

Le passé et le présent (Then and now)

3. Then and now

Prior Knowledge: It is helpful if children already know that the imperfect tense is used to describe an action in the past, sustained over a period of time.

Objectives

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

Describe people, places, things and actions orally and in writing.

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

Provide less confident children with a word bank or writing frame for the fifth activity.

Extension

More confident children can lead the game in the third activity.

Encourage more confident children to use the conjunctions *et* and *mais* when constructing their sentences.

Main

Play Pelmanism using flashcards. Display a 4x4 grid with cards showing different places in a town (see Session 1). Each card should have a coloured shape on the reverse that is one of a matching pair. Divide the class into two teams. Teams take it in turns to name two places in a town. If, when the cards are turned over, they reveal a matching pair of shapes, the team wins a point and the cards are removed.

ICT opportunities: Using a self-authoring package, create a Pelmanism game where children have to click on two cards to find a pair. If they succeed, they continue looking for subsequent pairs.

Show children two pictures of their town – one from the past (see ‘Teaching Tips’) with the heading, e.g. *Manchester en 1948*, and one in the present with the heading *Manchester aujourd’hui* (Manchester today). Revise *Il y a ...* statements from Session 1 using flashcards for support where necessary and indicating the picture from the present day. Model a similar statement, again using flashcards for support, but this time replacing *Il y a* with *Il y avait* and pointing to the picture in the past. Ask children what they’ve noticed about the two statements.

ICT opportunities: Using presentation software, display the old and new photos side by side with headings and textboxes underneath describing what is in each picture. Underline *il y a* and *il y avait* to highlight that they are different and elicit their meaning from the children.

Teach children that the past tense of *Il y a* (There is/are) is *Il y avait* (There was/were) and write these on the board. Children stand up. Make some statements about places in a town in the past and present, e.g. *Il y a un supermarché / Il y avait une boulangerie* (There is a supermarket / There was a bakery). Children step forward when they hear a present tense and step back for a past tense. Practise this a few times then let confident children lead the game.

Discuss with children in English how they think their town might have changed in the last 10 years. Are there any shops they remember that are no longer there? What about houses? Why do they think towns change? Do they think it is good that towns change in this way?

ICT opportunities: Using a microphone and sound-editing software, the children can interview adults in their school and ask them how they think their town has changed in the last ten years and what they think about this. This can be edited together and published as a podcast on the class blog.

Build up longer statements comparing past and present, using conjunctions. Show children two sentences, e.g. *En 1948, il y avait une épicerie. Aujourd’hui, il y a un supermarché.* (In 1948 there was a grocer’s. Today there is a supermarket.) Discuss how these could be linked with a conjunction, e.g. *mais*. Children then work in pairs to make up more sentences using this model and record them on mini-whiteboards. If resources are available, they could compare town plans from the past and present and describe the changes in French.

Practise the phonemes [ɛ], e.g. *avait, mais, bibliothèque* and [e] e.g. *café, marché*. Add new words to the word bank.

Pairs feed back to the class. One child says the first half of the sentence and the other continues with *mais aujourd’hui ...* (but today...)

