

RIGOLO



Unit 7

Teacher's Notes

Amanda Collins
Assessment sections: Julie Green

National criteria

KS2 Framework objectives

- O4.1 Memorise and present a short spoken text
- O4.2 Listen for specific words and phrases
- O4.3 Listen for sounds, rhyme and rhythm
- O4.4 Ask and answer questions on several topics
- L4.1 Read and understand a range of familiar written phrases
- L4.2 Follow a short familiar text, listening and reading at the same time
- L4.3 Read some familiar words and phrases aloud and pronounce them accurately
- L4.4 Write simple words and phrases using a model and some words from memory
- IU4.4 Learn about ways of travelling to the country/countries

QCA Scheme of Work

- Unit 2 Je me présente
- Unit 3 En famille
- Unit 4 Les animaux
- Unit 6 Le monde

Language ladder levels

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

5–14 guideline strands

Levels A–C

Listening

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

- revise ways to describe people, using *avoir* and *être* phrases
- describe people's nationality

Key language

- descriptive vocabulary: *il/elle a* (he/she has)... *les cheveux courts/longs* (short/long hair), *les yeux bleus*, etc. (blue eyes, etc.), *un chien* (a dog), *un frère/une sœur* (a brother/a sister); *il/elle a sept ans* (he/she is seven years old)
- nationalities: *français(e)* (French), *canadien(ne)* (Canadian), *britannique* (British)
- character adjectives: *intelligent(e)* (clever), *sportif/sportive* (sporty), *sévère* (strict)

Grammar and skills

- revision of a variety of *avoir* phrases
- use *être* phrases with adjectives
- recognise and use the third person singular (*il/elle*) with both *avoir* and *être*
- recognise different adjective endings

Unit outcomes

Most children will be able to:

- use a variety of expressions to describe people in the third person singular
- recognise different nationalities

Some children will also be able to:

- use and recognise different adjective endings, both singular and plural

Context

Revision of ways to describe people

National criteria

KS2 Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3

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

Language ladder levels:

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

Reading: Grade 2–3

Cross-curricular links

Literacy

Key vocabulary

Descriptive vocabulary: *il/elle a* (he/she has)... *les cheveux courts/longs* (short/long hair), *les yeux bleus*, etc. (blue eyes, etc.), *un chien* (a dog), *un frère/une sœur* (a brother/a sister); *il/elle a sept ans* (he/she is seven years old)

Language structures and outcomes

Il/Elle a... (He/She's got...)

1

Starter activity:
Tu es comment?

5–10 mins

AT2.2 O4.1
O4.4

2

Animated story:
La visite (1)

5–10 mins

AT1.2–3 O4.2
AT3.2–3 L4.1
L4.2

Materials

Unit 3 Flashcards 1–13 (Parts of the body; Eyes and hair), puppets

Description

Pupils use previously covered structures and words to describe themselves as fully as possible.

Delivery

- Quickly recap the key words and phrases from the flashcards.
- Write two questions on the board: *Tu es comment?* and *Quel âge as-tu?* Point to one question, read it out, and make one of the puppets answer the question. Do the same with the second question.
- Ask the class to work in pairs, asking their partner the questions from the board.
- Move around the room to monitor the activity.
- If time allows, ask a few pupils questions at random, which they answer in front of the class.

Language Learning Strategies**Recycling language**

- This first lesson revisits language from Units 2 and 3, rephrasing it in the third person using *il* and *elle* instead of *j'ai*.
- Following the starter activity above, focus pupils on all the *avoir* phrases they have learnt by writing *j'ai...* at the top of the board, asking pupils to think of as many phrases as they can.
- These can be either descriptions or other phrases: *j'ai un stylo* (etc.), *j'ai huit ans*, *j'ai les yeux bleus*, *j'ai les cheveux longs*, *j'ai un chien*. They could also be encouraged to use language presented in other contexts here, e.g. *j'ai un ordinateur*, *j'ai un frère*.

