

# RIGOLO



## Teacher's Notes

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## 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 4 Les animaux

### 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 animals and pets
- recognise and use numbers 11–20
- give someone's name
- describe someone

## Key language

- animals: *un chien* (dog), *un chat* (cat), *une tortue* (tortoise), *un lapin* (rabbit), *un oiseau* (bird), *une souris* (mouse), *un dragon* (dragon)
- numbers 11–20: *onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt*
- *il/elle s'appelle...* (s/he's called...)
- adjectives describing character: *grand(e)* (tall), *petit(e)* (small), *drôle* (funny), *sévère* (strict), *timide* (shy)

## Grammar and skills

- gender of different nouns
- recognise negative form
- count numbers 11–20
- give names and descriptions in the third person (he/she)

## Unit outcomes

### Most children will be able to:

- use spoken French to identify different animals
- recognise and use numbers 11–20 orally and in writing
- reply when asked someone's name
- describe someone using set phrases
- 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 character with one-word adjectives
- appreciate simple adjectival agreement (for more able pupils only)

**Context**

Animals and pets

**National criteria**

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

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

Language ladder levels:

Listening: Grade 1–2; Speaking: Grade 1–2;

Reading: Grade 1–2

**Cross-curricular links**

Science

Numeracy

**Key vocabulary**Animals: *un chien* (dog), *un chat* (cat), *une tortue* (tortoise), *un lapin* (rabbit), *un oiseau* (bird), *une souris* (mouse), *un dragon* (dragon)**Language structures and outcomes***Tu as [un chien]? (Do you have a dog?)**J'ai [un chien.] (I have a [dog.])**Je n'ai pas d'animal. (I don't have a pet.)*

1

**Starter activity**  
Les nombres 1–10  
5 mins

AT2.1 O3.3

**Description**

Pupils choose a number between 1 and 10, then replace this number with 'Bof' when saying the numbers in sequence.

**Delivery**

- Ask the class to choose a number between 1 and 10. This number will now be replaced with the word 'Bof!' in the game.
- The class should be standing. Go round the class, each pupil saying a number in the correct sequence. When a pupil has to say 'Bof!', they must sit down. When number 10 is reached, go back to 1, and continue until only one pupil is left standing.
- You can change the 'Bof!' number a few times, to keep pupils on their guard!

**Support**

- If you feel pupils need revision, go through the numbers 1 to 10 before starting, or at any time during the game.

2

**Animated story:**  
La famille Chanson [1]  
10 mins

AT1.2 O3.1  
AT3.2 O3.4**Description**

Watch and listen to this interactive animated story, set at the Chanson family's house, presenting the language for Lessons 1 and 2 (animals and numbers up to 20). 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 (Exterior of the Chansons' house) and Scene 2 (Close-up of the house exterior)*

- Freeze the screen on the opening scene and ask the following questions:
  - Who lives in the house?
  - What animals do they have?
  - How many animals?
- Note pupils' answers on the board. Play the scene through without stopping. Ask whether their predictions were correct. Ask pupils to briefly summarise what happened.

3

**Presentation**  
Tu as un animal?  
5–10 mins

AT1.1–2 O3.2  
AT2.1–2 O3.4  
AT3.1–2 L3.1  
L3.2**Description**

Play the animation to hear and see the correct pronunciation. 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**

- Play the animation introducing the animals, pausing after each one. Then play the Virtual Teacher's presentation on Screen 2. The class repeats the word and the Virtual Teacher's gesture each time, to reinforce learning.
- Click on the play button to listen again. Repeat chorally, copying the Virtual Teacher's gestures as you say the words.
- Continue until all animals have been covered. Having presented the animals, you can then use them in the phrase *J'ai un chien* (etc.)
- Finally, focus on the 'no cats/dogs' sign to teach the phrase *Je n'ai pas d'animal*. ('I don't have a pet').

## **R** Knowledge About Language

### Genders

- Draw pupils' attention to the use of *un* and *une* with the various animals, and recap the notion of gender.

