

## Language

## Core language

|   |  |
|---|--|
| <i>la rubrique météo</i>                    | the weather column                       |
| <i>la rubrique mode</i>                     | the fashion column                       |
| <i>la rubrique cuisine</i>                  | the cookery column                       |
| <i>la rubrique sport</i>                    | the sports column                        |
| <i>C'est intéressant / beau / trop long</i> | It is interesting / beautiful / too long |

|                       |                       |
|-----------------------|-----------------------|
| <i>car</i>            | as/since              |
| <i>à mon/son avis</i> | in my/his/her opinion |

## Additional language for this unit

|                               |                           |
|-------------------------------|---------------------------|
| <i>la rubrique actualités</i> | the current events column |
|-------------------------------|---------------------------|

## Additional language for teachers

|                                  |                          |
|----------------------------------|--------------------------|
| <i>le journal / les journaux</i> | the newspaper/newspapers |
| <i>un sondage</i>                | a survey                 |
| <i>pourquoi?</i>                 | why?                     |

## Unit 24 Quoi de neuf? (What's in the news?)

## About the unit

In this unit children look at French newspapers and talk about their favourite newspaper columns. They work together to produce texts for a class newspaper.

They consolidate and celebrate what they have learnt during key stage 2.

## Where the unit fits in

This unit gives children the opportunity to draw on all of the vocabulary and structures previously learnt, within the context of preparing newspaper reports.

## Prior learning

It is helpful if children already know:

- the contents and layout of a newspaper
- how to conduct a survey
- how to express and qualify opinions
- how to reply to questions using *parce que*
- connectives.

## New language

- Making statements (about columns in a newspaper)
- Expressing and justifying opinions (using *car*)
- Possessive adjective: *son*
- Responding to questions with *Pourquoi?*
- Phonic focus: consolidation of phoneme–grapheme correspondence

## Resources

- A selection of newspapers and online sources of news in French
- Word cards and picture or symbol cards for newspaper columns
- A short, photocopied newspaper article
- Pre-prepared Bingo cards, with symbols representing the columns in a newspaper
- Text cards of positive and negative opinions
- A pre-prepared front-page article for a school newspaper
- Text cards of interview questions
- Presentation software

## Links with other subjects

Primary framework for literacy: identify how different texts are organised (year 3); use and reflect on some ground rules for sustaining talk and interactions; offer reasons and evidence for their views, considering alternative opinions; use knowledge of different organisational features of texts to find information effectively (year 4); identify and report the main points emerging from discussion; appraise a text quickly, deciding on its value, quality and usefulness; work together logically and methodically to solve problems, make deductions, share, test and evaluate; draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns; use different styles of handwriting for different purposes with a range of media, developing consistent and personal legible style; integrate words, images and sounds imaginatively for different purposes; devise a performance considering how to adapt the performance for a specific audience

ICT: share and exchange information in a variety of forms

PSHCE: reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; explore how the media present information

## Expectations

## At the end of this unit

*most children will:*

retrieve and understand information in a short text; express an opinion orally and in writing; justify their opinion; contribute to a news report

*some children will not have made so much progress and will:*

respond using short phrases or single words; remember some of the key vocabulary and phrases; copy short phrases with support

*some children will have progressed further and will:*

work independently some of the time to retrieve original material and use a dictionary unaided to assist with unknown vocabulary; show confident recall of known language and structures; speak and write French with some degree of grammatical accuracy



QCA wishes to make its publications widely accessible.  
Please contact us if you have any specific accessibility requirements.

