

Unit 24 – Che cosa dicono le notizie? (What's in the news?)

About the unit

In this final unit children celebrate and consolidate what they have learnt during key stage 2.

Where the unit fits in

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:

- 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

- Making statements (about sections in a newspaper)
- Making statements (about what's on TV)
- Expressing and justifying opinions using *perché*
- Phonic focus: revision of common phonemes; using knowledge of phoneme–grapheme correspondence to help pronounce new words

Resources

- A selection of newspapers and online sources of news in Italian
- A short photocopied newspaper article
- Word cards and picture or symbol cards for sections in the newspaper
- Pre-prepared Bingo cards for sections in a newspaper
- Text cards of positive and negative opinions
- Text cards for a Finish That Quote game
- Italian TV page from a newspaper, magazine or online
- A set of newspaper headlines
- A short news article
- Highlighter pens
- Word banks
- Props for children's news reports
- Photocopies of children's newspaper pages for their news reports

Links with other subjects

Primary framework for literacy: offer reasons and evidence for their views, considering alternative opinions (year 4); plan and manage a group task over time (year 5); use evidence from across a text to explain events or ideas (year 5); appraise a text quickly, deciding on its value, quality or usefulness (year 6); reflect independently and critically on their own writing and edit and improve it (year 5); select from a wide range of ICT programs to present text effectively and communicate information and ideas

ICT: share and exchange information in a variety of forms

PSHCE: reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; explore how the media present information

Expectations

At the end of this unit

most children will: retrieve and understand information in a short text; express an opinion orally and in writing; justify their opinion; contribute to a news report

some children will not have made so much progress and will: respond using short phrases or single words; remember some of the key vocabulary and phrases; copy short phrases with support

some children will have progressed further and will: 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 Italian with some degree of grammatical accuracy

Language

Core language

<i>il tempo (atmosferico)</i>	the weather (section)
<i>la moda</i>	the fashion (section)
<i>la cucina</i>	the cookery (section)
<i>lo sport</i>	the sport (section)
<i>è interessante, noioso</i>	It is interesting, boring,
<i>bellissimo, pessimo, troppo lungo</i>	beautiful, disgusting, too long
<i>perché</i>	as / since
<i>secondo me / lui / lei</i>	in my / his / her opinion

Additional language for this unit

<i>attualità</i>	the current events (section)
<i>la pagina della tv</i>	the TV page

Additional language for teachers

<i>Il giornale / I giornali</i>	the newspaper / newspapers
<i>un sondaggio</i>	a survey

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 1. News hounds			
<ul style="list-style-type: none"> • to read and understand the main points and some detail from a short written passage (L6.1) • to identify different text types and read short, authentic texts for enjoyment or information (L6.2) • to match sound to sentences and paragraphs (L6.3) • to compare attitudes to aspects of daily life (IU6.1) • to use knowledge of word order and sentence construction to support the understanding of the written text (KAL) • to use context and previous knowledge to help understanding and reading skills (LLS) • to make predictions based on previous knowledge (LLS) • to use a dictionary (LLS) 	<ul style="list-style-type: none"> • In English, discuss with children the idea of news around the world. 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. • Explain to children that they are going to be 'news hounds' and ask them to look through a selection of news sources in Italian. These might include newspapers and online sources. How many newspaper sections can they easily spot e.g., <i>sport</i>, <i>televisione</i>? Can they identify other sections by using clues such as text layout or pictures e.g., <i>il tempo</i> (the weather), <i>moda</i> (fashion), <i>cucina</i> (cookery), <i>attualità</i> (current events)? Some children may benefit from guidance on how to approach a challenging text. • Ask them to select a news item and see if they can understand the gist. Invite a couple of children to share what they have found out. • 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. • Distribute word cards for the newspaper sections discussed above. Talk through 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. • Explain to children that they are going to work on 'news sounds'. Encourage them to use their knowledge of Italian 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. 	<ul style="list-style-type: none"> • make comparisons between English and Italian sources of news • recognize 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 challenging texts • name some types of news found in a newspaper 	<ul style="list-style-type: none"> • Follow-up: Throughout the week, give children some key words and they decide which section of the newspaper they would belong to. • Follow-up: Play <i>L'impiccato</i> (Hangman) to practice words for the types of news. If available, use a template for the interactive whiteboard or presentation software, as outlined in Unit 8. • Follow-up: Children look up an Italian news source on the internet. They use the headlines to decide on main items of news, sporting events or gossip about famous people. • Follow-up: Children compile a display of articles from Italian-language newspapers. • Links with literacy work: The first and second activities link to literacy work on analysing and writing newspaper reports in year 4.