### Negative forms

- The phrase *Je n'ai pas d'animal* is the first negative formation pupils will have encountered.
- Having presented this in Activity 3 above, extract the phrases *J'ai* and *Je n'ai pas* and ask pupils which one means 'I have' and which one means 'I don't have'.
- Ask pupils how they change 'I have' to mean the opposite in English (they add 'don't'). Show them how in French you add the *ne... pas* phrase to do the same thing. They can look out for other negative phrases like this throughout *Rigolo*.

4

Oracy activity:  
Les animaux  
10 mins

AT 1.2 O3.2  
O3.4

### Description

Listen to the audio clips and link the audio icons to the correct pet or symbol.

### Delivery

- Click on one of the audio icons on the left-hand side of the screen to hear one of the characters saying which pet(s) they have and asking where they are.
- Pupils link the audio icons to the corresponding pictures. Once all four options have been used, click on *Done* for the pupils' answers to 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.

### Extension

- Make two teams. Each team takes it in turn to answer a question and scores a point for each correct answer.

### Support

- Go through the animals with pupils before they start the activity.

5

Plenary activity:  
Tu as un...?  
5–10 mins

AT2.1–2 O3.3  
L3.1

### Materials

Unit 4 Flashcards 1–7 (Animals & pets)

### Description

Oracy plenary activity to practise saying which pets you have, using flashcards.

### Delivery

- Quickly go through the flashcards to check pupils remember the words.
- Stick the picture flashcards onto the board, with or without the word card as you prefer.
- Model *J'ai [un chien]*, pointing to the relevant flashcard at the same time.
- Shake your head and shrug your shoulders to model *Je n'ai pas d'animal*.
- Invite pupils to come to the front, point to a card, and make a sentence.

### Extension

- Stick all flashcards on the board.
- Give the class one minute to study the board.
- Ask the pupils to turn away/close their eyes while you remove one or two cards. Ask *Qu'est-ce qui manque?*
- Pupils must say which card(s) is/are missing.

### Support

- Get pupils simply to identify the nouns rather than use the *J'ai...* phrase. They can add this for a bonus point if they can.
- Put the word cards on the board to act as a prompt, either grouped in pairs with the picture, or in a separate group so they have to match these first.

**Context**

Numbers 11–20, and animals

**National criteria**

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

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

Language ladder levels:

Listening: Grade 1–2; Speaking: Grade 1–2;

Reading: Grade 1–2; Writing: Grade 1–2

**Cross-curricular links**

Literacy, numeracy

**Key vocabulary**

Numbers 11–20: *onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt*

**Language structures and outcomes**

*Onze chats*, etc.

1

Starter activity:  
J'ai un dragon

5 mins

AT2.1–2 O3.3

3

Oracy activity:  
Les nombres de onze à vingt

c.10 mins

AT1.1 O3.2  
AT2.1 O3.3  
O3.4

**Materials**

Unit 4 Flashcards 1–7 (Animals & pets), puppets

**Description**

Use animal flashcards and puppets to revise pets.

**Delivery**

- Quickly go through the flashcards to revise vocabulary.
- Hold up a puppet and a flashcard, and make the puppet say a sentence, e.g. *J'ai [un chien]*. Invite a few pupils to come up and do the same with different puppets and flashcards.
- See Lesson 1, Activity 5 for more ideas.

2

Presentation:  
Les nombres 11–20

c.10 mins

AT1.2 O3.2  
AT 2.2 O3.4  
AT 3.2 L3.1  
L3.2

**Description**

Play the animation to hear and see the correct pronunciation of numbers 11–20. 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**

- Play the animation, pausing after each number.
- Play the video on Screen 2 of the Virtual Teacher saying each number.
- Chorally repeat the number, illustrating (as the Virtual Teacher) with your fingers. Ensure that pupils imitate the intonation as accurately as possible.
- Continue until all numbers have been covered. You may wish to repeat the activity with a different set of pupils.
- Use the Virtual Teacher at any time to compare intonation.