| Learning objectives   | Possible teaching activities  | Learning outcomes  | Points to note   |
|---|---|--|--|
| <p>Children should learn</p>  |   | <p>Children</p>  |  |
| <p><b>Section 1. News hounds</b></p> <ul style="list-style-type: none"> <li>to read and understand the main points and some detail from a short written passage (L6.1)</li> <li>to identify different text types and read short, authentic texts for enjoyment or information (L6.2)</li> <li>to use knowledge of word order and sentence construction to support the understanding of the written text (KAL)</li> <li>to use context and previous knowledge to help understanding and reading skills (LLS)</li> <li>to make predictions based on existing knowledge (LLS)</li> </ul> | <ul style="list-style-type: none"> <li>In English, discuss with children the idea of news around the world. Ask them to reflect on whether the same topics are covered everywhere and what columns we would expect to find in a newspaper, such as sport, weather and current events.</li> <li>Explain to children that they are going to be 'news hounds' and ask them to look through a selection of news sources in French. These could include newspapers and online sources. See how many newspaper columns they can spot easily, eg <i>le sport</i>, <i>la télé</i>. Can they identify others by using clues such as text layout or pictures, eg <i>la rubrique météo</i> (weather column), <i>la rubrique mode</i> (fashion column), <i>la rubrique cuisine</i> (cookery column), <i>la rubrique actualités</i> (current events column)? Some children may benefit from guidance on how to approach a challenging text.</li> <li>Distribute word cards for the newspaper columns discussed above. Talk through these and their meanings in English. Ask children how many words they already knew or could recognise, and what their strategies were for working out the meanings.</li> <li>Encourage children to use their knowledge of French phonics to decide how the names for the newspaper columns should be pronounced. Ask them to share their pronunciation strategies as a class. Read out the names of the newspaper columns clearly. Children repeat and compare these with their own suggestions. Support them by giving them counters and suggesting that they listen to the words and put down a counter for each phoneme heard.</li> <li>Ask them to select a news item and see if they can understand the gist of it. Invite a couple of children to share what they have found out.</li> <li>Give pairs of children a short, accessible, photocopied article and ask them to highlight any parts that give them clues about the gist. Take feedback as a class.</li> </ul>  | <ul style="list-style-type: none"> <li>make comparisons between English and French sources of news</li> <li>recognise a variety of texts in a newspaper</li> <li>apply phonic knowledge to sound out the written word</li> <li>share strategies for coping with new language or challenging texts</li> </ul> | <ul style="list-style-type: none"> <li>Follow-up: Throughout the week, play <i>Le Pendu</i> (Hangman) to practise words for different newspaper columns. If available, use a template for the interactive whiteboard or presentation software, as outlined in Unit 8, Section 5.</li> <li>Follow-up: Children look up a French news source on the internet. They use the headlines to decide on main items of news, sporting events or news about celebrities.</li> <li>Follow-up: Children compile a display of articles from French-language newspapers.</li> <li>Links with literacy work: The first and second activities link to literacy work on analysing and writing newspaper reports in year 4.</li> </ul>   |
| <p><b>Section 2. News games</b></p> <ul style="list-style-type: none"> <li>to match sound to sentences and paragraphs (L6.3)</li> <li>to discuss language learning and reflect and share ideas and practices (LLS)</li> <li>to use a dictionary (LLS)</li> <li>to compare and reflect on techniques for memorising language (LLS)</li> </ul>  | <ul style="list-style-type: none"> <li>Play a 'news flash' game. Show the word cards for the newspaper columns or sections again. Ask children to put up their hands if they think they can remember the correct pronunciation for each card. Choose a few children to have a go and then encourage the whole class to repeat after you. Set the class a challenge: invite individual volunteers to read out as many of the word cards in French as they can in 60 seconds. Ask children to repeat the same activity with a partner.</li> <li>Play the 'news flash' game again as a class, but this time substitute the word cards with pictures or symbols representing the newspaper columns. Children then play in pairs. Ask them to share their strategies for remembering new language.</li> <li>Play <i>Loto</i> (Bingo), using a pre-prepared bingo card with symbols to represent the newspaper columns.</li> <li>Play a sorting game. Divide children into groups of four and give them a set of text cards showing opinion phrases, eg <i>C'est génial / intéressant / ennuyeux / fantastique / beau / trop long</i> (It's brilliant / interesting / boring / fantastic / beautiful / too long). Ask children to sort the cards into positive and negative opinions. Encourage them to use dictionaries. Remind children of the pronunciation strategies they used earlier. Encourage them to use their knowledge of phoneme-grapheme correspondence and the technique of segmenting words to help them work out the pronunciation of the new words. Ask each group to compare their answers with a second group and to share their strategies for using a bilingual dictionary. The class feed back their answers, brainstorming any other words they know for expressing opinions.</li> <li>Play Thumbs Up and Thumbs Down. Read out a phrase from one of the text cards showing opinion phrases. Each group finds the corresponding card and waves it in the air. Ask children to listen a second time and think about whether it is said in a positive or negative manner. They decide whether the manner in which the opinion is stated matches its meaning. They show 'thumbs up' if the style matches the opinion and 'thumbs down' if it doesn't, eg if <i>C'est ennuyeux</i> is said in a lively and upbeat way, this is a 'thumbs down'.</li> <li>Repeat the game, with children playing in groups and taking it in turns to call out an opinion.</li> </ul> | <ul style="list-style-type: none"> <li>read and understand opinion phrases</li> <li>recognise the importance of tone of voice when giving an opinion</li> <li>recognise a positive or negative opinion</li> <li>state an opinion</li> <li>use a dictionary to aid comprehension</li> </ul>                   | <ul style="list-style-type: none"> <li>When playing Bingo with the class, remember to make a note of the items as you call them out. When a child has completed their card, ask him or her to read the items back for checking. Continue the game so that other children have a chance of completing their card. The winner can take on the role of caller in the next round.</li> <li>Ensure that there are plenty of opportunities for repetition of new language, to develop children's confidence and understanding.</li> <li>Ensure that groups are organised so that all children can participate.</li> <li>Follow-up: Throughout the week, practise the new language by playing a Phoneme-Grapheme Running Game in the hall or a large space. Place large grapheme cards around the hall, call out a phoneme and children must run to the corresponding card. Progress to calling out whole words.</li> </ul> |

