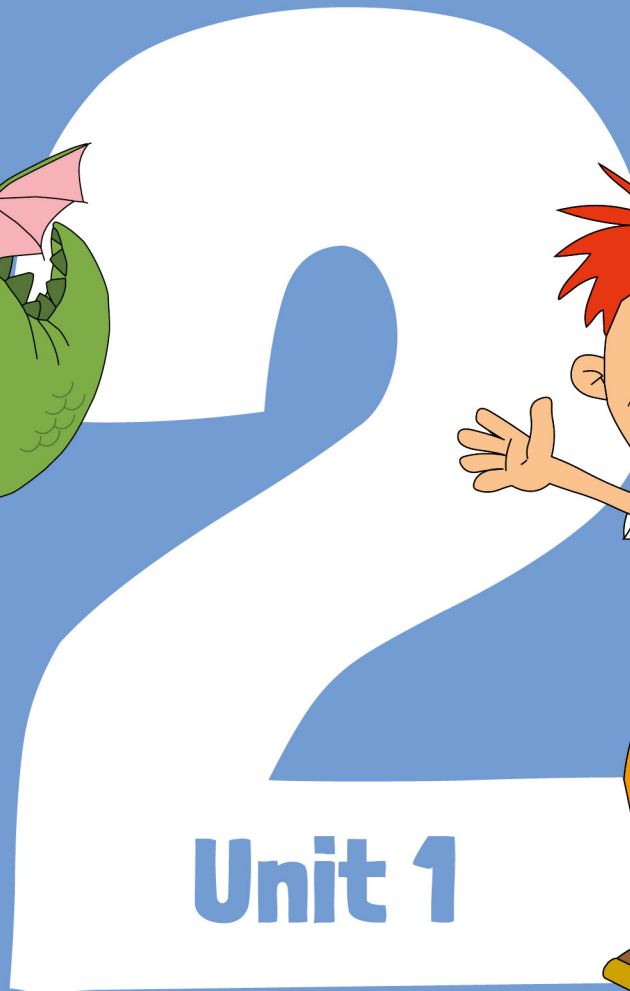


RIGOLO



Unit 1



Teacher's Notes

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Assessment sections: Julie Green

National criteria

KS2 framework objectives

- 05.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts
- 05.3 Listen attentively and understand more complex phrases and sentences
- 05.4 Prepare a short presentation on a familiar topic
- L5.1 Re-read frequently a variety of short texts
- L5.2 Make simple sentences and short texts
- L5.3 Write words, phrases and short sentences, using a reference source
- IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country
- IU5.2 Recognise similarities and differences between places

QCA Scheme of Work

- Unit 1 Moi
- Unit 4 Portraits
- Unit 8 L'argent de poche
- Unit 21 Le passé et le présent

National Curriculum attainment levels

AT1.1–3, AT2.1–3, AT3.2–3, AT4.2–3

Language ladder levels

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

5–14 guideline strands

Levels A–C

Listening

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

Speaking

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

Reading

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

Writing

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

Unit objectives

- Greet people and give personal information
- Ask and talk about sisters and brothers
- Say what people have and have not using 3rd person *avoir*
- Say what people are like using 3rd person *être* including negatives

Key language

- Bonjour, Salut*
- Comment t'appelles-tu? Je m'appelle...*
- Ça va? Oui, ça va bien/Non, ça ne va pas/Comme ci comme ça*
- Tu es français(e)/britannique? Oui/Non, je suis...*
- Quel âge as-tu? J'ai... ans*
- Tu as des frères ou des sœurs?*
- J'ai un(e)/deux/trois... frères/sœurs*
- Je n'ai pas de frères ou de sœurs*
- il/elle a... il/elle n'a pas de... + revised nouns: une sœur, un frère, un pantalon, un vélo, une guitare*
- il/elle est... /il/elle n'est pas... drôle, sportif(ve), sympa, timide, beau/belle, sévère, grand(e), petit(e), intelligent(e), français(e), britannique*

Grammar and skills

- Ask and answer questions
- Recognise and use plural nouns
- Understand and use *avoir* and *être* in 1st, 2nd and 3rd person
- Understand and use negatives with *avoir* and *être*
- Understand agreement of adjectives (feminine singular)
- Manipulate language by changing an element in a sentence
- Recognise patterns in simple sentences

