

# Indoor rowing race at school

**Les champions sportifs peuvent être source d'inspiration et de motivation pour les plus jeunes. C'est le cas des frères O'Donovan, médaillés d'argent aux Jeux Olympiques de Rio en aviron, grâce auxquels ce sport connaît une certaine popularité dans les écoles irlandaises.**

## Transcript

**RTÉ presenter Tommy Meskill:** Back home and we all remember the O'Donovan brothers who won silver in rowing at the Rio Olympics. They've inspired many young people to take up this sport. On Friday I was at an indoor rowing race along with hundreds of students. Check it out!

Ten rowing machines, seven hundred students and one job: to row and row like you've never rowed before! This is the second year of the Get Going...Get Rowing Schools Blitz. It's a relay race, each team has to cover four hundred metres.

**Maya Casier:** How much you row, your boat would move across the screen, so you know if you're in front or how far the person in front is to you or how far you're ahead of everyone else.

**RTÉ reporter Tommy Meskill:** There's mostly girls here and it shows that this is kind of a sport that the girls can really embrace and get to love. Do you think that's true?

**Maya Casier:** Yeah, you don't have to be a certain weight to do rowing, I feel like everyone can do rowing as long as you, like, want to do it and you have the aspiration to do it, I suppose.

**Iarlais Mackin:** You just have to, like, keep on going. It's really hard, like, you're so tired after, like, a hundred or two hundred metres but you just have to keep on pushing yourself, just kind of like see the finish, and just kind of do it like, you know!

**RTÉ reporter Tommy Meskill:** Tell me, when you see the O'Donovan brothers on television, what are you thinking?

**Neil Breathanach:** It just really inspired me to do rowing. I didn't really know much about it at the time, so I thought it was class to see them win a silver in the Olympics.

**RTÉ reporter Tommy Meskill:** Over the past two weeks Rowing Ireland has been working with schools across the country and today all those schools have come together to find out who's the best of the best! And I am definitely not one of them!

**Michelle Carpenter, Rowing Ireland:** Generally students who try with rowing do not do traditionally very well at other sports so it gives students, and particularly girls, an opportunity to try a sport that they may not have even known existed.

**RTÉ reporter Tommy Meskill:** So, why not give it a go? Who knows, you could soon be Ireland's next champion rower!

# Objectifs et démarche pédagogique

## Liens avec les programmes

➤ Cycle 4 ➤ École et société

### CECRL

Peut comprendre des mots familiers et des expressions très courantes au sujet de l'environnement concret et immédiat, si les gens parlent lentement et distinctement. – **Écouter, A1**

Peut identifier l'élément principal de nouvelles télévisées sur un événement, un accident, etc., si le commentaire est accompagné d'un support visuel. – **Écouter, A2**

Peut comprendre les points principaux des programmes télévisés sur des sujets familiers si la langue est assez clairement articulée. – **Écouter, B1**

Peut produire des expressions simples isolées sur les gens et les choses. – **Parler (EOC), A1**

Peut faire une description brève et élémentaire d'un événement ou d'une activité. – **Parler (EOC), A2**




Peut faire un exposé simple et direct, préparé, sur un sujet familier, qui soit assez clair pour être suivi sans difficulté la plupart du temps et dans lequel les points importants soient expliqués avec assez de précision. – **Parler (EOC), B1**

Peut écrire des expressions et des phrases simples isolées. – **Écrire, A1**

Peut écrire un message bref et simple. – **Écrire, A2**

Peut écrire des textes articulés simplement sur une gamme de sujets variés dans son domaine en liant une série d'éléments discrets en une séquence linéaire. – **Écrire, B1**

## Missions possibles

	Crée un poster pour motiver tes camarades irlandais à participer au <i>Schools Indoor Rowing Blitz</i> .
 	<ul style="list-style-type: none"><li>➤ Un(e) célèbre sportif/ive t'a-t-il donné envie de pratiquer un sport ?</li><li>➤ Présente des initiatives pour promouvoir la pratique du sport dans ton école.</li></ul>

## Contenu linguistique

### ➤ Contenu lexical

- L'aviron / la course : *row, rower, boats, distance, time / relay race, cover four hundred metres, team, champion, silver.*
- La découverte d'un sport : *try with rowing, an opportunity to try a sport, give it a go.*

