

RIGOLO



Teacher's Notes

Amanda Collins
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 2 Je me présente
- Unit 3 En famille

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

Reading

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

Speaking

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

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 family members
- recognise and spell with letters of the alphabet
- list household items
- use basic prepositions *sur* and *dans* to describe position

Key language

- family members: *ma mère* (mother), *mon père* (father), *mon frère* (brother), *ma sœur* (sister), *mes parents* (my parents)
- letters of the alphabet a–z, plus some accented letters
- household objects: *le CD* (CD), *le lecteur de CD* (CD player), *l'ordinateur* (computer), *le jeu video* (video game), *le DVD* (DVD), *la machine* (machine), *la chaise* (chair), *la table* (table)
- prepositions: *dans* (in), *sur* (on)

Grammar and skills

- gender of different family members and nouns
- spell words using the French alphabet
- describe position using basic prepositions *sur* and *dans* and familiar language

Unit outcomes

Most children will be able to:

- use spoken French to identify family members, using *mon/ma/mes*
- recognise and use French alphabet, not necessarily including accented letters
- recognise the meaning of prepositions *dans* and *sur* in sentences

Some children will also be able to:

- write and say phrases from memory, with clear pronunciation and meaning
- use all letters of alphabet, including accented letters where appropriate
- create phrases and sentences using prepositions to describe position

Unit 5

Lesson 1

Lesson summary

Context

Identify members of your family

National criteria

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

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

Language ladder levels:

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

Reading: Grade 1–2

Cross-curricular links

n/a

Key vocabulary

Family members: *ma mère* (mother); *mon père* (father), *mon frère* (brother), *ma sœur* (sister), *mes parents* (my parents)

Language structures and outcomes

As above

1 Starter activity: Ça va? 5 mins

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

3 Presentation: Ma famille 5–10 mins

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

Description

Pupils orally practise asking and answering the question 'How are you?'

Delivery

- Ask a few pupils at random how they are (*Ça va?*). Once they have answered, they ask the person to their right the same question.
- Continue round the room until everyone has asked/answered the question.

Support

- Model possible questions and answers (e.g. *Ça va bien./Ça ne va pas.*) using puppets before starting, if pupils need a reminder.

2 Animated story: Voici ma famille (1) 10 mins

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

Description

Watch and listen to this animated story based in the château *Rigolo*, presenting the language for Lessons 1 and 2 (family vocabulary and possessive pronouns). 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 (*Doorway/Corridor of château Rigolo*)

- Freeze the screen on the opening scene with Nathalie and Olivier, and ask *Comment s'appellent-ils?* ('What are their names?') to elicit and refresh *Il/Elle s'appelle...*
- Ask pupils to note any numbers they hear (10, 3).
- Play the scene through. Check if pupils heard the numbers.

Extension

- Later in the lesson, once pupils have covered the key words, you could play the animation through and ask them to note which 'family' words are featured.

Materials

Unit 5 Flashcards 9–13 (Family)

Description

Click on the small screen images of the Mills family. Jake and Polly introduce the family members using possessive adjectives. 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

- Click on the small screen images of each of the Mills family members, one by one, and Jake or Polly will present the relevant phrase.
- Click on Next to listen to the Virtual Teacher – repeat chorally, copying the Virtual Teacher's gestures as you say the words.
- The class repeats what they hear each time, to reinforce learning.
- Click on each of the small screen images as many times as necessary to listen to the audio again, and give pupils enough opportunity to repeat the words.

Extension

- Place family member flashcards on a table at the front. Ask a few pupils to stand with their backs to the board. Click on one of the family members on-screen to hear them being introduced; pupils try to be the first to hold up the appropriate card. Repeat with different groups of pupils.

R Knowledge About Language

Genders

- This is another point where you can revisit the concept of genders with pupils.
- Using the Presentation above, go to either the picture of Mr Mills, Jake or Bof with the text displayed, and ask pupils what the phrase means. Ask them which word means 'my' (*mon*).
- Then go to either the picture of Polly or Mrs Mills and do the same – this time the word for 'my' is *ma*. Do likewise for the picture of Mr and Mrs Mills together (*mes*).
- Ask pupils if they can work out why there are three different words for 'my' in French. This relates to the gender groups for masculine and feminine that have already been highlighted in previous units.
- You can extend this activity by listing nouns of different genders from previous units and asking pupils if they can work out which words for 'my' are used with them.

