

Vive le Sport! (Our Sporting Lives)

1. Talking about sports

Prior Knowledge: It is helpful if children already know how to say they like or dislike doing something.

Objectives

Listen attentively to spoken language and show understanding by joining in and responding.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Engage in conversations; **ask and answer questions; express opinions and respond to those of others**

Support

Visual prompts next to the written phrases for children who require more support with reading.

Extension

Some children may be able to use *mais je préfère...* when asked *Tu aimes jouer au...?*

Main

Use images from magazines, newspapers or from the internet to revise *j'aime / je n'aime pas dessiner/ chanter/ lire/ écrire* etc. from Unit 7. Add in *j'aime / je n'aime pas jouer au foot/au tennis/ au cricket/ au basket/ au rugby/ au ping-pong*. What do the children think these mean?

ICT Opportunities: Download animations to illustrate verbs, e.g. a turtle swimming. Images from the Internet can also be used on a flipchart/notebook or with multimedia presentation software and annotated with floating tools.

Model actions for the sports and say the phrases. Children repeat and copy the actions. Say the word or phrase for the sports and invite children to complete the action. Ask children to model an action for you to say the word.

What do children notice about the sound of the words? How can we make the difference between how the name of each sport sounds when we say it in French compared with English?

Ask children to respond to the question *Tu aimes jouer au...?* with *oui* or *non*. When the children are confident, ask *Tu aimes jouer au foot ou au tennis?* Children respond with *au football* or *au tennis*. Now ask, e.g. *Tu aimes jouer au basket?* Children reply with a full sentence using *Oui j'aime...* or *Non, je n'aime pas...*

Ask a few confident children to ask you the question *Tu aimes jouer au...?* How do we ensure that this sounds like a question and not a statement? You respond to the question. Children practise in pairs. They can award themselves different numbers of points for answering with either a word, a positive sentence or a negative sentence.

Play Secret Signal using the question and a variety of answers. (See Unit 5, Session 5.)

Divide the class into groups. Give each group a sport for which they must make a tableau. Each child has to be involved. Give the class a count down in French of the numbers 10 to 0. On *zéro* each group 'freezes' their tableau.

Grammar

For teachers:

Verbs – when using two verbs in the same sentence that relate to the same subject, only the first will be conjugated; the second will be used in the infinitive form, e.g. I like playing / I like to play – *j'aime jouer*. Here, the subject is *je* and both verbs relate to *je*. However, only the first is conjugated (*aime*); the second is used in the infinitive form (*jouer*). Similarly, *je n'aime pas écrire*.

Grammar

For children:

Asking questions – draw children's attention again to the rising intonation that indicates a question, e.g. *tu aimes jouer au foot?*

Phonics focus

For teachers:

| | |
|---|--------------------------------|
| [ɛ] ai – aime | [e] é – écrire, préfère |
| [s] ss – dessiner | [ʃ] ch – chanter |
| [ɑ̃] an – chanter | [u] ou – jouer, ou |
| [i] i / y – lire, écrire, tennis, cricket, rugby | |

Phonics focus

For children:

Sounded final consonants – see 'For teachers'

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| Prepositions – when the preposition <i>à</i> is followed by the masculine definite article (<i>le</i>) it contracts into a single word: <i>au</i> . Instead of writing or saying <i>j'aime jouer à le tennis</i> , the <i>à + le</i> join together to give <i>au</i> . (N.B. This does not happen with the feminine definite article, which remains separate as <i>à la</i>). | Negatives – <i>je n'aime pas dessiner</i> etc. Remind children that using ne ... pas around the verb makes it negative. The ne loses its <i>e</i> when the following verb starts with a vowel (n'aime) | Sounded final consonants – these sports have examples of French words where the final consonant is sounded, rather than silent. This is the case with the following: <i>football, tennis, cricket, basket</i> . L is usually sounded in French when it is a final consonant; for the other examples, it is because they are words borrowed from other languages. | |
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| <p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> Understand the phrases for different sports in French Recognise some of these phrases in written form | <p><u>New National Curriculum Links</u></p> <p>No specific links</p> |
| <p><u>Throughout the week:</u></p> <p>Do the actions as a warm-up or warm-down activity in PE. They can also be done as a short 'brain-break' between other curriculum activities.</p> | <p><u>Resources</u></p> <ul style="list-style-type: none"> Images of different sports Downloaded animations to illustrate verbs Cards with written phrases (Props – football, tennis racket etc.) |
| <p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> When introducing sports, it is a good idea to teach the phrases that use <i>faire</i> separately from those with <i>jouer</i>. Generally, you use <i>jouer au</i> for those sports you have to play with others but you can use <i>faire du</i> for sports you can do as an individual. Use props to introduce the sports, such as a cycle helmet, football etc. Using an action for each sport can also help children remember the new vocabulary. Add picture symbols of sports to the word flashcards, to support less confident readers. The interactive whiteboard may be used to present the language and play team games. Set the rules for the team game so that children lose a point for shouting out. Introduce children to or remind children of the term 'cognate' – when two words share the same origin –e.g. <i>le football</i> / football. These are words the children can usually recognise easily. They also need to know that although they may be written in the same or a similar way, the pronunciation may be different. Note that the French use both <i>le football</i> and the shortened form <i>le foot</i>. | |

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| <i>Le langage du prof</i> | Teacher Language | <i>Le langage des enfants</i> | Children's Language |
|--|---|---|--|
| <i>Ecoutez et répétez</i> <i>Tu aimes...?</i> <i>ou</i> <i>J'aime</i> <i>Je n'aime pas</i> <i>Je préfère</i> <i>chanter</i> <i>dessiner</i> <i>lire</i> <i>écrire</i> <i>jouer au foot / au tennis / au rugby / au cricket / au basket</i> <i>Nous allons jouer au Signal Secret.</i> <i>Vous allez travailler en groupes.</i> <i>Ce groupe, vous allez nous montrer 'le foot'.</i> | Listen and repeat Do you like...? or I like I don't like I prefer to sing to draw to read to write to play football / tennis / rugby / cricket / basketball We're going to play Secret Signal. You're going to work in groups. This group, you're going to show us 'football'. | <i>Tu aimes...?</i> <i>J'aime</i> <i>Je n'aime pas</i> <i>Je préfère</i> <i>chanter</i> <i>dessiner</i> <i>lire</i> <i>écrire</i> <i>jouer au foot/ au tennis / au rugby / au cricket / au basket</i> | Do you like...? I like I don't like I prefer to sing to draw to read to write to play football / tennis / rugby / cricket / basketball |