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Section 2. News games			
<ul style="list-style-type: none"> to match sound to sentences and paragraphs (L6.3) to discuss language learning and reflect and share ideas and practices (LLS) to use a dictionary (LLS) to compare and reflect on techniques for memorising language (LLS) 	<ul style="list-style-type: none"> 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 Italian as they can. Ask children to repeat the same activity with a partner. 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. Play Bingo game using a pre-prepared bingo card with symbols to represent the newspaper sections. Play a sorting game. Divide children into groups of four and give them a set of text cards showing opinion phrases e.g., <i>è ottimo / interessante / noioso / fantastico / bello / pessimo / troppo lungo</i> (It's brilliant / interesting / boring / fantastic / beautiful / disgusting / 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 them 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. 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>è pessimo</i> is said in a lively and upbeat way, this is a 'thumbs down'. Repeat the game, with children playing in groups and taking it in turns to call out an opinion. 	<ul style="list-style-type: none"> read and understand opinion phrases recognize the importance of tone of voice when giving an opinion recognize a positive or negative opinion state an opinion use a dictionary to aid comprehension 	<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 pupils can participate. Follow-up: As revision, play the Phoneme-Grapheme running game in the hall or a large space. Place large grapheme cards around the hall, call out a phoneme and the children must run to the corresponding card. Progress to calling out words. (This would be an ideal opportunity to practice some of the new language from this unit.)

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Section 3. In my opinion			
<ul style="list-style-type: none"> • to understand longer and more complex phrases and sentences (O6.3) • to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4) • to write sentences on a range of topics using a model (L6.4) • to compare attitudes towards aspects of everyday life (IU6.1) • to devise questions for everyday use (KAL) 	<ul style="list-style-type: none"> • 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, for example, <i>Ti piace la pagina della cucina?</i> (Do you like the cookery column?) 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., <i>Sì, è ottima!</i> (Yes, it's brilliant!) • Play Finish That Quote. Write a model sentence on the board e.g., <i>Mi piace lo sport perché, secondo me, è interessante.</i> (I like the sports [section], as in my opinion it is interesting.) Discuss the use of the word <i>perché</i> (<i>because, why</i>) and ask children what they think its function is in the sentence. Invite three confident children to come to the front to demonstrate the game. Give each child a text card to read out e.g., Card 1: <i>Mi piace lo sport</i> (I like the sports [section]), Card 2: <i>perché, secondo me,</i> (as in my opinion), Card 3: <i>è</i> (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. Give the first card each time to a less confident child and the third one to the most confident child. • 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., <i>Ti piace la pagina della cucina? Non, non mi piace la pagina della cucina perché è pessima.</i> (Do you like the cookery column? No, I don't like the cookery column as, in my opinion, it's disgusting.) 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. • Ask individual children to present some of their findings from the survey. Model how they might do this e.g., <i>A Patrick piace la pagina dello sport perché, secondo lui, è interessante.</i> (Patrick likes the sports column, as in his opinion it is interesting.) <i>A Rebecca non piace la pagina dell'attualità perché secondo lei è noiosa</i> (Rebecca doesn't like the current events section, as in her opinion it is boring.) • 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 	<ul style="list-style-type: none"> • express a spoken opinion about news • work as a team to agree on and offer an opinion • ask a question to obtain an opinion • understand an opinion offered by someone else • create a written sentence to describe an opinion 	<ul style="list-style-type: none"> • Follow-up: Make a class display board of likes and dislikes, with each child contributing an opinion in a speech bubble. Encourage them to use known vocabulary, such as food, drink or games. • Follow-up: Children continue to look up an Italian news source on the internet. They use the headlines to decide on main items of news, sporting events or gossip about famous people. • Links with literacy work: The third activity and the extension activities link to work on offering reasons and evidence for their views and considering alternative opinions in year 4.

