

Au parc d'attractions (At the theme park)

3. Visiting a theme park

Prior Knowledge: It is helpful if children already know *parce que*, *Il y a ... / Il y avait...* and *C'était ...*

Objectives

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

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

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.

Support

Less confident children could use pictures of the rides laid in order to help them in the third activity.

Extension

Encourage more confident children to use a variety of adjectives encountered in previous units in the fifth activity, or look up additional ones.

Main

Deliver a short presentation about a visit to a theme park (see 'Teaching Tips' 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, Session 3).

Having established that the presentation refers to the past, play a memory game. As a class practise the phrase *Je suis allé(e) au parc d'attractions et il y avait ...* Children work in groups of four. The first child adds one ride to complete the sentence, e.g. *Je suis allé(e) au parc d'attractions et il y avait un carrousel*. The next child repeats the sentence and adds another ride using *et*, e.g. *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.

Model how to express preference using the imperfect tense, e.g. *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, e.g. *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, e.g. thinking of other familiar words with the same endings, recognising known graphemes and syllabification. Ask children to read the words and say them aloud.

ICT opportunities: Using a microphone and sound-editing software record the children's feedback and play it to the class for further discussion.

Children create calligrams (words drawn in a way that expresses their meaning, e.g. the word *terrifiant* drawn with fangs and claws) of adjectives. They could use a dictionary to find new adjectives to describe the rides.

ICT opportunities: Using presentation software, children choose an appropriate font to express different adjectives. They can also add appropriate clipart to reinforce meaning.

Model how to give a reason for your choice of ride, using *parce que*, e.g. *Mon attraction préférée était le grand huit parce que c'était rapide et terrifiant!* (My favourite 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.

ICT opportunities: Create text cards containing preference phrases and reason phrases starting with *parce que*. Show the children picture prompts and ask them to drag cards from a selection to make the required sentence.

Visit a French theme park online or take screenshots before the lesson. As a class, discuss what children notice about the park. What would they like to do or see? Compare this with theme parks they have already visited.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>See Grammar for children.</p> <p>As with other verbs conjugated with <i>être</i> in the perfect tense, the past participle of <i>aller</i> has a feminine agreement when appropriate. Thus <i>je suis allé</i> (m) but <i>je suis allée</i> (f). The pronunciation remains unchanged. In this unit, only the structure <i>je suis allé(e)</i> is used. The full conjugation is as follows:</p> <table><tr><td>subject pronoun</td><td><i>être</i></td><td>past participle</td></tr><tr><td><i>je</i></td><td><i>suis</i></td><td><i>allé(e)</i></td></tr><tr><td><i>tu</i></td><td><i>es</i></td><td><i>allé(e)</i></td></tr><tr><td><i>il/elle</i></td><td><i>est</i></td><td><i>allé(e)</i></td></tr><tr><td><i>nous</i></td><td><i>sommes</i></td><td><i>allé(e)s</i></td></tr><tr><td><i>vous</i></td><td><i>êtes</i></td><td><i>allé(e)(s)</i></td></tr><tr><td><i>ils/elles</i></td><td><i>sont</i></td><td><i>allé(e)s</i></td></tr></table>	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>	<i>nous</i>	<i>sommes</i>	<i>allé(e)s</i>	<i>vous</i>	<i>êtes</i>	<i>allé(e)(s)</i>	<i>ils/elles</i>	<i>sont</i>	<i>allé(e)s</i>	<p>Grammar</p> <p><u>For children:</u></p> <p>Explain how to talk about a visit using the past tense:</p> <p><i>je suis allé</i> = I went (male speaking)</p> <p><i>je suis allée</i> = I went (female speaking)</p> <p>Remind children they can use the following expressions from Unit 22 to describe their visit:</p> <p><i>il y avait</i> = there was/were</p> <p><i>c'était</i> = it was</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ɔ̃] on – <i>attractions</i></p> <p>[ɔn] onn - <i>passionnant</i>, <i>sensationnel</i></p> <p>[ɑ̃] en, an - <i>passionnant</i>, <i>sensationnel</i>, <i>terrifiant</i>, <i>marrant</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>Using knowledge of phoneme-grapheme correspondence to aid pronunciation of unfamiliar words.</p>
subject pronoun	<i>être</i>	past participle																						
<i>je</i>	<i>suis</i>	<i>allé(e)</i>																						
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<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> Express a preference using <i>c'était</i> Build compound sentences using <i>parce que</i> Devise strategies for decoding new vocabulary Compare aspects of entertainment in England and France or a French-speaking country 	<p>New National Curriculum Links</p> <p>English: Y5/6 Word reading – 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; Writing transcription – use dictionaries to check the spelling and meaning of words.</p> <p>Geography: KS2 – understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom, a region or area in a European country, and a region or area within North or South America.</p> <p>Computing: KS2 – select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data / information.</p>
<p>Throughout the week</p> <p>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.</p>	<p>Resources</p> <ul style="list-style-type: none"> Online access to the website of a

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Teaching Tips <ul style="list-style-type: none"> If possible, allow children time to look at leaflets of tourist attractions in France. 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, Session 3. 	<p>French theme park</p> <ul style="list-style-type: none"> Presentation about a visit that you have made to a theme park Dictionaries Access to an internet search engine
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<ul style="list-style-type: none"> Suggested script for a presentation about a theme park: <p><i>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.</i></p> <p>(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.)</p>	<ul style="list-style-type: none"> Presentation software Microphone Sound-editing software
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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>les attractions</i> (f) <i>le grand huit</i> <i>le carrousel</i> <i>le train fantôme</i> <i>la grande roue</i>	the (theme park) rides the rollercoaster the merry-go-round the ghost train the big wheel	<i>les attractions</i> (f) <i>le grand huit</i> <i>le carrousel</i> <i>le train fantôme</i> <i>la grande roue</i>	the (theme park) rides the rollercoaster the merry-go-round the ghost train the big wheel
<i>Je suis allé(e) au parc d'attractions et il y avait (un carrousel) et (un train fantôme)</i> <i>Mon attraction préférée était (la grande roue).</i>	I went to the theme park and there was (a merry-go-round) and (a ghost train) My favourite theme park ride was (the big wheel)	<i>Je suis allé(e) au parc d'attractions et il y avait (un carrousel) et (un train fantôme)</i> <i>Mon attraction préférée était (la grande roue).</i>	I went to the theme park and there was (a merry-go-round) and (a ghost train) My favourite theme park ride was (the big wheel)
<i>fantastique</i> <i>terrifiant</i> <i>passionnant</i> <i>rapide</i>	fantastic frightening exciting fast	<i>fantastique</i> <i>terrifiant</i> <i>passionnant</i> <i>rapide</i>	fantastic frightening exciting fast

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<i>sensationnel</i> <i>génial</i> <i>marrant</i> <i>Mon attraction préférée était (le grand huit) parce que c'était (rapide) et (terrifiant)!</i>	amazing great funny My favourite theme park ride was (the rollercoaster), because it was (fast) and (frightening)!	<i>sensationnel</i> <i>génial</i> <i>marrant</i> <i>Mon attraction préférée était (le grand huit) parce que c'était (rapide) et (terrifiant)!</i>	amazing great funny My favourite theme park ride was (the rollercoaster), because it was (fast) and (frightening)!
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