4	Oracy activity: Où est mon père? c. 10 mins	AT1.1	O3.2
		AT2.1	O3.3

Description

Listen to Jake and Polly asking where someone is, and correctly identify the person by clicking on their picture.

Delivery

- Click on the audio icon next to *Allez!* to start (or invite a pupil to start) the activity. You will hear one of the four characters asking where one of their family is. Pupils must identify the person by selecting the correct picture.
- Once the pupils have chosen their answer, 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 two teams. Each team takes it in turn to answer a question and scores a point for each correct answer.

5	Literacy activity: C'est ma mère c. 10 mins	AT3.1	L3.1
			L3.2

Description

Drag the correct label to each picture.

Delivery

- Pupils select the label which matches the photo and drag it into position.
- Once the three labels have been dragged into place, click on *Done* and the pupils' answers will be marked automatically. If correct, click on *Next* to move on to the next set of labels. If incorrect, click on *Start again* for a second attempt.
- Continue until all six photos have been covered. Repeat, if time allows, to allow more pupils to have a turn.

Extension

- Make teams; each team scores a point for a correct answer. Encourage teams to say the answer aloud.

Support

- Work through each photo, asking pupils to give the correct answer orally before finding the correct written phrase.

6	Plenary activity: C'est qui? 5–10 mins	AT1.1	O3.3
			AT2.1

Materials

Puppets, Unit 5 Flashcards 9–13 (Family)

Description

Pupils practise using family vocabulary and possessive adjectives using puppets and/or flashcards.

Delivery

- Display the flashcards on the board.
- Hold up a puppet of Jake or Polly.
- Point to a flashcard on the board and say *C'est [ma mère]*. Repeat with another card, encouraging the class to say it with you.
- Repeat again, this time keeping quiet so the class can make the sentence without your help.
- Invite pupils up to the front. Give them a puppet. Point to a card and ask them to make a sentence.
- Repeat with as many pupils as possible in the time available.

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 *Qui manque?*
- Pupils must say who is missing

Context

The alphabet

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; Speaking: Grade 1;

Reading: Grade 1

Cross-curricular links

Literacy

Key vocabulary

Letters of the alphabet

Language structures and outcomes

Ça s'écrit... (it's spelt...)

1

Starter activity:
Qu'est-ce que c'est?

5 mins

AT2.1 O3.3
O3.4

Materials

Units 1–4 Flashcards (nouns only)

Description

Pupils identify objects covered so far using flashcard prompts.

Delivery

- Quickly go through flashcards to revise vocabulary.
- Hold up the cards in turn and ask *Qu'est-ce que c'est?* ('What is it?').
- Elicit answers from pupils.
- You may wish to use the Virtual Teacher from relevant presentations, to encourage pupils to concentrate on pronunciation.

Extension

- Stick the cards on the board. Ask pupils to close their eyes.
- Remove a card and ask them to identify the missing card.

2

Presentation:
L'alphabet

c.10 mins

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

Description

Play the animation to hear how the letters of the alphabet sound, and to hear the whole alphabet read out in sequence. For more details on how to use Presentation activities, go to page viii.

Delivery

- Play the animation presenting the letters of the alphabet, pausing after each letter, and repeat chorally. Do this for the whole alphabet. Repeat as many times as you feel necessary.
- Once you feel confident that pupils have grasped the letters, pick on random letters out of sequence to test pupils' memory further.
- Finally you can run through the whole sequence, repeating chorally.

Extension

- Go around the class. Each pupil says a letter of the alphabet in the correct order.
- Use the Virtual Teacher when a pupil gets stuck: encourage him/her to repeat the letter after the Virtual Teacher.

- 'Alphabet Tennis': Split class into two or four groups. Each group has three 'lives' and must, in turn, say the letters of the alphabet in order. The group loses a 'life' if they get stuck.
- 'Accents': at a later stage, or with groups who are already comfortable with the main letters of the alphabet, you may wish to focus on the accented letters. Once you have practised them a couple of times, make two teams. Each team scores a point for correctly identifying the letter/accent (check with the Virtual Teacher if necessary).