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	<p>newspaper column e.g., <i>Non mi piace la pagina dello sport perché, secondo me, è noiosa!</i> (I don't like sport, as in my opinion it is boring!)</p> <p>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.</p> <ul style="list-style-type: none"> • Extension: Children write a series of opinions on different newspaper columns. 		
Section 4. What's on TV?			
<ul style="list-style-type: none"> • to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4) • to read and understand the main points and some details from a short written passage (L6.1) • to identify different text types and read short, authentic texts for enjoyment or information (L6.2) • to write sentences on a range of topics using a model (L6.4) • to use knowledge of words, text and structure to build simple spoken and written passages (KAL) • to use language known in one context or topic in another context or topic (LLS) • to use context and previous knowledge to help understanding and reading skills (LLS) 	<ul style="list-style-type: none"> • Remind children of the days of the week. Encourage them to repeat after you, echoing your tone of voice e.g., happy, sad, tired. • Explain to the class that you are going to show them a list in which someone has noted down the days and times of their favourite TV programs (see 'Points to note' for an example). Show this on the interactive whiteboard, revealing each day one at a time and reading aloud the text with the class. • Ask questions about the text to practice the days and times in the 24-hour clock e.g., <i>'Coronation Street' è di martedì? No, di lunedì.</i> (Is 'Coronation Street' on Tuesday? No, it is on Monday.) <i>'Hollyoaks' è alle 20.00? No, è alle 18.30.</i> (Is 'Hollyoaks' on at 20.00? No, it is on at 18.30.) • As a class, look at an Italian TV page for this evening. (Italian TV stations list their weekly programs on the internet.) What similarities and differences can they see compared to an English TV page? Are there any programs that they recognize? • Explain to children that they are going to create their own ideal <i>Pagina della TV</i> (TV page), based on the model used earlier in this section. Some children will find it helpful to have a writing frame to fill in or a set of cards with days, times and programs to put in order. Others will be able to write their TV schedule from memory. Children who use ICT for this task can illustrate their page with photographs. Ask children to include in a speech bubble a quote from an imaginary viewer about one of the programs, e.g. <i>Adoro 'Doctor Who' perché secondo me, è fantastico! Mariam, 10 anni.</i> (I love 'Doctor Who' as in my opinion, it is fantastic! Mariam, 10 years.) • Extension: Children work with a partner to ask each other questions about the days and times of their programs. • Extension: Children write their opinions about some of their partner's programmes e.g., <i>Mi piace 'Natural World' perché, secondo me, è molto</i> 	<ul style="list-style-type: none"> • participate in a simple conversation about TV programmes • read and respond to a text • construct a text • apply most words correctly 	<ul style="list-style-type: none"> • An example of a short text for a TV page: <i>Pagina della TV (TV Page)</i> <i>lunedì 19h30 'Coronation Street'</i> <i>martedì 18h30 'Hollyoaks'</i> <i>mercoledì 19h30 'Home and Away'</i> <i>giovedì 20h00 'The Bill'</i> <i>venerdì 18h00 'The Simpsons'</i> <i>sabato 19h00 'Doctor Who'</i> <i>domenica 18h30 'Natural World'.</i> • Follow-up: Throughout the week, ask children if they like particular TV programs, to elicit their opinions. • Follow-up: Make a class display of their ideal TV schedules. • Follow-up: Throughout the week, make comparisons about the evening's viewing on Italian and English TV channels. • Follow-up: Children continue to look up an Italian news source on the internet. They use the headlines to decide on main items of news, sporting events or gossip about famous people. • Links with literacy work: The fifth activity links to literacy work on using organizational devices to present