**Extension**

- Write the numbers on the board.
- Ask a couple of pupils to stand near the board.
- Other pupils in the class call out numbers, one at a time, and the pupils try to be the first to touch that number.

**Description**

Listen to the question. Count the animals. Then drag the total number into the box below the picture.

**Delivery**

- Click on the audio icon below the picture. You will hear the Virtual Teacher asking how many of a certain type of animal are in the picture. Pupils should count silently and then give their total.
- Get a pupil to count the animals by pointing to each one as they count it. The rest of the class should count along with them. The pupil then drags the appropriate number into the box below the picture.
- Once the pupil has selected a number, click on *Done* and the answer will be marked automatically. If correct, click on *Next* to move on to the next question. If incorrect, click on *Start again* for a second attempt.

**Extension**

- Make this activity into a team game by forming two groups. Invite pupils, in turn, from each group to count the animals, and keep scores of the correct answers.

4

Literacy activity:  
Comptez les animaux!

c.10 mins

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

**Description**

Link the pictures to the corresponding descriptions.

**Delivery**

- Select a pupil to link the picture and audio on the left-hand side of the screen to the corresponding description.
- Once all four pictures and audio clips have been linked to the descriptions, 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.

5

**Song:**  
Tu as un animal?  
15–20 mins

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

### Materials

Unit 4 Flashcards 1–7 (Animals & pets)

### Description

Watch and listen to the interactive song practising animals, numbers and questions. 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

- Using the flashcards, quickly recap the animal words.
- Stick the cards onto the board and ask pupils to note down in which order they appear in the song as they listen.
- Play the song once right the way through in *Sing* mode.
- Check through pupils' answers.
- Write the following numbers on the board: 16, 11, 20, 18, 12, 15.
- Play the song through again, this time asking pupils to note down the numbers in the order they appear in the song.
- Go through their answers at the end of the song. Match up the numbers with the animals.
- Go back and play the song in *Practice* mode, focusing on one verse at a time. Repeat chorally and check comprehension.
- Play the verse through again, all joining in with singing and actions.
- Continue in the same way with all the verses.

### Extension

- Split the class into six groups and assign a verse to each group (or three groups, two verses per group).
- Each group must perform their verse.
- Alternatively, assign the part of Jake to one half of the class and the part of Nathalie to the other half.
- 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 activity:**  
Les nombres et les noms  
10–15 mins

AT3.1–2 L3.1  
AT4.1–2 L3.3

### Materials

Paper, pencils and coloured crayons

### Description

Plenary literacy activity, in which pupils combine French numbers and nouns learned so far to make a number wall chart for the classroom.

### Delivery

- Either prepare a list of numbers + nouns on the board (e.g. *un dragon, deux filles, trois trompettes*, etc., up to number 20) or ask pupils to choose their own combination.
- Pupils then draw/write out their number + noun on a piece of A4 card or paper.
- When everyone has finished, the papers can be taped together to make a wall display.
- NB. if preferred, this chart could be produced on a computer, with pupils using clip-art for visuals.

### Support

- Write two lists of all the numbers, and all the relevant nouns in plural form. Pupils can combine as they like.



**Context**

Give someone's name

**National criteria**

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

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

Language ladder levels:

Listening: Grade 1–2; Speaking: Grade 1–2;

Reading: Grade 1–2

**Cross-curricular links**

Numeracy

**Key vocabulary**

*Il/Elle s'appelle...* (S/he's called...)

**Language structures and outcomes**

*Il/Elle s'appelle...* (S/he's called...)

**1 Starter activity:**  
Il y a combien?

AT1.1–2 O3.3  
AT2.1–2 O3.4

5 mins

**Materials**

Duplicated mini-flashcards of animals (Unit 4 Flashcards 1–7 (Animals & pets))

**Description**

Display a number of mini-flashcards on the board; pupils say how many there are.

