

## Unit 9 Les sports

### ABOUT THE UNIT

In this unit children learn the names for some sports and main parts of the body, and begin to use these in other lessons, *eg sport and gym, dance and movement*. The content might form the focus for an exchange of information with a French-speaking partner school.

### WHERE THE UNIT FITS IN

This unit provides opportunities to practise numbers and responses to instructions in French. It gives children a new context to exchange information about likes and dislikes, and to extend utterances about times of the week. Children will be able to apply opinions to areas of vocabulary already known, *eg food and drink*, and in later units use their knowledge to describe clothes, to link clothes to parts of the body, and to make comparisons, *eg about sports*, with speakers of French.

### PRIOR LEARNING

It is helpful if children already know:

- greetings
- dates
- days
- analogue times
- the weather
- register
- classroom phrases and instructions
- *Qui est-ce? C'est ...*
- *J'aime! Je n'aime pas*

### OUT-OF-SCHOOL LEARNING

Encourage children to contact speakers of French outside the classroom to complete a survey about likes and dislikes related to sports, and times and days of the week. They could compile: a questionnaire or graphic summary; a 'healthy living' poster; or a collage of sporting activities.

### NEW LANGUAGE CONTENT

- names of sports
- names of parts of the body
- stating likes and dislikes
- giving opinions
- adjectives to describe feelings

### RESOURCES

- flashcards of sports, parts of the body
- poster/overhead transparency (OHT) of a body, labelled in French
- 'Big Books', *eg Little Red Riding Hood*
- song cassette, *eg Si tu aimes le soleil bats les mains; Savez-vous planter les choux? or Tête, épaules, genoux et pieds*
- video clips of French sporting events, *eg Tour de France, football, ski championships*
- posters and tourist leaflets showing sport in different parts of France, *eg surfing, rock climbing, pony trekking*
- books and reference materials
- CD-ROMs which practise vocabulary for parts of body
- 'Beetle' board game

### LINKS WITH OTHER SUBJECTS

This unit could be linked to PE, using French instructions or counting the number of circuits or press-ups in French. The unit could also complement fitness tests and healthy living topics in science and technology. Children could use the information about favourite sports to create graphs using ICT, or investigate sporting activities via the internet. They could write a 'healthy living' diary in French.

### EXPECTATIONS

#### At the end of this unit

*most children will:*

say what activities they like and dislike; recognise and respond to instructions including parts of the body; record simple daily activities in French; understand related written information

*some children will not have made so much progress and will:*

respond with action or *oui/non* or single words to questions about whether or not they enjoy different sports; respond with action/gesture in response to instructions in French; copy label single words and short phrases

*some children will have progressed further and will:*

give opinions about different activities, and use the new structures to express opinions spontaneously about other situations or nouns; extend utterances to include time, date, opinion; complete written accounts of activities and opinions, *eg in a diary*; exchange this information with other speakers of French

## CORE VOCABULARY AND STRUCTURES

*le tennis*

*le judo*

*la gymnastique*

*le rugby*

*le badminton*

*le football*

*l'équitation*

*la natation*

*la danse*

*j'aime*

*je n'aime pas*

*c'est super*

*intéressant*

*cool*

*facile*

*difficile*

*amusant*

*la tête*

*les épaules*

*les genoux*

*les pieds*

*le bras*

*les yeux*

*le nez*

*la bouche*

*les oreilles*

*la main*

*touchez*

*Jacques a dit ...*



## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

### CHILDREN SHOULD LEARN

1

- to recognise and say names for parts of the body in French
- Use flashcards or a doll, or point to parts of the body to introduce the new vocabulary.
- Reinforce with a game such as '*Jacques a dit*' ('Simon says').
- Sing a song about parts of the body, eg *la tête, les épaules, les genoux et les pieds* or *Si tu aimes le soleil bat les mains*.
- Revise numbers, colours, board game vocabulary/instructions in French.
- Play a dice game such as 'Beetle' to build up a whole 'person' from body parts.
- Ask the children to draw 'aliens', as described by the teacher or another child.
- Encourage creative writing/poem shapes in French, using the new words, eg *in the shape of the 'alien'*.
- ▲ Use ICT programmes that manipulate text and images to reinforce body vocabulary.