3

Oracy activity:
Ça s'écrit...

c.10 mins

AT1.1 O3.2
O3.4

Description

Listen to the audio prompts and select the correct letters in order, to complete the words on screen.

Delivery

- Click on the audio icons to hear the letters. Pupils must drag a letter into the appropriate box.
- Invite different pupils to come up to select each letter.
- When a word is complete, click on *Done* and the pupils' answers will be marked automatically.
- Encourage pupils to guess the word before its spelling is complete.

Extension

- Make two teams. Each team takes it in turn to spell a word (do two words each). The team with the most 'lives' left is the winner!

4

Song:
Chantez l'alphabet!

15–20 mins

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

Materials

Cards/pieces of paper with individual letters

Description

Watch and listen to the interactive song practising the letters of the alphabet. 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

- Hand out one card/letter to each pupil (hand out two to some pupils if you have fewer than 26 in your class).
- Play the song through and ask pupils to stand up, then to sit down quickly when they hear 'their' letter. For a

less chaotic activity, just ask pupils to wave the paper in the air when their letter is sung!

- Ask pupils to group themselves according to how the letters are grouped in the song, e.g. pupils with letters 'a', 'b', 'c' and 'd' will form one group.
- Play the song again. This time, each group is responsible for singing along with their line/letters, with individual pupils holding up their letter when it is sung.
- Go through the song again as a whole-class activity.

Extension

- Divide the class into groups of 6–8 pupils.
- Each group performs its own version of the alphabet song. More adventurous groups could make their own Alphabet Rap.
- The other groups can award points to see which version was the best.

See the Introduction for more notes on the Song features

5 Plenary activity:
Le jeu du pendu
5–10 mins

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

Materials

Whiteboard/pens, possibly noun flashcards from units to date

Description

French version of 'Hangman', in which pupils practise the alphabet and revise nouns covered so far.

Delivery

- Choose a noun that pupils have already learned. Draw dashes on the board, one for each letter of that word.
- Pupils call out letters randomly, one by one. If the letter is part of the chosen word, write it in the appropriate space. Otherwise, draw one line of the 'Hangman' for each incorrect suggestion.
- The object of the game is to discover the word before the 'Hangman' is complete.
- Ask a volunteer to say and spell the revealed word, or do this chorally.
- You could then invite a pupil to choose a word and lead the activity at the board, with your help as required.

Support

- Use the picture flashcards as prompts if pupils can't think of any words.
- Stick to words without accents at first.

Context

Household items

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, AT3.1–2, AT4.1

Language ladder levels:

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

Reading: Grade 1–2; Writing: Grade 1

Cross-curricular links

Literacy

Key vocabulary

Household objects: *le CD* (CD), *le lecteur de CD* (CD player), *l'ordinateur* (computer), *le jeu vidéo* (video game), *le DVD* (DVD), *la machine* (machine), *la table* (table), *la chaise* (chair)

Language structures and outcomes

As above

1

Starter activity:
Dictée

5 mins

AT1.1 O3.4
AT3.1 L3.1
AT4.1 L3.3

Description

'Dictate' words, letter by letter, for pupils to write down.

Delivery

- Select around five nouns you have covered so far with your class.
- One by one, spell out each word. Pupils write down the letters as you say them.
- Go through all the words on your list, without saying the actual words.
- Write the first word on the board. Ask the class to say the word, then spell it chorally.
- Continue in the same way with all the words.

Extension

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

Support

- Before starting, run through the alphabet song or the alphabet presentation in Lesson 2 to refresh pupils' memory.

2

Animated story:
Voici ma famille (2)

10 mins

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

Materials

Unit 5 Flashcards 1–8 (Household items)

Description

Watch and listen to this animated story presenting the language for Lessons 3–4 (household objects and prepositions). 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 2: *Jake & Olivier in the tower room*

- Freeze the screen on the opening scene with Jake and Olivier and ask *Comment s'appellent-ils?* ('What are their names?') to elicit and refresh *Il s'appelle...*
- Stick flashcards on the board for the objects in the room. Label each card.

