

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

4. In the paper

Prior Knowledge: It is helpful if children are familiar with the layout and different sections of a newspaper.

Objectives

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Read carefully and show understanding of words, phrases and simple writing.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Support

For the first activity, some groups may need support, e.g. first letters, visual clues.

Extension

More confident children could use whole sentences when replying in activity 2, e.g. *Ma rubrique préférée est la rubrique sport (car à mon avis...).*

Main

Revise French vocabulary for the different parts of the newspaper. Give children a timed challenge to work in groups to remember five newspaper columns.

ICT opportunities: Children play an interactive version of the game hangman. Search for 'Le jeu du pendu' and 'shareware' to find some good examples.

Ask the question *Quelle est ta rubrique préférée?* to elicit answers from the previous section, e.g. *la rubrique sport/mode/météo.*

Ask children *Pourquoi?* (Why?) in order to elicit sentences with *car à mon avis ...*

Write up one of the answers, e.g. *Ma rubrique préférée est la mode car, à mon avis c'est génial.* Add two more sentences: *J'aime les vêtements. J'aime lire quelque chose sur les boutiques de mode.* Give children thinking time in pairs to work out what the new sentences mean. Ask for ideas and how children worked these out.

Give pairs time to work out how to say the sentences. Ask them which parts they are unsure of and see if any other children can help. Focus on silent final consonants. Invite a few children to read the sentence aloud.

If we wanted to join the sentences with the first one, what device would we use? Encourage children to think of conjunctions in English and in French. Display/write up the full text: *Ma rubrique préférée est la mode car, à mon avis c'est génial. De plus j'aime les vêtements et j'aime lire quelque chose sur les boutiques de mode.* Start a new text with a different newspaper section and ask the class for ideas to complete it. In pairs, children play Finish that Quote from session 3. They will need additional cards for *De plus j'aime le/la...* and *et j'aime lire quelque chose sur le/la ...* Invite some pairs to say their sentences aloud.

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 consider the pages in which they would be most likely to find themselves if they were in a newspaper, e.g. 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 'Teaching Tips'). Suggest titles, e.g. *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.

ICT opportunities: Show children screenshots of authentic French newspapers on the interactive whiteboard and let them annotate and highlight the words or phrases they understand.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Accents :</p> <p>Note that the three accents on <i>préfér(e)</i> are all acute accents:</p> <p><i>ma rubrique préférée</i></p> <p>Compare this with:</p> <p><i>je préfère</i></p> <p>where the second accent is a grave accent. Compare the sounds of the two words.</p> <p>Teachers may be interested to note that several common verbs change, insert or omit accents, and that this is linked to the vowel sounds, e.g.</p> <p><i>acheter</i> (infinitive - no accent)</p> <p><i>j'achète</i> (present tense - grave accent)</p> <p><i>j'ai acheté</i> (acute accent on past participle, indicating the final –é is pronounced)</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Conjunctions:</p> <p>Remind children how words such as:</p> <p><i>car, de plus, et, mais, parce que</i></p> <p>can help make their sentences longer, more interesting and varied by linking ideas together.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>(See Phonic focus for children)</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>Silent final consonants – <i>est, avis, sport, actualités, voyages, intéressant, ennuyeux, trop</i> etc.</p>
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<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> • Answer the question 'why'? and give reasons • Talk about their favourite newspaper sections • Read and respond to a text 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Composition</u> - Year 6 Use a wide range of devices to build cohesion within and across paragraphs.</p> <p><u>Reading</u> – Year 6 Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Understand what they read by checking that the [book] makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences and justifying these with evidence from the text.</p>
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<p>Throughout the week</p> <p>Recycle the structures and vocabulary by asking children which is their favourite newspaper section and why.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Example of article for the front page of a newspaper • Access to an internet search engine • Hangman software installed prior to lesson
<p>Teaching Tips</p> <ul style="list-style-type: none"> • An example of a short introductory article for the front page of a newspaper: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><i>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.</i></p> <p><i>Actualités – Page 1</i></p> <p><i>Voyages – Page 2</i></p> <p><i>Culture – Page 3</i></p> <p><i>Musique – Page 4</i></p> <p><i>Mode – Page 5</i></p> <p><i>Sports – Page 6</i></p> </div> <div style="width: 45%;"> <p>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.</p> <p>Current events</p> <p>Travel</p> <p>Culture</p> <p>Music</p> <p>Fashion</p> <p>Sport</p> </div> </div> <ul style="list-style-type: none"> • CM2 (<i>Cours Moyen 2</i>) is the last year of primary school in France and corresponds to Year 6 in England. 	

Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<p><i>Quelle est ta rubrique préférée ?</i></p> <p><i>la rubrique...</i></p> <p><i>sport</i></p> <p><i>mode</i></p> <p><i>météo</i></p> <p><i>actualités</i></p> <p><i>voyages</i></p> <p><i>culture</i></p> <p><i>musique</i></p> <p> </p> <p><i>car à mon avis c'est...</i></p>	<p>What is your favourite newspaper section?</p> <p>the ... section</p> <p>sport</p> <p>fashion</p> <p>weather</p> <p>news</p> <p>travel</p> <p>culture</p> <p>music</p> <p> </p> <p>because in my opinion it's...</p>	<p><i>Ma rubrique préférée est...</i></p> <p><i>la rubrique...</i></p> <p><i>sport</i></p> <p><i>mode</i></p> <p><i>météo</i></p> <p><i>actualités</i></p> <p><i>voyages</i></p> <p><i>culture</i></p> <p><i>musique</i></p> <p> </p> <p><i>car à mon avis c'est...</i></p>	<p>My favourite section is...</p> <p>the ... section</p> <p>sport</p> <p>fashion</p> <p>weather</p> <p>news</p> <p>travel</p> <p>culture</p> <p>music</p> <p> </p> <p>because in my opinion it's...</p>

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<i>génial</i> <i>intéressant</i> <i>ennuyeux</i> <i>fantastique</i> <i>beau</i> <i>trop long</i> <i>De plus j'aime (les vêtements) et j'aime lire quelque chose sur (les boutiques de mode).</i> <i>Vous allez être journalistes.</i> <i>Vous allez écrire un journal.</i> <i>Vous allez être les célébrités !</i> <i>Ext. Je vais être dans la rubrique... parce que ...</i>	brilliant interesting boring fantastic beautiful too long In addition I like (clothes) and I like reading about (fashion shops). You are going to be journalists. You are going to write a newspaper. You are going to be the celebrities! Ext. I would be in the ... section because...	<i>génial</i> <i>intéressant</i> <i>ennuyeux</i> <i>fantastique</i> <i>beau</i> <i>trop long</i> <i>De plus j'aime (les vêtements) et j'aime lire quelque chose sur (les boutiques de mode).</i> <i>Ext. Je vais être dans la rubrique... parce que ...</i>	brilliant interesting boring fantastic beautiful too long In addition I like (clothes) and I like reading about (fashion shops). Ext. I would be in the ... section because...
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