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. In my opinion

- to understand longer and more complex phrases and sentences (O6.3)
  - to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
  - to write sentences on a range of topics using a model (L6.4)
  - to devise questions for authentic use (KAL)
- Ask children the question *Tu aimes la rubrique sport?* (Do you like the sports column?) to elicit the answer *Oui, j'aime la rubrique sport*. Show a page from a real newspaper to give children a visual clue. Ask the same question about other parts of a newspaper, eg *la mode, la météo*.
  - Give a set of text cards showing opinion phrases (see previous section) to each group. Ask an individual child to select a newspaper column and ask their group a question about it, eg *Tu aimes la rubrique cuisine?* Each group has 30 seconds to discuss its response, reach a consensus and choose an opinion card. Go around the class and each group holds up their chosen card and choruses their opinion, eg *Oui, c'est génial!* (Yes, it's brilliant!)
  - Repeat the question and encourage children to give an extended answer, eg *Oui, j'aime la rubrique sport. Le sport est intéressant*.
  - Write model sentences on the board, eg *J'aime la rubrique mode. La mode est fantastique.* (I like the fashion column. Fashion is fantastic.) Remind children about the use of connectives and how to link sentences together. Do they know any words to do this? Which words would they use in English? Introduce the phrase *car à mon avis* (because in my opinion). Invite children to insert the phrase to link the two sentences. Using other parts of the newspaper, compose other extended sentences with *car à mon avis*.
  - Play Finish That Quote. Invite three confident children to come to the front to demonstrate the game. Give each child a text card to read out, eg  
Card 1: *J'aime la rubrique sport* (I like the sports column)  
Card 2: *car à mon avis* (as in my opinion)  
Card 3: *c'est ...* (it is ...)  
Starting with Child 1, the three children read out their part of the sentence, with Child 3 supplying an adjective. Play this game several times with different combinations of text and children. Each time, give the first card to a less confident child and the third one to the most confident child.
  - Invite children to carry out a class survey of their opinions on columns in a newspaper. Ask each child to select three columns. They have to ask six different children their opinions about these and record their answers, eg *Tu aimes la rubrique cuisine? Non, je n'aime pas la rubrique cuisine car à mon avis c'est ennuyeux.* (Do you like the cookery column? No, I don't like the cookery column as in my opinion it's boring.)
  - Ask individual children to present some of their findings from the survey. Model how they could do this, eg *Patrick aime la rubrique sport car à son avis c'est intéressant* (Patrick likes the sports column as in his opinion it is interesting); *Rebecca n'aime pas la rubrique actualités car à son avis c'est ennuyeux* (Rebecca doesn't like the current events column as in her opinion it is boring). Draw children's attention to the possessive pronouns *my = mon, his/her = son*.
  - Invite children to create a display of quotes from the survey. Each child selects one quote and writes that child's opinion on a newspaper column, eg *Je n'aime pas la rubrique sport car à mon avis c'est ennuyeux* (I don't like the sports column as in my opinion it is boring). Children can use ICT for this activity and add their own sound recordings. Some children will prefer to be given a semi-completed quote to either gap-fill or complete by selecting from a word bank.
  - Extension: Children write a series of opinions on different newspaper columns.

