

## Le passé et le présent (Then and now)

### 1. Places in a town centre

**Prior Knowledge:** It is helpful if children already know the names of some places in a town (Unit 15), *Il y a...*, the definite and indefinite articles (*le/la* and *un/une*).

#### Objectives

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

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

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

#### Support

For the fifth activity, allow less confident children to place image cards in front of them as a prompt as the game progresses.

#### Extension

Encourage more confident children to use connectives in their sentences.

In the 'Tourist Game' activity, encourage more confident children to reply to the questions with a whole sentence, particularly practising the negative sentence structure.

#### Main

Display map symbols for familiar places in a town on the board, e.g. *un café / un magasin / un marché / une poste / une gare / une bibliothèque* (a café / a shop / a market / a post office / a station / a library). Next to each symbol write the first letter of the word, with dashes for the missing letters. Set up a memory challenge, where children try to recall three words silently, then compare with a partner. Each pair then tries to recall five places. Feed back as a class.

ICT opportunities: Use an interactive version of 'Hangman'. Search for '*Le jeu du pendu*' and 'shareware' to find ideas.

Practise intonation in questions using the map symbols. Indicate a symbol and ask *C'est une gare?* (Is it a train station?) An individual child responds with *Oui, c'est une gare* (Yes, it's a train station) or *Non, c'est un/e ...* (No, it's a...)

Remind children of the difference in intonation between questions and statements (see Grammar for teachers, Unit 15, Session 5). Hold up the café image. If you say *C'est un café?* as a question, then children answer it as above. If it's a statement, then children remain silent. Invite children to come to the front to lead the game.

ICT opportunities: Using a self-authoring package, create a Pelmanism activity to practise intonation. Children click on the first card and say the question form, *C'est ...?* using the item depicted. They click on a second card. If it matches the first, they say the positive statement *Oui, c'est ...* If it does not match, they say the statement, *Non, c'est ...*

On different parts of the board, display images and words for some new places in a town (see 'Teaching Tips'). Write a letter next to each image and a number next to each word. In pairs, ask children to match images to words by noting corresponding numbers and letters. Alternatively, give each pair a set of word cards and images to match up.

Ask children to look closely at the new words and give them thinking time in pairs to work out the pronunciation. Ask children for their answers and feedback on which were easier/harder to work out and the strategies they used.

Show children four images of different places. Model creating a sentence from these, e.g. *A Durham, il y a un musée, un café, une église et une poissonnerie* (In Durham there is a museum, a café, a church and a fishmonger's). Change the images and ask children to make a new sentence. Children use images to create combinations for their partner.

In small groups, children play an adaptation of the game My Grandmother Went to Market, where the first child says *A Durham, il y a une église* (In Durham, there is a church). The second child repeats this and adds another place, and so on to make the longest chain possible. Remind children of the conjunction *et* and practise the phoneme [e] [ɛ].

Use some of the images but this time put a cross next to the final one. Say the matching sentence using a negative, e.g. *A Durham, il y a un musée, un café et une église mais il n'y a pas de poissonnerie* (In Durham there is a museum, a café and a church but there is no fishmonger's). Ask children what they notice about the new sentence. Pick out the negative construction and practise it with a new combination of places.