- Ask pupils to note the order in which these objects are talked about in the film (CD, CD player, video game, table, DVDs, computer, machine).
- Play the scene through. Check answers for above. Accept answers in English at this stage, but encourage pupils to try and remember the French words if possible.
- Rearrange the flashcards in the correct order and replay the scene straight through.

3

Presentation:
Qu'est-ce que c'est?

c.10 mins

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

Description

Play the audio to hear and see the correct pronunciation of the objects. 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

- Chorally repeat the question *Qu'est-ce que c'est?* ('What is it?').
- Click on the *show text* link to display the object words and audio icons. Invite pupils to click on the audio icons one by one. The class repeats chorally.
- Repeat the answers in the same way as the question, using *C'est...*
- Go through all the objects as above.
- Repeat a couple of times to reinforce the vocabulary, encouraging pupils to give the answer before hearing the Virtual Teacher for a second time.

Extension

- Have a team game: two points for each correct answer, one point for a bonus question answered incorrectly by the other team.
- Point to an object and ask pupils to say what it is, using the model sentences they have just heard.
- Click on the play button to hear the Virtual Teacher presentation and compare with pupils' answers.

4

Oracy activity:
Comptez les objets!

c.10 mins

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

Description

Click on the audio icon below the picture. Answer the questions by identifying the correct number of objects on the screen.

Delivery

- Click on the audio icon below the picture. You will hear the audio asking how many items (e.g. how many CDs) are in the picture.
- Pupils count the designated items and drag the correct number on the right-hand side of the screen into the box below the picture.
- Once pupils have selected a number and dragged it into the box, click on *Done* and their 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 two teams. Each team takes it in turn to answer a question and scores a point for each correct answer.

Support

Play the audio for each item twice before asking pupils to respond.

5

Plenary activity:
Qu'est-ce qui manque?
c.5 mins

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

Materials

Unit 2 Flashcards 1–8 (Classroom objects) and Unit 5 Flashcards 1–8 (Household items), and/or realia representing these words

Description

Pupils revise household and classroom objects playing a version of 'Kim's game' with flashcards or realia.

Delivery

- Display the flashcards/realia that you wish to revise. Quickly go through the words with the class. Give them another 30 seconds to study the objects.
- Ask pupils to close their eyes, or cover the cards/objects whilst you remove one or two items.
- Tell them to look again (*Regardez*) and ask what is missing (*Qu'est-ce qui manque?*).
- Repeat a few times to cover as many words as possible.

Extension

- As a variation, you could ask one or two pupils to leave the room whilst the rest of the class remove an object. Call the pupils back into the room and continue as above.
- Once pupils have identified the missing object, ask *Comment ça s'écrit?* and ask pupils to spell the word.

Context

Using basic prepositions *sur* and *dans* to describe position

National criteria

KS2 Framework: O3.2, O3.3, O3.4, L3.1, L3.2, L3.3
 Attainment levels: AT1.2, AT2.1–2, AT3.1–2, AT4.1–2
 Language ladder levels:
 Listening: Grade 2; Speaking: Grade 1–2;
 Reading: Grade 1–2; Writing: Grade 1–2

Cross-curricular links

Literacy

Key vocabulary

dans (in); *sur* (on)

Language structures and outcomes

Le CD [etc.] est dans le sac [etc.], Le DVD [etc.] est sur la chaise [etc.]

1 Starter activity:
C'est un...
5 mins

AT 2.1 O3.3
AT 4.1 L3.2

Materials

Unit 5 Flashcards 1–8 (Household items)

Description

Hold up flashcards from the unit to elicit the vocabulary from pupils.

Delivery

- Hold up the flashcards, one by one. Ask *Qu'est-ce que c'est?* ('What is it?') and model the first answer, for example *C'est [un lecteur de CD]* ('It's a CD player').
- Go through all the flashcards in the same way, eliciting the same type of response from pupils.

Extension

- Add *Ça s'écrit* + spelling to give further alphabet practice.

2 Presentation:
Dans et sur
c.10 mins

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

Description

Click on an object to hear its position described, using the prepositions *sur* or *dans*. For more details on how to use Presentation activities, go to page viii.