Description

- Watch and listen to this animated story, based in the château, presenting the language for Lessons 1 and 2 (introducing more ways of describing people, and the third person of the verb *avoir* ['to have']).
- 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 Didier in a room at the castle)

- Freeze the screen on the opening scene and ask *Comment s'appellent-ils?* (What are their names?) to elicit and refresh *Il/Elle s'appelle...*
- Ask pupils to tell you what they can see in the room, using previously studied structures and words (e.g. *Il y a un ordinateur*).
- Before playing the scene, pause and ask what pupils think will happen. Play the scene, and compare their predictions with the actual story.

3

Presentation:
Qu'est-ce qu'il a?

5–10 mins

AT1.2 O4.2
AT2.2 O4.3
AT3.2 L4.1
L4.3

Description

Click on an indicated object to hear the target structure (*Il/Elle a* ['He/She has'] + noun). 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 indicated objects or physical attributes, one by one. The Virtual Teacher will say the target structure (*Il/Elle a* + noun).
- Pupils repeat the sentence each time. Repeat each item a couple of times to reinforce the structure and words.

4

Oracy activity:
C'est qui?

c.10 mins

AT1.2

O4.2
O4.3**Description**

Click on each audio icon on the left-hand side of the screen to hear a description of someone in the third person. Link each audio icon to the picture of the corresponding character.

Delivery

- Click on (or invite a pupil to click on) an audio icon on the left-hand side of the screen. You will hear a description of someone in the third person form (e.g. *Elle a neuf ans*). Click on the audio icon to listen again, if necessary. Encourage pupils to repeat the description they hear.
- Pupils must identify the character being described by linking the audio icon to the picture of them. Tell pupils to look at the large picture on the right-hand side of the screen to see the characters in context, to help them.
- Once they have linked all three audio icons to their corresponding pictures, click on *Done* and the pupils' answers will be marked automatically.
- If all of their answers are correct, click on *Next* to move on to the next set of questions.
- If some answers are incorrect, click on *Start again* for a second attempt.
- Repeat a couple of times to reinforce the language.

Extension

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

Support

- Quickly revise numbers 6–12 before beginning the activity, paying particular attention to numbers 9 and 11, so that pupils will know what to listen out for for two of the characters' descriptions.

5

Plenary activity:
Il/Elle a...

c.5–10 mins

AT1.2

O4.2

Materials

Puppets, Unit 3 Flashcards 1–13 (Parts of the body and Eyes and hair) and other noun flashcards

Description

Pupils identify a person or character described in the third person.

Delivery

- Describe a character or a pupil in the class using one or two simple sentences with *Il/Elle a* + description or noun.
- Pupils must say the name of the person/character being described.
- If pupils are confident enough, the pupil who correctly identifies the person being described could also describe someone for the others to guess.

Extension

- Divide the class into two teams.
- Describe someone as above to each team in turn and award a point for each correct answer.

Support

- If pupils find this difficult initially, use a puppet, e.g. Polly, and ask simple, deliberately wrong questions, e.g. *Elle a les cheveux courts?* to elicit *Non, longs* and eventually *Non, elle a les cheveux longs!*
- Repeat with the Jake puppet as necessary.

Context

Revision of ways to describe people

National criteria

KS2 Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3

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

Language ladder levels:

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

Reading: Grade 2–3

Cross-curricular links

Literacy

Key vocabulary

Descriptive vocabulary: *il/elle a* (he/she has)... *les cheveux courts/longs* (short/long hair), *les yeux bleus*, etc. (blue eyes, etc.), *un chien* (a dog), *un frère/une sœur* (a brother/a sister); *il/elle a sept ans* (he/she is seven years old)

Language structures and outcomes

Il/Elle a... (He/She's got...)

- 1** Starter activity:
Il/Elle est comment?
5–10 mins

AT2.2 O4.1

- 3** Oracy activity:
Il a... Elle a...
c.10 mins

AT1.2 O4.3
AT2.2 O4.4

Description

Pupils use previously covered structures and words to describe others in their class.

Delivery

- Invite one or two volunteers to come to the front. Chorally describe the pupils in one or two simple sentences (similar to the plenary activity from Lesson 1) to refresh memories!
- Divide the class into groups of three. Each pupil takes it in turn to describe one other pupil in their group, using *Il/Elle a...*
- Move around the groups to monitor the activity and help where needed.

