

Overview

Learners will use the [Polynesian e-book](#) and [videos](#) as a context for the suggested learning opportunities. In this learning journey the focus is to develop vocabulary in the areas of sport.

An overview planning sheet is shown on the next page which provides a plan for learning, teaching and assessment, starting from the experiences and outcomes. Learning intentions, success criteria and possible evidence which could be gathered to assess learning are shown. The pages that follow the overview provide examples of learning experiences which would explore a variety of suggested learning intentions. They illustrate opportunities for learners to develop their knowledge and skills and, through exploration of vocabulary, provide opportunities for application.



Modern languages experiences and outcomes explored

I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. **MLAN 2-03b**

I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts. **MLAN 2-07b**

I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language. **MLAN 2-08b**

I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately. **MLAN 2-14a**

Overview of learning

Experiences and outcomes

I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts.

MLAN 2-07b

I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. **MLAN 2-03b**

I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language. **MLAN 2-08b**

I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately. **MLAN 2-14a**

Learning intentions

I will learn the name of aquatic sports.

I will learn which sports are masculine and feminine.

I will learn how to express likes and dislikes about sporting activities.

I will learn phrases so that I can give a reason for my opinion.

I will learn the rule for using the verbs *faire* or *jouer* to talk about sports.

I will learn the rule for using *du* or *de la* with sports.

I will learn how to ask if someone is doing a particular sport.

I will create a postcard.

Success criteria

I can understand and name aquatic sports.

I can recognise gender and use the appropriate article for each sport.

I can recognise and use a variety of structures to say how I feel about sports.

I can successfully take part in a conversation about what sports I like and why.

I can recognise and use the verb *faire*.

I can identify a sport's gender and select the appropriate construction to say which sport I practise.

I can say what sports I do and ask someone what sports they do.

I can write a postcard including details about a sport I like doing and check my work for accuracy using my support materials.

Possible evidence

Card game

Mime

Participation in games

Information grid

Participation in games

Written tasks

Participation in games

Postcard

Challenge 1

Introduction

In this lesson learners will explore the vocabulary required to describe aquatic sports.

Learning intentions

I will learn the name of aquatic sports.

I will learn which sports are masculine and feminine.

Success Criteria

I can understand and name aquatic sports.

I can recognise gender and use the appropriate article for each sport.

Possible evidence

Card game

Mime

Possible tasks

Discuss which sports might be practised on a tropical island.

Introduce sports with [flashcards](#). Give learners the opportunity [to listen and repeat](#) at length before expecting them to produce the language: use different voices and/or select different group to repeat in turn. Learners could name a sport and the class mimes it. They could play a bingo game with pupils writing and/or drawing six of the water sports on the [lotto cards](#).

Learners could try to remember a sequence of several sports and/or play a game. For example, you could practise the sports around the class as a memory game. The first learner starts with: *Je fais de la natation*, the next learner repeats: *Je fais de la natation* and adds: *Je fais du surf*, the third learner repeats the first 2 phases and adds one of their own, etc. If you wish, you can introduce the written word as a memory aid at this point or wait until the learners can name the sports from the illustration first.

To help pupils produce the language, the practitioner can mime the sport or select their favourite sport and learners try to guess it. Up to five pupils can line up holding various sports flashcards. In turn, they display their cards, then turn around, and swap them amongst themselves. One pupil hides the card they have and the class has to name it. You can progress to hiding several cards and the class has to guess who holds which card.

Reinforce with [paired activities containing coordinates](#).

Language

C'est quel sport ? - what sport is it?

C'est - it is...:

Le surf - surfing

Le tuba - snorkelling

Le canoë - canoeing

Le ski nautique - water-skiing

Le jet-ski - jetskiing

La natation - swimming

La pêche - fishing

La plongée sous-marine - deep sea diving

La voile - sailing

La planche à voile- wind surfing

Knowledge about language

Definite article:

Le (masculine), la (feminine) = the

Challenge 2

Introduction

In this lesson learners will explore the vocabulary required to express opinions about sports.

Learning intentions

I will learn how to express likes and dislikes about sporting activities.

I will learn phrases so that I can give a reason for my opinion.

Success criteria

I can recognise and use a variety of structures to say how I feel about sports.

I can successfully take part in a conversation about what sports I like and why.

Possible evidence

Participation in games

Information grid

Possible tasks

Revise sports with:

- a mime game
- Pictionary
- guess the sport

Focus on the article by having a competition, sorting the flashcards into two piles (*le / la*) as accurately as possible, in the shortest time.

