

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

2. News games

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

<u>Objectives</u>	<u>Support</u>	<u>Main</u>
<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>Some children may find it helpful to have the words as well as the symbols for the bingo activity.</p> <p>Some children may need support when using the dictionary.</p> <p>Some children may need help identifying positive /negative tones of voice.</p> <p><u>Extension</u></p> <p>Children find more opinions from a dictionary.</p> <p>Children share their strategies for remembering new language with individual groups.</p>	<p>Play a 'news flash' game. Show the word cards for the newspaper 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 say as many of the word cards in French as they can. Ask children to repeat the same activity with a partner.</p> <p><u>ICT opportunities:</u> Using presentation software, show the children the word cards as individual slides and ask them to pronounce them correctly.</p> <p>Play the game again as a class but this time substitute the word cards with pictures or symbols representing the newspaper sections. Repeat with children working in pairs. Children share as a class their strategies for remembering new language.</p> <p><u>ICT opportunities:</u> Using presentation software, replace the text with images.</p> <p>Play a <i>Loto</i> (Bingo) game using a pre-prepared bingo card with symbols to represent the newspaper sections.</p> <p><u>ICT opportunities:</u> Create matching activities using a self-authoring package.</p> <p>Play Hangman (<i>Le Pendu</i>) with words for the newspaper sections. Challenge children to spell the words for themselves. Children decide how many of the words they think they will be able to spell. They write the words on mini whiteboards then compare with a partner. Feed back as a class as to which spellings were easier/ more difficult to remember and why</p> <p>Play a sorting game. Divide children into groups of four and give them a set of text cards showing opinion phrases, e.g. <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 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 and brainstorm any other language they know for expressing opinions.</p> <p><u>ICT opportunities:</u> Divide the screen into two on the interactive whiteboard and drag word cards to the left or right according to whether opinions are positive or negative.</p> <p>Play a 'thumbs up and thumbs down' game. 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, e.g. if <i>C'est ennuyeux</i> is said in a lively, upbeat way, it is 'thumbs down'.</p> <p>Repeat the game, with children playing in groups and taking it in turns to call out an opinion.</p>

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Remember that after <i>c'est</i>, the adjective is masculine singular (see Unit 17 session 4):</p> <p><i>C'est...</i></p> <p><i>génial</i> <i>intéressant</i> <i>ennuyeux</i> <i>fantastique</i> <i>beau</i> <i>trop long</i></p> <p>Note that when saying <i>c'est ennuyeux</i>, a liaison is made between the <i>t</i> and the <i>e</i>.</p> <p>Similarly, when saying <i>quelles opinions</i>, a liaison is made between the <i>s</i> and the <i>o</i>.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Remind children of how intonation can affect meaning, e.g. a statement can change into a question by raising one's intonation at the end.</p> <p>Similarly, point out that tone of voice is important when expressing opinions, as meaning is conveyed by the way something is said as well as the actual words.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[u] u – <i>cuisine, ennuyeux</i></p> <p>[o] eau, op – <i>beau, trop, météo, mot</i></p> <p>[i] – <i>cuisine, ennuyeux, actualités, fantastique, opinions, positive, négative, utiliser, dictionnaire</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>Revision of known phonemes</p>
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<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> • Read and understand opinion phrases • Recognise the importance of tone of voice when giving an opinion • Recognise a positive or negative opinion • State an opinion • Use a dictionary to aid comprehension 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading</u> – Year 6</p> <p>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 6</p> <p>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>
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Throughout the week Play the 'thumbs up, thumbs down' game in class.	Resources <ul style="list-style-type: none"> cards for newspaper sections cards with symbols for newspaper sections bingo cards with symbols or symbols and words counters or similar for Bingo text cards with opinion phrases mini whiteboards Multimedia presentation software Self-authoring package for creating interactive exercises
Teaching Tips <ul style="list-style-type: none"> 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 back the items for checking. Continue the game so that other children have the chance of completing their card. The winner can take on the role of caller in the next round. Ensure that there are plenty of opportunities for repetition of new language, to develop children's confidence and understanding. Ensure that groups are organised so that all children can participate. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Nous allons jouer...</i> <i>Combien de mots pouvez-vous rappeler ?</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>	We're going to play... How many words can you remember? the sports (section) the TV (section) the weather (section) the fashion (section) the cookery (section) the current events (section) It's... brilliant interesting boring	<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>	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

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<i>fantastique</i> <i>beau</i> <i>trop long</i> <i>Quelles opinions sont positives ?</i> <i>Quelles opinions sont négatives ?</i> <i>Vous pouvez utiliser les dictionnaires français.</i> <i>Trouvez le mot dans le dictionnaire.</i>	fantastic beautiful too long Which opinions are positive? Which opinions are negative? You can use the French dictionaries. Find the word in the dictionary.	<i>positif</i> <i>négatif</i>	positive negative
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