

Unit 1 — Sport (Unité 1 — Le sport)

Overview

This unit is all about sport — playing and watching it. Children will learn how to say a number of popular sports in French, and how to talk about which sports they play, like and are able to do. They will also learn some vocabulary to talk about what they might see at a football or tennis match. Lesson Pack 5 enables them to practise both positive and negative responses. The story in Lesson Pack 6 combines vocabulary from the whole unit and can be used as part of a revision lesson.

Useful Prior Knowledge	New Language Content
“ne... pas” - The meaning of the verb “aimer” 	- Talking about the sports they play - Expressing likes - Detailed vocabulary for football and tennis matches - The use of the verb “savoir”

Target Learning Outcomes:

Listening: L2I

Speaking: S2c, S2k(ii)

Reading: R2i(i), R2i(ii), R2p

Writing: W2c, W2o(i), W2o(ii)

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
- Identify an article in a spoken sentence, with some support. - Give words or phrases to say which sports they like. - Use a bilingual dictionary with guidance to look up words. - Follow a model with some assistance to write sentences in the first person. - Recognise some sentences which have a different word order.	- Identify the gender of a noun in a sentence when listening to it. - Say or write a few sentences about sports that they can do or like playing, and ask others about what they like to play. - Use a bilingual dictionary to look up the French translations of English words and the meanings of unfamiliar French words. - Follow a model to write sentences in the first person using common verbs. - Become increasingly confident in recognising and understanding French sentences with different word orders.	- Identify the gender of a noun with confidence when listening to it in a sentence. - Confidently talk or write about sports they can do or like playing. - Be proficient using a bilingual dictionary. - Follow a model to write their own sentences in the first person using a variety of verbs. - Confidently recognise and use French sentences which use different word orders.

Unit 1 — Sport (Unité 1 — Le sport)

Weekly Plan

- The first column lists the **language content** of the lesson.
- The second column identifies '**Key Activities**' for your main lesson — these activities focus on developing the key skills needed to fulfil the unit's target learning outcomes. They include teaching activities and games from the Lesson Packs, activities based on printable resources and physical classroom activities.
- The '**Lesson Notes**' column contains useful notes on any tricky grammar issues in the lesson.
- The last column suggests '**Additional Activities**' that you might want to try — either in your main lesson or at other times during the week. These activities may take children beyond the target learning outcomes for the unit.
- In the Lesson Pack, you'll also find **printable word lists** for each lesson and transcripts of the **song lyrics** and **story texts**.

WEEK 1			
Lesson Pack 1: Sports Leçon 1: Les sports			
Language Content	Key Activities	Lesson Notes	Additional Activities
Vocabulary: <i>le foot</i> football <i>le tennis</i> tennis <i>le tennis de table</i> table tennis <i>le basket</i> basketball <i>le cricket</i> cricket <i>le rugby</i> rugby Question and Answer: <i>Tu joues à quel sport?</i> What sport do you play? <i>Je joue au...</i> I play...	<u>Lesson:</u> Vocab <u>Lesson:</u> Question and Answer <u>Lesson:</u> Spell It! <u>Lesson:</u> Song: 'On va gagner' <u>Classroom Activity:</u> Ask the class to think of as many sports as they can that weren't mentioned in this lesson. Then get them to look up how to say those sports in French using a bilingual dictionary. <u>Printable: Worksheet</u> This Lesson Pack's worksheet requires pupils to use their knowledge of French word order to form sentences.	This lively song will help the children learn and remember some popular sports, and creates the exciting atmosphere of a match. "<i>Quel...?</i>" means "which...?" or "what...?". You'll use it in many French questions. "<i>Jouer</i>" ("to play") is always followed by the preposition "<i>à</i>". If the sport that comes after "<i>à</i>" is masculine, then "<i>à</i>" joins with "<i>le</i>" to make "<i>au</i>". "<i>On va gagner</i>" means "we're going to win". "<i>La foule</i>" is "the crowd".	<u>Printable: Flashcards</u> <u>Classroom Activity:</u> Play "<i>Un jeu de mime</i>" ("Charades") with your class, getting pupils to take turns miming an action. The rest of the class must correctly guess in French which sport is being mimed. <u>Classroom Activity:</u> Distribute some photographs of famous sportspeople and ask the children to draw on a speech bubble so that the person is saying what sport they're playing, in French. 

