

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

### 3. In my opinion

**Prior Knowledge:** It is helpful if children already know how to give reasons for their opinions.

#### Objectives

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

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

Present ideas and information orally to a range of audiences.

Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

#### Support

Provide a blank template of a bar chart ready to fill in.

For the second activity, give the first card each time to a less confident child.

#### Extension

Invite children to create a display of quotes from the survey. Each child selects one quote and draws a cartoon picture of that child with a speech bubble. Inside the bubble, they write that child's opinion on a newspaper column, e.g. *Je n'aime pas le sport car à mon avis, c'est ennuyeux!* (I don't like sport, 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 speech bubble to either gap-fill or complete by selecting from a word bank.

Children write a series of opinions on different newspaper columns.

#### Main

Give a set of text cards showing opinion phrases (see previous section) to each group. Ask an individual child to select a newspaper section and ask, e.g. *Tu aimes la cuisine?* The groups have 30 seconds to discuss their responses, reach a consensus and choose an opinion card. Go around the class and each group holds up their chosen card and choruses their opinion, e.g. *Oui, c'est génial!* (Yes, it's brilliant!)

ICT opportunities: Create text cards for newspaper sections and opinions on the interactive whiteboard and match them up according to the response of the class.

Play Finish That Quote. Display a model sentence, e.g. *J'aime le sport car à mon avis, c'est intéressant.* (I like the sports [section], as in my opinion it is interesting.) Discuss the use of the word *car* and ask children what they think its function is in the sentence. Invite three confident children to come out to demonstrate the game. Give each child a text card to read out, e.g. Card 1: *J'aime le sport* (I like the sports [section]), Card 2: *car à mon avis* (as in my opinion), Card 3: *c'est ...* (it is ...) Starting with Card 1, children read out their pieces of text. Child 3 adds an appropriate opinion. Play this game several times with different combinations of text and children.

ICT opportunities: Create a re-ordering exercise using a self-authoring package.

Invite children to carry out a class survey of their opinions on sections in a newspaper. Ask each child to select three sections. They have to ask six different children their opinions about these and record their answers, e.g. *Tu aimes la cuisine? Non, je n'aime pas la 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.) Before starting their surveys, children must decide how they are going to record their findings, e.g. using a pie chart, bar graph or tally chart or with smiling/unsmiling faces next to each person's name.

ICT opportunities: Use a free online survey tool to poll opinion about the different newspaper sections and correlate all the data automatically in a spreadsheet.

Ask individual children to present some of their findings from the survey. Model how they might do this, e.g. *Patrick aime le sport car, à son avis, c'est intéressant.* (Patrick likes the sports column as, in his opinion, it is interesting.) *Rebecca n'aime pas l'actualité car, à son avis, c'est ennuyeux.* (Rebecca doesn't like the current events section as, in her opinion, it is boring.)

ICT opportunities: Use ICT to create a display of quotes from the survey. Each child selects one quote from the survey, e.g. *Je n'aime pas la rubrique sport car, à mon avis, c'est ennuyeux!* (I don't like the sports section, as, in my opinion, it is boring!) Children use a digital audio recorder to add their own sound recordings.

