

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

### Overview Unit 23

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
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.		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).
<b>Prior Learning</b> It is helpful if children already know: <ul style="list-style-type: none"> <li>• <i>parce que</i></li> <li>• <i>Il y a ... / Il y avait ...</i></li> <li>• <i>était</i></li> <li>• <i>C'était ...</i></li> <li>• numbers 50–100 in multiples of 10</li> <li>• simple prices in euros</li> <li>• <i>C'est combien ?</i></li> </ul>	<b>New Language Content</b> <ul style="list-style-type: none"> <li>• Making statements about a visit to a theme park, referring to the past</li> <li>• Expressing an opinion about what a theme park ride was like</li> <li>• Using adjectives to add interest and detail to a description</li> <li>• Perfect tense with <i>être</i>: <i>aller</i> (<i>je suis allé</i> (m), <i>je suis allée</i> (f))</li> <li>• Perfect tense with <i>avoir</i>: <i>prendre</i> (<i>j'ai pris</i>); <i>voir</i> (<i>j'ai vu</i>); <i>entendre</i> (<i>j'ai entendu</i>)</li> <li>• Phonic focus: revision of <i>u, ou</i>.</li> </ul>	<b>End of Unit Activities</b> Children produce an account of a visit to a theme park, in the form of a postcard, diary entry, email or multimedia presentation. They then present this to the rest of the class. They could also combine all the activities in the unit to produce an advertising leaflet for a theme park, with an illustrated labelled map, lists of prices and restrictions, and visitors' comments about their experience.
<b>Expectations</b> At the end of this unit: <p><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</p> <p><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</p> <p><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</p>		<b>Links to the National Curriculum for KS2 Foreign Languages</b> <i>Where there is a specific focus within the objective, this is shown in bold</i> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally and in writing</li> <li>• 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</li> <li>• 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</li> </ul>

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

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<b>Resources</b> <ul style="list-style-type: none"><li>• Images of theme parks in France or a French-speaking country for a presentation</li><li>• Strips of paper for Strip Lotto</li><li>• Price list for theme park rides, in euros</li><li>• Mini-whiteboards</li><li>• Access to an internet search engine</li><li>• Self-authoring package</li><li>• Presentation software</li><li>• Microphone</li></ul>	<ul style="list-style-type: none"><li>• Sound-editing software</li><li>• A script for a simple role play for buying tickets</li><li>• Planning sheet for creating an imaginary theme park</li><li>• Access to a class wiki</li><li>• Sound-editing software</li><li>• Online access to the website of a French theme park</li><li>• Presentation about a visit that you have made to a theme park</li><li>• Dictionaries</li></ul>	<ul style="list-style-type: none"><li>• Sound effects for the imaginary ghost train ride</li><li>• Illustrated word banks for support</li><li>• Extracts of atmospheric music, e.g. Danse macabre (Saint-Saëns), 'In the Hall of the Mountain King' (Grieg)</li><li>• Picture cards for Pelmanism</li><li>• Sentence strips</li><li>• Word bank for writing about a visit to a theme park</li><li>• Writing frames or gapped texts for support</li></ul>
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