Unit outcomes

Most children will be able to:

- Use spoken French to greet people and say their name, age and how they are
- Ask and say how many brothers and sisters they have
- Say what someone else has and hasn't got
- Say what someone is like

Some children will also be able to:

- Take part in short conversations, giving appropriate answers and asking questions
- Use plural forms accurately when talking about sisters and brothers
- Manipulate sentences by changing an element
- Use negatives in spoken and written French with *avoir* and *être*

Unit 1

Lesson 1

Lesson summary

Context

Greetings and personal information

National criteria

KS2 framework: O5.1, O5.3, L5.1, L5.2, L5.3, IU5.1

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

Language ladder levels:

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

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

Cross-curricular links

Geography (nationalities); music

Language structures and outcomes

Bonjour/Salut! Comment t'appelles-tu? Je m'appelle...

Ça va? Oui, ça va bien/Non, ça ne va pas/Comme

ci comme ça

Tu es français(e)/britannique? Oui/Non, je suis...

Quel âge as-tu? J'ai... ans

1

Starter activity:

Ça va?

5–10 mins

AT2.1–2 O5.1
IU 5.1

Materials

Flashcards or puppets (optional). You may wish to use the following flashcards from **Rigolo 1**: Unit 1: Polly, Jake, Bof, Nathalie, Didier, M. Mills, Mme Moulin; Unit 4: Mme Chanson; Unit 7: Olivier, Nathalie, Marine, Bernard; Unit 8: M. Mills; Unit 11: Mme Mills.

Description

Starter game to revise greetings and basic questions and answers used when first meeting someone.

Delivery

- Greet the class by asking *Ça va?* and highlighting the variety of possible answers from individuals.
- Invite a pupil to the front and model a dialogue which incorporates the key greetings and expressions.
- Using the flashcards listed above, hand out cards to pupils and invite them to come to the front of the class, in pairs, to act out a mini-dialogue using the model you have just provided.



Intercultural understanding

This is a good opportunity to discuss the differences between the ways in which the French and other nationalities/cultures greet each other. For example, kissing on the cheeks two, three or four times (depending on what part of France you're in) when arriving and departing, boys and men shaking hands when greeting and leaving each other (not just on a first meeting).

2

Animated story:
Gustave arrive (1)

5–10 mins

AT1.2–3 O5.3
AT3.2–3 L5.1
IU5.1

Description

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

Delivery

- You may wish to use flashcards to re-introduce characters appearing in this cartoon: Gustave Cointreau (new to **Rigolo 2**), Mme Moulin, Polly, Jake, Bof.

- Ask pupils to watch the animated story and listen out for as many greetings and questions as possible.
- Play the scene through.
- Ask pupils to tell you the expressions they recognised at the end of the viewing. You don't need to correct or develop their answers at this stage as they will be covered in the next activity.
- Play the animated story through once more.

Support

For less confident pupils, pause each frame and ask comprehension questions.

Language learning strategies

Each time pupils view an animated story or video, encourage them to look and listen for visual and aural clues. Even if they do not understand everything, they should be able to understand the gist from what they see and from what they do understand. Encourage them to use the context of the story to help understanding.

3

Presentation:
Salut!

5–10 mins

AT1.2 O5.1
AT2.2 L5.1
AT3.2

Description

Click on the symbols, then click on the play button to hear the greeting or question, and responses. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- The whole class repeats the greeting/question and the response heard.
- Continue for all five symbols and for both characters. Repeat if necessary.

Extension

Invite pairs of pupils to the front of the class to re-enact the dialogues presented in this activity.

4 Oracy activity:
Comment t'appelles-tu?
5–10 mins

AT1.2 O5.1
AT2.2 O5.3
IU5.1

Description


Click on the audio icon on the far left of the screen. Listen to the question, and choose the picture that illustrates the best answer and reply. Click on the audio icon next to the picture to check your answer.

Delivery

- The class will hear a question and see three pictures, only one of which illustrates the correct answer. Pupils must point to (not click) the correct picture and predict the answer to the question, then click on the audio icon to hear the correct version.

Support

Give pupils two alternative answers before they reply. They must choose the correct alternative.

