

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

### 6. Here I am!

**Prior Knowledge:** It is helpful if children already know how to layout a newspaper article using images and font size for impact.

#### Objectives

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Describe people, places, things and actions orally and in writing.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Present ideas and information orally to a range of audiences.

#### Support

Make writing frames, word banks and dictionaries available to children.

#### Extension

The final sentence of the text could start with *Je voudrais devenir ...* (I would like to be...) This could be taught as a whole sentence, with children using a bilingual dictionary to complete it, e.g. *Je voudrais devenir acteur/actrice* (I would like to become an actor/actress).

#### Main

Children prepare a short text about themselves to go in an appropriate newspaper column, e.g. a child who is good at or enjoys sport would place their article in the sports pages.

The articles should be collected into both paper and electronic versions of a class newspaper, with pictures if appropriate. The articles should include information drawn from the previous session.

ICT opportunities: Using a private wiki, children draft their texts covering a specific theme and add images where appropriate. If they wish they can work in pairs on individual pages and peer assess each others' articles.

Set the children a Phoneme Scavenger Hunt (*une chasse aux phonèmes*). Split the class into small groups. Give children copies of newspaper sections from a French children's newspaper, e.g. *Mon quotidien*. Give each group 2 phonemes to work on. Each group should find examples of their phonemes from the newspaper section. In addition, they must decide on a mime for their phonemes, create lists of words containing their phonemes with pictures for support, and a sound bite to illustrate correct pronunciation. Invite the class to make an interactive display, using presentation software, on phoneme–grapheme correspondence to support other children.

ICT opportunities: Take digital photos of the children performing their mimes and upload them on to a private 'online media album' along with appropriate pictures for each phoneme. Let them then add audio comments where they pronounce the phoneme correctly.

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.

#### **Grammar**

##### For teachers:

Teachers may wish to take the opportunity during this session to revisit/consolidate all or any of the grammar points from unit 24 and previous units as they arise while children are working on their newspaper column.

In the extension activity, note that in French, the article is not used with professions/jobs:

#### **Grammar**

##### For children:

Consolidation of grammar points from unit 24 and previous units.

#### **Phonics focus**

##### For teachers:

No specific focus.

#### **Phonics focus**

##### For children:

Revision of known phonemes.

*Quoi de neuf?* (What's in the news?)

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<i>Je voudrais devenir acteur/actrice.</i> = I would like to become <b>an</b> actor/actress.			
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<p><b>Learning Outcomes</b></p> <p>Children can:</p> <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>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><u>Writing</u> – Year5/6 Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Evaluate and edit by assessing the effectiveness of their own and others' writing, proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p><u>Spelling</u> – Year 5/6 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, use dictionaries to check the spelling and meaning of words, use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>
<p><b>Throughout the week</b></p> <p>Different presentations can be shown to the class, and the children can make a class display of the articles, which others can then read.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>photos or pictures to accompany children's articles</li> <li>Access to an internet search engine</li> <li>Access to a class blog</li> <li>Access to a class wiki</li> </ul>
<p><b>Teaching Tips</b></p> <ul style="list-style-type: none"> <li>Links to English work: The second activity links to work on writing newspaper reports. Children will have had experience of using IT programs to present texts.</li> <li>Make writing frames, word banks and dictionaries available for children.</li> <li>Encourage some children to memorise their report so that they do not need to refer to the written text.</li> <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> </ul>	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<p><i>Le journal de l'école</i></p> <p><i>Comment tu t'appelles ?</i></p> <p><i>Quel âge as-tu ?</i></p> <p><i>Tu aimes ...?</i></p> <p><i>Où habites-tu ?</i></p> <p><i>Tu joues ...?</i></p>	<p>The school newspaper</p> <p>What are you called?</p> <p>How old are you?</p> <p>Do you like ...?</p> <p>Where do you live?</p> <p>Do you play ...?</p>	<p><i>Je m'appelle Sophie.</i></p> <p><i>J'ai dix ans.</i></p> <p><i>J'aime le football car c'est passionnant.</i></p> <p><i>J'adore l'anglais.</i></p> <p><i>J'aime la musique pop. J'aime les frites, mais je préfère la pizza.</i></p> <p><i>J'habite à Londres.</i></p>	<p>My name is Sophie.</p> <p>I'm ten years old.</p> <p>I like football because it's exciting.</p> <p>I love English.</p> <p>I like pop music. I like chips but I prefer pizza.</p> <p>I live in London.</p>

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<p><i>Je m'appelle Sophie.</i></p> <p><i>J'ai dix ans.</i></p> <p><i>J'aime le football car c'est passionnant.</i></p> <p><i>J'adore l'anglais.</i></p> <p><i>J'aime la musique pop.</i></p> <p><i>J'aime les frites, mais je préfère la pizza.</i></p> <p><i>J'habite à Londres.</i></p> <p><i>Je joue de la clarinette et je joue au tennis.</i></p> <p><i>Ma rubrique préférée est le sport car à mon avis c'est génial. De plus j'aime le foot et j'aime lire quelque chose sur Manchester United.</i></p> <p><i>Ext. Je voudrais devenir ...</i> <i>ex. acteur/actrice</i></p> <p><i>Nous allons faire une chasse aux phonèmes.</i></p>	<p>My name is Sophie.</p> <p>I'm ten years old.</p> <p>I like football because it's exciting.</p> <p>I love English.</p> <p>I like pop music.</p> <p>I like chips but I prefer pizza.</p> <p>I live in London.</p> <p>I play the clarinet and I play tennis.</p> <p>My favourite newspaper section is the sport as, in my opinion, it's great! In addition, I like football and I like reading about Manchester United.</p> <p>I would like to be...</p> <p>e.g. an actor/actress</p> <p>We're going to do a Phoneme Scavenger Hunt.</p>	<p><i>Je joue de la clarinette et je joue au tennis.</i></p> <p><i>Ma rubrique préférée est le sport car à mon avis c'est génial. De plus j'aime le foot et j'aime lire quelque chose sur Manchester United.</i></p> <p><i>Ext. Je voudrais devenir ...</i> <i>ex. acteur/actrice</i></p>	<p>I play the clarinet and I play tennis.</p> <p>My favourite newspaper section is the sport as, in my opinion, it's great! In addition, I like football and I like reading about Manchester United.</p> <p>I would like to be...</p> <p>e.g. an actor/actress</p>
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### End of Unit Activities

Learning Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none"> <li>To apply the knowledge, skills and understanding from 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>The class could email photos of their displays to the French-speaking partner school.</li> <li>Follow-up: Make a display of children's newspaper pages in the corridor or school entrance.</li> <li>Look for opportunities for children to work with the local newspaper on the project, and the French language element could attract publicity for the school.</li> <li>Follow-up: If children have been using the European Languages Portfolio (see <a href="http://www.nacell.org.uk">www.nacell.org.uk</a>), they can include copies of their newspaper report as evidence of their achievements.</li> <li>Follow-up: Invite teachers from receiving secondary schools to view the display.</li> </ul>