

## Language

## Core language

<i>un parc d'attractions</i>	a theme park
<i>passionnant</i>	exciting
<i>terrifiant</i>	frightening
<i>rapide</i>	fast
<i>sensationnel</i>	amazing
<i>marrant</i>	funny

<i>Je suis allé (m); Je suis allée (f)</i>	I went
<i>J'ai pris le train fantôme</i>	I went for a ride on the ghost train
<i>J'ai vu ...</i>	I saw ...
<i>J'ai entendu ...</i>	I heard ...

## Additional language for this unit

<i>le grand huit</i>	the rollercoaster
<i>le carrousel</i>	the merry-go-round
<i>le train fantôme</i>	the ghost train
<i>la grande roue</i>	the big wheel
<i>une entrée pour taille minimum</i>	one ticket for minimum height
<i>âge minimum</i>	minimum age
<i>Il faut mesurer ... cm</i>	You must be ... cm tall
<i>Il faut avoir ... ans</i>	You must be ... years old
<i>un squelette</i>	a skeleton
<i>un hibou</i>	an owl
<i>un loup</i>	a wolf
<i>une porte</i>	a door
<i>des chaînes</i>	chains
<i>des rats</i>	rats

## Additional language for teachers

<i>On va visiter un parc d'attractions</i>	We are going to visit a theme park
<i>les attractions (f)</i>	the (theme park) rides
<i>mon attraction préférée (f)</i>	my favourite ride
<i>Ça fait ... euros</i>	That comes to ... euros

## Unit 23 Au parc d'attractions (At the theme park)

## About the unit

In this unit children ask and answer questions about rides at a theme park. They gain confidence in manipulating numbers up to 100. They take part in simple role plays and use dictionaries to explore vocabulary. They create a short text to describe a visit to a theme park, and say what they thought about the rides.

## Where the unit fits in

This unit provides opportunities for children to revise and practise numbers up to 100 in a new context (see Units 9 and 22). They consolidate and extend their use of the perfect tense (see Units 13, 19 and 21) and the imperfect tense (see Units 17 and 22).

## Prior learning

It is helpful if children already know:

- *parce que*
- *Il y a ... / Il y avait ...*
- *était*
- *C'était ...*
- numbers 50–100 in multiples of 10
- simple prices in euros
- *C'est combien?*

- Using adjectives to add interest and detail to a description
- Perfect tense with *être*: *aller (je suis allé (m), je suis allée (f))*
- Perfect tense with *avoir*: *prendre (j'ai pris); voir (j'ai vu); entendre (j'ai entendu)*
- Phonic focus: revision of *u*

## Resources

- Images of theme parks in France or a French-speaking country for a presentation
- Price list for theme park rides, in euros
- Mini-whiteboards
- Planning sheet for creating an imaginary theme park
- Online access to the website of a French theme park
- Presentation about a visit that you have made to a theme park
- Dictionaries
- Extracts of atmospheric music, eg *Danse macabre* (Saint-Saëns), 'In the Hall of the Mountain King' (Grieg)
- Picture cards for Pelmanism
- Sentence strips (see Section 5)
- Word bank for writing about a visit to a theme park

## Links with other subjects

Primary framework for literacy: appraise a text quickly, deciding on its value, quality or usefulness; understand how writers use different structures to create coherence and impact; understand and use a variety of ways to criticise constructively and respond to criticism

Primary framework for mathematics: propose a general statement involving numbers

Geography: describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world

PSHCE: develop confidence and responsibility and make the most of their abilities; talk and write about their opinions, and explain their views

## Expectations

## At the end of this unit

<i>most children will:</i>	use numbers up to 100 confidently; understand a short written text referring to the past; communicate with a partner, asking and answering simple questions; write a short text referring to the past using structures learnt in the unit
<i>some children will not have made so much progress and will:</i>	respond with single words, short phrases or gestures to questions about rides at a theme park; know some multiples of 10 up to 100; use single words or short phrases to label pictures of theme park rides
<i>some children will have progressed further and will:</i>	use short sentences for asking and answering questions, using mainly memorised language; use higher numbers with increasing flexibility; research new vocabulary from a dictionary and apply it accurately; create short sentences referring to the past, writing some words and phrases from memory



