

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 05.1
AT 2.2 05.3
AT 3.2

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.

- 3** Presentation:
Elle est belle?
5–10 mins

AT1.2 05.1
AT2.2 05.3
AT3.2

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
10 mins

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

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
10 mins

AT3.2 L5.2
AT4.2

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
5-10 mins

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

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*
10 mins

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

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!*
10 mins

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

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.