

Vive le Sport! (Our Sporting Lives)

5. Comparing activities with a friend

Prior Knowledge: It is helpful if children already know how to perform a role-play with a partner.

Objectives

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

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Support

During the speaking activity, children may use single words to ask the question, for example, *lundi?* and give single word answers if they are not yet confident with the phrase, for example, *basket*.

Extension

Children make up their own role-play grids to practise with a partner.

If the necessary equipment is available, children can play *la pétanque*.

Main

Start the session with the spelling game from session 4. This time, give each pair of children a mini white board and let them work in pairs to complete the sentence. Ask children to show their mini whiteboards to another pair and check their answers. Encourage them to use the question *Comment ça s'écrit?* from the previous session.

Revise the days of the week by playing ping-pong, e.g. you say *lundi* and children say *mardi* etc.

Play *Sur mes lèvres* (Read my lips). You mouth a day of the week or a sports sentence and children must guess what you are saying.

ICT Opportunities: Video children's faces close up saying the days of the week. This can then be played with the sound on or off. You could also use facial morphing animation software to animate pictures of children's faces.

Display the diary from the previous session. Introduce the question *Le lundi, qu'est-ce que tu aimes faire?* Ask children to guess what this means. Model the answer, with actions, e.g. *Le lundi j'aime jouer au foot*.

Practise as a whole class, chanting the question and answers together.

Invite individual children to ask and answer the question. The class comment constructively on children's use of language and give feedback.

Display the question *Qu'est-ce que tu aimes faire?* on the board. Read the question aloud a few times, then ask pupils to think about which letters make the [k] *qu* sound in '**qu'est-ce que**'. Ask them to discuss in pairs and then invite suggestions. Establish that the letters 'q' and 'u' make the [k] *qu* sound in French, which is like a 'c' or 'k' sound in English. Ask children if they can think of any other words they have come across with this sound? Display a number of words, e.g. **quoi, quel, magnifique, fantastique, quand, qui** and ask children to read them with you.

Children work in pairs using role-play grids. Partner A asks, e.g. *Le mardi, qu'est-ce que tu aimes faire?* Partner B answers, e.g. *Le mardi j'aime faire de la danse*. Children may use actions to accompany their answer.

Children write a sentence for every day of the week using their memories and also role-play grids and a word bank for support, e.g. *Le lundi j'aime faire du vélo*. If children need help with spelling, encourage them to use the question *Comment ça s'écrit?*

ICT Opportunities: This can be done electronically, combining text and graphics. Use the interactive whiteboard to make a grid into which children can drag elements of the sentence. It is a visual way of modelling sentence structure before they attempt to write sentences by themselves.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Asking and answering questions – this question uses the form <i>Qu'est-ce que...?</i> This literally means 'What is it that...?' (<i>Qu'est-ce que tu aimes faire?</i> – What is it that you like doing?)</p> <p>Verbs – first and second person singular of regular <i>er</i> verbs (<i>j'aime, tu aimes</i>). To form this, remove the <i>-er</i> from the infinitive (here: <i>aimer</i>) and add the ending for <i>je</i> (<i>-e</i>) or <i>tu</i> (<i>-es</i>).</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Asking and answering questions – this question uses the form <i>Qu'est-ce que...?</i> This literally means 'What is it that...?' (<i>Qu'est-ce que tu aimes faire?</i> – What is it that you like doing?)</p> <p>Verbs – first and second person singular of regular <i>er</i> verbs (<i>j'aime, tu aimes</i>).</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>Silent final consonant – <i>qu'est-ce que</i></p> <p>[œ̃] un – <i>lundi</i> [ø] eu – <i>jeudi</i></p> <p>[ɑ̃] en / an – <i>vendredi, dimanche, agenda, pétanque, France</i></p> <p>[ʃ] ch – <i>dimanche</i> [e] é – <i>pétanque</i></p> <p>[k] qu – <i>qu'est-ce que, pétanque</i></p> <p>[i] i – <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[k] qu – <i>qu'est-ce que, pétanque</i></p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • Answer when asked which sports they take part in • Say on which day of the week they do a sport • Write a simple sentence using a model for support 		<p><u>New National Curriculum Links</u></p> <p>ENGLISH</p> <p><u>Handwriting</u> - Years 3-4</p> <p>Pupils should be taught to increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	

<p><u>Throughout the week:</u></p> <p>Compare popular sports in Britain and France, e.g. <i>le rugby, le football</i> etc. Are there any sports that are particular to France or other francophone countries, e.g. <i>la pétanque, le Tour de France</i>? Find out about the men and women who excel at these sports in France. Children will need this information for the next session.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Images of sports • Mini white boards • Agenda template • Speaking grids A and B • Word bank (either individual or on board) • Facial morphing animation software • Interactive whiteboard or multimedia presentation software • Drag and drop function on the interactive whiteboard
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • It is worth pointing out to children that the <i>qu</i> sound often occurs at the beginning of question words, e.g. <i>Quel âge as-tu? Quoi? Qui? Quand?</i> • Note that 'On Monday' translates as '<i>Le lundi</i>' using the definite article. 	

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<ul style="list-style-type: none"> • Role-play grids are a useful way of stimulating conversation between children in pairs. Each child has a different set of information and keeps their sheet secret from their partner. This offers the opportunity for genuine dialogue and this type of activity is sometimes called an 'information gap'. • In this session, the two partners will each have a copy of the diary template but with different pictures or symbols to denote their activities. 	<ul style="list-style-type: none"> • Rules for <i>la pétanque</i>: Equipment: 3 steel bowls (<i>boules</i>) per player 1 wooden jack (<i>le cochonnet</i>) per game • Game: You can play singles, doubles or with three players on each team. The aim of the game is to throw your bowls so that they land as close as possible to the wooden jack, which is thrown at the beginning of every new game. The team with the closest bowl wins.
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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Qu'est-ce que tu aimes faire?</i> <i>lundi</i> <i>mardi</i> <i>mercredi</i> <i>jeudi</i> <i>vendredi</i> <i>samedi</i> <i>dimanche?</i>	What do you like doing? Monday Tuesday Wednesday Thursday Friday Saturday Sunday?	<i>Qu'est-ce que tu aimes faire?</i> <i>lundi</i> <i>mardi</i> <i>mercredi</i> <i>jeudi</i> <i>vendredi</i> <i>samedi</i> <i>dimanche?</i>	What do you like doing? Monday Tuesday Wednesday Thursday Friday Saturday Sunday?
<i>Le lundi j'aime jouer au foot/ cricket</i> <i>J'aime faire du vélo</i>	On Monday I like playing football / cricket I like cycling	<i>Le lundi j'aime jouer au foot/ cricket</i> <i>J'aime faire du vélo</i>	On Monday I like playing football / cricket I like cycling
<i>Comment ça s'écrit?</i>	How do you spell that? (Lit. How is it written?)	<i>Comment ça s'écrit?</i>	How do you spell that? (Lit. How is it written?)
<i>Qu'est-ce qu'il manque ?</i> <i>Vous devez compléter la phrase.</i> <i>Ecrivez les mots sur vos ardoises.</i> <i>Allons jouer au ping-pong avec les jours de la semaine.</i>	What's missing? You have to complete the sentence. Write the words on your mini whiteboards. Let's play ping-pong with the days of the week.		