- 2** Animated story:
La visite (1)
5–10 mins

AT1.2–3 O4.2
AT3.2–3 L4.1
L4.2

Description

- To refresh pupils' memories of the story from Lesson 1, watch and listen again to this animated story, based in the château, presenting the language for Lessons 1 and 2, i.e. introducing more ways of describing people, and the third person of the verb *avoir* ('to have').
- 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.
- Before playing the scene, pause and ask pupils what they remember happening. Play the scene, and compare their recollections with the actual story.

Scene 1 (Polly and Didier in a room at the castle)

- Ask pupils to listen out for how to say a bird (*un oiseau*) and how to say a girl (*une fille*).
- Ask pupils what instrument Marine brings with her (*une guitare*) and how to say she has a guitar (*Elle a une guitare*).
- Ask pupils what Marine's hair is like (*Elle a les cheveux longs*).

Description

Click on the audio icons below the pictures and drag them to the picture they describe.

Delivery

- Click (or invite a pupil to click) on one of the audio icons below the pictures. You will hear a description in the third person form, e.g. *Elle a les cheveux longs* ('She's got long hair').
- Pupils must correctly identify the character and drag the audio icon to the picture of the character it describes.
- Once pupils have dragged all of the audio icons to the corresponding pictures, click on *Done* and their answers will be marked automatically. If all answers are correct, click on *Next* to move on to the next set of questions.
- If any answers are incorrect, click on *Start again* for a second attempt.
- Listen to the audio as many times as necessary.

Extension

- Make two teams. Each team takes it in turn to listen and drag an audio tile to a picture and scores a point for each correct answer.

Support

- Model a couple of phrases in the third person form to remind pupils of what they mean.

**Knowledge About Language****Plural agreements**

- This is a good opportunity to introduce the concept of plural adjective agreements.
- Write the phrases *Il a un stylo bleu* and *Il a une trousse bleue* on the board. Remind pupils what these phrases mean, and ask them if they can remember why there is an extra 'e' on *bleue* (because *trousse* is a different kind of word from *stylo*, i.e. it is feminine).
- Now write up the phrase *Il a un stylo bleu* on the board, then write the phrase *Il a les yeux bleus* underneath it. Ask pupils if they can tell you what both phrases mean.
- Ask pupils to spot the difference between the two words for 'blue' (one has an 's'). See if they can suggest why this is – ask them to think how many eyes and pens are involved in each sentence (the adjective adds an 's' in the plural).

- If pupils have grasped this, reinforce the concept by writing out a list of singular and plural nouns and adjectives, leaving a blank letter space at the end of each adjective (e.g. *le stylo bleu_*, *les stylos bleu_*). Ask pupils what letter should go in each blank, if any.

4

Oracy activity:
Il/Elle a un stylo
c.10 mins

AT2.2 O4.1

Materials

Units 1–6 Flashcards (nouns), puppets

Description

Pupils use puppets and flashcards to practise building more sentences using *Il/Elle a* + nouns covered so far.

Delivery

- Choose a puppet and hold a noun flashcard in its hand/paw.
- Chorally, make a sentence using the target structure.
- Repeat with another puppet and flashcard.
- Invite pupils to come to the front, choose a puppet and flashcard, and make a sentence.

Extension

- Display a selection of the flashcards on the board, and place the puppets on the front desk.
- Divide the class into small groups. Ask each group to make as many sentences as possible, using the displayed props, in five minutes.
- Go round each group asking how many sentences they managed, and ask for a few examples.

Support

- If you find pupils have difficulty in remembering nouns covered, go through some of the flashcards quickly before the activity to refresh their memories, asking *Qu'est-ce que c'est?* for each.

5

Literacy activity;
Il a une guitare
c.10 mins

AT1.2 AT3.2 O4.2 L4.1 L4.3

Description

Listen to the audio clips, look at the pictures and link them to the corresponding sentences.

Delivery

- Pupils must click on the audio icons, look at the pictures and link them to the corresponding sentences.
- Once pupils have linked all three pictures to the corresponding sentences, click on *Done* and their answers will be marked automatically.

- If all answers are correct, click on *Next* to move on to the next set of questions. If any answers are incorrect, click on *Start again* for a second attempt.
- Continue until pupils have answered all 12 questions.

