place the cards face down on a table in the middle of the group and give each group a puppet. Play as above – this version gives more pupils the opportunity to have a go.

Support

- Pupils can give the adjectives only, i.e. without using the *Je suis...* phrase, although you should add this to their answer to reinforce its importance, e.g. *Oui, bravo, je suis timide*, and so on.

5 Literacy activity: Je suis drôle 10–15 mins

AT3.2 L3.1
L3.2

Description

Match the characters to the appropriate sentence.

Delivery

- Pupils must look at the pictures on the left-hand side of the screen and match each one to the correct sentence describing that character's personality trait. Tell pupils to check the main, large picture to see each character in context, to help them.
- Once all three options have been used, click on *Done* and the pupils' answers will be marked automatically. If correct, click on *Next* to move on to the next set of questions.
- If pupils' answers are incorrect, click on *Start again* for a second attempt.

Extension

- Play a second time as a team game: each team takes it in turn to match a character and sentence and scores a point if correct.

6 Plenary activity: Moi, je suis... 10 mins

AT2.2 O3.3
AT3.2 L3.1
AT4.2 L3.3

Materials

Paper and pens, cloth bag

Description

Plenary literacy activity, to consolidate describing characteristics in a game of charades.

Delivery

- Give out paper and pens. Put class into groups of six. Give pupils a couple of minutes to write out one target sentence each, e.g. *Je suis [timide]*.
- Put all the papers into a bag.
- Make two teams. In turns, a pupil from each team comes to the front, takes a paper, and has one minute (maximum) to act out the description, without speaking or noises. Their team must guess the correct description to win 2 points. If the answer is incorrect, the opposing team has one chance to say the correct sentence for a bonus point.
- Continue until as many pupils as possible have had a turn.

Support

- You can use the Virtual Teacher at any time to refresh your memory of the target expressions.

Unit 3

Extra!



Worksheet 1A

10–15 mins

AT2.1 O3.3
AT3.1 L3.1
AT4.1 L3.2

Description

Worksheet to give further practice on parts of the body.

Notes

- 1 Pupils can discuss Activity 1 in pairs.
- 2 This activity can be done in pairs again, or individually

Answers

- a jambe c yeux e oreilles
b nez d bouche f bras



Worksheet 1B

10–15 mins

AT2.1 O3.3
AT3.1 L3.1
AT4.1 L3.2

Description

Worksheet to give further practice on parts of the body

Notes

- 1 Pupils can discuss Activity 1 in pairs.
- 2 This activity can be done in pairs again, or individually.

Answers

- a les yeux c le nez e le bras
b les oreilles d la bouche f la jambe



Worksheet 2A

10–15 mins

AT2.2 O3.3
AT3.2 L3.1
AT4.1 L3.2

Description

Worksheet to give further practice on parts of the body and numbers.

Notes

- 1 Read each speech bubble together, before giving pupils a couple of minutes to complete the picture. Check their answers before moving on to the next one.
- 2 If time allows, pupils could copy out the relevant sentences underneath their picture.



Worksheet 2B

10–15 mins

AT2.2 O3.3
AT3.2 L3.1
AT4.1 L3.2 L3.3

Description

Worksheet to give further practice on parts of the body and numbers.

Notes

- 1 Go through Activity 1 orally together, to elicit suggestions before pupils write/draw.
- 2 More confident pupils could add one or two more descriptions to their dictation!

Answers

- 1 a J'ai cinq jambes.
b J'ai les cheveux courts.
c J'ai une jambe.



Worksheet 3A

10–15 mins

AT2.1 O3.3
AT3.1 L3.1
AT4.1 L3.2 L3.3

Description

Worksheet to give further practice on days of the week.

Notes

- 1 Encourage pupils to say the days aloud as they find them.
- 2 Pupils could draw a little picture of an activity they do on a certain day (e.g. football, swimming costume) to help them remember the days.
- 3 They could also write down their favourite day with a little picture of what they do on that day.

Answers

M	A	R	D	I	J	E	U	D	I	M	O
B	M	E	R	C	R	E	D	I	S	O	N
L	U	N	D	I	W	S	A	M	E	D	I
D	I	M	A	N	C	H	E	J	O	L	I
P	V	E	N	D	R	E	D	I	B	O	N



Worksheet 3B

10–15 mins

AT2.1 O3.3
AT3.1 L3.1
AT4.1 L3.2 L3.3

Description

Worksheet to give further practice on days of the week.

Notes

- 1 Encourage pupils to say the days aloud as they complete them.
- 2 Pupils could draw a little picture of an activity they do on a certain day (e.g. football, swimming costume) to help them remember the days.
- 3 They could also write down their favourite day with a little picture of what they do on that day.

Answers

- 1 a dimanche e mercredi
b vendredi f lundi
c samedi g jeudi
d mardi



Worksheet 4A

10–15 mins

AT2.2 O3.3
AT3.2 L3.1
AT4.2 L3.2 L3.3

Description

Worksheet to give further practice of introductions and descriptions.

Notes

- 1 Encourage pupils to read the sentences aloud.
- 2 Pupils could work in pairs and ask each other *Tu es comment?* to elicit the answers.



Worksheet 4B

10–15 mins

AT2.1 O3.3
AT3.1 L3.1
AT4.1 L3.2 L3.3

Description

Worksheet to give further practice of introductions and descriptions.

Notes

- 1 Encourage pupils to read the sentences aloud.
- 2 Pupils could work in pairs and ask each other *Tu es comment?* to elicit the answers.

Project work:
Famous French people

AT4.1–2
L3.3
IU3.3

20–30 mins

Description

Pupils find pictures of French celebrities and imagine them describing themselves.

Materials

French lifestyle magazines, internet access.

Delivery

- Prepare a selection of pages or cuttings from some French lifestyle magazines like *Paris-Match* or *Marie Claire*, or similar websites (e.g. www.parismatch.com) or with pictures of French (or international) celebrities. Write their name and age on the back.
- Try to choose pictures where the celebrities have clearly got traits pupils can describe using the language from Unit 3, i.e. blue, brown or green eyes; short or long hair; tall, short, funny, kind, talkative or shy.

- Provide the cuttings in a pile, and divide pupils into small groups of two or three, with one or two pictures each. Pupils should stick the pictures into their books or onto a sheet of paper, then draw in one or more speech bubbles by their mouths saying *Je m'appelle...*, *J'ai... ans*, and any phrases from *J'ai les yeux...*, *J'ai les cheveux...* and *Je suis...* that are appropriate.
- Pupils can complete this activity using a word processor or Microsoft PowerPoint if you prefer.
- Once complete, you can create a display of the results, or collate a presentation of all the pictures.

Support

- Write a list of the relevant phrases on the board for pupils to select from and copy for their chosen celebrities.