2

- to recognise and use correct vocabulary for sports
- Use flashcards, video-clips, mimes and audio-recordings to introduce new vocabulary.
- Play team games/guessing games to practise.

3

- how to respond to questions about favourite sports
- Ask children questions about favourite sports. Practise asking the questions with pairs or groups of children.
- ▲ Encourage children to talk about their favourite sports, using a survey/bar chart to record responses. Add days and times, if possible.
- ▲ Exchange the above information with a French-speaking partner school. Compare results.
- Produce a set of cards with pictorial cues, eg *pictures of sports*. In teams, children take turns to turn over a card and to say a whole phrase or sentence related to the picture, eg *Elle aime le tennis*. 'Hesitation': the teacher times pauses. Hesitation results in an opportunity for the other team and a correct answer wins a point.
- Children can be stretched further to produce more information by playing 'Just a minute', in which they try to speak on a subject for as long as possible without repetition or hesitation, eg *on the subject of sport, le rugby: C'est samedi après-midi, il est 2 heures. C'est le rugby. C'est un match entre .... et ... . J'aime le rugby. ... gagne!* The topic can pass to the other team in the same way as above, and the person still speaking at 30 or 60 seconds wins a point.

4

- to transfer the new concepts and structures to other curriculum areas
- In PE, introduce French into instructions when possible, eg *in dance, trois fois le pied droit, trois fois le pied gauche*.
- In music, seek opinions in French, eg *about a piece of music or a style of music*.
- In food technology seek opinions on taste in French.
- ▲ Label rooms and items around the school in French.

## END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding learnt in this unit
- A suitable 'celebration' at the end of this unit might be a prominent poster, a display, or a 'sharing' assembly. Children could prepare short items in French for a newsletter, or the sports results in the two languages, or displays of information received from a partner school.
- Children could draw and label funny monster pictures, following instructions from the teacher or from another child, eg *il s'appelle ... . Il a ... ans. Il a trois têtes et cinq bras/les yeux rouges*.

## LEARNING OUTCOMES

## POINTS TO NOTE

### CHILDREN

- recognise, respond to and use words for parts of the body
- sing a song in French, including these new words and phrases
- play a game cooperatively in French, practising the words
- listen to a description of an 'alien' and respond by drawing with the correct number of features; label their drawings
- use ICT to manipulate the new words in written form

- Encourage the children to take the lead and give instructions.
- Links with science: aspects of work on the body in science might be reinforced using French.

- listen to and repeat the new words
- recognise the pictorial flashcard, and respond with the correct word
- take part in games and activities to practise the words

- listen to and repeat the question form and the response (*Tu aimes le ...? J'aime/je n'aime pas le ...* .)
- with a partner both ask and respond
- indicate responses from several children on a tick/cross list, using all the focus vocabulary, eg *Tu aimes le rugby? Non, je n'aime pas le rugby*. Compare results, including similar information from a partner school
- produce longer utterances or statements in French

- Children need to revise days and times before adding these to the sport phrases.
- Present language so that children can graduate likes and dislikes, eg *j'adore, ça m'est égal, je déteste*.
- English: compare ways in which positive statements are changed into negatives in English and French (NLS year 4).
- Compare the use of intonation to signal a question in French and in English.

- listen to instructions in French, and respond physically
- begin to use French as a natural means of communication in other contexts

- The use of praise in French when children use French spontaneously outside the French lesson can be encouraged through a house/points system, or through positive behaviour strategies.

- Draw on children's experiences of writing different non-fiction texts in English, eg *posters, notices, questionnaires, reports* (NLS years 4–6).