**Delivery**

- Place a number of mini-flashcards on the board and ask the class: *Il y a combien [de chats]?*
- Pupils reply *Il y a [dix] chats*, etc.

**Extension**

- Make this into a quick team game and award a point for each correct answer.

**Support**

- Pupils give the number plus animal name only, rather than using the *il y a* phrase.

**2 Animated story:**  
La famille Chanson (2)

AT 1.2 O3.1  
AT 3.2 O3.4

10 mins

**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 – Inside the Chansons' house**

- Freeze the screen on the opening scene and ask the following questions:
  - Who lives in the house (recap)?
  - What is the family like?
  - Can they name any animals/objects on the screen?
- Play the scene through without stopping. Ask whether pupils' predictions were correct. Ask pupils to briefly summarise what happened.

**Extension**

- Play the animation through without the sound and ask pupils to think about 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.
- Recap what happened and tick off any correct suggestions on the board.

**3 Presentation:**  
Il s'appelle comment?

AT 1.2 O3.2  
AT 2.2 O3.4  
AT 3.2 L3.1  
L3.2

5–10 mins

**Description**

Click on a character to hear them being introduced in the third person. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

**Delivery**

- Ask pupils to click on each character in turn; the class repeats the sentence each time.
- You will probably need to repeat the activity at least a couple of times to reinforce learning.

**Extension**

- Point to (without touching) a character and ask pupils to introduce them using the model sentences just heard.
- Click on the character to hear the Virtual Teacher presentation and compare with pupils' answers.
- Ask pupils to record themselves, then compare their pronunciation with the original.

**4 Plenary activity:**  
Il s'appelle Mark

AT1.1–2 O3.3  
AT2.1–2 O3.4

5 mins

**Description**

Oracy plenary activity practising naming pupils in class.

**Delivery**

- Stand with the pupils in a circle.
- Start by pointing at the pupil on your left, asking the class *Il s'appelle comment?/Elle s'appelle comment?* (You can miss out the question if you prefer.)
- Everyone chorally repeats *Il s'appelle Chris* (etc.) or *Elle s'appelle Becca*, as appropriate.

- Then move on to the next pupil, repeating their name chorally, until you have gone round the whole circle.

**Extension**

- Divide the class into two teams, standing in two different circles. Repeat the game as above. The first team to get round the whole of their circle wins. Monitor the teams to make sure they are playing the game properly!
- As above, but each pupil has to give the name in turn, moving round clockwise until it comes back to the next pupil in sequence.



**Context**

Describing someone

**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 2; Speaking: Grade 1–2;

Reading: Grade 2; Writing: Grade 2

**Cross-curricular links**

Literacy

**Key vocabulary**Adjectives describing character: *grand(e)* (tall), *petit(e)* (small), *drôle* (funny), *sévère* (strict), *timide* (shy)**Language structures and outcomes***Il/Elle est...* (S/he's...)

1

Starter activity:

Il s'appelle...

5 mins

AT2.1–2 O3.3

**Materials**Puppets of *Rigolo* characters**Description**Pupils choose a puppet representing a *Rigolo* character, and introduce them using *Il/Elle s'appelle* [+ name].**Delivery**

- Model the structure using one or two puppets to refresh pupils' memories.
- Pass the puppets round the class and ask pupils to introduce them in the same way.

**Extension**

- Go round the class asking pupils to introduce the person to their left in the same way.

2

Presentation:

Il est comment?

Elle est comment?

10 mins

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

Click on a character to hear and see the correct pronunciation of their description in the third person. 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 the activity. Ask pupils to click on each character in turn.
- Then click on the audio icon below the picture to play the audio.
- The class repeats the sentence each time.
- When each character 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 right answer.

**Extension**

- Ask a few pupils to stand at the front, with their backs to the board.
- Another pupil clicks on a character to trigger the Virtual Teacher audio and animation. The pupils turn round and point to the relevant character on the board.
- Repeat with different groups of pupils.