Unit 1 — Sport (Unité 1 — Le sport)

Lesson Pack 2: What sport do you like doing? Leçon 2: Tu aimes faire quel sport?			
WEEK 2	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>la danse</i> dancing <i>la natation</i> swimming <i>le vélo</i> cycling <i>l'équitation (f)</i> horse riding <i>le skate</i> skateboarding <i>le surf</i> surfing <i>l'escalade (f)</i> climbing <i>le footing</i> jogging <u>Question and Answer:</u> <i>Tu aimes faire quel sport?</i> What sport do you like doing? <i>J'aime (faire)...</i> I like (doing)...	<u>Lesson:</u> Vocab <u>Lesson:</u> True or False? <u>Lesson:</u> Song: 'Je danse' <u>Printable:</u> Question and Answer Ask a pupil the question from this lesson and encourage them to reply in a full sentence. Then get that pupil to ask another pupil the same question, so that eventually everyone has a go at asking and answering the question. <u>Printable:</u> Worksheet	Lesson Notes "L'équitation" and "l'escalade" are both feminine nouns. - You need to use different forms of "aimer" for the question and the answer — this is why it's spelt differently. - These answers use the different versions of "de". "Faire" ("to do") is in its infinitive form (it hasn't changed) in this conversation. This is because "aimer" ("to like") already agrees with "je" — "j'aime". Additional Activities <u>Printable:</u> Flashcards <u>Classroom Activity:</u> Ask the children to draw a picture of themselves doing their favourite sport. They can then add a speech bubble filled with the appropriate French sentence. <u>Classroom Activity:</u> Play charades, but using sports rather than books or films.



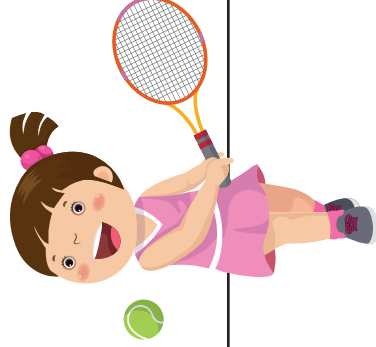
Unit 1 — Sport (Unité 1 — Le sport)

WEEK 3	Lesson Pack 3: At the stadium Leçon 3: Au stade		
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> un stade a stadium une équipe a team un joueur de foot a football player un directeur a manager un terrain a pitch un arbitre a referee un ballon de foot a football un sifflet a whistle un spectateur a spectator <u>Question and Answer:</u> Qu'est-ce que c'est? What is it? C'est... It's...	- Lesson: Vocab - Lesson: Find It! - Lesson: Question and Answer - Printable: Worksheet	The vocabulary in this Lesson Pack is all linked to a football match. - Although “un joueur de foot” (“a football player”) and “un arbitre” (“a referee”) are masculine words, they can be used to describe female football players and referees too — there aren't any separate words for them. - If you want to say a female manager, you say “une directrice”. - If you want to say a female spectator, you say “une spectatrice”. “Qu'est-ce que c'est?” (“What is it?”) is a really useful question to learn. “C'est” means “it's”. It's actually “ce” and “est” joined together with an apostrophe — just like you join “it” and “is” together in English.	- Printable: Flashcards - Classroom Activity: Play a short clip of a football match* and ask the class to make a note of all of the things they see (in French). Then you can ask them what they saw (“Qu'est-ce que vous avez vu?”) afterwards. - Classroom Activity: Take the children outside and ask them to stand in a circle and give them a football to kick between them. Call out the French vocabulary from this Lesson Pack one by one. The child who has the ball must shout out the English translation for the item of vocabulary before they pass the football along. * When using websites featuring suggested videos to play in a classroom or similar setting you should disable the auto-play feature to avoid other videos playing after the one you play finishes. CGP+ does not accept any responsibility for the contents of linked websites.