Delivery

- Firstly click on the two arrows (on the empty chair and in the empty rucksack) illustrating *sur* and *dans*, before moving on to the objects scattered around the room to hear their position described in sentences using the prepositions *sur* ('on') or *dans* ('in').
- Ask different pupils to click on the objects one by one. Chorally repeat the sentences, copying the Virtual Teacher's gestures to illustrate the prepositions each time.

Extension

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

3 Oracy activity:
Rangez les objets
c.10 mins

AT1.2 O3.2
O3.4

Description

Listen to the audio prompts and identify the correct item and its location.

Delivery

- Click on the audio icon next to *Allez!* to hear a sentence in which the position of an object is described. Pupils respond by selecting the correct set of images + preposition. 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.
- Repeat a couple of times with different pupils for each sentence, to ensure maximal exposure to the language.

Extension

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

Support

- Play each scenario twice before asking pupils to respond.

4 Oracy activity:
Où est le...?
5–10 mins

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

Materials

Various flashcards, puppets

Description

Pupils hide an object/flashcard in the classroom and guide another pupil to find it by indicating its whereabouts using prepositions.

Delivery

- Hold up the card or object you will be hiding so the class can see, and check they all remember the word!
- Ask one or two pupils to leave the room.
- Ask the rest of the class to tell you where to hide the object, using *dans* ('in') or *sur* ('on') and other known classroom objects.
- Call the pupil(s) back in. They ask *Où est le/la... ?* ('Where's the...?').

- The class reply in French, and pupils race to find the object.
- Repeat a couple of times with different objects.

Support

- Model the questions and answers that pupils will use before starting the game.

5

Literacy activity:
Nombre, personne ou objet?

AT3.1 L3.1
L3.2

10–15 mins

Description

Identify the five numbers, people and objects from a list of 15 words.

Delivery

- Pupils read the 15 words on the screen and select the five numbers (Screen 1), five people (Screen 2) and five objects (Screen 3).

Extension

- Make teams: each team plays a game right through, until it has identified all the words in each category.
- The first team to complete is the winner.

6

Plenary activity:
Le livre est sur la guitare

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

5–10 mins

Materials

Whiteboard/pens

Description

Pupils complete sentences to describe the position of objects in a picture.

Delivery

- Draw simple illustrations alongside the phrases used in Activity 4: *Le CD est dans le lecteur de CD; Le livre est sur la guitare; L'ordinateur est dans le sac; Le jeu vidéo est sur la table; Le lecteur de CD est sur la chaise; Le DVD est dans le piano.*
- In each sentence blank out a couple of words (alternate nouns and prepositions).
- As a whole-class activity, go through each sentence and complete them. Encourage pupils to reuse the gestures for the prepositions to further reinforce learning.
- If pupils are having difficulty remembering the position of the objects, display the screen from the game to remind them.

Support

- With less confident groups you could write the missing words above or below the sentences, to make the sentence completion easier.

Unit 5

Extra!



Worksheet 1A
10–15 mins

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

Description

Worksheet to give further practice on nouns and spelling.

Notes

- 1 Quickly recap the alphabet chorally before handing out the worksheets. Encourage pupils to say the letters aloud as they are doing Activity 1.
- 2 Move round the class to offer help where necessary for Activity 2 and to ensure pupils are spelling words in French!

Answers

- 1 **a** chat **c** guitare **e** tortue
b crayon **d** dix **f** nez



Worksheet 1B
10–15 mins

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

Description

Worksheet to give further practice on nouns and spelling.

Notes

- 1 Quickly recap the alphabet chorally before handing out the worksheets. Encourage pupils to say the letters out loud as they are doing Activity 1.
- 2 Move round the class to offer help where necessary for Activity 2 and to ensure pupils are spelling words in French!
- 3 Pair up pupils who have completed Activities 1 and 2 to do Activity 3 together.

Answers

- 1 **a** chat **c** guitare **e** tortue
b crayon **d** dix **f** nez



Worksheet 2A
10–15 mins

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

Description

Worksheet to give further practice on family words and possessive adjectives.

Notes

- 1 Pupils may need help completing the sentences: you could do Activity 1 as a whole-class activity, then give pupils a couple of minutes to match speech bubbles and characters.
- 2 Activity 2 could be done in small groups.