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

5 Literacy activity:
Tu es britannique?
5–10 mins

AT2.2 O5.1
AT3.2 L5.2

Materials


Card and markers (or PC and printer).

Description

Pupils read and match questions and answers to practise language from this lesson

Delivery

- Prepare three sets of each of the five questions/ greetings and answers presented in Activity 3 of this lesson. The questions and answers should be on separate cards.
- Hand out the cards to the pupils. Pupils should then move around the room saying (or reading) what is on their card until they find a partner with a corresponding greeting or answer.
- If time allows, each pair can then 'perform' their dialogue in front of the class.

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

6 Plenary activity:
Salut, ça va?
5–10 mins

AT1.2 O5.3
AT2.2 L5.1
AT3.2 IU5.1

Description

Watch and listen to the interactive karaoke song (already met in *Rigolo 1* Unit 1, Lesson 3, so it will be familiar to most pupils).

Delivery

- Ask pupils to listen out for the greetings used in the song. Play the song straight through once, in *Sing* mode.
- Ask pupils to tell you as many of the greetings and questions as they can remember.

Extension

- Organise a karaoke competition between smaller groups, using the recording feature. Pupils can adapt the words from the song to make their own version to perform.



Worksheet 1: Lisez!

10 mins

AT2.2 O5.1
AT3.2 L5.1

Description

Worksheet to give further reading practice in the questions and answers covered in Lesson 1. It may be used at any point after Activity 4.

Answers

- Comment t'appelles-tu?
f Je m'appelle Gustave (G)
h Je m'appelle Polly (P)
- Quel âge as-tu?
e J'ai vingt ans (G)
j J'ai dix ans (P)
- Tu es britannique?
b Non, je suis français (G)
i Oui, je suis britannique (P)
- Ça va?
d Oui, ça va bien (P)
g Comme ci, comme ça (G)
- Salut!
a Salut Bof! (P)
c Bonjour Bof! (G)



Worksheet 2: Écrivez!

5–10 mins

AT2.2–3 O5.1
AT3.2–3 L5.2
AT4.2–3 L5.3

Description

The worksheet provides further writing practice in the questions and answers covered in this lesson. It may be used at any point after Activity 5.

Answers

- Bonjour!
– Euh... bonjour, Madame.
– Ça va?
– Comme ci, comme ça...
– Comment t'appelles-tu?
– Je m'appelle Gustave Cointreau.
– Tu es français?
– Ah oui, je suis français.
– Quel âge as-tu?
– J'ai vingt ans, Madame.
- Suggestion only:*
– Bonjour, Madame.
– Euh, bonjour, Monsieur.
– Ça va?
– Non, ça ne va pas.
– Comment t'appelles-tu?
– Je m'appelle Madame Moulin.
– Tu es française?
– Ah oui, je suis française.
– Quel âge as-tu?
– Euh, j'ai vingt ans, Monsieur.

Context

Talking about sisters and brothers

National criteria

KS2 Framework: O5.1, O5.3, L5.1, L5.2, L5.3, IU5.1

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

Language ladder levels:

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

Reading: Grades 2–3; Writing: Grade 2

Cross-curricular links

Numeracy (conducting a questionnaire and charting the results); Literacy (negatives)

Language structures and outcomes

Tu as des frères ou des sœurs?

J'ai un(e)/deux/trois frères/sœurs

Je n'ai pas de frères ou de sœurs

1

Starter activity:
Quel âge as-tu?

AT2.1–2 O5.1

5–10 mins

Materials

Re-use presentation on ages from *Rigolo 1*, Unit 2 Lesson 3 (optional).

Description

Starter activity in which pupils ask and answer questions about each other's age.

Delivery

- If necessary, you may wish to start with the presentation referred to above.
- Ask a few pupils the question *Quel âge as-tu?* before asking pupils to pose the same question to two pupils sitting nearby.

Extension

To provide more variety in the numbers used in answers, hand out cards displaying numbers 1–20 to the pupils. When asked how old they are, they must say the age on their card and their partner writes down the age they hear.

2

Animated story:
Gustave arrive (1)

AT1.2–3 O5.3
AT3.2–3 L5.1
IU5.1

5 mins

Description

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

Delivery

- Pupils watch the animated story again and note who asks and who answers the question about age.
- In pairs, pupils can re-enact the scene between Gustave and Bof.