Unit 1 — Sport (Unité 1 — Le sport)

WEEK 4	Lesson Pack 4: Wimbledon Leçon 4: Wimbledon		
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>un court</i> a court <i>une raquette</i> a racket <i>un joueur de tennis</i> a tennis player <i>un arbitre</i> an umpire <i>un spectateur</i> a spectator <i>un ramasseur de balles</i> a ball boy <i>une balle de tennis</i> a tennis ball <i>des fraises (f) à la crème</i> strawberries and cream <u>Question and Answer:</u> <i>Qu'est-ce que c'est?</i> What is it? <i>C'est... / Ce sont...</i> It's... / They're...	• <u>Lesson:</u> Vocab • <u>Lesson:</u> Find It! • <u>Lesson:</u> Question and Answer • <u>Printable:</u> Worksheet	• If you're talking about a female tennis player it's still "<i>un joueur de tennis</i>" even though it's a masculine noun — "<i>un arbitre</i>" doesn't change either. • In Lesson Pack 3, "<i>un arbitre</i>" was translated as "a referee" whereas here it means "an umpire" — there are two separate words in English for the same word in French. • If you want to say a female spectator, you say "<i>une spectatrice</i>". • "<i>Ce sont</i>" means "they're", you need to use this when you're talking about more than one thing.	• <u>Classroom Activity:</u> Play a short clip of a tennis match* and ask the class to make a note of all of the things they see (in French). Then you can ask them what they saw ("<i>Qu'est-ce que vous avez vu?</i>") afterwards. • <u>Printable: Flashcards</u> Distribute Flashcards of the Wimbledon vocabulary to the children. Set a timer and then call out items of vocabulary at random. If the children have the card that matches what you've called out, they must stand up. They sit down when their item of vocabulary is called out again. When the timer goes off, the children who are standing are the winners. * When using websites featuring suggested videos to play in a classroom or similar setting you should disable the auto-play feature to avoid other videos playing after the one you play finishes. CGP+ does not accept any responsibility for the contents of linked websites.



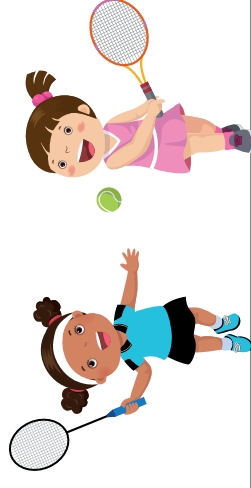
Unit 1 — Sport (Unité 1 — Le sport)

WEEK 5	Lesson Pack 5: Can you...? Leçon 5: Tu sais...?	Lesson Notes	Additional Activities
Language Content <u>Vocabulary:</u> <i>jouer au tennis</i> to play tennis <i>jouer au foot</i> to play football <i>jouer au hockey</i> to play hockey <i>jouer au netball</i> to play netball <i>jouer au rugby</i> to play rugby <i>jouer au cricket</i> to play cricket <i>faire du vélo</i> to go cycling <i>faire du ski</i> to go skiing <u>Question and Answer:</u> <i>Tu sais...?</i> Can you...? <i>Oui, je sais...</i> Yes, I can... <i>Non, je ne sais pas...</i> No, I can't...	Key Activities • <u>Lesson:</u> Vocab • <u>Lesson:</u> True or False? • <u>Lesson:</u> Question and Answer • <u>Printable:</u> Worksheet The worksheet for this Lesson Pack gives pupils an opportunity to write sentences using a model, and also to express their own opinions using simple sentences.	It's worth pointing out to the children how similar many of these names of sports are to the English versions — they could probably guess what most of them mean without reading the English. • “<i>Jouer</i>” is followed by the preposition “<i>à</i>” which changes to “<i>au</i>” if it’s followed by “<i>le</i>” — see Lesson Pack 1. • “<i>Faire</i>” is followed by “<i>de</i>”. When “<i>de</i>” joins with “<i>le</i>” it becomes “<i>du</i>”. • “<i>Sais</i>” comes from the verb “<i>savoir</i>” (“to know”) — the spelling is the same for both the “<i>je</i>” and “<i>tu</i>” version of it. • Some of these replies are negative sentences.	Additional Activities • <u>Printable:</u> Flashcards • <u>Classroom Activity:</u> Draw a tally chart on the board to record the number of children in the class who can play each sport. Ask a different pupil to ask each of the questions to the class (who can hold their hands up to answer “yes” or not for “no”) — and complete the appropriate column. Remind them not to forget their own answer!