### ➤ Contenu grammatical

- *Have to* pour exprimer l'obligation / la nécessité
- La construction des groupes nominaux : *a rowing race, a relay race, a rowing machine, a silver medal.*

## Contenu culturel

- Les champions sportifs, modèles pour les plus jeunes

## Démarche proposée

### PHASE 1 : ANTICIPATION / MOTIVATION

- Montrer l'image figée et procéder à un *brainstorming* pendant lequel les élèves émettent des hypothèses sur le sujet de la vidéo. Ces hypothèses peuvent être exprimées en français, le professeur reformulant les phrases en anglais au tableau. De cette manière, les élèves sont exposés à une langue authentique, les mots-clés sont placés en contexte et l'entrée dans la langue se fait de manière fluide et rapide. Le professeur « outille » ses élèves pour les activités de compréhension orale et de production. Il veillera à ce que les mots *screen, race, school, boats, distances* et *time* soient abordés au cours de cette phase.

### PHASE 2 : CONSTRUCTION

#### A. Focalisation sur le contexte

- En fonction des contenus de l'activité B qui pourraient donner trop d'informations sur le contexte et la compréhension du sujet, on ne distribuera la fiche d'activités qu'après l'activité A. Le professeur pourra reproduire l'activité A au tableau pour le repérage des éléments contextuels.

- Visionner le reportage en entier. Demander aux élèves de noter les mots porteurs de sens et d'identifier les éléments du contexte. Faire une mise en commun des idées, en anglais ou en français, selon le niveau des élèves. Cette étape permet à nouveau d'introduire ou de préciser le lexique.
- Si nécessaire, visionner à nouveau le reportage pour vérifier, confirmer, corriger ou compléter les informations.

#### B. Focalisation sur le message

- Visionner le reportage pour travailler la compréhension d'éléments qui relèvent davantage du détail. Faire des pauses régulières aux endroits stratégiques pour que les élèves puissent repérer les informations et noter leurs réponses. Montrer plusieurs fois le reportage ou les extraits si c'est nécessaire.

#### C. Focalisation sur la langue

- Les activités proposées permettent de travailler sur des points linguistiques abordés dans les activités de compréhension orale et dont la maîtrise sera utile pour les activités de production.

### PHASE 3 : PRÉPARATION ET PRODUCTION

- Le travail de préparation doit être l'occasion de travailler pour l'expression orale sur les techniques oratoires, la prosodie, la gestuelle, l'intonation... Pour l'expression écrite, on sensibilisera les élèves aux choix à effectuer par rapport au(x) public(s) cible(s) et à la mise en forme.
- Faire relire l'intitulé de la tâche aux élèves. Sous l'étayage du professeur, les élèves dégagent les critères d'évaluation et les descripteurs de réussite de la tâche.
- En utilisant les informations recueillies dans les activités précédentes et les amorces proposées, les élèves élaborent individuellement leur propre discours.

## Compléments

### Sites internet

- <http://www.getgoinggetrowing.com/>

### Overseas Impressions

- *The benefits of strength training* – B1, n° 34 : <http://www.cndp.fr/collection/lepda/overseas/strength-training/strength-training.html>
- *Playing rugby* – B1, n° 35 : <http://www.cndp.fr/collection/lepda/overseas/playing-rugby/playing-rugby.html>
- *Food for sport* – B1, n° 36 : <http://www.cndp.fr/collection/lepda/overseas/food-for-sport/food-for-sport.html>

## Corrigé des activités

### FICHE A2

#### STAGE 1: ANTICIPATION

Look at the paused image and draw up hypotheses on the subject (Place / People / Activity / Reason(s) for this activity).

**Les élèves essaient de dire à quoi ils pensent en voyant l'image figée et quel peut être le sujet de la vidéo.**

#### STAGE 2: BUILD UP KNOWLEDGE

##### A. Focus on the context

Listen to the introduction and try to find some information about the context.