3

Presentation:
Tu as des frères ou des sœurs?

AT1.2 O5.1
AT2.2 O5.3
AT3.2

5–10 mins

Materials

Possibly flashcards of the characters in the presentation (Polly, Jake, Gustave, Mme Mills, Bof, Bernard) in the role-play activity, or Unit 1 Flashcards (Sisters and brothers).

Description:

Click on the portraits, then click on the play button to hear each character's answer to the question. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- The whole class repeats each phrase as they hear it. Make sure their pronunciation is accurate.
- Continue until all six portraits have been covered.
- If time allows, invite pairs of pupils to re-enact the dialogues presented in this activity using Unit 1 Flashcards (Sisters and brothers).

Support

Ask the whole class initially to repeat both questions and answers before running the activity again as described above in 'Delivery'.

**Knowledge about language**

This is the first time in *Rigolo 2* that pupils have met the negative form. They will also meet more negatives in Lessons 3 and 4.

- Ask them to deduce which words make the sentence negative (i.e. *n'* and *pas*) and show them that you can use *Je n'ai pas de...* with other nouns.
- Draw comparisons with how they make English sentences negative.

4

Oracy activity:
Je n'ai pas de frères

AT1.2 O5.1
AT2.2 O5.3

10 mins

Materials

Unit 1 Flashcards (Sister and brothers and Adjectives and negatives), plus flashcards of the characters from *Rigolo 1*, as before.

Description

Class-based speaking practice of questions and answers about brothers and sisters.

Delivery

- Hand out Unit 1 Flashcards (Sisters and brothers) or, alternatively, the *Rigolo 1* flashcards of the characters.
- Ask pupils with cards the question *Tu as des frères ou des sœurs?*


- Pupils answer according to their flashcard, or as though they are the character. If you use the character flashcards, if necessary put the details of the characters' brothers and sisters, as below, on the board or on a piece of paper.
- Invite pairs of pupils to the front of the class. One pupil holds a flashcard; the other asks them the target question.
- Character siblings are as follows: Polly (one brother), Jake (one sister), Olivier (one sister), Nathalie (one brother), Didier (no siblings), Bof (no siblings), Bernard (two sisters, three brothers), Marine (no siblings).

Extension

If your pupils are confident enough at this stage, they can practise asking and answering real questions about their siblings.

Support

Note possible answers on the board, from which pupils select as appropriate.

 Worksheet 3: *Parlez!* may be used from this point onwards.

5

Literacy activity:
J'ai un frère

5–10 mins


AT3.2 L5.2
AT4.2

Description

Drag the words into the correct order to make a sentence. Click on *Done* when you have finished.

Delivery

- Pupils drag and drop the relevant word tiles to make the sentence (e.g. *J'ai une sœur*) and click on *Done*. If their sentence is correct, it will be marked correct automatically.
- In the case of a wrong answer, pupils can try again by clicking on *Start again*.
- Ask pupils what they notice about the endings of the nouns where there is more than one brother or sister (i.e. *frère* and *sœur* both add an 's') and compare with plurals in English.

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

5

Plenary activity:
C'est qui?

5–10 mins

AT1.2 O5.1
AT2.2 O5.3

Materials

Character flashcards from **Rigolo 1**: Unit 1: Polly, Jake, Bof, Nathalie, Didier, M. Mills, Mme Moulin; Unit 4: Mme Chanson; Unit 7: Olivier, Nathalie, Marine, Bernard; Unit 8: M. Mills; Unit 11: Mme Mills

Description

Pupils identify characters from a description of their siblings.

Delivery

- Display the character flashcards at the front of the class and divide the class into two teams.
- Ask different pupils to ask you *Tu as des frères ou des sœurs?* to prompt your answer (e.g. *Je n'ai pas de frères ou de sœurs*).
- The first team to shout out the name of the character to whom you are referring wins a point.
- Continue until you have covered all the characters and ask the pupils to add up their points in French.



Worksheet 3: Parlez!

5–10 mins

AT2.2 O5.1

Description

Worksheet to give further speaking practice in asking and answering about brothers and sisters. It may be used at any point after Activity 4.



Worksheet 4: Grammaire

5–10 mins

AT2.2 L5.2
AT4.2 L5.3

Description

Worksheet to give further writing and speaking practice in changing sentences from positive to negative and vice versa. It may be used at any point after Activity 5.