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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Possessives :</p> <p>In this session, the following phrases are used:</p> <p>à <b>mon</b> avis = in <b>my</b> opinion à <b>son</b> avis = in <b>his/her</b> opinion</p> <p>You may also use:</p> <p>à <b>ton</b> avis = in <b>your</b> opinion</p> <p>when talking to children.</p> <p>Note that in French, the possessive adjective is chosen according to the word that follows, and not according to the 'owner' of the thing.</p> <p>A good way to remind children of this is to use the family members, e.g.</p> <p><b>mon</b> frère (m) = <b>my</b> brother <b>ma</b> soeur (f) = <b>my</b> sister</p> <p>The others will rhyme with these:</p> <p><b>ton</b> frère = <b>your</b> brother <b>ta</b> soeur = <b>you</b> sister</p> <p><b>son</b> frère = <b>his or her</b> brother <b>sa</b> soeur = <b>his or her</b> sister</p> <p>For reference, the full range of possessives is as follows:</p> <p><i>mon/ma/mes</i> = my (masc/fem/plural) <i>ton/ta/tes</i> = your (masc/fem/plural) <i>son/sa/ses</i> = his or her (masc/fem/plural) <i>notre/nos</i> = our (singular/plural) <i>votre/vos</i> = your (singular/plural) <i>leur/leurs</i> = their (singular/plural)</p> <p>Also note that if the noun begins with a vowel, <i>mon/ton/son</i> is used:</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>à <b>mon</b> avis = in <b>my</b> opinion à <b>ton</b> avis = in <b>your</b> opinion à <b>son</b> avis = in <b>his/her</b> opinion</p> <p>Point out to children that there is a pattern here, in that the three words <i>mon</i>, <i>ton</i> and <i>son</i> rhyme with each other.</p> <p>Point out that <i>son</i> means both 'his' and 'her' so that they can use it to refer to the opinion of any other person in the class.</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[a] à – <b>à</b>, <b>avis</b>, <b>actualités</b>, <b>génial</b>, <b>fantastique</b>, <b>car</b>, <b>sondage</b>, <b>journal</b>, <b>amis</b>, <b>camembert</b>, <b>graphique</b>, <b>tableau</b></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>No specific focus.</p>
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<b>mon école</b> = <b>my</b> school (even though <i>école</i> is feminine)			
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<p><b>Learning Outcomes</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Express a spoken opinion about news</li> <li>Work as a team to agree on and offer an opinion</li> <li>Ask a question to obtain an opinion</li> <li>Understand an opinion offered by someone else</li> <li>Create a written sentence to describe an opinion</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><u>Reading</u> – Year 5/6 Distinguish between statements of fact and opinion.</p> <p><u>Grammar and punctuation</u> – Year 3/4 Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i>.</p> <p><b>Mathematics:</b> <u>Data</u> - Year 6 Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p><b>Computing:</b> Key stage 2 – Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
<p><b>Throughout the week</b></p> <p>Ask the children questions to allow them to practise giving their opinions.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>text cards with opinion phrases</li> <li>text cards for 'Finish that Quote' game</li> <li>blank templates for recording survey results</li> <li>self-authoring package for creating interactive exercises</li> <li>access to the internet to use an online survey tool</li> <li>spreadsheet software</li> <li>drag and drop function on the interactive whiteboard</li> </ul>
<p><b>Teaching Tips</b></p> <ul style="list-style-type: none"> <li>In the second activity, Play that Quote, give the first card each time to a less confident child and the third one to the most confident child.</li> </ul>	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Choisis une rubrique.</i> <i>le sport</i> <i>la télé</i> <i>la météo</i> <i>la mode</i> <i>la cuisine</i> <i>les actualités</i>  <i>C'est...</i> <i>génial</i> <i>intéressant</i> <i>ennuyeux</i> <i>fantastique</i> <i>beau</i> <i>trop long</i>  <i>Tu aimes la cuisine ?</i> <i>car à mon avis</i> <i>ex. J'aime le sport car à mon avis, c'est intéressant.</i>  <i>à son avis</i>  <i>Vous allez faire un sondage.</i> <i>Vous allez demander à 6 amis leurs opinions sur les différentes rubriques du journal.</i> <i>Comment pouvez-vous présenter leurs réponses ?</i>	Choose a section. the sports (section) the TV (section) the weather (section) the fashion (section) the cookery (section) the current events (section)  It's... brilliant interesting boring fantastic beautiful too long  Do you like the cookery section? as/since in my opinion e.g. I like the sports [section], as in my opinion it is interesting.  in his/her opinion  You're going to carry out a survey. You're going to ask 6 friends their opinions about the different newspaper sections How can you record their answers?	<i>le sport</i> <i>la télé</i> <i>la météo</i> <i>la mode</i> <i>la cuisine</i> <i>les actualités</i>  <i>C'est...</i> <i>génial</i> <i>intéressant</i> <i>ennuyeux</i> <i>fantastique</i> <i>beau</i> <i>trop long</i>  <i>car à mon avis</i> <i>ex. J'aime le sport car à mon avis, c'est intéressant.</i>  <i>Tu aimes la cuisine ?</i> <i>Non, je n'aime pas la cuisine car à mon avis c'est....</i>  <i>à son avis</i>	the sports (section) the TV (section) the weather (section) the fashion (section) the cookery (section) the current events (section)  It's... brilliant interesting boring fantastic beautiful too long  as/since in my opinion e.g. I like the sports [section], as in my opinion it is interesting.  Do you like the cookery column? No, I don't like the cookery column as, in my opinion, it's...  in his/her opinion

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<i>Avec un tableau ?</i>	With a tally chart?		
<i>Un camembert ?</i>	A pie-chart?		
<i>Un graphique ?</i>	A graph?		
<i>Avec des visages souriants/non-souriants ?</i>	With smiley/un-smiley faces?		