



À vos marques!

Looking for a change from Carnaval? Need a unit to beat the mid-winter blues?

Coming soon to a French class near you..... the XXI Winter Olympics direct from Vancouver, Canada! Key grammar and vocabulary concepts will soar **higher, faster** and **stronger** as students employ oral communication, reading and writing skills to learn about the athletes, their sports and countries in a unit that makes use of the best elements of a real-life, international event, intense media interest and the celebrity cult of sports.

RESOURCES

The internet means easy and immediate access to the latest developments, photos, athlete information, you name it!

The Canadian Olympic Committee (www.olympic.ca) produces an educational package for all Olympic Games. In it teachers will usually find historical background, Olympic philosophy, records, explanations of sports, information about the current host country, the Olympic venues, maps, and challenging academic activities. Register online.

Register on the official Vancouver website (www.vancouver2010.com) to receive updates. On it you will find information on all aspects of the games. Check the "Fun Zone" and mascots section for images and activities which may be printed and reproduced. This site is an excellent source for Canadian athlete profiles.

Check also:

CBC Sports

CTV Sports

TSN Sports

The International Olympic Committee

Teacher resources include;

Acti-Vie 2 unit: Tous des champions,

Pot-Pourri 1, section: Les sports, Pearson Publishing. This mini-unit contains simple vocabulary building activities for winter and summer sports and equipment.

Pot-Pourri III, section: Citius, altius, fortius, Pearson Publishing. This mini-unit is based on Winter Olympics but provides ideas and samples of creative writing and reading activities.

Les jeux olympiques d'hiver -Poster Pals

Phormidable unit - Les sports

INVOLVE THE ENTIRE SCHOOL

Perhaps the school staff would be interested in adopting the Winter Olympics as a cross-curricular, cross-grade project. Classes could adopt a country to research and follow during the Games. The culminating activity would be a school-wide Olympic assembly to mark the closing ceremonies in which classes share their findings about their chosen countries. Students/classes could prepare songs and dances or make presentations about culture, indigenous sports or famous athletes.

Student announcers enjoy sharing information each day about the Olympics; historical trivia, little known facts about sports, etc., much of which can be found in the COA package. Playing a different national anthem each morning in lieu of or in addition to *O Canada* gets everyone in the Olympic mood.

Olympic spirit days include dressing in the five Olympic colours and designing and wearing an original national Olympic uniform. Let the students' imaginations soar!

Regardless of the level of school involvement, public display space should be set aside for daily medal results, newspaper clippings, etc. It is guaranteed to be popular with students.

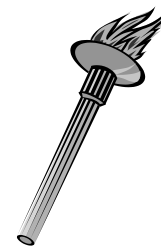
Become the Olympic "expert" in your school!

Sample Olympic Assembly

(Prior to this event, each class chooses and researches a country.)

1. Parade around gym with country flag - one class at a time, starting with primaries. (one circuit of gym)
2. When all classes are present, the torch bearer leaves to run around outside of gym/school. Upon return, he/she returns to front to explain significance.
3. National anthem of host country sung/played.
4. Olympic oath given by male and female representatives.
"In the name of all competitors, I promise that we will take part in these Olympic Games, respecting and abiding by the rules which govern them, in the true spirit of sportsmanship, for the glory of sport and the honour of our teams."
5. Each "country" makes presentation.
6. Comments by principal. (usually to do with sportsmanship)
7. Sing *O Canada*.
8. Parade of countries out, primaries first, one circuit of gym.
9. Outside Olympic activities to follow.

*See file: **Play Day 2002** for a complete description and script.



Make a Torch

You need: 1 sheet each of red, orange and yellow tissue paper, aluminium foil

- 1) Students lay the red paper horizontally; lay the orange paper crosswise over the red, then lay the yellow crosswise on the orange paper in a star pattern.
- 2) Find the centre of the sheets, pull all the corners up, twist the bottom to make a 6" handle.
- 3) Separate the corners to look like spreading flames.
- 4) Wrap the handle with aluminium foil.

