

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

Overview Unit 24

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
In this final unit children celebrate and consolidate what they have learnt during key stage 2.		This unit gives children the opportunity to draw on all of the vocabulary and structures previously learnt within the context of preparing newspaper and TV reports.
Prior Learning It is helpful if children already know: <ul style="list-style-type: none"> the contents and layout of a newspaper the days of the week times using the 24-hour clock how to ask for something to be repeated. 	New Language Content <ul style="list-style-type: none"> Making statements (about sections in a newspaper) Making statements (about what's on TV) Expressing and justifying opinions using <i>car</i> as an alternative to <i>parce que</i> Phonic focus: revision of common phonemes; using knowledge of phoneme–grapheme correspondence to help pronounce new words 	End of Unit Activities Groups perform their news reports and hand out copies of their newspaper pages for classmates to read later. Record the news reports for the class to watch later. Children could work in groups to prepare a newspaper, which may be one sheet or several pages. They may use a template with columns. All children will be able to contribute as some sections, eg TV listings, weather reports, will present less of a challenge than interviews or news reports. Talented children may be able to retrieve language from previous units to describe a world event such as the eruption of a volcano (eg Unit 20) or to write a review of a local café (eg Unit 23). The written form of the newspaper adds another dimension to the spoken news report, as children have the opportunity to work intensively using all four skills (listening, speaking, reading, writing).
Expectations At the end of this unit: <p><i>Most children will:</i> retrieve and understand information in a short text; express an opinion orally and in writing; justify their opinion; contribute to a news report</p> <p><i>Some children will not have made so much progress and will:</i> respond using short phrases or single words; remember some of the key vocabulary and phrases; copy short phrases with support</p> <p><i>Some children will have progressed further and will:</i> work independently some of the time to retrieve original material and use a dictionary unaided to assist with unknown vocabulary; show confident recall of known language and structures; speak and write French with some degree of grammatical accuracy</p>		<u>Links to the New National Curriculum for KS2 Foreign Languages</u> <i>Where there is a specific focus within the objective, this is shown in bold</i> <ul style="list-style-type: none"> 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 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 Read carefully and show understanding of words, phrases and simple writing 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 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly 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

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Resources <ul style="list-style-type: none">• French newspapers (available online if local newsagents do not stock)• word cards for newspaper sections• counters for phoneme recognition activity• access to the internet for images of different newspaper sites• access to a social bookmarking tool on the internet• screen recording facility on the interactive whiteboard• microphone / mp3 recorder• self-authoring package for creating interactive exercises	<ul style="list-style-type: none">• digital audio editor• multimedia presentation software• access to a class blog• cards with symbols for newspaper sections• bingo cards with symbols or symbols and words• text cards with opinion phrases• mini whiteboards• text cards for 'Finish that Quote' game	<ul style="list-style-type: none">• blank templates for recording survey results• access to the internet to use an online survey tool• spreadsheet software• sets of cards with interview questions• cards for writing answers• desktop-publishing software• photos or pictures to accompany children's articles• access to a class wiki
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