Extension

- To challenge more able pupils, you can ask them to link the pictures to the sentences without listening to the audio first.

Support

- Before starting the activity, you can drill the items mentioned, and practise using *Il/Elle a* + nouns.

6

Plenary activity:
Qui est-ce?
c.5–10 mins

AT1.2 AT3.2 O4.2 L4.1

Materials

Units 1–6 Flashcards (nouns)

Description

Pupils say the name of the person being referred to, using the target structure.

Delivery

- Hand out noun flashcards around the class.
- Make sentences using the target structure about the objects being held by pupils, e.g. *Il a un tambour*.
- Pupils must say the name of the person who is being referred to, i.e. the name of the pupil with the drum flashcard.

Extension

- In order to focus the listening more closely on *il* or *elle*, give out two cards for each object: one to a boy, one to a girl, so that pupils pay attention to whether they hear *Il a un tambour* or *Elle a un tambour*.
- Write the sentences on the board so pupils have to read the structure instead of listening for it.

Support

- If you find pupils have difficulty in remembering nouns covered, before starting the activity go quickly through some of the flashcards to refresh their memories, asking *Qu'est-ce que c'est?* for each.

Context

Nationalities

National criteria

KS2 Framework: O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4, IU4.4

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

Language ladder levels:

Listening: Grade 1–3; Speaking: Grade 2;

Reading: Grade 1–3; Writing: Grade 1–2

Cross-curricular links

Geography, literacy

Key vocabularyNationalities: *français(e)* (French), *canadien(ne)* (Canadian), *britannique* (British)**Language structures and outcomes***Il/Elle est...* (He/She is) + nationality

1

Starter activity:
Où est le Canada?

5 mins

AT1.1
AT3.1
IU4.4

3

Presentation:
De quelle nationalité?

5–10 mins

AT1.2
AT2.2
AT3.2
O4.2
O4.3
L4.1
L4.3**Materials**

Wall map or digital map of the world

Description

Pupils locate France, Canada and Great Britain on a world map.

Delivery

- Ask for volunteers to come and locate the above countries on the map, giving help where required.
- Introduce the French names for the countries (*la France, le Canada, la Grande-Bretagne*).
- Ask pupils if they have visited France or Canada. Ask if they know what languages are spoken in each country.

2

Animated story:
La visite (2)

5–10 mins

AT1.2–3
AT3.2–3
O4.2
L4.1
L4.2

4

Oracy activity:
Les nationalités

c.10 mins

AT1.2
AT2.2
AT3.2
O4.2
O4.3**Description**

Watch and listen to this animated story presenting the language for Lessons 3–4 (introducing nationalities and more ways of describing people). 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 (Polly, Didier, Marine and Bernard in a room at the castle)

- Pause the screen on the opening scene, point to Polly and Didier in turn and ask *Il/Elle est comment?* ('What is he/she like?') to elicit and refresh descriptions covered so far.
- Before playing the scene, ask what pupils think will happen next. Play the scene, and compare their predictions with the actual story.
- Ask pupils if they can tell you the names of Didier's cousin (Marine) and the bird (Bernard).

Description

Play the animation to hear a presentation of the characters' nationalities. 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. The Virtual Teacher will say the nationality of each character (*Il/Elle est* + nationality).
- Pupils repeat the sentence each time. Repeat each item a couple of times to reinforce learning.

Description

Click on the audio icons to hear an audio clip giving someone's nationality. Drag the audio icon into the box below the correct character.

Delivery

- Click on one of the audio icons below the pictures. Pupils will hear a description of someone's nationality, e.g. *Il est britannique*. ('He is British.'). Click on the audio icon to listen again, if necessary.
- Encourage pupils to repeat the description they hear.
- Pupils must identify the character being described by dragging the audio icon into the box below the picture of them (the flags on their T-shirts indicate their nationality).
- Once pupils have listened to all of the audio clips and dragged them to the corresponding pictures, click on *Done* and their answers will be marked automatically.
- If their selection is wrong, they can click on *Start again* for a second attempt.
- Repeat a couple of times to reinforce the language.

Extension

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

5

Literacy activity:
Les stars
c.10–15 mins

AT1.2 O4.4
AT2.2
AT4.2

Materials

Pictures of famous French, Canadian, and British people;
Unit 7 Flashcards 12–14 (Flags)

Description

Pupils produce a photo collage of famous people with captions.