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		Play the Tourist Game. Ask two children to leave the room. They will be the tourists. The rest of the class ('the locals') decide on three places to include in their town. The tourists return to the room and ask the locals, e.g. <i>Il y a une gare?</i> The class chorus the response. The aim of the game is for the tourists to identify all three places in the town.
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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Negatives: Note that  <i>il y a <b>une</b> gare</i> = there is <b>a</b> station</p> <p>But  <i>il n'y a <b>pas de</b> gare</i> = there isn't a [any] station</p> <p>The negative is followed by <i>de</i> or <i>d'</i> (if the next word starts with a vowel) e.g.  <i>il n'y a <b>pas de</b> boulangerie</i> = there isn't a bakery  <i>il n'y a <b>pas d'</b>épicerie</i> = there isn't a grocer's</p> <p>Note that when saying <i>c'est un/ une</i>, a liaison is made between the <i>t</i> and the <i>u</i>.</p> <p><i>Faux Amis</i> (false friends):</p> <p>Note that a library is <i>une bibliothèque</i>, whereas <i>une librairie</i> means a bookshop.</p> <p>Teachers may also be interested to note the following types of library:  <i>une médiathèque</i> = a multimedia library  <i>une cinémathèque</i> = a film library  <i>une vidéothèque</i> = a video library  <i>un CDI</i> (<i>Centre de Documentation et</i></p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Negatives: Remind children of <i>il y a</i> = there is/are  and <i>il n'y a pas</i> = there isn't/aren't.</p> <p>Explain that <i>il n'y a pas</i> is followed by <i>de</i> e.g.  <i>il n'y a <b>pas de</b> boulangerie</i> = there isn't a bakery  <i>il n'y a <b>pas d'</b>épicerie</i> = there isn't a grocer's</p> <p>Point out to children that the <i>-st</i> in the word <i>c'est</i> is usually silent, but that when the next word starts with a vowel, we pronounce the <i>t</i> on the end of <i>c'est</i>, e.g. <i>c'est un/ une</i></p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[y] u – <i>supermarché, charcuterie</i>  [u] – <i>boucherie, boulangerie</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>[e] é. ée, ez, er  [ɛ] ais,</p>
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<i>d'Information</i> ) = a learning resource centre (in schools)			
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<p><b>Learning Outcomes</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Recognise key places in a town</li> <li>• Say the names of some places found in a town</li> <li>• Ask questions about places in a town</li> <li>• Make statements about places in a town</li> <li>• Use intonation to add interest to their speech</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English:</b> Word reading Y5/6 – 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.</p>
<p><b>Throughout the week</b></p> <p>Say a place in the town and children point to the appropriate picture.</p> <p>Play <i>Faites ceci, faites cela</i> (Do This, Do That), where children mime an action if they hear a statement and do nothing if they hear a question, e.g. <i>Fermez les yeux!</i> / <i>Fermez les yeux?</i> (Close your eyes! / Close your eyes?)</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Map symbols and images of places in a town</li> <li>• Sets of word cards and images of places in a town</li> <li>• Access to an internet search engine</li> <li>• Self-authoring package</li> <li>• Presentation software</li> </ul>
<p><b>Teaching Tips</b></p> <ul style="list-style-type: none"> <li>• Use images of a town centre in your local area if possible. The vocabulary suggested here is given as a guide and you can substitute or add words that are more appropriate to your pictures.</li> <li>• It is possible to display a picture as a background on an interactive whiteboard and superimpose images onto the background.</li> </ul>	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>un café</i>	a café	<i>un café</i>	a café
<i>un magasin</i>	a shop	<i>un magasin</i>	a shop
<i>un marché</i>	a market	<i>un marché</i>	a market
<i>une poste</i>	a post office	<i>une poste</i>	a post office

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<i>une gare</i>	a station	<i>une gare</i>	a station
<i>une bibliothèque</i>	a library	<i>une bibliothèque</i>	a library
<i>C'est (une gare) ?</i>	Is it (a train station)?	<i>Oui, c'est une gare</i>	Yes, it's (a train station)
<i>Oui, c'est une gare</i>	Yes, it's (a train station)	<i>Non, c'est un/e ...</i>	No, it's a ...
<i>Non, c'est un/e ...</i>	No, it's a ...		
<i>le/un supermarché</i>	the/a supermarket	<i>le/un supermarché</i>	the/a supermarket
<i>la/une charcuterie</i>	the/a delicatessen (meat)	<i>la/une charcuterie</i>	the/a delicatessen (meat)
<i>la/une boulangerie</i>	the/a bakery	<i>la/une boulangerie</i>	the/a bakery
<i>la/une boucherie</i>	the/a butcher's	<i>la/une boucherie</i>	the/a butcher's
<i>la/une pâtisserie</i>	the/a cake shop	<i>la/une pâtisserie</i>	the/a cake shop
<i>la/une poissonnerie</i>	the/a fishmonger	<i>la/une poissonnerie</i>	the/a fishmonger
<i>l'/une épicerie</i>	the/a grocer's	<i>l'/une épicerie</i>	the/a grocer's
		<i>A Durham il y a un/ une ...</i>	In Durham there is a ...
<i>Pour ce jeu vous devez associer chaque chiffre avec une lettre.</i>	For this game you need to match each number with a letter.	<i>Il y a (une gare)?</i>	Is there (a station)?
		<i>Il y a ...</i>	There is ...
<i>Qu'est-ce qu'il y a à ex. Durham ?</i>	What is there in e.g. Durham?	<i>Il n'y a pas de ...</i>	There isn't ...
<i>A Durham il y a un/ une ... mais il n'y a pas de...</i>	In Durham there is a ...but there isn't a...		
<i>Faites ceci, faites cela</i>	Do this, do that		