Famous athletes mentioned	<input type="checkbox"/> the Brownlee brothers <input type="checkbox"/> the Kearney brothers <input checked="" type="checkbox"/> <b>the O'Donovan brothers</b>
Their medal in Rio	<input type="checkbox"/> gold <input checked="" type="checkbox"/> <b>silver</b> <input type="checkbox"/> bronze
Their sport	<input type="checkbox"/> triathlon <input type="checkbox"/> swimming <input checked="" type="checkbox"/> <b>rowing</b>
The event RTÉ presenter Tommy Meskill went to on Friday	<input checked="" type="checkbox"/> an indoor <b>rowing</b> race <input type="checkbox"/> an outdoor ..... race
Participants	<input type="checkbox"/> amateurs <input checked="" type="checkbox"/> <b>students</b> <input type="checkbox"/> professionals

B. Understand the message

1. Watch the video and try to know more about the event.

Situation	
Number of rowing machines	<b>10</b>
Number of students	<b>700</b>
Job / Objective	row as <b>fast</b> as possible
All-Ireland Get Going...Get Rowing Schools Blitz	
Number of times it has been held	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Type of race	<input checked="" type="checkbox"/> <b>a relay race</b> <input type="checkbox"/> an individual race
Number of students per team	<b>5</b>
Distance each student has to cover	<input type="checkbox"/> 200 m <input checked="" type="checkbox"/> <b>400 m</b> <input type="checkbox"/> 600 m <input type="checkbox"/> 800 m

2. Listen to Maya Casier and try to answer these questions.

a) How can you know the position of your team during the race?

You look at the **screen**.

b) According to Maya, can anyone do rowing?

**Yes, she says that "you don't have to be a certain weight to do rowing".**

c) According to Maya, what is most important to do well at rowing?

The most important thing is to have the **aspiration**.

3. Listen to Iarlais Mackin and try to answer these questions.

a) What adjectives does he use to describe the race?

It is **hard** and **tiring**.

b) What tips does he give?

You just have to keep on **going**. You just have to keep on **pushing** yourself.

c) How could you sum up these two tips?

You just have to **give your best**.

4. Listen to Neil Breathnach and try to understand what he thought after seeing the O'Donovan brothers on TV.

**He wanted to do rowing.**

5. What did Rowing Ireland decide to do to promote rowing?

They decided to work with **schools**.

6. Listen to Michelle Carpenter, from Rowing Ireland, and try to find three common characteristics of the students who try with rowing.

They do very well at other sports.  **They do not do very well at other sports.**

**Most are girls.**  Most are boys.  They knew rowing before.  **They did not know about rowing before.**

C. Focus on language

1. With what you heard in the video, try to translate in English the following expressions:

a) *une course d'aviron* : **a rowing race**

b) *une course de relais* : **a relay race**

c) *un rameur (machine)* : **a rowing machine**

d) *une médaille d'argent* : **a silver medal**

2. Complete the sentences with the right verb to express an obligation that is imposed by the rules or by the context.

a) You **have to** find three schoolmates to make a team.

b) Each rower **has to** cover four hundred metres.

c) You **have to** keep on going.

d) You **have to** keep on pushing yourself.

## FICHE B1

### STAGE 1: ANTICIPATION

Look at the paused image and draw up hypotheses on the subject (Place / People / Activity / Reason(s) for this activity).

**Les élèves essaient de dire à quoi ils pensent en voyant l'image figée et quel peut être le sujet de la vidéo.**

### STAGE 2: BUILD UP KNOWLEDGE

#### A. Focus on the context

Listen to the introduction and try to find some information about the context.

Famous athletes mentioned	<input type="checkbox"/> the Brownlee brothers <input type="checkbox"/> the Kearney brothers <input checked="" type="checkbox"/> <b>the O'Donovan brothers</b>
Their medal in Rio	<b>silver</b>
Their sport	<b>rowing</b>
The event RTÉ presenter Tommy Meskill went to on Friday	an <b>indoor rowing</b> race
Participants	<b>students</b>

#### B. Understand the message

##### 1. Watch the video and try to know more about the event.

Situation	
Number of rowing machines	<b>10</b>
Number of students	<b>700</b>
Job / Objective	<b>row as fast as possible</b>
All-Ireland Get Going...Get Rowing Schools Blitz	
Number of times it has been held	<b>2</b>
Type of race	<b>a relay race</b>
Number of students per team	<b>5</b>
Distance each student has to cover	<b>400 m</b>

##### 2. Listen to Maya Casier and try to answer these questions.

a) How can you know the position of your team during the race?