Delivery

- If you have not already focused on negatives, do so here. Put the following phrase on the board: *Je n'ai pas de sœurs*. Establish which two parts of the sentences make it negative, i.e. *n'* and *pas*. Explain that you can put other nouns at the end of this sentence instead of *sœurs*. Give some examples.

Answers

Didier:

- 1 J'ai un livre.
- 2 J'ai un stylo.
- 3 J'ai un vélo.
- 4 J'ai un lapin.
- 5 J'ai une banane.
- 6 J'ai un t-shirt.
- 7 J'ai une pizza.
- 8 J'ai une souris.
- 9 J'ai un pantalon noir.
- 10 J'ai une guitare.

Jake:

- Je n'ai pas de livre.
Je n'ai pas de stylo.
Je n'ai pas de vélo.
Je n'ai pas de lapin.
Je n'ai pas de banane.
Je n'ai pas de t-shirt.
Je n'ai pas de pizza.
Je n'ai pas de souris.
Je n'ai pas de pantalon noir.
Je n'ai pas de guitare.

Context

Saying what people have and don't have using *avoir* in the 3rd person

National criteria

KS2 Framework: O5.1, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.1

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

Language ladder levels:

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

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

Cross-curricular links

Literacy (concept of negatives)

Key vocabulary

Revised nouns: *une sœur, un frère, un vélo, une guitare*

Language structures and outcomes

Il a/Elle a... Il/Elle n'a pas de...

1

Starter activity:
Coco le Clown

5–10 mins

AT2.2 O5.3
AT3.2 L5.1

Materials

Possibly flashcards from **Rigolo 1** Unit 12 (clothes) and Unit 2 (colours).

Description

Song to practise the 3rd person singular of *avoir* and revise clothes and colours/size previously covered in **Rigolo 1**.

Delivery

- If necessary, use the **Rigolo 1** flashcards to revise key vocabulary.
- Freeze the first frame showing Coco le Clown and ask the class to describe what he is wearing using *Il a* + clothes/colours. Play the first verse through and ask pupils to listen to check if their answers were correct.
- Freeze the next frame with Jojo le Clown, and proceed as above. Repeat the activity for Doudou and verse 3.

Extension

More confident pupils could write another verse about an imaginary clown; this could be done as a whole class, or in pairs/mini-groups.

Support

For less confident pupils, let them listen and watch each verse before asking them to describe the clowns, then play the scenes again to check their answers.

2

Animated story:
Gustave arrive (2)

10 mins

AT1.2–3 O5.3
AT3.2–3 L5.1
IU5.1

Description

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

Delivery

- Watch scene 1 (from Gustave standing at the door with the letter to just before Mme Moulin opens the door) right through and ask pupils to summarise what they have understood.
- Freeze the shot of Mme Moulin opening the door and ask pupils to predict what will happen in the second scene.
- Check general comprehension of this scene, then play both scenes right through again, this time without pausing.

Support

Pause the cartoon after each character has spoken to check comprehension, before letting pupils enjoy watching the animated story right through.

3

Presentation:
Il a un vélo

5–10 mins

AT1.2 O5.1
AT2.2 O5.3
AT3.2

Description

Click on the magic mirrors, then click on the play button to hear the positive/negative sentences. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- Pupils listen to/read the sentence, and repeat.
- Select another pupil to click on *Next* to see and hear a negative sentence.
- Continue until both scenarios for all four mirrors have been covered.
- You may wish to focus on the differences between the positive and negative sentences, i.e. the use of *Il/Elle n'a pas de...*

4

Oracy activity:
Il a un chat

10 mins

AT1.2 O5.1
AT2.2 O5.3

Materials

Selection of relevant 'realia' (e.g. toy dog/cat, pen, bag, hat, football, recorder, drum, banana, apple, guitar).

Alternatively, use flashcards from **Rigolo 1**, Units 1, 2, 4, 5.

