

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

1. News hounds

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

Objectives

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

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

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.

Support

Suggestions for how to approach a challenging text (see 'Teaching Tips').

Some children may need considerable support to complete the third task on understanding gist.

Extension

The children identify and look up other newspaper sections, e.g. business in a bilingual dictionary to include in their work.

Main

In English, discuss with children the idea of world news. Ask them to reflect on whether the same topics are covered everywhere and what sections we would expect to find in a newspaper, such as sport, weather and current events.

ICT opportunities: Use international newspaper websites to compare stories from around the world under different news sections.

Explain to children that they are going to be 'news hounds' and ask them to look through a selection of news sources in French. These might include newspapers and online sources. How many newspaper sections can they spot easily, e.g. *le sport*, *la télé*? Can they identify other sections by using clues such as text layout or pictures, e.g. *la météo* (the weather), *la mode* (fashion), *la cuisine* (cookery), *les actualités* (current events)?

ICT opportunities: Use a social bookmarking tool to collect links to different web links of news sources.

Ask children to select a news item. Can they understand the gist? Invite some children to share their ideas.

Give children a short, accessible photocopied article and ask them to highlight any parts that give them clues about the gist. Ask them to report their findings to a partner and then take feedback as a class.

ICT opportunities: Annotate a scanned image on the interactive whiteboard. Use screen recording tool and microphone to capture children's feedback.

Distribute word cards for the newspaper sections discussed above. Discuss these and their meanings in English. Ask children how many words they already knew or could recognise and their strategies for working out the meanings.

ICT opportunities: Create a matching activity in French and English for different newspaper sections using a self-authoring package.

Explain to children that they are going to work on 'news sounds'. Encourage them to use their knowledge of French phonics to decide how the newspaper sections should be pronounced. Ask them to share their pronunciation strategies as a class. Read out the newspaper sections clearly and children repeat and check against their own suggestions. Support them by giving them counters and suggesting they listen to the words and place a counter for each phoneme heard.

ICT opportunities: Ask children to record themselves pronouncing the different newspaper sections using a microphone or an mp3 player. Play the different mp3 files and compare pronunciations. Use sound recording software to model correct pronunciation and ask children to repeat and check their versions.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Question formation:</p> <p>When asking children to discuss their thoughts and findings, teachers can use a range of questions, expressing similar ideas in different ways.</p> <p>Two questions are suggested in the Teacher Language section:</p> <p>1. <i>Qu'est-ce que vous pensez ?</i> = What do you think ?</p> <p>Also try:</p> <p><i>Qu'est-ce que tu penses ?</i> <i>Qu'en pensez-vous ?</i> <i>Qu'en penses-tu ?</i></p> <p>2. <i>Comment est-ce qu'on dit... ?</i> = How do you say...?</p> <p>Also try:</p> <p><i>Comment dit-on ?</i> <i>C'est quoi en anglais ?</i> <i>C'est quoi en français ?</i></p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Remind children that they can use their knowledge of the way French is written to look for clues to help them understand/identify content in a text, e.g. capital letters for names of people and places; the way dates and times are written in French (en 2013; à 20h; days and months in lower case).</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>(See Phonics focus for children)</p> <p>[ʒ] j, g – <i>journalists, reportage</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[o] o – <i>météo</i></p> <p>[ɔ] o – <i>sport, mode</i></p> <p>[e] é – <i>télé, actualités, météo</i></p> <p>[z] – <i>les actualités, cuisine</i></p>
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<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> • Make comparisons between English and French sources of news • Recognise a variety of texts in a newspaper • Apply phonic knowledge to sound out the written word • Build word association skills • Share strategies for coping with new language or 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Word reading</u> – Year 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>Reading comprehension</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</p>
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challenging texts <ul style="list-style-type: none"> Name some types of news found in a newspaper 	evidence from the text, predicting what might happen from details stated and implied, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas, identifying how language, structure and presentation contribute to meaning.
Throughout the week Give children some key words and they decide which section of the newspaper they would belong to.	Resources <ul style="list-style-type: none"> French newspapers (available online if local newsagents do not stock) accessible article for the fourth activity 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 digital audio editor multimedia presentation software access to a class blog
Teaching Tips <ul style="list-style-type: none"> As a class, practise techniques for accessing longer unfamiliar texts, e.g. <ul style="list-style-type: none"> skimming for main idea scanning for specific details, e.g. names mentioned using pictures and captions to identify topic identifying familiar French words identifying words similar to English names of famous people, e.g. sportspeople 	

Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<i>Vous êtes journalistes.</i> <i>Regardez les reportages.</i> <i>Qu'est-ce que vous pensez ?</i> <i>Comment est-ce qu'on dit... ?</i> <i>le sport</i> <i>la télé</i> <i>la météo</i>	You are journalists. Look at the articles. What do you think? How do you say...? the sports (section) the TV (section) the weather (section)	<i>le sport</i> <i>la télé</i> <i>la météo</i> <i>la mode</i> <i>la cuisine</i> <i>les actualités</i>	the sports (section) the TV (section) the weather (section) the fashion (section) the cookery (section) the current events (section)

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<i>la mode</i>	the fashion (section)		
<i>la cuisine</i>	the cookery (section)		
<i>les actualités</i>	the current events (section)		