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>See Grammar for children.</p> <p><i>Il y a</i> and <i>Il y avait</i> are fixed phrases meaning ‘There is/are’ and ‘There was/were’.</p> <p><i>Il y avait</i> uses the imperfect tense of the verb <i>avoir</i>.</p> <p>The imperfect tense is often used to describe an action that continued over a sustained period of time.</p> <p>For reference, the full conjugation of <i>avoir</i> in the imperfect tense is as follows:</p> <p><i>j’avais</i> <i>tu avais</i> <i>il/elle avait</i> <i>nous avions</i> <i>vous aviez</i> <i>ils/elles avaient</i></p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Describing the scene in the present and in the past</p> <p>Remind children of the phrase :</p> <p><i>il y a</i> = there is/are</p> <p>which is used to describe how things are now, e.g.</p> <p><i>aujourd’hui il y a un supermarché</i> = today there is a supermarket</p> <p>Introduce them to the version:</p> <p><i>il y avait</i> = there was/were</p> <p>and explain that this is used to describe what things were like in the past e.g.</p> <p><i>en 1948 il y avait une boulangerie</i> = in 1948 there was a bakery</p> <p>Conjunctions <i>et</i> (and) <i>mais</i> (but) can be used to join sentences/parts of a sentence.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>See Phonics for children.</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[ɛ] ais/ait – <i>avait, mais, bibliothèque</i></p> <p>[e] é/ée – <i>café, marché, musée.</i></p>
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<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> Understand and write compound statements about a town Understand and use the third person singular of <i>avoir</i> in the past and present tenses 	<p><u>New National Curriculum Links</u></p> <p>English: Y3/4 Grammar and punctuation – use conjunctions, adverbs and prepositions to express time and cause; use the perfect form of verbs to mark relationships of time and cause</p> <p>History: KS1 – about significant historical events, people and places in their own locality; KS2 - the opportunity to study local history.</p> <p>Geography: KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, and shop; KS2 - use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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<p>Throughout the week</p> <p>Play <i>Il y a, Il y avait</i> (There is/are, There was/were). You say <i>Il y a un supermarché</i> (There is a supermarket). The class change this into the past tense and chorus <i>Il y avait un supermarché mais aujourd'hui ...</i> (There was a supermarket but today...) The first child makes up an ending to the sentence, e.g. <i>Il y a une boulangerie</i>, which forms the start of the next sentence for the class. This game can be played in groups with any familiar vocabulary.</p>	<p>Resources</p> <ul style="list-style-type: none"> Flashcards with coloured shapes on the back for a Pelmanism game Two pictures of your town – one from the past and one in the present (Town plans from the past and present) Access to a search engine Self-authoring package Presentation software Access to a class blog Microphone Sound-editing software
<p>Teaching Tips</p> <ul style="list-style-type: none"> The Pelmanism game works equally well on an interactive whiteboard. When preparing photos of places past and present, look first for the old photos. When you have found suitable ones to use, then take a picture in the same location to show the differences. In this way, you can ensure both photos are taken from roughly the same angle which helps to make the changes clear to the children. There is a wide range of historic photos available in the Francis Frith collection (www.francisfrith.com). Registration is free, as is becoming a partner which allows images from the collection to be included in a website. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<p><i>Manchester en 1948</i></p> <p><i>Manchester aujourd'hui</i></p> <p><i>Il y avait ...</i></p> <p><i>Aujourd'hui, il y a ...</i></p> <p><i>un café</i></p> <p><i>un magasin</i></p> <p><i>un marché</i></p> <p><i>une poste</i></p> <p><i>une gare</i></p> <p><i>une bibliothèque</i></p> <p><i>un supermarché</i></p> <p><i>une charcuterie</i></p> <p><i>une boulangerie</i></p>	<p>Manchester in 1948</p> <p>Manchester today</p> <p>There was ...</p> <p>Today there is...</p> <p>a café</p> <p>a shop</p> <p>a market</p> <p>a post office</p> <p>a station</p> <p>a library</p> <p>a supermarket</p> <p>a delicatessen (meat)</p> <p>a bakery</p>	<p><i>Il y avait ...</i></p> <p><i>Aujourd'hui, il y a...</i></p> <p><i>un café</i></p> <p><i>un magasin</i></p> <p><i>un marché</i></p> <p><i>une poste</i></p> <p><i>une gare</i></p> <p><i>une bibliothèque</i></p> <p><i>un supermarché</i></p> <p><i>une charcuterie</i></p> <p><i>une boulangerie</i></p>	<p>There was ...</p> <p>Today there is...</p> <p>a café</p> <p>a shop</p> <p>a market</p> <p>a post office</p> <p>a station</p> <p>a library</p> <p>a supermarket</p> <p>a delicatessen (meat)</p> <p>a bakery</p>

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<i>une boucherie</i> <i>une pâtisserie</i> <i>une poissonnerie</i> <i>une épicerie</i> <i>un parc</i> <i>un musée</i> <i>une église</i>	a butcher's a cake shop a fishmonger a grocer's a park a museum a church	<i>une boucherie</i> <i>une pâtisserie</i> <i>une poissonnerie</i> <i>une épicerie</i> <i>un parc</i> <i>un musée</i> <i>une église</i>	a butcher's a cake shop a fishmonger a grocer's a park a museum a church
<i>Levez-vous.</i>	Stand up.		
<i>Quand vous entendez une phrase au temps présent vous devez faire un pas en avant.</i>	When you hear a sentence in the present tense, you need to take a step forwards.	<i>En (1948), il y avait (une épicerie) mais aujourd'hui, il y a (un supermarché).</i>	In (1948) there was (a grocer's) but today there is (a supermarket).
<i>Quand vous entendez une phrase au temps passé vous devez faire un pas en arrière.</i>	When you hear a phrase in the past tense, you need to take a step backwards.		
<i>En (1948), il y avait (une épicerie) mais aujourd'hui, il y a (un supermarché).</i>	In (1948) there was (a grocer's) but today there is (a supermarket).		