

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

5. Ask me again

Prior Knowledge: It is helpful if children already know how to conduct an interview.

<p><u>Objectives</u></p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Present ideas and information orally to a range of audiences.</p>	<p><u>Support</u></p> <p>Support less confident children with scaffolding to write their answers. Less confident children may need to follow a model when conducting the interview.</p> <p><u>Extension</u></p> <p>Confident children could perform the dialogues to the rest of the class. They should be encouraged to speak from memory as much as possible.</p>	<p><u>Main</u></p> <p>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 'Teaching Tips').</p> <p>Revise how to ask questions to elicit personal information, e.g. <i>Comment tu t'appelles?</i> (What are you called?); <i>Quel âge as-tu?</i> (How old are you?); <i>Qu'est-ce que tu aimes/détestes?</i> (What do you like/hate...?); <i>Où habites-tu?</i> (Where do you live?); <i>Tu joues...?</i> (Do you play...?) <i>Quelle est ta rubrique préférée?</i> (What's your favourite newspaper section ?) etc. See 'Teaching Tips' for some model answers.</p> <p>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.</p> <p><u>ICT opportunities:</u> Using a self-authoring package, create a reordering exercise of the different questions involved in the interview.</p> <p>Provide the appropriate scaffolding to allow children to begin to write the answers to the questions. These are then written on separate cards.</p> <p><u>ICT opportunities:</u> Give model answers on the interactive whiteboard with the keywords you want the children to change in bold. These could be included in a drop down menu to provide more choice.</p> <p>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.</p> <p>Children work in pairs to complete a dialogue, using the questions as prompts and giving appropriate answers.</p> <p>Confident children could perform these dialogues to the rest of the class.</p> <p><u>ICT opportunities:</u> Once children have properly rehearsed their dialogues they can record them using a microphone and sound editing software. The less confident children can record themselves repeating the teacher reading out each section of the dialogue as a model then listen back to themselves. Recording their dialogues should improve the children's pronunciation and boost their confidence when speaking in French.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p><i>Aimer</i> + noun:</p> <p>Note that the definite article (<i>le/la/l'les</i>) must be used:</p> <p><i>j'aime le football</i> = I like football</p> <p><i>Aimer</i> + infinitive :</p> <p><i>j'aime lire</i> = I like reading/ I like to read</p> <p><i>Jouer de</i> + musical instrument :</p> <p><i>je joue du piano/de la clarinette</i> = I play the piano/clarinet</p> <p><i>Jouer à</i> + sports :</p> <p><i>je joue au tennis</i> = I play tennis</p> <p>Future tense:</p> <p><i>La première question sera...</i> = the first question will be...</p> <p><i>sera</i> is the future tense of <i>être</i></p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Remind children that <i>j'aime</i> can be used with both nouns and verbs, e.g.</p> <p><i>j'aime le football</i> = I like football (noun)</p> <p><i>j'aime lire</i> = I like reading (verb)</p> <p>Remind children that <i>je joue</i> can be used for both musical instruments and sports, e.g.</p> <p><i>je joue de la clarinette</i> = I play the clarinet</p> <p><i>je joue au tennis</i> = I play tennis</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>No specific focus.</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>No specific focus.</p>
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<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> Listen attentively Ask and answer questions about personal information 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading</u> – Year 5/6 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.</p> <p><u>Writing</u> – Year 5/6 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 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>Throughout the week</p> <p>Ask the interview questions to various children and revise answers, using the models as</p>	<p>Resources</p> <ul style="list-style-type: none"> sets of cards with interview questions

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necessary.	<ul style="list-style-type: none"> • cards for writing answers • desktop-publishing software • microphone or mp3 recorder • digital audio editor / recorder • access to the internet for images of newspaper sections • access to a class blog
Teaching Tips <ul style="list-style-type: none"> • Encourage children to use language learnt in other units, e.g. <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 pop. J'aime les frites, mais je préfère la pizza. J'aime faire du ski. Je n'aime pas écrire. J'habite à Londres. Je joue de la clarinette et je joue au tennis.</i> • 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. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Le journal de l'école</i> <i>Nous allons réviser certaines questions personnelles.</i> <i>Comment tu t'appelles ?</i> <i>Quel âge as-tu ?</i> <i>Qu'est-ce que tu aimes/détestes ?</i> <i>Où habites-tu ?</i> <i>Tu joues ...?</i> <i>Quelle est ta rubrique préférée?</i> <i>Vous allez créer un dialogue.</i> <i>La première question sera...</i> <i>Pouvez-vous pensez à une réponse ?</i> <i>Écrire vos réponses sur les petites cartes.</i> <i>Je m'appelle Sophie.</i> <i>J'ai dix ans.</i>	The school newspaper Let's revise some personal questions. What are you called? How old are you? What do you like/hate? Where do you live? Do you play ...? What's your favourite newspaper section? You are going to create a dialogue. The first question will be... Can you think of an answer? Write your answers on the little cards. My name is Sophie. I'm ten years old.	<i>Comment tu t'appelles ?</i> <i>Quel âge as-tu ?</i> <i>Qu'est-ce que tu aimes/détestes ?</i> <i>Où habites-tu ?</i> <i>Tu joues ...?</i> <i>Quelle est ta rubrique préférée?</i> <i>Je m'appelle Sophie.</i> <i>J'ai dix ans.</i> <i>J'aime le football car c'est passionnant.</i> <i>J'adore l'anglais.</i> <i>J'aime la musique pop.</i> <i>J'aime les frites, mais je préfère la pizza.</i> <i>Je n'aime pas écrire.</i>	What are you called? How old are you? What do you like/hate? Where do you live? Do you play ...? What's your favourite newspaper section? My name is Sophie. I'm ten years old. I like football because it's exciting. I love English. I like pop music. I like chips but I prefer pizza. I don't like writing.

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<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>Je n'aime pas écrire. 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 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 don't like writing. 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>J'habite à Londres.</i></p> <p><i>Je joue de la clarinette et je joue au tennis.</i></p>	<p>I live in London.</p> <p>I play the clarinet and I play tennis.</p>
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