Description


Class-based oracy activity (listening and speaking), practising sentences using *Il/Elle a...* and *Il/Elle n'a pas de...*

Delivery

- Model a few sentences as follows: invite four pupils (two boys and two girls) to the front of the class. Give one boy and one girl the same object (e.g. a pen). Point to the girl with the pen and say *Elle a [un stylo]*. Point to the girl with no pen and elicit *Elle n'a pas de [stylo]*. Repeat for the boys using *Il a/Il n'a pas...*
- Invite another four pupils to the front; give one boy and one girl an object and ask the class to make the four relevant sentences.
- If time allows, you could make this into a team game by dividing the class into two teams and awarding a point for each correct sentence made.

Support

Write some negative sentences on the board from which pupils select as appropriate.

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

R Knowledge about language

- Make pupils aware that they can say many more things in French by changing one element in a sentence, e.g. changing the noun after *Il/Elle a* and *Il/Elle n'a pas de...*
- It is important that pupils realise that they have some control over what they can say and that the phrases they learn are not 'static'. They will make more progress in French if they are actively aware that they can expand their own language.
- Set them a challenge. Ask them to work in groups of four-six and give them five minutes to brainstorm how many endings they can find for the phrase *il n'a pas de...* Which group has the most words?

5

Literacy:
Il n'a pas de guitare
5-10 mins


AT3.2 L5.2
AT4.2

Description

Look at the picture on the right of the screen. Drag the words into the correct order to match the character's thought bubble. Click on *Done* when you have finished.

Delivery

- If the pupil's sentence is correct, the answer is marked correct. In the case of an incorrect answer, click on *Start again* for a second attempt.

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

6

Plenary activity:
Elle a un stylo
5-10 mins

AT2.2 O5.1
AT1.1 O5.3

Materials

Realia and items used in Activity 4 of this lesson (or alternatively, flashcards of any known nouns from **Rigolo 1**).

Description

Identification game in which pupils identify who is being described by the teacher, using *Il/Elle a...* and *Il/Elle n'a pas de...*

Delivery

- Invite four boys and four girls to stand at the front of the class. Hand out the objects to these pupils, ensuring that any duplicates are given to a boy and a girl.
- Divide the rest of the class into two teams.
- Say a sentence, e.g. *Il a un chien*. The first team to shout out the name of the pupil to whom you are referring wins a point.
- If a team identifies the wrong pupil, they lose a point.
- At the end, ask pupils to remind you how you say 'He/She has...' and 'He/She has not...'

Worksheet 5: *Parlez!*

AT2.2 O5.1

5-10 mins

Description:

'Spot the difference' picture game, in pairs, using positive and negative sentences. It may be used at any point after Activity 4.

Delivery

- Pupils work in pairs. Cut the sheet in two halves and give each partner one half. Revise the vocabulary and model the pronunciation.
- Without looking at each other's picture, pupils take it in turns to make sentences about what they can see in their picture. They must circle any differences they find.
- When they have found seven differences they can look at each other's picture to check their answers.
- Go through the seven answers verbally at the end of the activity.

Answers**Partner A:**

Mme Moulin a une pizza.

Mme Moulin a une jupe blanche./Non, Mme Moulin n'a pas de jupe noire.

Jake a un piano./Non, Jake n'a pas de sandwich.

Polly a un vélo./Non, Polly n'a pas de CD.

Nathalie a un chien./Non, Nathalie n'a pas de guitare.

Olivier a une banane./Non, Olivier n'a pas de sac.

Polly a une jupe noire./Non, Polly n'a pas de jupe blanche.

Partner B:

Non, Mme Moulin n'a pas de pizza.

Non, Mme Moulin n'a pas de jupe blanche./Mme Moulin a une jupe noire.

Non, Jake n'a pas de piano./Jake a un sandwich.

Non, Polly n'a pas de vélo./Polly a un CD.

Non, Nathalie n'a pas de chien./Nathalie a une guitare.

Non, Olivier n'a pas de banane./Olivier a un sac.

Non, Polly n'a pas de jupe noire./Polly a une jupe blanche.

Worksheet 6: *Écrivez!*

AT2.2-3 O5.4
AT4.2-3 L5.2

10 mins

Description

Pupils build up sentences to describe a friend or a family member. The worksheet may be used at any point after Activity 5.

Delivery

- The writing produced from this worksheet could be combined with a picture or photo and made into a display, or used as the basis for a mini-presentation.

