

Sport macht Spaß! (Our Sporting Lives)

3. Do you like sports?

Prior Knowledge: It is helpful if children already know some sports and whether they like doing them

Objectives

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Support

Some children may find it helpful to devise an action to go with each word.

Extension

Some children may be able to create sentences or questions of their own using the word cards as a model.

Main

Display a number of words containing the letter –ä, e.g. *fährst, mäh, fädelt, wächst, März*. Ask pupils to take a few moments to read and say the words quietly to themselves or a partner. How is *ä* pronounced in German?

Sing the song *Treibst du gern Sport ?* (see resources). Put actions to each of the activities and opinions and encourage the children to join in.

Play *Wiederholt, wenn es richtig ist*. Display images of the sports with a tick, cross or question mark next to each. Point to one of the images and say a phrase. If the phrase matches the image, the children repeat it. If not, they stay silent.

Ask some confident children to lead the game.

Children suggest prompts/ideas that were useful to help them remember the different sports.

Give out envelopes to pairs of children in which you have put the words to make some sentences about sports. The children work with their partners to sort the word cards into the right order to make the sentence or question.

Ask children to read out their sentences. Can other children tell whether it was a statement or a question?

Practise saying the words *Treibst, mein* and *nein*, focusing on the *ei* sound. Use gesture to support pronunciation if appropriate.

Display the first few verses of the song again. What does the title of the song mean? Ask the question *Treibst du gern Sport?* for individual children to respond. Invite children to ask you the question.

What do *er / sie* from the song mean? How do children know? What do they notice about the ending of the verb when it is used after *er/sie*? It changes to –t.

Ask a child *Treibst du gern Sport?* The rest of the children listen to the response, have a few seconds thinking time in pairs and then chorus the sentence but changing the *ich* to *er* or *sie*. Remember the change in *fahre* to *fährt*.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Verbs – the third person singular is formed by removing the <i>en</i> at the end of the verb in the infinitive and replacing it with <i>t</i>. eg: <i>spielen</i> ('to play') – <i>er spielt, sie spielt</i>; (cf also: <i>er/sie schwimmt, er/sie geht, er/sie tanzt</i>)</p> <p>Note: just as the <i>du</i> form of <i>fahren</i> adds an umlaut, so does the <i>er/sie</i> form – <i>er/sie fährt</i>.</p> <p>Verbs – the verb <i>spielen</i> means 'to play' and is used with the name of an individual sport (eg: <i>Tennis, Rugby</i>). However, with the word <i>Sport</i> the verb <i>treiben</i> is used instead.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Asking questions – remind children of the rising intonation which indicates a question in the song: <i>treibst du gern Sport?</i></p> <p>Verbs – 3rd person singular of verbs. E.g.: <i>er/sie geht, tanzt, spielt, fährt, tanzt, schwimmt</i>.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>eu – <i>Freund</i></p> <p>ie – <i>hier, spazieren, spiele, Annaliese</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>sp – <i>Sport, spiele, spielst</i></p> <p>ei – <i>treibst, mein, nein</i></p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> remember the names of some sports talk about how they remember words and phrases say whether they like a particular sport or not make a simple sentence 		<p><u>New National Curriculum Links</u></p> <p>ENGLISH</p> <p><u>Writing - Years 3-4</u></p> <p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	

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Throughout the week:

Sing the song at different times during the week, including as a starter to the day, at the end of the day, while lining up etc.

Teaching Tips

- Use games and flashcard activities suggested in earlier units to consolidate this new language.
- When playing *Wiederholt, wenn es richtig ist* encourage children to work as a team, so that they help each other to stay quiet when they are supposed to – this helps to avoid awkwardness when a child says a phrase that should not have been spoken.
- Asking children to share how they learn new language can be very helpful as it encourages them to reflect on their learning experiences and also enables all children to benefit from others' ideas. This is particularly important if they start to learn another language, as they can transfer the skills they have acquired.
- Allowing children to build a sentence using word cards or using the IWB can help them understand the order of the individual words in a sentence and can also help them revise basic punctuation such as question marks.

Resources

- Song *Treibst du gern Sport?* to the tune of 'Hi-ho, hi-ho, it's off to work we go'

Hallo! hallo!

Ich spiele gern Fußball,

Ich spiele nicht gern Basketball,

Und du? Treibst du gern Sport?

Hallo ! hallo!

Mein Freund Peter ist hier,

Er geht nicht so gern spazieren,

Aber er fährt gern Rad.

Hallo ! hallo!

Annaliese ist hier,

Sie schwimmt so gern und fährt gern Ski,

Aber sie tanzt nicht gern.

Hallo ! hallo!

Ich spiele gern Cricket,

Ich spiele nicht gern Tennis, nein!

Und du? Treibst du gern Sport?

- Envelopes with cut-up sentence words

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Wortschatz für Lehrer	Teacher Language	Wortschatz für Schüler	Children's Language
<i>Wiederholt, wenn es richtig ist</i> <i>Ist das richtig ?</i> <i>Wer möchte Lehrer sein?</i> <i>Macht einen Satz</i> <i>Stellt die Wörter in die richtige Reihenfolge</i> <i>Ist das ein Satz ?</i> <i>oder</i> <i>Ist das eine Frage?</i> <i>Wie heißt das auf Englisch?</i> <i>mein Freund</i> <i>Treibst du gern Sport... ?</i> <i>Ich spiele gern ...</i> <i>Ich spiele nicht gern ...</i> <i>Er/Sie spielt gern/nicht gern ...</i> <i>Ich fahre gern / nicht gern Rad/Ski</i> <i>Er/Sie fährt gern/nicht gern Rad/Ski</i> <i>Ich gehe gern / nicht gern spazieren</i> <i>Er/Sie geht gern/nicht gern spazieren</i> <i>Ich tanze gern / nicht gern</i> <i>Er/Sie tanzt gern/nicht gern</i> <i>Ich schwimme gern / nicht gern</i> <i>Er/Sie schwimmt gern/nicht gern</i>	Listen and repeat Is it true / correct? Who'd like to be the teacher for this game? Make a sentence Put the words in the correct order Is it a sentence? or Is it a question? What does this mean in English? my friend (m) Do you like doing sport? I like playing ... I don't like playing ... He/She likes / doesn't like playing I like / don't like cycling / ski-ing He/She likes / doesn't like cycling/ski-ing I like /don't like going walking He/She likes / doesn't like going walking I like / don't like dancing He/She likes / doesn't like dancing I like / don't like swimming He/She likes / doesn't like swimming	<i>mein Freund</i> <i>Treibst du gern Sport... ?</i> <i>Ich spiele gern ...</i> <i>Ich spiele nicht gern ...</i> <i>Er/Sie spielt gern/nicht gern ...</i> <i>Ich fahre gern / nicht gern Rad/Ski</i> <i>Er/Sie fährt gern/nicht gern Rad/Ski</i> <i>Ich gehe gern / nicht gern spazieren</i> <i>Er/Sie geht gern/nicht gern spazieren</i> <i>Ich tanze gern / nicht gern</i> <i>Er/Sie tanzt gern/nicht gern</i> <i>Ich schwimme gern / nicht gern</i> <i>Er/Sie schwimmt gern/nicht gern</i>	my friend (m) Do you like doing sport? I like playing ... I don't like playing ... He/She likes / doesn't like playing I like / don't like cycling / ski-ing He/She likes / doesn't like cycling/ski-ing I like /don't like going walking He/She likes / doesn't like going walking I like / don't like dancing He/She likes / doesn't like dancing I like / don't like swimming He/She likes / doesn't like swimming

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