R

**Knowledge About Language****Genders and adjectives**

- If in Unit 3 you pointed out to pupils the different spellings of adjectives for men and women, you can revise this concept with the Presentation above.
- This time, focus on either the words *grand/grande* and *petit/petite*. Encourage pupils to find both words for 'tall', and to point out the difference. Do the same for 'short'.
- Ask pupils if they can work out a pattern from this (when describing women or girls, you add an 'e' to the adjectives).

3

Oracy activity:

Les personnages

10 mins

AT 1.2 O3.2  
AT 2.2 O3.3**Description**

Pupils identify the characters that are being described by linking the audio icons to their pictures.

**Delivery**

- Click on the audio icons on the left-hand side of the screen to hear one of the people being described. Encourage the class to repeat the description they have just heard. Pupils must then link the audio icon to the person they think is being described.
- Tell pupils to check the main, large picture to see each character in context, to help them.
- Once all four 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 incorrect, click on *Start again* for a second attempt.

**Extension**

- Make two teams. Each team takes it in turn to answer a question and scores a point for each correct answer.

**Support**

- Play each audio clip twice before asking pupils to respond.

4

Literacy activity:  
Les descriptions  
c.10 mins

AT3.2 L3.1  
AT4.2 L3.3

### Description

Drag words from a selection on screen to complete sentences using *Il/Elle s'appelle* [+ name], and *Il/Elle est* [+ adjective]. Then click on *Done* for the pupils' answers to be marked automatically.

### Delivery

- Invite two pupils to the board. They select words from the screen and drag them to the gaps in the sentences. The two sentences must agree, i.e. if they have selected a boy's name, they must also select the masculine form (where applicable) of the adjective to go in the second sentence.
- In the case of an incorrect sentence being composed, the pupils can click on *Start again* for a second attempt.

### Extension

- This is a good opportunity to touch lightly on the agreement of adjectives.
- Ask why pupils think some of the sentences are incorrect – demonstrate one, if necessary! See if they have already spotted any patterns in words changing according to whether we are talking about a male or female character.

5

Oracy activity:  
Il est comment?  
5–10 mins

AT 1.2 O3.3  
AT 2.2 O3.4

### Materials

Unit 4 Flashcards 8–14 (Character descriptions), puppets

### Description

Oracy activity using flashcards and puppets to revise third person descriptions.

### Delivery

- Quickly go through the target adjectives.
- Hold up a flashcard or a puppet and ask *Il/Elle est comment?* to elicit descriptions from the class.

### Extension

- Stick all flashcards on the board and prop up the puppets.
- Describe one of the characters, or ask a pupil to describe one, and ask a pupil to go up and point to the puppet or card being described.

### Support

- Instead of leaving each question open, give pupils options for each question, e.g. *Il est grand ou il est petit? Il est sévère ou il est sympa?*

6

Plenary activity:  
Elle est...  
10 mins

AT3.2 L3.1  
AT4.2 L3.3

### Materials

Sets of individual word cards (*il, elle, est* + adjectives covered so far)

### Description

Plenary literacy activity, in which pupils build sentences to describe someone in the third person, using individual word cards.

### Delivery

- Give out a set of cards to each table/group.
- Allow five minutes for each group to make as many different sentences as possible using the cards.
- Pupils write out the different sentences so they can compare with the other groups at the end.

### Support

- Write out a few model sentences on the board as reminders for pupils of how to construct the sentences.

# Unit 4

## Extra!



Worksheets 1A & 1B  
10–15 mins

AT2.1 O3.3  
AT2.2

### Description

Worksheet to give further practice on saying what pets pupils have, by way of a class survey.

### Notes

Model the question/answer dialogue with a couple of pupils before asking the class to begin their survey: *Tu as un animal? Oui, j'ai un chien./Non, je n'ai pas d'animal.*



Worksheet 2A  
10–15 mins

AT2.1 L3.1  
AT4.1 L3.3

### Description

Worksheet to give further practice on pets and numbers up to 20.