LANGUAGE ACTIVITIES

When choosing the focus, consider what is appropriate to your students' background, ability and interests, and second to the commercial program. Many programs include units on the topic of sports and equipment. Some others may deal with favourite sports heroes, Francophone countries, media and the like. You may find adapting or enriching an existing unit less difficult and time consuming than creating something completely new.

The Canadian Olympic Committee educational activities provide valuable background information and can be simplified, adapted or modified to suit many different grade levels and abilities.

If you decide to create original activities, I suggest that some exercises be generic enough in nature to allow for reuse in future Games. Due to the regular but lengthy time period between Olympic Games, most students will not repeat this unit with the same French teacher.

Depending on the amount of time and focus desired, you may choose to encourage your students to keep Olympic scrapbooks or journals to hold newspaper clippings and photos.

Activities found on this disk

- Trivia questions and small group game board - ***older students create own game boards and questions*
- match athlete to sport (Incomplete - please consult Canadian Olympic Committee website for up-to-date athlete information)
- label/create sport pictograms
- worksheets/information on Olympic history/symbols, sports
- Athlete profile -2 types - student research
 - Teacher-prepared fill-in-blanks (Incomplete - please consult Canadian Olympic Committee website for up-to-date athlete information)
- country profile
- survey favourite sports
- write and perform interview with Olympic athlete
- design medals/uniforms
- create collage of Canadian athletes/sports/medal winners
- write poems -acrostic
 - haiku
 - lantern
 - cinquain
- newspaper treasure hunt
- Word search puzzles
- Vocabulary visuals and lists
- complete Olympic assembly and outdoor activities description
- Olympic title page and activities tracking sheet
- Olympic and sport clip art
- Verb (faire & jouer, faire + sports) worksheets
- Canadian Olympic Committee education package for 2002

ORAL COMMUNICATION

Specific Grade Expectations	Possible activities
<p>Grade 4 -ask very simple questions; -use visual and verbal cues; -use some conventions of language to speak in rehearsed contexts; -respond briefly to oral texts; -give an oral presentation of up to five sentences in length;</p> <p>Grade 5 -ask simple questions; -use visual and verbal cues to understand and convey the meaning of familiar material; -use some conventions of oral language to speak and to understand in familiar contexts; -give an oral presentation of five to ten sentences in length;</p> <p>Grade 6 -ask and answer simple questions using complete sentences; -use appropriate pronunciation, liaison, intonation, and language in familiar contexts; -give an oral presentation of ten to fifteen sentences in length;</p> <p>Grade 7 -use compound sentences in conversations and dialogues; -use language appropriately in a variety of rehearsed, routine, and open-ended situations; -respond to oral texts and connect to personal experience; -give an oral presentation of fifteen to twenty sentences;</p> <p>Grade 8 -use compound and complex sentences in conversations and discussions; -respond to oral texts; -use language appropriately in a variety of rehearsed, routine, and open-ended situations; -give an oral presentation of more than twenty sentences in length</p>	<p>4-Use basic vocabulary and language structures (<i>Je m'appelle..., J'ai ___ ans..., J'aime + sport...</i>) to pose as an Olympic athlete.</p> <p>4-Conduct a survey "<i>Quel sport olympique est-ce que tu préfères/aimes?</i>"</p> <p>4-Interviews using simple questions: <i>Comment t'appelles-tu? Comment ça va? Quel âge as-tu? Quel sport est-ce que tu aimes? Bonjour/Au revoir.</i></p> <p>4-Songs about sports and national anthems</p> <p>5/6-Add more details to introduction such as likes and dislikes, sport equipment, country of origin, past medal performance.</p> <p>5/6-Interviews become longer, with more details. Role play famous athletes and broadcasters. Interviewer asks more opinion questions, include negatives.</p> <p>5/6-Require active listening of the audience during interviews by omitting name of athlete. Classmates identify mystery guest.</p> <p>5/6-Conduct surveys comparing preferences between sports, countries, whether certain sports should be in the Olympics, where should the Games be held in 2008, etc.</p> <p>7-Interview questions include variety of interrogative adverb constructions (<i>Qui, Quand, Où, Pourquoi...</i>)</p> <p>7-Interviews and athlete presentations include even more personal details about favourite activities (using <i>expressions with faire</i>), sports teams, information about family members (using <i>possessive adjectives</i>).</p> <p>7-Role play a tourist asking for directions to find a particular site at the Games. Use variety of questions and <i>imperative of -er verbs</i> to give directions.</p> <p>7-Teach someone a new sport. Use <i>imperative</i> form of verbs.</p> <p>7-Discuss students' personal preferences of sports. Give reasons. (<i>Je préfère ... parce que...</i>)</p> <p>7/8-Discussions guided by COA materials eg. <i>les valeurs olympiques/ le respect/ la paix/ les médias.</i></p> <p>8-Interviews and athlete presentations employ more irregular verbs (<i>vouloir, pouvoir, aller, faire</i>) and the <i>futur proche</i> by asking/telling what medal place the athlete wants to win, whether or not he/she plans to compete in future Games, what he/she plans to do after the 2002 Games. Answers should be longer, with more complex sentence structures (using <i>parce que</i>).</p> <p>8-Interview questions include variety of interrogative adverbs (<i>Qui, Quand, Où, Pourquoi...</i>) and subject-verb inversions (<i>Aimes-tu...?</i>)</p> <p>8-Introduce comparative and superlative form of adjectives through discussions and surveys. (<i>Quel sport est le plus rapide/ difficile/ bizarre/ compliqué...?</i>)</p>