- express a spoken opinion about news
- work as a team to agree on and offer an opinion
- ask a question to obtain an opinion
- understand an opinion offered by someone else
- create a written sentence to describe an opinion

- Follow-up: Make a class display board of likes and dislikes, with each child contributing an opinion in a speech bubble. Encourage them to use known vocabulary, such as food, drink or games.
- Follow-up: Children continue to look up a French news source on the internet. They use the headlines to decide on main items of news, sporting events or gossip about famous people.
- Links with literacy work: The third activity and the extension activity link to work on offering reasons and evidence for their views and considering alternative opinions in year 4.

## Section 4. In the paper

- to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
  - to read and understand the main points and some details from a short written passage (L6.1)
  - to identify different text types and read short, authentic texts for enjoyment or information (L6.2)
  - to use knowledge of words, text and structure to build simple spoken and written passages (KAL)
  - to use language known in one context or topic in another context or topic (LLS)
  - to use context and previous knowledge to help understanding and reading skills (LLS)
- Revise French vocabulary for the different parts of the newspaper. Give children a timed challenge: to work in groups to remember five newspaper columns. Some groups may need support, eg first letters, visual clues.
  - Ask the question *Quelle est ta rubrique préférée?* to elicit answers from the previous section, eg *la rubrique sport/mode/météo*.
  - Ask children *Pourquoi?* (Why?) in order to elicit sentences with *car à mon avis ...*
  - Tell the class that they are going to produce a version of a French newspaper in which they are the celebrities. The paper will contain information about them and their interests and aspirations, and will draw on all of the French that they have been learning. Ask them to think of the pages in which they would be most likely to find themselves if they were in a newspaper, eg sport, fashion, cinema, books, music, news, travel, television. This should reflect what children are good at and/or interested in, and can be discussed in English.
  - Introduce children to the front page with a short introductory article (see 'Points to note'). Suggest titles, eg *Le journal de l'école Gladstone Primary* (The Gladstone Primary School newspaper). The text could be used as a 'language investigators' text, in which children use their previous knowledge and reading skills to decipher as much information as they can from the text.

- answer the question 'why?' and give reasons
- talk about their favourite newspaper columns
- read and respond to a text

- Follow-up: Children look up a French news source on the internet. They use the headlines to try to make sense of the main items of news, sporting events or gossip about famous people.
- An example of a short introductory article for the front page of a newspaper: *C'est la fin de l'année scolaire! Le CM2 va quitter l'école! En septembre les enfants vont au collège. Mais vous pouvez tout apprendre sur les enfants dans notre journal d'école.* (School's out! Year 6 are leaving the school! In September the children are going to secondary school. But you can find out all about them in our school newspaper.) *CM2 (Cours Moyen 2)* is the last year of primary school in France and corresponds to year 6 in England.

|                   |          |                  |
|-------------------|----------|------------------|
| <i>Actualités</i> | – Page 1 | (Current events) |
| <i>Voyages</i>    | – Page 2 | Travel           |
| <i>Culture</i>    | – Page 3 | Culture          |
| <i>Musique</i>    | – Page 4 | Music            |
| <i>Mode</i>       | – Page 5 | Fashion          |
| <i>Sports</i>     | – Page 6 | Sport            |