### Notes

- 1 & 2 Quickly go through the animals, using Unit 4 Flashcards (1–8), before pupils begin the activities. Encourage them to say the animal words as they're doing these activities.
- 3 Again, quickly revise the numbers up to 20 and encourage pupils to say the numbers aloud as they do the activity.

### Answers

- 1 dog – *un chien*; cat – *un chat*; bird – *un oiseau*; dragon – *un dragon*; tortoise – *une tortue*; rabbit – *un lapin*; mouse – *une souris*
- 2 

a un chien	c un oiseau	e une souris
b un chat	d une tortue	f un lapin
- 3 

a onze	c douze
b seize	d vingt



Worksheet 2B  
10–15 mins

AT3.1 L3.1  
AT4.1 L3.3

### Description

Worksheet to give further practice on pets and numbers up to 20.

### Notes

- 1 Quickly go through the animals, using Unit 4 Flashcards 1–8, before pupils begin the activity. Encourage them to say the animal words as they're doing the activity.
- 2 Again, quickly revise the numbers up to 20 and encourage pupils to say the numbers aloud as they do exercises 2 and 3.

### Answers

- 1 

a lapin	d oiseau	f chat
b souris	e chien	g tortue
c dragon		
- 2 

onze	quinze	dix-huit
douze	seize	dix-neuf
treize	dix-sept	vingt
- 3 

quinze	vingt	onze
quatorze	dix-neuf	treize
dix-huit	seize	douze



Worksheet 3A  
10–15 mins

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

### Description

Worksheet to give further practice on using *Il/Elle s'appelle...*

### Notes

- 1 Model the target language by standing behind a few pupils in turn, to elicit *Il/Elle s'appelle...*
- 2 Go through the answers to Activity 1 before setting up the pairs for Activity 2. Alternatively, put pupils who complete Activity 1 quickly into pairs whilst allowing slower children a little more time.

### Answers

- 1 

a Il s'appelle M. Mills.
b Elle s'appelle Mme Mills.
c Elle s'appelle Polly.
d Il s'appelle Jake.
e Il s'appelle Bof.
f Elle s'appelle Mme Chanson.
g Il s'appelle M. Chanson.
h Elle s'appelle Nathalie.
i Il s'appelle Olivier.



Worksheet 3B  
10–15 mins

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

### Description

Worksheet to give further practice on using *Il/Elle s'appelle...*

### Notes

- 1 Model the target language by standing behind a few pupils in turn, to elicit *Il/Elle s'appelle...*
- 2 Go through the answers to Activity 1 before setting up the pairs for Activity 2. Alternatively, put pupils who complete Activity 1 quickly into pairs whilst allowing less able pupils a little more time.

### Answers

- 1 

a Il s'appelle Jake.
b Il s'appelle M. Chanson.
c Elle s'appelle Mme Moulin.
d Elle s'appelle Polly.
e Elle s'appelle Nathalie.
f Il s'appelle Olivier.



## Worksheet 4A

10–15 mins

AT3.2  
AT4.2  
L3.2O3.3  
L3.1  
L3.3**Description**

Worksheet to give further practice on third person descriptions using *Il/Elle est* [+ adjective].

**Notes**

- 1 & 2 Model the target language using a puppet. Do one female and one male example.
- 3 Ask pupils to listen carefully to each other's pronunciation and help where they can as they read out their sentences in Activity 3.



## Worksheet 4B

10–15 mins

AT3.2  
AT4.2  
L3.2O3.3  
L3.1  
L3.3**Description**

Worksheet to give further practice on third person descriptions using *Il/Elle est* [+ adjective].

**Notes**

- 1 Model the target language using a puppet. Do one female and one male example.
- 2 Ask pupils to listen carefully to each other's pronunciation and help where they can as they read out their sentences in Activity 2.

## Project work: Pets

AT4.1–2 L3.3

20–30 mins

**Description**

Pupils bring in photos of their pets and write descriptions of them.

