

## Vive le Sport! (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.

understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and **the conjugation of high-frequency verbs**; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

#### 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 ending in *-tion*, e.g. *natation*, *éducation*, *addition*. Ask children to take a few moments to read and say the words quietly to themselves or a partner. How is *-tion* [sjɔ̃] pronounced in French?

Sing the song *Tu aimes faire du sport?* (See resources.) Put actions to each of the activities and opinions and encourage the children to join in.

Play *Répétez si c'est vrai*. 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 *sport*, *adore* and *corde*, focusing on the *or* 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 *Tu aimes faire du sport?* for individual children to respond. Invite children to ask you the question.

What do *il aime* / *elle aime* from the song mean? How do children know?

Ask a child *Tu aimes faire du 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 *je* to *il* or *elle*.

#### Grammar

For teachers:

Verbs – with regular *-er* verbs (*aimer*, *adorer*) the third person singular is formed by removing the *er* at the end of the verb in the infinitive and replacing it with *e*, e.g. *il aime*, *elle aime*, *il adore*, *elle adore*

#### Grammar

For children:

Asking questions – remind children of the rising intonation, which indicates a question in the song, e.g. *tu aimes faire du sport?*

#### Phonics focus

For teachers:

[ɛ̃] ain – **copain** NB: The *in* in *copine* is pronounced [in] because of the final *e* (See Unit 9 *la haie d'épines*); the *ing* in *ping-pong* is pronounced [iŋ].

[y] u – **du**, **rugby**

[o] au – **saut**

#### Phonics focus

For children:

[ɔʀ] or – **sport**, **adore**, **corde**

[sjɔ̃] tion - **natation**

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Possessive adjective – the song presents two examples: <i>mon</i> and <i>ma</i> . <i>Mon</i> is used when the following noun is masculine singular ( <i>mon copain</i> ); <i>ma</i> is used when the following noun is feminine singular ( <i>ma copine</i> ).	Verbs – 3 <sup>rd</sup> person singular of regular –er verbs, e.g. <i>il aime, elle aime</i> .	<div>[ɔ̃] an – <i>danse, Jean</i>                      [ɔ̃] on – <i>ping-pong, mon</i></div> <div>[e] é – <i>vélo, Frédéric</i>                      [wa] oi – <i>voici</i></div> <div>[ʃ] ch – <i>cheval</i></div> <div>[a] a – <i>cheval, natation, promenades, pas, ma, la</i></div> <div>[i] i / y – <i>cricket, Frédéric, il, rugby, Christophe</i></div> <div>silent final consonant – <i>des, promenades, saut, pas</i></div>	
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<b><u>Learning Outcomes</u></b> Children can: <ul style="list-style-type: none"> <li>Remember the names of some sports</li> <li>Talk about how they remember words and phrases</li> <li>Say whether they like a particular sport or not</li> <li>Make a simple sentence</li> </ul>	<b><u>New National Curriculum Links</u></b> <b>ENGLISH</b> <u>Writing - Years 3-4</u> Pupils should be taught to draft and write by 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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<b><u>Throughout the week:</u></b> 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.	<b><u>Resources</u></b> <ul style="list-style-type: none"> <li>Images of sports</li> <li>Envelopes with cut-up sentence words</li> <li>Song <i>Tu aimes faire du sport?</i> To the tune of 'There was a farmer who had a dog (BINGO)'</li> </ul>	
<b><u>Teaching Tips</u></b> <ul style="list-style-type: none"> <li>Use games and flashcard activities suggested in earlier units to consolidate this new language.</li> <li>When playing <i>Répétez si c'est bon</i>, 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.</li> <li>Asking children to share how they learn new language can be helpful as it encourages them to reflect on their learning experiences and enables all children to benefit from others' ideas. They can also transfer the skills they have acquired to learning another new language.</li> </ul>	<i>Je n'aime pas jouer au basket, j'aime jouer au tennis</i> <i>Je n'aime pas jouer au cricket, j'aime jouer au tennis</i> <b>Refrain</b> : T_E_N, N_I_S (x3) J'aime jouer au tennis. <i>Voici mon copain Frédéric, il aime jouer au tennis</i> <i>Il n'aime pas jouer au rugby, il aime jouer au tennis</i> <b>Refrain</b> : ... Il aime jouer au tennis	<i>Je n'aime pas faire des promenades, j'aime faire de la danse</i> <i>Je n'aime pas faire de la natation, j'aime faire de la danse</i> <b>Refrain</b> : D, A, N_S_E (x3) J'aime faire de la danse. <i>Voici mon copain Jean-Christophe, il aime faire de la danse</i> <i>Il n'aime pas faire du saut à la corde, il aime faire de la danse</i> <b>Refrain</b> : ... il aime faire de la danse