Delivery

- Go through the pictures of famous people and ask *Comment s'appelle-t-il/elle?* ('What is he/she called?'). Then ask *Il/Elle est de quelle nationalité?* ('What nationality is he/she?').
- Divide the class into groups. Each group has a large sheet of paper, on which they will stick the pictures and write captions.
- Divide each group into pairs, and give each pair a picture. They work together on writing the caption, then stick the text and picture on to the collage.

Support

- If pupils don't know the celebrities' nationalities, help them out by holding up the appropriately corresponding flag flashcard next to the picture.

6

Plenary activity:
Ça s'écrit...
c.5 mins

AT1.1 O4.2
AT3.1 O4.3
AT4.1 L4.4

Materials

Pencils and paper

Description

Pupils identify a celebrity or classmate from the spelling of their name.

Delivery

- Write down a short list of celebrities' or pupils' names for yourself.
- Divide the class into two teams.
- Begin spelling a name; pupils can write down the letters as you spell them out. The first team to guess correctly the full name being spelled wins a point.
- Teams lose a point for each incorrect guess.

Context

Describing people using various adjectives

National criteria

KS2 Framework: O4.1, O4.2, O4.3, O4.4, L4.1, L4.2, L4.3, L4.4

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

Language ladder levels:

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

Reading: Grade 1–2; Writing: Grade 2

Cross-curricular links

Geography

Key vocabulary

Adjectives: *intelligent(e)* (clever), *sportif/sportive* (sporty), *sévère* (strict), *timide* (shy), *français(e)*

(French), *canadien(ne)* (Canadian), *britannique* (British)

Language structures and outcomes

Il/Elle est... (He/She is...)

1

Starter activity:

Il est de quelle nationalité?

5 mins

AT1.2 O4.2
AT2.2 O4.4

Materials

Unit 7 Flashcards 1–3 (Nationalities)

Description

Pupils describe characters' nationalities using the flashcards as prompts.

Delivery

- Hold up the flashcards and point to the characters individually. For each character ask *Il/Elle est de quelle nationalité?* ('What nationality is he/she?')
- Elicit answers using *Il/Elle est* + nationality, giving help where needed.

2

Presentation:

Il est comment?

Elle est comment?

5–10 mins

AT1.2 O4.2
AT2.2 O4.3
AT3.2 L4.1
L4.3

Description

Click on a character to hear them described (*il/elle est* + adjective). Use the additional features to practise sound/spelling links and spelling. For more details on how to use Presentation activities, go to page viii.

Delivery

- Invite pupils to click on the characters, one by one. The Virtual Teacher will describe each one using the target structure (*il/elle est* + adjective).
- Pupils repeat the sentence each time. Repeat each item a couple of times to reinforce learning.

**Knowledge About Language****Adjective agreements**

- This is a good opportunity to revise and extend pupils' understanding of adjective agreements.
- Write the phrases *il est intelligent* and *elle est intelligente* on the board, and *il est français* and *elle est française*. Ask pupils what the difference is between the ways *intelligent* and *français* are spelt, and why this is (when you describe girls or women you have to add an 'e' to the end of the adjective).
- Now write the phrases *un stylo bleu* and *une trousse bleue* on the board. You can remind them that there are two types of noun in French, those that take *un*

(masculine) and those that take *une* (feminine). In the same way as adjectives describing girls or women, adjectives describing *une* words also add an 'e'.

- Now write up the phrase *le stylo bleu* on the board, then write the phrase *les stylos bleus* underneath it. Ask pupils if they can tell you what both phrases mean ('the blue pen' and 'the blue pens').
- Ask pupils to spot the difference between the two words for 'blue' (one has an 's'). See if they can suggest why this is – ask them to think how many pens there are in each phrase. Comparing with English may help here.
- If pupils have grasped this, reinforce the concept by writing out pairs of singular and plural nouns and adjectives, leaving a blank letter space at the end of each adjective (e.g. *le stylo bleu_ / les stylos bleu_*, *le stylo bleu_ / la trousse bleu_*). Ask pupils what letter should go in each blank, if any.
- You can also point out the fact that not all adjectives follow this pattern – pupils have already met several which fall outside this model. See if they can work out which (*britannique*, *sévère*, *timide*, *jaune*, *rouge*, *rose*, *marron*, *orange*, *sympa*, *drôle*).