Context

Saying what people are like using the 3rd person of *être*, including negatives

National criteria

KS2 framework: O5.1, O5.3, O5.4, L5.1, L5.2, L5.3, IU5.1

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

Language ladder levels:

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

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

Cross-curricular links

PSHE, literacy, ICT and DT (project work)

Key vocabulary

drôle, sportif(ve), sympa, timide, beau/belle, sévère, grand(e), petit(e), intelligent(e) français(e), britannique (all revised apart from *beau/belle*)

Language structures and outcomes

Il/Elle est.../Il/Elle n'est pas...

1

Starter activity:
Il est comment? Elle est
comment?

5–10 mins

AT 1.2 O5.1
AT 2.2 O5.3
AT 3.2

3

Presentation:
Elle est belle?

5–10 mins

AT1.2 O5.1
AT2.2 O5.3
AT3.2

Description

Click on a character to hear them described in the 3rd person, using adjectives previously covered in **Rigolo 1** Unit 4 Lesson 4 presentation.

Delivery

- The class repeats the sentence, and the Virtual Teacher's gesture, 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 back to the board. Another pupil clicks on a character to trigger the Virtual Teacher.
- Pupils must turn round and point to the relevant character on the board.

2

Animated story:
Gustave arrive (2)

5–10 mins

AT1.2–3 O5.3
AT3.2–3 L5.1
IU5.1

Description

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

Delivery

- Watch scene 1 (from Gustave standing at the door with the letter to just before Mme Moulin opens the door) right through and ask pupils to tell you which adjectives they have heard.
- Watch the second scene (from Mme Moulin opening the door until the end) and again ask pupils to tell you the descriptions they have understood.
- Make a note of suggested answers on the board and play both scenes right through again to allow pupils to check their answers.

Extension

- Ask more confident pupils to 'predict' the adjectives they will hear in this cartoon, and to make full sentences rather than just giving you the adjectives.

Support

Pause the cartoon after each description to double-check comprehension.

Description

Click on the characters, then click on the play button to hear their description. Use the additional features to practise sound/spelling links. For more details on how to use Presentation activities, go to page viii.

Delivery

- The whole class listens to the description and repeats, miming the gestures used by the characters.
- Continue for all eight characters and repeat if further practice is required.
- Ask pupils to say what difference there is when you say someone 'is not...', i.e. you say *Il/Elle n'est pas...* Draw similarities between this and *Il/Elle n'a pas...* from the previous lesson. Use Unit 1 Flashcards (Adjectives and negatives) to demonstrate.
- Also, if your pupils can cope, ask how the adjectives differ when describing males and females, i.e. they change: sometimes they add an 'e'; sometimes they change altogether (*beau/belle*). Draw out differences in pronunciation too.

Extension

- Additional props: two 'horror' masks.
- If you have a confident group, ask for six volunteers. Explain to them that they are going to be demonstrating different physical characteristics.
- Ask one girl and one boy to act out looking 'shy' and 'not shy'. Say e.g. *Il est timide. Elle n'est pas timide.*
- Ask another girl and boy to act out being 'sporty' and 'not sporty'. Again, say e.g. *Elle est sportive. Il n'est pas sportif.*
- Finally, give a girl and a boy horror masks or ask them to make a horrible face. Point to them in turn, saying: *Il n'est pas beau. Elle n'est pas belle.*
- Then point to each child in turn and ask e.g. *Il/Elle est timide?* Elicit answers of *Oui, il/elle est timide* or *Non, il/elle n'est pas timide.*
- Move on to asking *Il/Elle est comment?* and eliciting positive and negative replies as above.

4 Oracy activity: Il n'est pas beau

AT1.2 O5.1
AT2.2 O5.3

10 mins

Description

Answer the questions, then check your answers.

Delivery

- Click on the play button to see and listen to one of the characters. Then click on the first audio button to hear a question relating to the highlighted character on the screen (e.g. *Il est beau?*). Ask pupils to answer the question, in a full sentence.
- Click on the second audio button to hear and check the answer.
- Click on *Next* to go on to the next question.
- Continue for all six descriptions and repeat if further practice is needed.

Support

Provide extra prompts yourself in formulating the answers with less confident pupils. Alternatively, listen to the question, then listen to the answer straightaway and ask the class to repeat what they hear. Once you have been through all six descriptions in this way, repeat the activity as suggested in the 'Delivery' section above.