**You look at the screen.**

b) According to Maya, can anyone do rowing?

**Yes, she says that "you don't have to be a certain weight to do rowing".**

c) According to Maya, what is most important to do well at rowing?

**The most important thing is to have the aspiration.**

##### 3. Listen to Iarlais Mackin and try to answer these questions.

a) What adjectives does he use to describe the race?

It is **hard** and **tiring**.

b) What tips does he give?

➤ **You just have to keep on going.**

➤ **You just have to keep on pushing yourself.**

c) How could you sum up these two tips?

**You just have to give your best.**

##### 4. Listen to Neil Breathnach and try to understand what he thought after seeing the O'Donovan brothers on TV.

**He wanted to do rowing.**

##### 5. What did Rowing Ireland decide to do to promote rowing?

**They decided to work with schools.**

6. Listen to Michelle Carpenter, from Rowing Ireland, and try to find three common characteristics of the students who try with rowing.

➤ **They do not do very well at other sports.**

➤ **Most are girls.**

➤ **They did not know about rowing before.**

### C. FOCUS ON LANGUAGE

1. With what you heard in the video, try to translate in English the following expressions:

a) *une course d'aviron* : **a rowing race**

b) *une course de relais* : **a relay race**

c) *un rameur (machine)* : **a rowing machine**

d) *une médaille d'argent* : **a silver medal**

2. Complete the sentences with the right verb to express an obligation that is imposed by the rules or by the context.

a) You **have to** find three schoolmates to make a team.

b) Each rower **has to** cover four hundred metres.

c) You **have to** keep on going.

d) You **have to** keep on pushing yourself.

<b>Nom :</b>	<b>Classe :</b>	<b>Date :</b>
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**STAGE 1: ANTICIPATION**

Look at the paused image and draw up hypotheses on the subject (Place / People / Activity / Reason(s) for this activity).

**STAGE 2: BUILD UP KNOWLEDGE**

**A. Focus on the context – Listen to the introduction and try to find some information about the context.**

Famous athletes mentioned	<input type="checkbox"/> the Brownlee brothers <input type="checkbox"/> the Kearney brothers <input type="checkbox"/> the O'Donovan brothers
Their medal in Rio	<input type="checkbox"/> gold <input type="checkbox"/> silver <input type="checkbox"/> bronze
Their sport	<input type="checkbox"/> triathlon <input type="checkbox"/> swimming <input type="checkbox"/> rowing
The event RTÉ presenter Tommy Meskill went to on Friday	<input type="checkbox"/> an indoor ..... race <input type="checkbox"/> an outdoor ..... race
Participants	<input type="checkbox"/> amateurs <input type="checkbox"/> students <input type="checkbox"/> professionals

**B. Understand the message**

1. Watch the video and try to know more about the event.

Situation	
Number of rowing machines	
Number of students	
Job / Objective	row as ..... as possible
All-Ireland Get Going...Get Rowing Schools Blitz	
Number of times it has been held	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Type of race	<input type="checkbox"/> a relay race <input type="checkbox"/> an individual race
Number of students per team	
Distance each student has to cover	<input type="checkbox"/> 200 m <input type="checkbox"/> 400 m <input type="checkbox"/> 600 m <input type="checkbox"/> 800 m

2. Listen to Maya Casier and try to answer these questions.

a) How can you know the position of your team during the race?

You look at the .....

b) According to Maya, can anyone do rowing?

.....




c) According to Maya, what is most important to do well at rowing?

The most important thing is to have the .....

3. Listen to Iarlais Mackin and try to answer these questions.

a) What adjectives does he use to describe the race?

It is ..... and .....