3

Oracy activity:

Il est intelligent

c. 10 mins

AT2.2 O4.3
O4.4

Description

Click on the audio icons on the left-hand side of the screen. You will hear a description using *il/elle est* + characteristic. Link the audio icon to the corresponding picture.

Delivery

- Click on an audio icon on the left-hand side of the screen to hear a description of a character.
- Pupils must link the audio icon to the corresponding picture. Tell pupils to look at the large, main picture to see each character in context, to help them.
- Click on *Done* and the pupils' answers will be marked automatically. If all answers are correct, click on *Next* to move on to the next set of questions. If any answers are incorrect, click on *Start again* for a second attempt.
- Listen to each description a couple of times to reinforce the language.

Extension

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

4 Oracy activity: Ils sont comment? c.5–10 mins

AT2.2
AT4.2
O4.1
O4.4
L4.4

Materials

Unit 7 Flashcards 4–11 (Characteristics), puppets, flashcards of *Rigolo* characters and pictures of characters from stories and films

Description

Pupils use puppets or flashcards and pictures of people or pupils in class to practise building more sentences using *il est/elle est* + characteristics adjectives covered so far.

Delivery

- Point to a puppet or flashcard, or a picture, or a pupil in class and, chorally, make a sentence using the target structure, e.g. *Il est intelligent; Elle est sportive*.
- Repeat, until you have covered as many of the adjectives as possible.

Extension

- Display a selection of the pictures and flashcards on the board, and place the puppets on the front desk.
- Divide the class into small groups. Ask each group to write as many sentences as possible, using the displayed props, in five minutes.
- Go round each group and ask how many sentences they managed to write. Ask also for a few examples.

5 Literacy activity: Il est... Elle est... c.10 mins

AT3.2
AT4.2
L4.1
L4.3
L4.4

Description

Drag and drop adjectives from a selection on screen to create descriptive sentences.

Delivery

- Ask pupils to come to the board and drag a word into the boxes to form descriptive sentences, e.g. *Elle est canadienne*.
- Once pupils have completed the two sentences on screen, click on *Done* and their 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

- Divide the class into two teams. Each team takes it in turn to complete a sentence and scores a point for each correct answer.

6 Song: Jake a les cheveux courts c.5–10 mins

AT1.2
AT2.2
AT3.2
O4.1
O4.2
O4.3
L4.1
L4.2
L4.3

Materials

- Unit 7 Flashcards 1–3 (Nationalities); 4, 5, 8, 9 (Characteristics)
- Prepare cards depicting numbers 8, 9, 10, 11 (enough for one from each category for each pupil)

Description

Watch and listen to the interactive song practising character descriptions. 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 nationality, number and characteristic flashcard to each pupil.
- Freeze the opening screen and ask, for each character, *Il/Elle est de quelle nationalité?* to elicit the lyrics for the chorus. Play the chorus through, asking pupils to join in and wave 'their' nationality flashcard each time they hear 'their' nationality.
- Freeze the screen and focus on the characters' appearances. Ask *Il/Elle est comment?* ('What's he/she like?'), or *Comment sont les cheveux/yeux de...?* ('What is/are...s hair/eyes like?') to elicit the next lyrics.
- Follow the same approach for each of the following verses, asking *Quel âge a-t-il/elle?* ('How old is he/she?') or *Il/Elle est comment?* ('What's he/she like?') to elicit the lyrics and get pupils to hold up the corresponding characteristic flashcard.
- Play the song again, this time asking pupils to wave the appropriate nationality, number and characteristic flashcard in the air when their word is sung!
- Go through song again as a whole-class activity, with or without the words or music.

Extension

- Divide the class into groups of 6–8 pupils.
- Each group performs its own version of the song.
- The other groups can award points to see which version was the best.

See the Introduction for more notes on the Song features.

7 Plenary activity: Les charades c.5 mins

AT2.1
AT3.1

Materials

Unit 7 Flashcards 4–14 (Characteristics)

Description

Pupils take it in turn to mime an adjective for their classmates to guess.