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
<b>Section 1. Theme park rides and prices</b>			
<ul style="list-style-type: none"> <li>to understand the main points and simple opinions in a spoken story, song or passage (O6.1)</li> <li>to recognise patterns in the foreign language (KAL)</li> </ul>	<ul style="list-style-type: none"> <li>Display some images of theme parks (<i>les parcs d'attractions</i>) to set the scene. If possible, include some images of theme parks from French-speaking countries.</li> <li>Introduce a number of rides, such as <i>le grand huit</i> (the rollercoaster), <i>le carrousel</i> (the merry-go-round), <i>le train fantôme</i> (the ghost train) and <i>la grande roue</i> (the big wheel). Model the names of the rides for children to repeat, using a variety of different voices, eg loud and soft, happy and sad. You may like to set the words to a rhythm using body percussion. Ask children to suggest actions to represent each ride and use these to reinforce the vocabulary.</li> <li>Revise numbers 50–100 in multiples of 10 by playing Strip Lotto (see Unit 9, Sections 3 and 4 for more ideas).</li> <li>Show some number sequences with regular patterns, eg <i>vingt-sept, trente-six, quarante-cinq</i> (from the nine times table, starting at 27), or a sequence of square numbers. Continue the sequences as a whole class, then ask children to do so in French, either in pairs or individually. You may need to adapt this activity for those children who are less confident with numbers.</li> <li>Display a price list in euros of theme park rides. You may want to add some images. Ask children about the prices, eg <i>Le carrousel, c'est combien?</i> Point to the different rides and children practise asking how much they are.</li> <li>Children work in pairs, with a mini-whiteboard each. Each child creates his or her own price list for the same theme park rides, and they take it in turns to ask each other how much their rides cost. They record their answers. By the end of the activity, each child should have two sets of prices that they then compare with their partner's lists.</li> <li>Remind children that, for safety reasons, some rides have height and age restrictions. Show them the sentences <i>Il faut mesurer 1m 30. Il faut avoir sept ans.</i> (You must be 1m 30 tall. You must be seven years old.) Can they work out the meanings? You may want to display these in the style of a warning sign, as extra support.</li> <li>Display the names of six rides with prices plus height and age restrictions. Ask children to number 1–6 on their whiteboards. Read a description of the prices and requirements for one of the rides (see 'Points to note'). Children listen carefully, identify the ride, and write the name of the ride next to number 1 on their boards. Repeat with the other rides.</li> <li>Extension: Children investigate the euro exchange rate and convert prices in euros to sterling.</li> </ul>	<ul style="list-style-type: none"> <li>understand and say numbers 50 to 100</li> <li>ask the price of a theme park ride</li> <li>understand and say a price in euros</li> </ul>	<ul style="list-style-type: none"> <li>Information about theme parks in France can be found by entering '<i>parcs d'attractions</i>' into a French search engine.</li> <li>See the <i>Teacher's guide</i> for additional activities for practising vocabulary.</li> <li>Suggested script for the eighth activity: <i>Une entrée, ça fait six euros cinquante. Il faut mesurer 1m 40 et il faut avoir neuf ans.</i> (One ticket is 6 euros 50. You must be 1m 40 tall and must be nine years old.)</li> <li>Follow-up: Throughout the week, play Strip Lotto and use French in mathematics warm-ups.</li> <li>Follow-up: Throughout the week, give children the opportunity to identify rides by displaying and reading aloud the height and age restrictions of different rides.</li> </ul>
<b>Section 2. Creating a theme park</b>			
<ul style="list-style-type: none"> <li>to perform to an audience (O6.2)</li> <li>to read and understand the main points and some detail from a short written passage (L6.1)</li> <li>to write sentences on a range of topics using a model (L6.4)</li> <li>to use knowledge of word and text conventions to build sentences and short texts (KAL)</li> <li>to analyse what needs to be done in order to carry out a task (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Play Number Ping-Pong to revise numbers. 'Bat' a number to the class and they 'bat' the following number back to you. This could be made more difficult by asking children to: add two/three/four, etc to the number (<i>plus deux/trois/quatre</i>); give you the preceding number; or subtract two/three/four, etc from the number (<i>moins deux/trois/quatre</i>).</li> <li>On the board, show children a script for a simple role play for buying tickets, eg: <i>Une entrée pour le carrousel, s'il vous plaît.</i> <i>Oui, ça fait dix euros.</i> (One ticket for the merry-go-round, please. Yes, that's 10 euros.) Model the role play. Ask children to practise in pairs, then encourage them to improvise by changing the name of the ride, the cost and the number of tickets.</li> <li>Explain that children are going to create their own theme park in groups and that they will need to consider a number of factors. Show them a planning sheet with the following questions: – <i>Quelles attractions? (Which rides?)</i> – <i>Combien pour une entrée? (How much is a ticket?)</i> – <i>Combien pour une famille? (How much is it for a family?)</i> – <i>Taille minimum? (Minimum height?)</i> – <i>Age minimum? (Minimum age?)</i></li> <li>Extension: Add further questions, eg: – <i>Horaires? (Opening times?)</i> – <i>Combien de cafés et de restaurants? (How many cafés and restaurants?)</i></li> <li>Go through the questions and model how you would answer them. Explain that children will need to work together in their groups to complete the planning sheet. Discuss briefly as a class what they will need to know and do, in order to complete the task effectively. Display the names of the rides for reference. Groups complete their planning sheets and feed back to the class.</li> <li>To help children choose names for their theme parks, show them some visuals of popular characters (both French and international), eg <i>Tintin, Astérix, Obélix, le Petit Prince, Harry Potter</i>. You may want to show the website for <i>le Parc Astérix</i> at this point (<a href="http://www.parcasterix.fr">www.parcasterix.fr</a>).</li> <li>Extension: Children may also want to choose names for the different rides according to the theme they have chosen.</li> </ul>	<ul style="list-style-type: none"> <li>take part in a short role play</li> <li>provide written information using a simple planning sheet</li> </ul>	<ul style="list-style-type: none"> <li>Follow-up: Throughout the week, children practise role plays in which they buy tickets.</li> <li>Follow-up: Throughout the week, groups present their theme parks to the rest of the class.</li> <li>Follow-up: Allow children time to create a map of their theme park, with labels and information in French.</li> </ul>