Nom :	Classe :	Date :
<p>b) What tips does he give?</p> <ul style="list-style-type: none"> <li>➤ You just have to keep on .....</li> <li>➤ You just have to keep on ..... yourself.</li> </ul> <p>c) How could you sum up these two tips?</p> <p>You just have to .....</p>		
<p>4. Listen to Neil Breathnach and try to understand what he thought after seeing the O'Donovan brothers on TV.</p> <p>.....</p>		
<p>5. What did Rowing Ireland decide to do to promote rowing?</p> <p>They decided to work with .....</p>		
<p>6. Listen to Michelle Carpenter, from Rowing Ireland, and try to find three common characteristics of the students who try with rowing.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> They do very well at other sports.</li> <li><input type="checkbox"/> They do not do very well at other sports.</li> <li><input type="checkbox"/> Most are girls.</li> <li><input type="checkbox"/> Most are boys.</li> <li><input type="checkbox"/> They knew rowing before.</li> <li><input type="checkbox"/> They did not know about rowing before.</li> </ul>		
<p><b>C. Focus on language</b></p>		
<p>1. With what you heard in the video, try to translate in English the following expressions:</p> <ul style="list-style-type: none"> <li>a) <i>une course d'aviron</i> : .....</li> <li>b) <i>une course de relais</i> : .....</li> <li>c) <i>un rameur (machine)</i> : .....</li> <li>d) <i>une médaille d'argent</i> : .....</li> </ul>		
<p>2. Complete the sentences with the right verb to express an obligation that is imposed by the rules or by the context.</p> <ul style="list-style-type: none"> <li>a) You ..... find three schoolmates to make a team.</li> <li>b) Each rower ..... cover four hundred metres.</li> <li>c) You ..... keep on going.</li> <li>d) You ..... keep on pushing yourself.</li> </ul>		
<p><b>STAGE 3: PRODUCE</b></p>		
	<p>Make a poster to motivate your schoolmates to participate in the Schools Indoor Rowing Blitz.</p>	
		<ul style="list-style-type: none"> <li>➤ Have you ever been inspired by a famous sportsman or sportswoman to practise sport?</li> <li>➤ Think of initiatives to promote the practice of a sport in your school.</li> </ul>



<b>Nom :</b>	<b>Classe :</b>	<b>Date :</b>
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**STAGE 1: ANTICIPATION**

Look at the paused image and draw up hypotheses on the subject (Place / People / Activity / Reason(s) for this activity).

**STAGE 2: BUILD UP KNOWLEDGE**

**A. Focus on the context**

Listen to the introduction and try to find some information about the context.

Famous athletes mentioned	<input type="checkbox"/> the Brownlee brothers <input type="checkbox"/> the Kearney brothers <input type="checkbox"/> the O'Donovan brothers
Their medal in Rio	
Their sport	
The event RTÉ presenter Tommy Meskill went to on Friday	an ..... race
Participants	

**B. Understand the message**

1. Watch the video and try to know more about the event.

Situation	
Number of rowing machines	
Number of students	
Job / Objective	
All-Ireland Get Going...Get Rowing Schools Blitz	
Number of times it has been held	
Type of race	
Number of students per team	
Distance each student has to cover	

2. Listen to Maya Casier and try to answer these questions.

a) How can you know the position of your team during the race?

.....

b) According to Maya, can anyone do rowing?

.....

c) According to Maya, what is most important to do well at rowing?

.....

3. Listen to Iarlais Mackin and try to answer these questions.

a) What adjectives does he use to describe the race?

It is ..... and .....

<b>Nom :</b>	<b>Classe :</b>	<b>Date :</b>
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- b) What tips does he give?
- You just have to .....
  - You just have to keep on .....
- c) How could you sum up these two tips?
- .....

4. Listen to Neil Breathnach and try to understand what he thought after seeing the O'Donovan brothers on TV.

.....

5. What did Rowing Ireland decide to do to promote rowing?

.....

6. Listen to Michelle Carpenter, from Rowing Ireland, and try to find three common characteristics of the students who try with rowing.

- .....
- .....
- .....

**C. Focus on language**




1. With what you heard in the video, try to translate in English the following expressions:

- a) *une course d'aviron* : .....
- b) *une course de relais* : .....
- c) *un rameur (machine)* : .....
- d) *une médaille d'argent* : .....

2. Complete the sentences with the right verb to express an obligation that is imposed by the rules or by the context.

- a) You ..... find three schoolmates to make a team.
- b) Each rower ..... cover four hundred metres.
- c) You ..... keep on going.
- d) You ..... keep on pushing yourself.

**STAGE 3: PRODUCE**

	Make a poster to motivate your schoolmates to participate in the Schools Indoor Rowing Blitz.	
		<ul style="list-style-type: none"> <li>➤ Have you ever been inspired by a famous athlete to try a new sport?</li> <li>➤ Think of initiatives to promote a certain sport in your school.</li> </ul>