Delivery

- Divide the class into two teams. In turn, invite one pupil from each team to come and select a card. Alternatively, indicate an adjective from your list.
- The pupil must mime that adjective to their team mates. Teams score two points for a correct answer within 30 seconds; one point for under a minute.

Extension

- If the word has not been correctly guessed after a minute has passed, offer a bonus point to the other team if they have guessed correctly.

Unit 7

Extra!



Worksheet 1A
10–15 mins

AT2.2 O4.4 L4.1
AT3.3 L4.3
AT4.2 L4.4

Description

Worksheet to give further practice in reading, writing and saying what characters are like.

Notes

- Go through each picture orally as a whole-class activity, before giving pupils a few minutes to write out the sentences.
- Move around the class as pupils complete Activity 3, to monitor progress and provide help where needed.

Answers

- a Elle a c Il a e Il a g Elle a
b Il a d Elle a f Elle a h Il a

Nathalie: Elle a les cheveux noirs. Elle a un chat.
Jake: Il a huit ans. Il a un dragon.
Polly: Elle a les cheveux longs. Elle a un ordinateur.
Bernard: Il a les yeux jaunes. Il a deux ans.



Worksheet 1B
10–15 mins

AT2.2 O4.4 L4.1
AT3.2 L4.3
AT4.2 L4.4

Description

Worksheet to give further practice in reading, writing, and saying what characters are like.

Notes

- If necessary, go through each picture orally as a whole-class activity, before giving pupils a few minutes to write out the sentences.
- Move around the class as pupils complete Activity 3, to monitor progress and provide help where needed.

Answers

- a Elle a c Elle a e Elle a g Il a
b Elle a d Il a f Il a h Il a

Nathalie: Elle a les cheveux noirs. Elle a un chat.
Madame Moulin: Elle a une machine. Elle a un sandwich.
Bernard: Il a les yeux jaunes. Il a un sac.
Didier: Il a sept ans. Il a un gâteau.



Worksheet 2A
10–15 mins

AT2.1 O4.2 L4.3
AT3.1 O4.3 L4.4
AT4.1

Description

Worksheet to give further practice in nouns introduced so far.

Notes

- If necessary, quickly go through each picture orally as a whole-class activity. Alternatively, pupils could work in pairs.
- Move around the class as pupils complete Activity 2, to monitor progress and provide help where needed.

Answers

- B – bras, bouche, banane
C – chien, cahier, chaise
D – deux, dragon, DVD
G – garçon, guitare, gomme
T – tortue, trompette, tambour

Language Learning Strategies

Sorting words into categories

- As pupils should now have accumulated a reasonable amount of French vocabulary, activities that help them to see patterns in spelling and sounds are a good way for them to work with language in different contexts.
- You can do further activities like this, getting pupils to count syllables in French words, or sort vocabulary into masculine and feminine groups.



Worksheet 2B
10–15 mins

AT2.1 O4.2 L4.3
AT3.1 O4.3 L4.4
AT4.1

Description

Worksheet to give further practice in nouns introduced so far.

Notes

- If necessary, quickly go through each picture orally as a whole-class activity. Alternatively, pupils could work in pairs.
- Move around the class as pupils complete Activity 2, to monitor progress and provide help where needed.

Answers

- B – bras, bouche, banane
C – chien, cahier, chaise
D – deux, dragon, DVD
G – garçon, guitare, gomme
J – jus d'orange, jambe, jeu vidéo
L – livre, lapin, lundi
P – piano, pizza, pomme
T – tortue, trompette, tambour



Worksheet 3A
10–15 mins

AT2.1 L4.1
AT3.2 L4.3
AT4.2 L4.4

Description

Worksheet to give further practice in reading, writing, and describing characters.

Notes

- Move around the class as pupils complete Activity 1, to monitor progress and provide help where needed.
- Go through each picture orally as a whole-class activity, by asking pupils to describe each character. Give the class a few minutes to complete the activity.

Answers

- 2 a Il est canadien.
Il a les cheveux courts.
Il a neuf ans.
- b Elle est drôle.
Elle a les cheveux jaunes.
Elle est française.
- c Elle est timide.
Elle a les cheveux longs.
Elle a le nez long.
- d Il est français.
Il a les cheveux noirs.
Il est bavard.