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. Visiting a theme park

- to understand longer and more complex phrases or sentences (O6.3)
  - to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
  - to present information about an aspect of culture (IU6.3)
  - to use knowledge of word and text conventions to build sentences and short texts (KAL)
- Deliver a short presentation about a visit that you have made to a theme park (see 'Points to note' for a suggested script).
  - Repeat the presentation, emphasising *Je suis allé(e) ...* and *Il y avait ...* Explain that *Je suis allé(e)* means 'I went'. Discuss the difference between *Il y a ...* and *Il y avait ...* (introduced in Unit 22, Section 3).
  - Having established that the presentation refers to the past, play a memory game. Practise with the whole class the phrase *Je suis allé(e) au parc d'attractions et il y avait ...* Then ask children to work in groups of four. The first child in the group adds one ride to complete the sentence, eg *Je suis allé(e) au parc d'attractions et il y avait un carrousel*. The second child repeats the whole sentence and adds another ride using *et*, eg *Je suis allé(e) au parc d'attractions et il y avait un carrousel et un train fantôme* (I went to the theme park and there was a merry-go-round and a ghost train), etc. The third child adds yet another ride and so on.
  - Model how to express preference using the imperfect tense, eg *Mon attraction préférée était la grande roue* (My favourite theme park ride was the big wheel). Give children a few minutes in pairs to practise talking about their favourite ride using the imperfect tense.
  - Write a selection of adjectives on the board, eg *fantastique, terrifiant, passionnant, rapide, sensationnel, génial, marrant* (fantastic, frightening, exciting, fast, amazing, great, funny). Elicit from children strategies that they could use to help them pronounce these words, eg thinking of other familiar words with the same endings, recognising known graphemes and syllabification. Ask children to read the words and say them aloud.
  - Extension: Children create calligrams (words drawn in a way that expresses their meaning – eg the word *terrifiant* drawn with fangs and claws) of adjectives. They could use a dictionary to find new adjectives to describe the rides.
  - Model how to give a reason for your choice of ride, using *parce que*, eg *Mon attraction préférée était le grand huit parce que c'était rapide et terrifiant!* (My favourite theme park ride was the rollercoaster, because it was fast and frightening!)
  - Give children thinking time with a partner to come up with a sentence about their favourite ride. Ask a number of children to share their sentence with the class.
  - Visit a French theme park online. It may be easier to take screenshots before the lesson. As a class, discuss what children notice about the park and compare this with theme parks of which children have experience. If they were to visit the park, what would they like to do or see?