READING

Specific Grade Expectations	Possible activities
<p>*If Grade 4 is the entry point for the Core French program, reading and writing activities will be very simple in nature and will not be a major focus.</p> <p>Grade 4 -read aloud familiar material, using correct pronunciation and intonation; -read simple passages; -read and respond briefly to written materials; -use all available clues to determine meaning.</p> <p>Grade 5 -read simple passages; -read aloud with expression, using correct pronunciation and intonation; -read and respond briefly to written materials by answering short questions or restating information; -use various reading strategies.</p> <p>Grade 6 -read simple passages; participate in a variety of reading situations, such as quided, shared and choral rading, using expression, correct pronunciation, and intonations; -read and produce simple, structured responses that convey understanding of written text; -identify the main idea and a few supporting details; -use various reading strategies to determine meaning.</p> <p>Grade 7 -read simple texts, and identify main ideas and some supporting details; -produce avariety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form; -use various reading strategies to determine meaning; -express personal preferences or reactions to a text.</p> <p>Grade 8 -read simple texts, and identify the main idea and supporting details; -produce a variety of simple responses, in structured and open-ended situations, to convey understanding of written text in a different form; -express personal preferences or reactions to a text.</p>	<p>4-Fill in blank activities for sports, label pictograms. 4-<i>les couleurs</i> -reinforce colour names with Olympic flag, research flag colours and designs of competing countries. Illustrate and label. 4-Discuss cognates as they apply to sport names. 5-Fill-in-blank activity relating Canadian athletes and the sport they practise. (eg. Focus on verbs "jouer and faire de"; <i>Mark Tewksbury fait de la natation.</i>) 5-Students read simple biographies of prominent athletes, complete identity cards/passport for athlete. (Focus on basic personal information) 5-Classify sports by various categories such as; team vs individual, outdoor vs indoor, speed vs strength, sports with/without balls,sports of combat, sports on ice/snow. Brainstorm categories with class. 5/6-Brainstorm equipment/clothing items for various sports. Use dictionaries. Illustrate and label. 5/6-Search for French spellings of country names in a French atlas or predict English names given a list of French names. Label selection of participating Olympic countries on a world map. 6-Fill-in-blank exercise in which equipment needs of various sports are described. (eg. <i>On a besoin d'un baton et des patins pour jouer au hockey</i>) 6-Students read simple biographies of athletes, descriptions of sports, complete simple exercises such as true/false,multiple choice, match question to answer. 6-Read a description of a sporting event which includes prepositions of place (sur, sous, dans, etc.), adjectives, equipment, colours, time, -er verbs. Students illustrate passage. 6-Cloze passage of Canadian and American national anthems. 6/7/8-Play Olympic trivia games with COA and teacher- or student-prepared questions. 6/7/8-Dictionary Derby: Teams of students race to locate page # and meaning of list words. 7/8-The COA kit contains many reading passages with accompanying activities on the history of the Games, symbols and ceremonies, information about the host country, descriptions of sports and trivia questions. Many passages may be easily modified to suit different student ability levels. 7/8-Chasse au trésor du journal. 8-Introduce adjectives of nationality and their agreement in gender. Students research and identify nationalities of celebrity athletes. 8-Using a French atlas, research information about a Francophone country participating in the Games. Include: flag, continent, neighbours, population, geography, capital city, names of competing athletes.</p>

