

Au parc d'attractions (At the theme park)

5. What did you see and hear?

Prior Knowledge: It is helpful if children already have used the past (perfect) tense (first introduced in Unit 14).

Objectives

Speak in **sentences**, using familiar vocabulary, phrases and basic language structures.

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.

Listen attentively to spoken language and show understanding by joining in and responding.

Support

Support less confident children with an illustrated word bank.

In the final activity, less confident children could refer to pictures showing the visit to the theme park to help with the ordering of the sentences.

Extension

More confident children could extend their sentences in the fifth activity by using the extra items they have looked up previously, or adding a conjunction or an adjective.

Main

Play an extract of music that will create a 'ghost train' atmosphere to help children recall vocabulary from the previous section, e.g. *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, e.g. *J'ai vu un fantôme*. Take this opportunity to revise the [y] *u* and [u] phonemes.

ICT opportunities: Using presentation software, display different pieces of clipart demonstrating examples of the phrases *J'ai pris ... J'ai vu ...* and *J'ai entendu ...*

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*, e.g. a simple eye and ear shape. 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 session 4. 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*, e.g. *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.

ICT opportunities: Using self-authoring software to create a cycle of activities for the children to practise the different phrase in the perfect tense.

Without showing children the text, read aloud the prepared description in 'Teaching Tips'. 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.

Grammar

For teachers:

Perfect tense:

The verbs *prendre*, *voir* and *écouter* are conjugated with *avoir* in the perfect tense:

J'ai pris le train fantôme = I went for a

Grammar

For children:

Introduce children to the following phrases that use verbs to talk about the past:

J'ai pris le train fantôme = I went for a ride on the ghost train

Phonics focus

For teachers:

See Phonic focus for children.

Phonics focus

For children:

[y] u – *entendu*, *vu*, *une*

[u] ou – *loup*, *hibou*, *vous*

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ride on the ghost train <i>(prendre le train</i> literally means 'to take the train') <i>J'ai vu</i> = I saw <i>J'ai entendu</i> = I heard	<i>J'ai vu</i> = I saw <i>J'ai entendu</i> = I heard		
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Learning Outcomes Children can: <ul style="list-style-type: none"> 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 	<u>New National Curriculum Links</u> English: Y5/6 Reading comprehension - 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 evidence.
Throughout the week Play Pelmanism during the week to practise the two sentence structures.	Resources <ul style="list-style-type: none"> Extracts of atmospheric music, e.g. <i>Danse macabre</i> (Saint-Saëns), 'In the Hall of the Mountain King' (Grieg) Picture cards for Pelmanism Sentence strips Mini-whiteboards Access to an internet search engine Self-authoring package Presentation software Microphone Sound-editing software
Teaching Tips <ul style="list-style-type: none"> Suggested script for the final activity: <i>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.</i> (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.) 	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>J'ai pris le train fantôme</i>	I went for a ride on the ghost train	<i>J'ai pris le train fantôme</i>	I went for a ride on the ghost train
<i>un squelette</i>	a skeleton	<i>un squelette</i>	a skeleton
<i>un hibou</i>	an owl	<i>un hibou</i>	an owl
<i>un loup</i>	a wolf	<i>un loup</i>	a wolf
<i>une porte</i>	a door	<i>une porte</i>	a door
<i>des chaînes</i>	chains	<i>des chaînes</i>	chains
<i>des rats</i>	rats	<i>des rats</i>	rats
<i>J'ai entendu...</i>	I heard ...	<i>J'ai entendu...</i>	I heard ...
<i>J'ai vu...</i>	I saw ...	<i>J'ai vu...</i>	I saw ...
<i>Si je dis 'J'ai vu' vous devez dessiner un œil. Si je dis 'J'ai entendu', vous devez dessiner une oreille. Et puis, vous devez écrire la bonne lettre.</i>	If I say, 'J'ai vu', you have to draw an eye. If I say, 'J'ai entendu', you have to draw an ear. And then you have to write the correct letter.		
Description of a visit to a theme park (see 'Teaching Tips')			