- express a preference using *c'était*
- build compound sentences using *parce que*
- devise strategies for learning new vocabulary
- compare aspects of entertainment in England and France or a French-speaking country

- Suggested script for a presentation about a theme park:

*Le weekend dernier, je suis allé(e) au parc d'attractions. C'était fantastique! Voici le grand huit. C'était super et très rapide! Il y avait aussi un train fantôme. C'était terrifiant! Mon attraction préférée était la grande roue.*

(Last weekend, I went to the theme park. It was fantastic! Here is the rollercoaster. It was super and very fast! There was also a ghost train. It was frightening! My favourite ride was the big wheel.)

- Grammar point: Note that in common with other verbs conjugated with *être* in the perfect tense, the past participle of *aller* has a feminine agreement when appropriate. Thus *Je suis allé* (m) but *Je suis allée* (f). The pronunciation remains unchanged, however. In this unit, only the structure *je suis allé(e)* is used. However, for those teachers wishing to extend their knowledge further, please see the table below:

subject pronoun	<i>être</i>	past participle
<i>je</i>	<i>suis</i>	<i>allé(e)</i>
<i>tu</i>	<i>es</i>	<i>allé(e)</i>
<i>il/elle</i>	<i>est</i>	<i>allé(e)</i>

Grammar point: It is not necessary at this stage to use the term 'imperfect tense' with children (unless you think it is appropriate for your class). For more information on the imperfect tense, see Unit 22, Section 3.

- Follow-up: Each day, display a few unfamiliar words on the board, containing some of the graphemes that children have come across before. Encourage them to use strategies to attempt to read the words aloud.
- Follow-up: Children investigate other theme parks in France and report back to the class.
- Follow-up: If possible, allow children time to look at leaflets of tourist attractions in France.

## Section 4. A ride on the ghost train

- to understand longer and more complex phrases or sentences (O6.3)
  - to listen for clues to meaning, eg tone of voice, key words (LLS)
  - to use a dictionary (LLS)
- Explain to children that the focus for this section is a ride on the ghost train. Give pairs of children a bilingual dictionary and ask them to find the French word for five things they might encounter on a ghost train. Ask for feedback and list some of the words on the board.
  - Hopefully, children will have found the names for some of the following: *un squelette* (skeleton), *un hibou* (owl), *un loup* (wolf), *une porte* (door), *des chaînes* (chains), *des rats* (rats). Try to list items that you can both see and hear, as these will form the basis for a game in Section 5.
  - Practise the new vocabulary through pictures and mime.
  - Explain to children that the class will be going on an imaginary ghost train ride and ask volunteers to create some sound effects. You may prefer to have downloaded a selection from the internet or to use sound resources from interactive whiteboard software. Ask the class to close their eyes as the sound effects begin and the ghost train ride starts. Set the scene and take children on the imaginary ride. See 'Points to note' for a suggested text; alternatively, you may prefer to create your own.
  - Following the imaginary ride, ask children in pairs to tell each other in French the names of what they saw and heard.
  - Play *Morpion* (Noughts and Crosses) to reinforce the new vocabulary.

- use a dictionary to find new words
- listen attentively, understand and discuss key information in a short text

- See the *Teacher's guide* for additional activities for practising vocabulary.
- Suggested text for the fourth activity:

*Il fait nuit. Un, deux, trois, le train fantôme commence à rouler. Sshh. Qu'est-ce que c'est? C'est un hibou ou un rat? C'est terrifiant! Écoutez! Qu'est-ce que c'est? C'est un loup? Oui, c'est un grand loup. Il arrive! Sshh. Et maintenant? Ça c'est quoi?*

(It's dark. One, two, three, the ghost train is starting to move off. Sshh. What's that? Is it an owl or a rat? It's terrifying! Listen! What's that? Is it a wolf? Yes it's a big wolf. It's coming! Sshh. And now? What's that?)

- Follow-up: Throughout the week, practise the new vocabulary through pictures, rhyme and games.
- Follow-up: Create a labelled display to illustrate the ghost train vocabulary.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. What did you see and hear?

