



Sondage: Les sports

Learning situation: To introduce/review summer sports and the linguistic structures by conducting a survey. *J'aime..., Je n'aime pas..., Est-ce que tu aimes..., Qui aime...?*

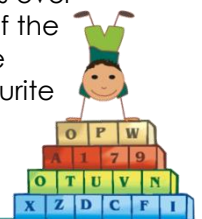
Teacher modelling and oral interaction:

NOTE: This learning situation may take several lessons to complete.

- If students have had no previous introduction to sports, especially summer sports, the teacher must begin by slowly modelling the vocabulary for sports that are of interest to the students. In preparation, the teacher will need to prepare visuals of these sports. It is also advisable to start with a group of sports that are the same gender.
- The teacher introduces the vocabulary for sports by modelling, **J'aime le tennis.** (tennis racket in hand); **J'aime le baseball.** (baseball bat in hand); **J'aime le soccer** (soccer ball in hand). The teacher then remodels one sport at a time and interacts with five students. **J'aime le tennis. Est-ce que tu aimes le tennis?** If a student indicates no, the teacher models, **Je n'aime pas le tennis.** The student uses this modeled negative structure. The teacher continues to model three to five vocabulary words during this lesson. Seated in a circle prior to the end of the lesson, students describe orally in a complete sentence one sport that they like.

NOTE: The teacher knows his students best and it may be advisable to model only one sport at a time as not all the vocabulary for sports are mots-amis (similar to English). This means that this learning situation will take several classes to complete.

- In the following lesson, the teacher remodels the structures and vocabulary from the previous day by interacting with several students.
- Next he begins to model using nouns that are feminine. For example, **J'aime la bicyclette. J'aime la natation. Je n'aime pas la planche à roulettes.** The teacher to student interaction continues to take place so that the students have the opportunity to use this new vocabulary. Once again, seated in a circle prior to the end of the lesson, students describe orally in a complete sentence one sport that they like and one sport that they do not like.
- Once students are familiar with these linguistic structures and the sports vocabulary, the teacher can model reading strategies and explore the book, *Le parc, Le français oui, oui, oui* with students. The teacher and students reread the book several times over the coming days so that students have the opportunity to listen to the cadence of the French language, to be exposed to elements of culture and to read along/chime in if they feel comfortable to do so. Students can also draw a picture of their favourite sport and share this with the class.



- Now students are ready to do the survey. The teacher prepares a chart similar to the one below using visuals of vocabulary that was previously modelled. Once again, the teacher reviews the vocabulary for describing the sports using the linguistic structure, **J'aime...** and the question, **Qui aime...?**
- The teacher projects the chart and points to one particular sport and says, **J'aime la natation. Qui aime la natation? Levez la main si vous aimez la natation.** The teacher guides the students to raise their hand if they like swimming. The teacher repeats this structure a couple of times to allow time for the students to process the information. Then the teacher remodels each structure several times and invites the students to chime in. He then writes down the names of students who like swimming. This process is repeated until the survey is completed. The teacher and the students now count together the number of students who like a particular sport. Then the teacher can ask, **Quel est le sport le plus populaire? Le sport le plus populaire est...**

NOTE: If the teacher does not like a particular sport, he would model, **Je n'aime pas...** He would then continue to ask the question, **Qui aime...?** It is important to provide authentic modelling.

Nom des élèves 