WRITING

Specific Grade Expectations	Possible activities
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<p>Grade 4 -copy and write simple words, phrases, and short sentences and questions, using basic vocabulary and very simple language structures; -write, using a model, a first draft, and corrected version in guided and cooperative writing tasks; -write responses to very simple questions; -use and spell the vocabulary appropriate for this grade level.</p> <p>Grade 5 -write simple phrases, short sentences, and questions, using learned vocabulary and simple language structures; -write, using a model, a first draft and corrected versions in guided and cooperative writing tasks; -use and spell the vocabulary appropriate for this level.</p> <p>Grade 6 -write sentences and questions that contain learned vocabulary and familiar language structures; -write in different forms; -write, using a model, a first draft and corrected version in guided and cooperative writing tasks; -use and spell the vocabulary appropriate for this grade level.</p> <p>Grade 7 -write simple and some compound sentences and questions, using familiar and new vocabulary; -write in a variety of simple forms, following a model and making substitutions and minor adaptations to the model; -revise and edit personal writing, using feedback from the teacher and peers, and using resources including technology; -use and spell the vocabulary appropriate for this grade level.</p> <p>Grade 8 -use simple and compound sentences, and organize information in paragraphs; -use strategies to plan and write first and final drafts in guided and cooperative writing tasks; -produce pieces of writing in a variety of simple forms, following and making adaptations to a model; -proofread and correct final drafts, focusing on grammar, punctuation, and spelling; -use and spell the vocabulary appropriate for this grade level.</p>	<p>4-Design new pictograms for Olympic sports and label. 4-Design a new medal. Include the year, Olympic rings and sport name. 4-Write a concrete poem 4-Design a poster for the Salt Lake City Olympics. Include: dates, 4 sports (labelled), 3 flags, a mascot, etc..</p> <p>5/6-Create a trading card for your favourite Olympic athlete. Include the following information; <i>nom, date de naissance, nationalité, yeux, cheveux, taille, qualités, passe-temps, préférences, sport, réussites.</i> Provide a photo or illustration.</p> <p>6-Write an acrostic or lantern poem on any related topic. Include <i>verb</i> infinitives and <i>adjectives</i>. 6-Design new uniforms for the Canadian Olympic team. Write a paragraph describing an athlete wearing your creation. Use clothing and equipment names and <i>regular adjectives with agreement of gender.</i></p> <p>7-Write an itinerary for 1 day. Use the verb <i>aller</i>, the preposition <i>à</i> plus the definite article (<i>au, à la, à l', aux</i>), times, names of sites and the sport events being run. 7-Write a cinquain poem on any related topic. 7/8-Design a game board. Write trivia questions for categories; <i>les sports, les États Unis et le Canada, les olympiques, les athlètes.</i></p> <p>8-Write a diary for an athlete or tourist. Use a variety of <i>regular and irregular verbs, double verb constructions, regular and irregular adjectives</i> to describe the Games in general, sporting events, opinions, etc.</p>
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