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	<i>interessante.</i> (I like 'Natural World' as in my opinion, it is very interesting.)		information (years 4 and 5). The extension activities link to work on offering reasons and evidence for their views (year 4).
Section 5. Headline news			
<ul style="list-style-type: none"> to read and understand the main points and some detail from a short written passage (L6.1) to identify different text types and read short, authentic texts for enjoyment or information (L6.2) to recognise and understand some of the differences between people (IU6.2) to use knowledge of word order and sentence construction to support the understanding of the written text (KAL) to ask for repetition and clarification (LLS) to listen for clues to meaning e.g., tone of voice, key words (LLS) to discuss language learning and reflect and share ideas and experiences (LLS) 	<ul style="list-style-type: none"> Children sit in a circle. Display a number of headlines from different sections of the newspaper (see 'Points to note' for ideas). Explain that they are going to call out the headlines as if they were newspaper sellers. Pick one of the headlines and ask children to listen very carefully as you call it out. The first child repeats it exactly, using the same stress and intonation. The next child does the same, and so on around the circle until six children have said it. Children can ask for the headline to be repeated if necessary e.g., <i>Ripetete, per favore</i> (Repeat, please). The next child in the circle guesses which section of the newspaper the headline is from (see Section 1 for the categories). The class discuss what the clues to meaning were. Call out a new headline and the game continues with the next child along. Whisper one of the headlines to a child who must mime what they have heard. The rest of the class try to work out the headline and a volunteer comes out to point to the right one. As a class, look at a short news article. Ask children to work in groups to read for gist and give them some specific pieces of information to highlight. Ensure that groups are of mixed ability and encourage them to give every child a task. Children feed back and the information is collated on a flipchart or board. Encourage children to share their strategies as 'gist journalists'. Access news items in Italian from a digital content provider to let children listen for gist and specific information. Give children a bank of words that they can use to substitute the previous headlines with their own e.g., <i>L'Arsenal ha vinto!</i> (Arsenal have won!), <i>Mia sorella ha vinto un frappè!</i> (My sister has won a milkshake!) Explain that they will use these to create their own front pages and that they can use ICT to incorporate photographs in their texts. 	<ul style="list-style-type: none"> listen attentively read and understand the gist of a short news story substitute elements in a sentence to change the meaning 	<ul style="list-style-type: none"> Some ideas for newspaper headlines: <i>Il Liverpool ha vinto!</i> <i>Intervista con James Bond</i> <i>Dolcetti prelibati</i> <i>Indossa una mini gonna!</i> <i>Mia sorella ha vinto la lotteria nazionale!</i> <i>Il principe festeggia il suo compleanno</i> Liverpool have won! Interview with James Bond Delicious pancakes She is wearing a mini-skirt! My sister has won the national lottery! The prince celebrates his birthday Choose as the topical news item, for example, a sports report, an article about a famous person or a weather report. Follow-up: Children make a class poster with strategies for being a good 'gist journalist' or a good listener. Follow-up: Throughout the week, invite the class to discuss key words and the meaning of one newspaper headline a day. Link with literacy work: The third activity links to work on analysing newspaper reports in year 4.

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Section 6. We are journalists!			
<ul style="list-style-type: none"> • to perform to an audience (O6.2) • to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4) • to write sentences on a range of topics using a model (L6.4) • to recognize and understand some of the differences between people (IU6.2) • to devise questions for authentic use (KAL) • to use knowledge of words, text and structure to build simple spoken and written passages (KAL) 	<ul style="list-style-type: none"> • Write some headlines on the board. Invite a child to pick a headline secretly and whisper it to a classmate. This child must mime the headline. The rest of the class try to guess the headline from those on the board by asking <i>È...?</i> Encourage them to use correct intonation when asking a question. • Explain to children that they are going to work in groups to prepare a brief TV news report. This will consist of an oral report with an accompanying text, in the form of a newspaper page. They should include at least one quote from someone involved in the story and the report can involve an interview. They can use presentation software. Every member of the group must have a job assigned to them. The report should inform and entertain the audience. Stress to children that they can draw upon any of the language they have learnt during their key stage 2 Italian lessons. 	<ul style="list-style-type: none"> • develop a role-play or presentation to perform to an audience • recite a short piece of narrative or read from a text • describe an incident or tell a story in an audible voice • construct a written presentation or article to tell a story • apply most words correctly 	<ul style="list-style-type: none"> • For the introductory activity, choose some of the children's headlines written during the last session. • Make writing frames, word banks and dictionaries available for children. • Encourage some children to memorize their report so that they do not need to refer to the written text. • Provide children with props such as microphones. Encourage them to dress up for their parts. If they stand or sit in front of the interactive whiteboard, they can change the screen to reflect the content of the news report. • Follow-up: Show excerpts from Italian TV news reports from www.rai.it Discuss the similarities and differences in style from UKTV reports. • Links to literacy work: The second activity links to literacy work on writing newspaper reports in year 4. This activity also links to group discussion and interaction work on taking different roles in a group, including the roles of leader, reporter, scribe and mentor (year 4). Children will have had experience of using ICT programs to present texts in year 5.

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	End-of-unit activities		
<ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> 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 e.g., 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 (e.g. Unit 20) or to write a review of a local café (e.g. 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). 	<ul style="list-style-type: none"> inform and entertain an audience 	<ul style="list-style-type: none"> Follow-up: Make a display of children's newspaper pages in the corridor or school entrance. There may be the opportunity for children to work with the local newspaper on the project, and the foreign language element could attract publicity for the school. Follow-up: If children have been using the European Languages Portfolio (see www.nacell.org.uk), they can include copies of their TV or newspaper report as evidence of their achievements. Follow-up: Allow other classes to watch the news broadcast on their interactive whiteboards. Follow-up: Invite teachers from receiving secondary schools to view the display and watch the news broadcast.