Introduce the four structures (see [Structures A/B](#)), pointing out similarities with English verbs (*adore / detest*). Display the written words and focus on pronunciation. Pupils use their thumbs to show understanding as you call out the different structures. (For example, up shoulder high/up above head/down by the shoulder/ down below desk.)

Play a *Jacques a dit* / Simon says game to practise.

Pupils fill in information grid as they do a listening activity.

Practise round the class introducing the question “ *Tu aimes..... + sport ...?* ”

Pupils practise in pairs or groups with the [dice activity](#).

[Matching activity](#)

Language

Tu aimes + sport? - Do you like.....?

E.g. Tu aimes le surf ? - Do you like surfing?

J'aime.... - I like....

Je n'aime pas.... - I don't like....

J'adore... - I love...

Je déteste..... - I hate.....

C'est génial - It's great

C'est nul - It's rubbish

Knowledge about language

To express likes / dislikes in French simply follow the desired **structure** (**j'aime / je n'aime pas...**etc...) with **the sport** selected, using the article it was introduced with in Step 1:

j'adore la pêche or **j'adore le canoë**

je n'aime pas la pêche or **je n'aime pas le canoë**

Challenge 3

Introduction

In this lesson learners will explore the vocabulary required to have a conversation about sport.

Learning intentions

I will learn the rule for using the verbs *faire* or *jouer* to talk about sports.

I will learn the rule for using *du* or *de la* with sports.

Success criteria

I can recognise and use the verb *faire*.

I can identify a sport's gender and select the appropriate construction to say which sport I practise.

Possible evidence

Participation in games

Written tasks

Possible tasks

Recap on how to talk about sports as practised in previous lessons.

Practise with a [swapping seat game](#).

Consolidate sports' gender with pupils holding up a blue or red pencil / felt-tip / cube... appropriately as teacher calls out the sports.

Read the short captions provided and discuss the difference in meaning. Explain that you need to use **je fais** if you actually practise an individual sport, **je joue** is used in team sports or sports that are done with a partner. Ask the pupils if they can spot when “*du*” is used as opposed to “*de la*” before the sport. Can they highlight each construction in the text and think/pair/share their thoughts? Groups or pairs report back to confirm the rule explained in *knowledge about language* section.

The practitioner can show a sport flashcard and pupils provide “*du*” or “*de la*” appropriately.

[Read a postcard](#) and answer comprehension questions.

Language

Qu'est-ce que tu fais comme sport ? -

What sport do you do?

Je fais du *or* de la + sport – I go fishing / sailing / surfing / swimming / diving / etc....

Knowledge about language

Faire is followed by *du* + masculine word

or

de la + feminine word.

So if you practise ‘*le surf*’ you should say:

Je fais *du* surf

And if you practise ‘*la voile*’ you say:

Je fais *de la* voile.

Challenge 4

Introduction

In this lesson learners will explore the vocabulary required to talk about sports.

Learning intentions

I will learn how to ask if someone is doing a particular sport.

I will create a postcard.

Success criteria

I can say what sports I do and ask someone what sports they do.

I can write a postcard including details about a sport I like doing, and check my work for accuracy using my support materials.

Possible evidence

Participation in games

Postcard

Possible tasks

Distribute sports cards to selected pupils while one pupil waits outside the classroom. When the pupil re-enters the room he / she has to close his/her eyes and recognise who is saying “*Je fais du canoë*” or “*je fais de la voile*” (whatever is on their cards), in a disguised voice. To identify them the pupil has to say “*Eilidh, tu fais du canoë ?*” for instance.

Remind learners that “*Tu fais*” from the question means you do; “*Qu’est-ce que **tu fais** comme sport ?*”

Alternatively, have a show & tell session when pupils can bring in accessories linked to a sport they practise and tell the others which sport they like/ practise.

Reviewing the postcard they read previously, pupils then attempt to write their own with the [help of the written stimuli](#). Learners should be encouraged to check their work for accuracy using their support materials. Practise reading aloud a few examples of final drafts.

Look at the [cartoon pictures](#) and provide a caption for each character.

Language

Qu’est-ce que tu fais comme sport ? -

What sport do you do?

Je fais du *or* de la + sport - I go fishing / sailing /surfing / swimming / diving / etc....

Tu fais du *or* de la + sport - you go fishing / sailing /surfing / swimming / diving / etc....

Knowledge about language

Faire is followed by **du** + masculine word

or

de la + feminine word.

So if you practise “**le** surf” you should say:

Je fais **du** surf

And if you practise “**la** voile” you say:

Je fais **de la** voile.

she / he is...

elle/il fait du surf