**Materials**

Photographs of pupils' pets, A4 blank paper

**Delivery**

- The lesson before, ask pupils to bring in photographs of their pets. If a pupil doesn't have a pet, they can bring in a photo – either printed or electronic – of an imaginary pet, or of a celebrity with their pet instead.
- Write a list of pet words encountered in Unit 4 on the board, adding other likely words that might come up, such as *un cheval* (horse), *un poisson* (fish), *un cochon d'Inde* (guinea pig), *un hamster* (hamster).
- Ask pupils either to stick their photos onto a sheet of blank paper, or to copy their pictures into a word processor document or Microsoft PowerPoint presentation.
- Pupils should write captions underneath. These can vary from simply *J'ai un/une...* to a description of the pet. If you are adding descriptions, pupils can either write these in speech bubbles as *J'ai...* or *Je suis...* phrases, or using *il* or *elle* instead. Although the gender should match that of the noun, it is easier to get pupils to choose the right pronoun for their actual pet instead!
- Create a wall display of the results, or collate a PowerPoint presentation, using audio clips of the pupils if you like, to show in assembly.

**Support**

- Write a full list of the relevant phrases on the board for pupils to choose from and copy for their pets.

## Sound/spelling activity:

Les sons 'é' et 'ou'

AT1.2 O3.3  
L3.2

15–20 mins

**Description**

Practise listening out for and pronouncing the *é* and *ou* sounds. Then identify the words when you hear them read out, and which words use the sounds.

**Delivery**

- This sound/spelling activity focuses specifically on the *é* and *ou* sounds.
- There are two parts to the activity: the first (*Practice*) allows pupils to familiarise themselves with the two sounds and to practise pronouncing them in comparison to the Virtual Teacher model. The second part (*Activities*) contains two exercises: *Activity 1*, where pupils have to identify the correct word read out from a list of French words they have encountered in *Rigolo 1* already; and *Activity 2*, where pupils have to recognise and select the five words containing the *é* sound from a given list, and then the five that contain *ou*.
- Launch the *Practice* part of the activity on pages 2–3 of the eBook and click on the play button. The Virtual Teacher will say the *é* sound first on its own, and then as part of three words that have already been met in Units 1–4. For each of these, get the class to repeat the sound or word chorally several times, checking the model each time using the play button to see how close they are. Then follow suit with the *ou* sound on Screens 5–8.
- Once you have finished this part, go to the *Activities* on pages 4–5 and 6–7 of the eBook, to test pupils' recognition of these sounds. In *Activity 1*, pupils will see 10 words on each screen, and hear one read out on each of Screens 1–10. They must select the right word from the list when they hear it spoken. Click on the audio icon next to *Allez!* on each screen to play the word as many times as necessary. Once pupils have completed each answer, you can play the word again to review their answer.
- Finally, in *Activity 2*, pupils must look at the words in the list, and say them carefully to themselves, or out loud. They must then select the five words on Screen 1 that use the *é* sound, followed by the five using *ou* on Screen 2.
- Repeat the activity again if you feel pupils need further practice.

**Extension**

- You can continue the *Practice* activity with more words using these sounds if you feel that pupils have grasped this well – even words not yet covered in *Rigolo*. Pupils can then hold up cards marked with the sounds, to show when they hear the appropriate one.

**Assessment for Units 3–4****Écoutez!**

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

**Total marks for listening: 20.** If pupils are getting 8–14/20, they are working towards level 1. If they achieve 15–20/20, they are working between levels 1–2.

**Activity 1** (AT1.1; O3.2)  
Mark out of 5

**Answers**  
**numbers ticked:** (example: 11), 12, 15, 17, 18, 20

**TRANSCRIPT**  
(example: numéro onze)  
numéro 12  
numéro 15  
numéro 17  
numéro 18  
numéro 20

**Activity 2** (AT1.1–2; O3.4)  
Mark out of 5

**Answers**  
(example: 12 dogs), 13 birds, 14 tortoises, 16 cats, 17 rabbits, 20 mice

**TRANSCRIPT**  
(example: Il a douze chiens.)  
1 Il y a seize chats.  
2 Il y a dix-sept lapins.  
3 Il y a vingt souris.  
4 Il y a quatorze tortues.  
5 Il y a treize oiseaux.