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<ul style="list-style-type: none"> <li>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 help them revise basic punctuation e.g. question marks.</li> </ul>	<p><i>Voici ma copine Virginie, elle aime jouer au tennis</i></p> <p><i>Elle n'aime pas jouer au cricket, elle aime jouer au tennis</i></p> <p><b>Refrain :</b> ... elle aime jouer au tennis</p>	<p><i>Voici ma copine Anne-Marie, elle aime faire de la danse</i></p> <p><i>Elle n'aime pas faire des promenades, elle aime faire de la danse</i></p> <p><b>Refrain :</b> ... elle aime faire de la danse.</p>
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<b>Le langage du prof</b>	<b>Teacher Language</b>	<b>Le langage des enfants</b>	<b>Children's Language</b>
<p><i>Écoutez et répétez</i></p> <p><i>C'est vrai ?</i></p> <p><i>Qui voudrait être le prof pour ce jeu ?</i></p> <p><i>Faites une phrase</i></p> <p><i>Mettez les mots dans le bon ordre</i></p> <p><i>C'est une phrase ?</i></p> <p><i>ou</i></p> <p><i>C'est une question ?</i></p> <p><i>Qu'est-ce que c'est en anglais ?</i></p> <p><i>mon copain</i></p> <p><i>ma copine</i></p> <p><i>Tu aimes ... ?</i></p> <p><i>J'aime</i></p> <p><i>Je n'aime pas</i></p> <p><i>faire du sport</i></p> <p><i>faire du vélo / du ski / du cheval / du saut à la corde</i></p> <p><i>faire de la danse / de la natation</i></p> <p><i>faire des promenades</i></p> <p><i>jouer au football / au tennis / au rugby / au cricket / au basket</i></p>	<p>Listen and repeat</p> <p>Is it true / correct?</p> <p>Who'd like to be the teacher for this game?</p> <p>Make a sentence</p> <p>Put the words in the correct order</p> <p>Is it a sentence?</p> <p>or</p> <p>Is it a question?</p> <p>What does this mean in English?</p> <p>my friend (m)</p> <p>my friend (f)</p> <p>Do you like...?</p> <p>I like</p> <p>I don't like</p> <p>To do sport</p> <p>To go cycling / skiing / horse-riding / skipping</p> <p>To go dancing / swimming</p> <p>To go for walks</p> <p>To play football / tennis / rugby / cricket / basketball</p>	<p><i>mon copain</i></p> <p><i>ma copine</i></p> <p><i>Tu aimes ... ?</i></p> <p><i>J'aime</i></p> <p><i>Je n'aime pas</i></p> <p><i>faire du sport</i></p> <p><i>faire du vélo / du ski / du cheval / du saut à la corde</i></p> <p><i>faire de la danse / de la natation</i></p> <p><i>faire des promenades</i></p> <p><i>jouer au football / au tennis / au rugby / au cricket / au basket</i></p>	<p>my friend (m)</p> <p>my friend (f)</p> <p>Do you like...?</p> <p>I like</p> <p>I don't like</p> <p>To do sport</p> <p>To go cycling / skiing / horse-riding / skipping</p> <p>To go dancing / swimming</p> <p>To go for walks</p> <p>To play football / tennis / rugby / cricket / basketball</p>