Answers

- 1 Olivier – **a** C'est ma sœur. Nathalie – **d** C'est ma mère.
Polly – **b** C'est mon frère. Jake – **e** C'est mon père.
Jake – **c** C'est mon dragon.



Worksheet 2B
10–15 mins

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

Description

Worksheet to give further practice on family words and possessive adjectives.

Notes

- 1 You may wish to go through Activity 1 orally, before giving pupils a few minutes to write out the sentences and pair up the speech bubbles and characters.
- 2 Activity 2 could be done in small groups.

Answers

- 1 Jake – C'est mon dragon.
Nathalie – C'est ma mère.
Polly – C'est mon frère.
Jake – C'est mon père.
Olivier – C'est ma sœur.



Worksheet 3A
10–15 mins

AT2.1 L3.1
AT3.1 L3.2
AT4.1

Description

Worksheet to give further practice on household objects and spelling.

Notes

- 1 Give pupils a couple of minutes to study the picture, then go through the answers together if you think they need extra support.
- 2 Move around the class and give help where required.
- 3 Give pupils five minutes to complete Activity 3 then go over the answers orally together.

Answers

- 1 l'ordinateur
le DVD
le lecteur de CD
- 2 *laptop computer* – l'ordinateur
DVD – le DVD
music CD – le CD
computer game – le jeu vidéo
Mme Moulin's machine – la machine
CD player – le lecteur de CD



Worksheet 3B
10–15 mins

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

Description

Worksheet to give further practice on household objects and spelling.

Notes

- 1 If necessary; give pupils a couple of minutes to study the picture and the word list, then go through the answers orally together.
- 2 Move around the class to give help where required and to ensure the activity is being conducted in French!

Answers

- 1 *laptop computer* – l'ordinateur
DVD – le DVD
music CD – le CD
computer game – le jeu vidéo
Mme Moulin's machine – la machine
CD player – le lecteur de CD
piano – le piano

Worksheet 4A
10–15 mins

AT3.1–2 L3.1

Description

Worksheet to give further practice on household objects and prepositions.

Notes

- 1 Give pupils a few minutes to do Activity 1, then go through the answers together.
- 2 If time allows, go round the class and ask pupils to say aloud one of the objects they ticked in Activity 2.

Answers

- 1 a CD in piano c CD on the table
b CD in the bag d CD on Mme Moulin's machine

Worksheet 4B
10–15 minsAT3.2 L3.1
AT4.1 L3.3**Description**

Worksheet to give further practice on household objects and prepositions.

Notes

- 1 Give pupils a couple of minutes to do Activity 1, then go through the answers together
- 2 If time allows, go round the class and ask pupils to say aloud one of the items they chose in Activity 2.

Answers

- 1 a Le DVD est dans le piano.
b Le jeu vidéo est dans le sac.
c L'ordinateur est sur la table.
d Le CD est sur la machine.

Project work:
Alphabet chart
10–15 minsAT2.2 O3.3
AT3.2 L3.1
AT4.2 L3.3**Description**

Pupils create a chart of the letters of the alphabet, where they can list new vocabulary.

Materials

Units 1–5 Flashcards, large sheet of paper

Delivery

- Prepare a large sheet (or sheets) of blank paper, onto which you can fit the 26 letters of the alphabet, with space for several words underneath each letter.
- Stick the chart on the wall and explain to pupils that you will be gathering new vocabulary here as you learn it in French.
- Give each pupil one or several flashcards (with word cards if they need the support) from the language covered in *Rigolo* so far, depending on numbers, and ask them to find the words in French. They are then responsible for writing or copying these words, and drawing pictures if you like, under the right letter on the alphabet chart.
- Each time you learn new language in subsequent units, get pupils to add the new words to the alphabet chart.

Support

- Provide pupils with copies of the words to stick on the chart instead of writing, if you prefer.

Extension

- You can use the chart as the basis for quick language tests in future: as a quick starter or plenary activity ask pupils to study the chart for a few minutes and remember all the words beginning with a certain letter. Then hide the chart and show them the corresponding picture flashcards, and ask them to write down the right words in French.