- to understand the main points and simple opinions in a spoken story or passage (O6.1)
  - to match sound to sentences and paragraphs (L6.3)
  - to listen for clues to meaning, eg tone of voice, key words (LLS)
- Play an extract of music that will create a 'ghost train' atmosphere to help children recall vocabulary from the previous section, eg *Danse macabre* (Saint-Saëns) or 'In the Hall of the Mountain King' (Grieg).
  - Teach the sentence *J'ai pris le train fantôme* (I went for a ride on the ghost train). Introduce the phrases *J'ai entendu* (I heard) and *J'ai vu* (I saw), and model some sentences, eg *J'ai vu un fantôme*. Take this opportunity to revise the *u* phoneme.
  - Put a selection of pictures on the board and letter them. Say a number of sentences using either *J'ai vu* or *J'ai entendu*. Using mini-whiteboards, children write down the appropriate letter and, if possible, draw a symbol to show understanding of *vu* and *entendu*, eg a simple eye and ear shape.
  - Extension: Invite some children to read their answers back in French.
  - Play Pelmanism as a class. Provide pairs of pictures for the ghost train vocabulary from the previous section. Invite a confident child to select one of the pictures. Before the child turns over the first picture, the class chorus *J'ai pris le train fantôme*. The child then looks at their picture and uses it to build a sentence using *J'ai vu*, eg *J'ai vu un loup*. The child then turns over another picture to build a sentence using *J'ai entendu*. If the pictures match, the child keeps them both. Children could then play in pairs, with sets of picture cards.
  - Without showing children the text, read aloud the prepared description in 'Points to note'. Give pairs or small groups the description cut up into individual sentences. They order the sentences to create a meaningful text. Children take it in turns to read their text aloud to each other.

- listen to and understand the main points and some detail from a short spoken passage
- reconstitute a paragraph using text cards
- read a paragraph aloud with confidence, enjoyment and expression

- Suggested script for the final activity:

*Le weekend dernier, je suis allé(e) au parc d'attractions. C'était fantastique! Il y avait un grand huit. C'était super et très rapide! Il y avait aussi un carrousel. C'était génial! J'ai pris le train fantôme. C'était terrifiant! J'ai vu un squelette et j'ai entendu un loup.*

(Last weekend, I went to the theme park. It was fantastic! There was a rollercoaster. It was super and very fast! There was also a merry-go-round. It was great! I had a ride on the ghost train. It was terrifying! I saw a skeleton and I heard a wolf.)

## Section 6. Writing about a visit to a theme park

- to read and understand the main points and some detail from a short written passage (L6.1)
  - to write sentences on a range of topics using a model (L6.4)
  - to plan and prepare – analyse what needs to be done in order to carry out a task (LLS)
  - to evaluate work (LLS)
- Display the text from the previous section on the board and ask volunteers to underline or highlight in red all the words and phrases that show that the text refers to the past, eg *Le weekend dernier, je suis allé(e) ... Il y avait ... C'était ...*
  - Remove the text from the board and tell children that you are going to model writing a postcard about your visit to a theme park. Begin the postcard by writing *Le weekend dernier, je suis allé(e) au parc d'attractions*. As you are writing, share your thoughts about the words you are choosing. For example, having written *Le weekend dernier*, you could say 'I need to use *je suis allée* because *dernier* means last, so it refers to the past. I have added an -e to *allée* because I am a woman.' Continue with the rest of the text, and encourage children to help you select words and phrases.
  - Remove the text from the board and give pairs of children word banks from which they can select words and phrases to write their own postcards, emails, diary entries or multimedia presentations. For extra support, provide less confident children with a gapped text. In pairs, children show their postcard to another pair, who comment on what they think is good and suggest ideas for improvement.
  - Extension: Display a postcard in which you have deliberately made a few mistakes and ask children to correct them.

- identify phrases about the past
- develop a short text using a model

- Follow-up: Throughout the week, children work on and produce a 'best copy' of their postcard for a class display.

## End-of-unit activity

- to apply the knowledge, skills and understanding in this unit
- In pairs, children present to the class their work from the last section. Alternatively, they could film each other's presentations, and then show these.

- make a presentation to an audience or in front of a camera

- Follow-up: Children share their presentations at a whole-school assembly.
- Links with literacy work: This activity links to integrating words, images and sounds imaginatively for different purposes when creating and shaping texts (year 6).