Worksheet 3B
10–15 mins

AT2.2 L4.1
AT3.2 L4.3
AT4.2 L4.4

Description

Worksheet to give further practice in reading, writing, and describing characters.

Notes

- Go through each picture orally as a whole-class activity, by asking pupils to describe each character. Give the class a few minutes to complete the activity.
- Move around the class as pupils complete Activity 2, to monitor progress and provide help where needed.
- Pictures and captions from this activity could be used to make a wall display.

Answers

- 1 a Luc c Mme Pomme
b Sophie d M. Legrand



Worksheet 4A
10–15 mins

AT2.1 O4.3
AT3.1 L4.3

Description

Worksheet to give practice in reading words and identifying rhyming patterns.

Notes

- Go through Activity 1 orally before asking pupils to match the rhyming pairs.
- Move around the group to monitor Activity 2.

Answers

- 1 **rhyming pairs:** lundi/samedi, pizza/sympa, Didier/ janvier, marron/crayon, décembre/septembre, stylo/ rigolo, grand/ans, tambour/bonjour, frère/mère, chien/ bien
- 2 a Il a huit **ans**. c Il est **marron**,
b Il va très **bien**. d Oh, c'est **beau**.



Worksheet 4B
10–15 mins

AT2.1 O4.3
AT3.1 L4.3

Description

Worksheet to give practice in reading words and identifying rhyming patterns.

Notes

- Go through this orally before asking pupils to match the rhyming pairs.
- Move around the group to monitor Activity 2.

Answers

- 1 **rhyming pairs:** souris/petit, chat/sympa, guitare/ bavard, marron/crayon, tortue/salut, stylo/gâteau, grand/dans, tambour/court, lapin/vingt, chien/combien
- 2 a Il est **bavard**. c Il a un **gâteau**.
b Il a les yeux **marron**. d Où est mon **chat**?

Project work: Describing someone

30–60 mins

AT2.2 O4.1
AT3.2 L4.1
AT4.2 L4.4

Description

Pupils choose someone to describe, and then prepare and deliver a presentation about them.

Materials

Flashcards of *Rigolo* characters, pictures of celebrities, internet access, map of the world

Delivery

- Ask the class if they have a favourite *Rigolo* character. Using the appropriate flashcard, get the class to think about ways of describing someone. Ask deliberately wrong questions so that pupils have to correct you, e.g. for Jake ask, *Il a les cheveux longs?* to elicit *Non – courts!* and eventually *Non! Il a les cheveux courts* or *Il a un chien?* to elicit *Non! Il a un dragon*, and so on.
- Explain that pupils are going to pick somebody to describe to the class. This can be a *Rigolo* character or a celebrity.
- Divide the class into groups. Provide a list of suggested *Rigolo* characters and French, British and Canadian celebrities for the groups to choose from, or, if confident, they can think of one for themselves.
- Provide access to information via magazines and/or the internet, and ask each group to find some information on their chosen person.
- Pupils should then do some research and write up a short report on what they have discovered. Encourage them to add captions to any pictures in French where possible.
- Invite each group to come to the front of the class to deliver their presentation and display any visual aids. These could then be displayed around the classroom.

Support

- You can provide some prompts for the type of information they should look for. These can either be one-word prompts in French or English, or more detailed prompts such as:
 - Name: *Il/Elle s'appelle...*
 - Age: *Il/Elle a (9) ans*.
 - Nationality: *Il/Elle est français(e)/canadien(ne)/britannique*. (pinpoint on the map which country the person is from)
 - Appearance: *Il/Elle a les cheveux (longs/courts)*. *Il/Elle a les yeux (bleus/verts/marron)*. *Il/Elle est petit(e)/grand(e)*.
 - Personality: *Il/Elle est intelligent(e)/sportif (sportive)/sévère/timide/drôle/sympa*.
 - Other background information: *Il/Elle a (un frère/ une sœur)*. *Il/Elle s'appelle... Il/Elle a (10) ans*. *Il/Elle a (un chien/un chat)*. *Il/Elle s'appelle...*