**Activity 3** (AT1–2; O3.2, O3.4)  
Mark out of 10

**Answers**  
(example: Il s'appelle M. Chanson.)

- 1 Il est grand.
- 2 Il est timide.
- 3 Il est sympa.
- 4 Elle s'appelle Mme Moulin.
- 5 Elle est petite.
- 6 Elle est sévère.
- 7 Elle est bavarde.
- 8 Elle s'appelle Polly.
- 9 Elle est petite.
- 10 Elle est drôle.

**TRANSCRIPT**  
(example: Il s'appelle Monsieur Chanson.)  
1 Il est grand.  
2 Il est timide,  
3 Il est sympa.  
4 Elle s'appelle Madame Moulin,  
5 Elle est petite.  
6 Elle est sévère.  
7 Elle est bavarde.  
8 Elle s'appelle Polly.  
9 Elle est petite.  
10 Elle est drôle.

**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.** Pupils achieving 5/10 are working towards level 1; Pupils achieving more than 5/10 are working between levels 1–2.

**Activity 1** (AT2.1; O3.2, O3.3)  
5 marks

**Answers**  
(example: J'ai un lapin.)  
J'ai une tortue.  
J'ai un chat.  
J'ai un chien.  
J'ai une souris.  
J'ai un oiseau.  
Je n'ai pas d'animal.

**Activity 2** (AT2.2; O3.3)  
5 marks

**Answers**  
Je m'appelle Charlotte.  
J'ai les cheveux longs.  
Je suis petite.  
Je suis bavarde.  
J'ai un chat.  
Je m'appelle Luc.  
J'ai les cheveux courts.  
Je suis grand.  
Je suis drôle.  
J'ai un lapin.

**Lisez!**

**Total marks for reading: 20.** Pupils achieving 8–14 are working towards level 1. Pupils achieving 15 or more are working between levels 1–2.

**Activity 1** (AT3.1, L3.1)  
Mark out of 7

**Answers**  
dimanche 7, mardi 2, vendredi 5, mercredi 3, jeudi 4, samedi 6, lundi 1

**Activity 2** (AT3.1; L3.2)  
Mark out of 6

**Answers**  
petit/souris, les yeux/les cheveux, vingt/lapin, sympa/chat or ça va?, long/marron, (example: le nez/écoutez!), le bras/chat or ça va?

**Activity 3** (AT3.1–2; L3.1)  
Mark out of 7

**Answers**  
(example: 1 e) 2 g 3 h 4 f 5 a 6 d 7 b 8 c

**Écrivez!**

For the writing tasks, the copying of words can be approximate.

**Total marks for writing: 20.** Pupils achieving 8–14/20 are working towards level 1. Pupils achieving 15 or more out of 20 are working between levels 1–2.

**Activity 1**

(AT4.1; L3.3)

Mark out of 8

**Answers**

(AT4.1; L3.3)

*labels as follows:* hair = les cheveux, head = la tête, arm = le bras, leg = la jambe, ears = les oreilles, eyes = les yeux, nose = le nez, mouth = la bouche

**Activity 2**

(AT4/1–2, L3.3)

Mark out of 6

**Answers**

**picture a:** (*example:* Elle s'appelle Sarah.) Elle est petite. Elle est bavarde.

**picture b:** Il s'appelle Thomas. Il est petit.

**picture c:** Elle s'appelle Émilie. Elle est grande.

**Activity 3**

(AT4.2, L3.3)

Mark out of 6

Pupils' own answers based on language from ex 2, e.g.

*Il s'appelle David Beckham. Il est grand. Il est sympa.*