R Knowledge about language

- Encourage pupils to spot patterns in sentences by displaying some positive and some negative sentences from this lesson. Can they put them into two groups and explain why?
- Also encourage them to find the patterns between feminine and masculine adjectives. Can they work out the rule?
- Encourage them to build sentences (as in Activity 5 below) in which they apply these rules. Pupils are more likely to remember the rule if they discuss them and deduce them by looking at patterns.

5 Literacy activity: Elle est sportive et timide

AT3.2 L5.2
AT4.2

10 mins

Materials

A4-size cards displaying individual words as suggested below; possibly additional magazine pictures of people displaying the characteristics below, and Unit 1 Flashcards (Adjectives and negatives).

Description

Consolidation of using *être* (positive and negative) with adjectives by building sentences using word cards.

Delivery

- Make a set of word cards, colour-coded if possible, as follows:

<i>Il/Elle</i>	colour 1
<i>est/n'/pas</i>	colour 2
<i>beau/belle/sportif/sportive/timide</i>	colour 3
- If you have not already done so, discuss how some adjectives differ for male/female. If necessary, draw a table on the board and show which ones change and how it affects pronunciation.
- Ask pupils to build sentences to refer to characters in the story or your magazine pictures.

Extension

Add further known adjectives, e.g. *grand(e)*, *petit(e)*, *drôle*, *sympa*, *intelligent(e)* to the list above, and add a card with *et* to encourage longer sentences.

Support

Oracy activity 4 can be re-played with or without the subtitles.



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



Worksheet 8: *Lisez!* may also be used from this point for more confident pupils.

6 Plenary activity: Il n'est pas sympa

AT3.2 L5.2
AT4.2 L5.3

5–10 mins

Materials

Word cards from **Rigolo 1**, Unit 4, Lesson 4 Plenary activity (*il, elle, est + adjectives*) plus *beau* and *belle*.

Description

Pupils build sentences to describe someone in the 3rd person, using individual word cards and including negatives.

Delivery

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



Worksheet 7: *Grammaire*

AT3.2 L5.2
AT4.2 L5.3

10 mins

Description

This provides practice in making affirmative 3rd person singular sentences negative, and vice versa. It may be used at any point after Activity 5.

Answers

- | | |
|---------------------------|------------------------------|
| 1 Il n'est pas sympa. | 2 Elle n'est pas drôle. |
| Il n'est pas timide. | Elle est grande. |
| Il n'est pas drôle. | Elle n'est pas sympa. |
| Il n'est pas grand. | Elle n'est pas intelligente. |
| Il n'est pas intelligent. | Elle est sportive. |
| Il n'est pas sportif. | Elle n'est pas belle. |
| Il n'est pas beau. | Elle est timide. |



Worksheet 8: *Lisez!*

AT3.3 L5.1
AT4.3 L5.2
L5.3

10 mins

Description

Pupils match descriptions with the right pictures, and try writing their own description. This worksheet may be used at any point after Activity 5, and is more suitable for more confident pupils as it concentrates on understanding longer texts.

Answers

- 1b 2c 3a 4d
- Drawings should show a tall French boy, aged about 13. Short black hair, black trousers, no jacket but a hat.
- Suggestion:* Elle a quinze ans. Elle a une minijupe noire et un t-shirt blanc. Elle n'est pas timide. Elle n'est pas belle. Elle a un chien.

Project work:
Il est comment? Elle est
comment?

AT3.2-3 L5.1
AT4.2-3 L5.2
L5.3
O5.4

1-2 hrs

Description

Pupils build up descriptions of people in the class or celebrities using *Il/Elle est...* and *Il/Elle n'est pas...*, *Il/Elle a* and *Il/Elle n'a pas...*, produce a display with photos and make a presentation to the rest of the class.

Materials

Card for displaying the profiles, magazines/photos, or access to computer/internet/printer where possible.

Delivery

- Ask pupils to choose a person (celebrity/family member/friend) as a subject for their presentation.
- Pupils must then gather a couple of pictures (from photos, magazines, or the internet if available) and write a description of that person using the structures and vocabulary practised in this unit.
- Descriptions may be handwritten or typed on a computer. Pupils then create a display which they can hold up when making their presentation to the class.