

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

### 4. A ride on the ghost train

**Prior Knowledge:** It is helpful if children already understand what is involved in a ghost train ride.

#### Objectives

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

**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.

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

#### Support

Less confident children may benefit from an illustrated word bank.

#### Extension

More confident children can find additional vocabulary in the dictionary.

#### Main

Explain to children that the focus for this session 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.

ICT opportunities: Using an online dictionary, children can research their words and paste them into a private wiki so they can compare and contrast what each other has found.

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 session 5. Revise the strategies suggested in session 3 to work out the pronunciation of the new words.

ICT opportunities: Ask the children to put all the items that can both see and hear together on the wiki.

Practise the new vocabulary through pictures and mime.

ICT opportunities: Using a self-authoring package, create a cycle of activities practising the new vocabulary.

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 'Teaching Tips' for a suggested text; alternatively, you may prefer to create your own.

ICT opportunities: Using a microphone and sound-editing software, children record their own atmospheric sound effects for the ghost train.

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.

#### **Grammar**

##### For teachers:

The suggested text includes two examples of questions with similar meanings:

#### **Grammar**

##### For children:

No specific grammar focus.

#### **Phonics focus**

##### For teachers:

[k] qu – *squelette*

[ɛ] ai, ais – *chaîne, squelette*

#### **Phonics focus**

##### For children:

Using knowledge of phoneme-grapheme correspondence to aid pronunciation of unfamiliar words.

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<p><i>Qu'est-ce que c'est ?</i> = what is it ?</p> <p><i>Ça c'est quoi ?</i> = what's that? (This is a more colloquial, informal question)</p> <p>Note also:</p> <p><i>Qu'est-ce que c'est <b>que ça</b>?</i> = What is <b>that</b> ? (often used when pointing at/referring to a specific thing)</p> <p><i>Qu'est-ce qu'il y a?</i> = what is it? (in the sense of 'what's the matter?')</p>			
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<p><b>Learning Outcomes</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Use a dictionary to find new words</li> <li>• Listen attentively, understand and discuss key information in a short text</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English:</b> 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><b>Computing:</b> 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><b>Throughout the week</b></p> <p>Practise the new vocabulary through pictures, rhyme and games.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• French dictionaries</li> <li>• Sound effects for the imaginary ghost train ride</li> <li>• Illustrated word banks for support</li> <li>• Access to an internet search engine</li> <li>• Access to a class wiki</li> <li>• Self-authoring package</li> <li>• Presentation software</li> <li>• Microphone</li> <li>• Sound-editing software</li> </ul>
<p><b>Teaching Tips</b></p> <ul style="list-style-type: none"> <li>• See the original QCA <i>Teacher's guide</i> for additional activities for practising vocabulary.</li> <li>• Suggested text for the fourth activity: <p><i>Il fait nuit. Un, deux, trois, le train fantôme commence à rouler. Sshh. Qu'est-ce que c'est ?</i></p> <p><i>C'est un hibou ou un rat ? C'est terrifiant! Écoutez! Qu'est-ce que c'est ? C'est un loup ?</i></p> <p><i>Oui, c'est un grand loup. Il arrive! Sshh. Et maintenant ? Ça c'est quoi ?</i></p> <p>(It's dark. One, two, three, the ghost train is starting to move off. Sshh. What's that?</p> <p>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?)</p> </li> <li>• The teacher should be sensitive to the fact that some parents may feel negatively about some aspects of this</li> </ul>	

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session, e.g. those aspects seen as promoting the occult.	
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<b>Le langage du prof</b>	<b>Teacher Language</b>	<b>Le langage des enfants</b>	<b>Children's Language</b>
<i>Pendant cette leçon, nous allons prendre le train fantôme. Bienvenue à bord !</i>  <i>un squelette</i> <i>un hibou</i> <i>un loup</i> <i>une porte</i> <i>des chaînes</i> <i>des rats</i>  <i>Qu'est-ce que vous pouvez entendre ?</i> <i>Racontez à votre camarade ce que vous avez entendu.</i>  Description of imaginary ghost train ride (see 'Teaching Tips')	During this lesson we are going to ride the ghost train. Welcome aboard!  a skeleton an owl a wolf a door chains rats  What can you hear? Tell your partner what you heard.	<i>un squelette</i> <i>un hibou</i> <i>un loup</i> <i>une porte</i> <i>des chaînes</i> <i>des rats</i>	a skeleton an owl a wolf a door chains rats