Unit 1 — Sport (Unité 1 — Le sport)

Lesson Pack 6: A tennis match Leçon 6: Un match de tennis			
WEEK 6	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>un billet</i> a ticket <i>travailler</i> to work <i>malade</i> ill <i>célèbre</i> famous <i>triste</i> sad <i>content</i> happy <i>frapper</i> to hit or knock <i>ramasser</i> to collect <i>donner</i> to give	<u>Revision Activity:</u> In preparation for the story, recap the tennis vocabulary learnt in Lesson Pack 4 using the picture Flashcards from that Lesson Pack. <u>Printable: Story Text</u> Distribute copies of the printable Story Text in French, and get pupils to go through and circle any words they don't know. They can then try looking up the meaning of those words in a bilingual dictionary, before you learn the vocabulary as a class. <u>Lesson: Vocab</u> <u>Lesson: Story: 'Un match de tennis'</u> <u>Printable: Worksheet and Story Quiz</u>	<u>Lesson Notes</u> "<i>Mes parents vont avec lui</i>" — means "my parents are going with him". "<i>Vont</i>" is the third person plural version of "<i>aller</i>" ("to go") — it's an irregular verb, and it changes quite a bit, so you might want to point out what it means to the children. "<i>Veux-tu être le ramasseur de balles... ?</i>" ("Do you want to be the ball boy... ?") — this question is formed by swapping "<i>tu</i>" and "<i>veux</i>" to make "<i>veux-tu</i>". "<i>Les plus célèbres</i>" ("the most famous") — "<i>les plus</i>" means "the most", it's used for something that's plural. "<i>Je la ramasse</i>" ("I collect it") — "<i>la</i>" refers to "<i>la balle</i>" ("the ball") which was mentioned earlier on in the sentence. "<i>Je me réveille</i>" ("I wake up") — "<i>se réveiller</i>" is a reflexive verb which means that it always has a reflexive pronoun attached to it — in this case it's "<i>me</i>".
			<u>Additional Activities</u> <u>Printable: Flashcards</u> <u>Classroom Activity:</u> Ask the children to find as many verbs as they can from the story and write them on the board. <u>Classroom Activity:</u> Ask the children to work in groups to act out the story in front of the class.



Unit 1 — Sport (Unité 1 — Le sport)

Lesson Pack 6: A tennis match Leçon 6: Un match de tennis			
WEEK 6	Language Content	Key Activities	Additional Activities
			
		Lesson Notes “Je t’ai frappé” (“I hit you”) — “tu” (“you”) goes before the verb. In this case there are two verbs — “ai” which comes from “avoir” (“to have”), and “frappé” which comes from “frapper” (“to hit”) — they’re being used together to form the perfect past tense. The “tu” comes before the first verb (“ai”). “Ne” and “plus” can be sandwiched around a verb to mean “no longer” — “Je ne suis plus triste.” (“I’m no longer sad.”).	
WHOLE UNIT ACTIVITIES		- Play a sports version of “Jacques a dit” (“Simon Says”), where the actions are all sport-related — this is a good warm-up activity for a PE class. - Ask the children to research a famous sports person and write a few lines about them in French. It’ll be easier if they write it in the first person — e.g. “Je m’appelle X. J’habite... J’ai X ans. Je joue...” — encourage them to look back at the Core Units for help. - Teach the children about popular French sports that they might not be familiar with. For example, “le handball” (“handball”) or “la pétanque” (“bowls”) — you’ll be able to find pictures and information about how the games are played on the internet.	