| Learning objectives  | Possible teaching activities   | Learning outcomes  | Points to note  |
|--|--|--|---|
| Children should learn  |  | Children   |   |
| Section 5. Ask me again  |  |  |   |
| <ul style="list-style-type: none"> <li>to perform to an audience (O6.2)</li> <li>to identify different text types and read short, authentic texts for enjoyment or information (L6.2)</li> <li>to write sentences on a range of topics using a model (L6.4)</li> <li>to use knowledge of word order and sentence construction to support the understanding of the written text (KAL)</li> <li>to ask for repetition and clarification (LLS)</li> <li>to discuss language learning and reflect and share ideas and experiences (LLS)</li> </ul> | <ul style="list-style-type: none"> <li>Elicit from children what information they would like to include in an article about themselves for <i>Le journal de l'école</i>. Remind them of their previous learning, revising as necessary (see 'Points to note').</li> <li>Revise how to ask questions to elicit personal information, eg <i>Comment tu t'appelles?</i> (What are you called?); <i>Quel âge as-tu?</i> (How old are you?); <i>Tu aimes ...?</i> (Do you like ...?); <i>Où habites-tu?</i> (Where do you live?); <i>Tu joues ...?</i> (Do you play ...?) See 'Points to note' for some model answers.</li> <li>Give children cards containing these questions. In pairs, they sort them into an appropriate order for conducting an interview. They compare their order with another pair and, as a group of four, discuss what the answers to each of the questions could be.</li> <li>Provide the appropriate scaffolding to allow children to begin to write the answers to the questions. These are then written on separate cards.</li> <li>The class feed back their questions and answers. The questions are placed on the interactive whiteboard with the answers covered, or cards with questions displayed on the board with the answers face down. These are then revealed one by one and children work in pairs (or as a class) to match the answers to the questions.</li> <li>Children work in pairs to complete a dialogue, using the questions as prompts and giving appropriate answers.</li> <li>Confident children could perform these dialogues to the rest of the class.</li> </ul> | <ul style="list-style-type: none"> <li>listen attentively</li> <li>ask and answer questions about personal information</li> </ul>                              | <ul style="list-style-type: none"> <li>Encourage children to use language learnt in other units, eg <i>Je m'appelle Sophie. J'ai dix ans. J'aime le football car c'est passionnant. J'adore l'anglais. J'aime la musique. J'aime les frites, mais je préfère la pizza. J'habite à Londres. Je joue de la clarinette et je joue au tennis.</i></li> <li>It would be beneficial if a secondary teacher could be involved in the teaching of this unit, as a way of getting to know the children and their achievements.</li> </ul>  |
| Section 6. Here I am!  |  |  |   |
| <ul style="list-style-type: none"> <li>to write sentences on a range of topics using a model (L6.4)</li> <li>to devise questions for authentic use (KAL)</li> <li>to use knowledge of words, text and structure to build simple spoken and written passages (KAL)</li> </ul>   | <ul style="list-style-type: none"> <li>Children prepare a short text about themselves to go in an appropriate newspaper column, eg a child who is good at or enjoys sport would place their article in the sports pages.</li> <li>The articles should be collected into both paper and electronic versions of a class newspaper, with pictures if appropriate. The articles could include information drawn from the previous section.</li> <li>Extension: The final sentence of the text could start with <i>Je voudrais devenir ...</i> (I would like to be ...) This could be taught as a whole sentence, with children using a bilingual dictionary to complete it, eg <i>Je voudrais devenir acteur/actrice</i> (I would like to become an actor/actress).</li> <li>Phonic focus: Collect any displays of phonics work from previous units. Invite the class to make an interactive display, using presentation software, on phoneme-grapheme correspondence. Split them into small groups. Give each group a phoneme to work on. Each group should decide on a mime for their phoneme, a list of words and pictures containing their phoneme, and a sound bite to illustrate correct pronunciation.</li> <li>Children then present their work to the rest of the class. Once each group has finished, the slides can be merged to make one large presentation. As well as being watched on the interactive whiteboard, the presentation could be printed off and displayed or bound as a book.</li> </ul>  | <ul style="list-style-type: none"> <li>construct a written presentation or article to give personal information</li> <li>apply most words correctly</li> </ul> | <ul style="list-style-type: none"> <li>During preparation for the end-of-unit activity, see if any older children from destination secondary schools are able to act as peer tutors.</li> <li>Make writing frames, word banks and dictionaries available to children.</li> <li>Follow-up: Using the internet, show excerpts from French TV news reports. Discuss the similarities with – and differences from – UK TV reports.</li> <li>Links to literacy work: The first and second activities link to literacy work on writing newspaper reports in year 4. Children will have had experience of using ICT programs to present text in year 5.</li> </ul> |
|  | <b>End-of-unit activity</b>  |  |   |
| <ul style="list-style-type: none"> <li>to apply the knowledge, skills and understanding in this unit</li> </ul>  | <ul style="list-style-type: none"> <li>Children present their work to the wider school community, possibly during a celebration assembly or in a performance to another class.</li> </ul>  | <ul style="list-style-type: none"> <li>present information in a variety of ways</li> </ul>   | <ul style="list-style-type: none"> <li>If the school has a French-speaking partner school, the class could email photos of their displays.</li> </ul>   |