

Le passé et le présent (Then and now)

5. Compare and contrast

Prior Knowledge: It is helpful if children already know *beaucoup de* and *peu de*.

Objectives

Read carefully and show understanding of words, phrases and simple 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.

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Support

Allow less confident children to work in pairs for the sixth activity.

Extension

More confident children can lead the present/past recognition game in the third activity.

Encourage more confident children to identify the different word types, e.g. adjectives, nouns and verb phrases in the texts to consolidate their knowledge of sentence structure in French. This could be done using colour coding.

Main

Play Duel. Divide the class into two teams. Choose a child from each team to take part in the first 'duel'. They stand back to back. Call out a word. If it is not an adjective, the two children take a step away from each other. When you call out an adjective, they must quickly turn to face each other and say the antonym. The first child to say the correct antonym wins a point for their team. Choose two more children to continue the game.

Read the letter/email from Session 4 again. Highlight the use of *est* and *était*. Show children two pictures of a French town – one from the past labelled, e.g. *Paris en 1948*, and one in the present labelled *Paris aujourd'hui*. Indicate the picture from the present day saying, e.g. *Aujourd'hui, Paris est animé* (Today, Paris is busy). Then indicate the picture from the past and say, e.g. *En 1948, Paris était animé* (In 1948, Paris was busy). Ask children what they notice about the statements.

ICT opportunities: Display the old and new photos on the interactive whiteboard and write a sentence in the past or present under each one. Highlight the verb in both sentences by changing the font colour and use the screen recording tool to capture the children's ideas on the reasons for the differences of the two sentences.

Teach children that the past tense of *est* (is) is *était* (was) and that these verbs are used to form *C'est* (It is) and *C'était* (It was). (See 'Grammar for explanation of the imperfect tense of *être*.) Write all four words/phrases on the board. Children stand up. Make statements about places in a town in the past and present, e.g. *Le supermarché est moderne / La maison était vieille* (The supermarket is modern / The house was old). Children step forward when they hear a present tense statement and step back for a past tense statement. Practise this a few times then let confident children lead the game.

Referring back to the text, draw children's attention to *beaucoup de* and *peu de*. Using the interactive whiteboard, show children a series of images, using familiar vocabulary to illustrate the meaning of *beaucoup de* and *peu de*. For example, Slide 1 – *Il y a beaucoup de bananes*, shows lots of bananas. Slide 2 – *Il y a peu de bananes*, shows few bananas and a very fat, contented monkey. Children then create and illustrate pairs of sentences in the same way.

Give a short oral presentation on Paris (or a French-speaking town of your choice), using visuals where possible (see texts at end of session). Ask children to make notes on mini whiteboards, in English or in French. They compare their notes with a partner before feeding back to the class.

Give children two texts describing two contrasting French towns in the past and present (see texts at end of session). Children read the texts and list the buildings in columns labelled '*En 1900*' and '*Aujourd'hui*'. Children could also highlight the adjectives. Feed back and create a class list of buildings in the two French towns, then and now.

Highlight the spelling of *vieille*. Remind children of words from Units 16 and 21, e.g. *coquillages* and *vanille*. Practise saying the words. Read out some more [j] words for children (in pairs) to try and spell, e.g. *fille*, *brille*, *sautille*, *chatouille*.

Play *Le Pendu* (Hangman) with the names of places in a town.

Le passé et le présent (Then and now)

5. Compare and contrast

<p>Grammar</p> <p><u>For teachers:</u></p> <p>When describing something in the past, the imperfect tense is often used. In this unit only the structure <i>C'était</i> (It was) is used. The full conjugation of the verb <i>être</i> in the imperfect tense is as follows:</p> <p><i>j' étais</i> <i>tu étais</i> <i>il/elle/c' était</i> <i>nous étions</i> <i>vous étiez</i> <i>Ils/elles étaient</i></p> <p>C'était + adjective</p> <p>Note that, like <i>c'est</i> (see Unit 17 session 4) when <i>c'était</i> is followed immediately by an adjective, that adjective is always in the masculine singular form, e.g.</p> <p><i>c'était beau</i> = it was beautiful BUT <i>c'était une belle ville</i> = it was a beautiful town</p> <p>Beaucoup</p> <p>Note that <i>beaucoup</i> is followed by <i>de</i> (or <i>d'</i> if the next word starts with a vowel). This is because it is a quantity (see Unit 21 session 5). For example:</p> <p><i>beaucoup de magasins</i> = lots of shops <i>beaucoup d'églises</i> = lots of churches</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Describing what things were like in the present and in the past</p> <p>Remind children of the phrase:</p> <p><i>c'est</i> = it is</p> <p>which is used to describe what things are like now, e.g.</p> <p><i>aujourd'hui c'est animé</i> = today it is lively</p> <p>Introduce them to the version:</p> <p><i>c'était</i> = it was</p> <p>and explain that this is used to describe what things were like in the past e.g.</p> <p><i>en 1948 c'était calme</i> = in 1948 it was quiet</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>No specific focus.</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[j] Il – <i>vieille, coquillages, vanille, fille, brille, sautille, chatouille.</i></p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------

<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> Recognise and understand the third person singular of the verb <i>être</i> in the past tense Understand and use <i>beaucoup de</i> and <i>peu de</i> in sentences Pick out the main points from spoken and written texts about a town 	<p><u>New National Curriculum Links</u></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; Comprehension – understand what they read by checking that the [text] makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences and justifying these with evidence from the text.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Le passé et le présent (Then and now)

5. Compare and contrast

<p>Throughout the week:</p> <p>Play <i>Le Pendu</i> (Hangman) with the names of places in a town.</p> <p>Teaching Tips</p> <ul style="list-style-type: none"> The game 'Duel' works well if the words you call out begin with the same letter as the adjective you are going to call, e.g. <i>musée</i>, <i>magasin</i>, <i>mauvais</i>, <i>moche</i>! 	<p>Resources</p> <ul style="list-style-type: none"> Two pictures of a French town – one from the past and one from the present Copies of an email or letter from a school in a French-speaking country Multimedia presentation to illustrate the meaning of <i>beaucoup de</i> and <i>peu de</i> Copies of two texts describing two contrasting French towns in the past and present (see texts at end of session)
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>animé(e)</i> <i>calme</i> <i>beau/belle</i> <i>moderne</i> <i>vieux/vieille</i> <i>moche</i> <i>Aujourd'hui, Paris est animé.</i> <i>En 1948, Paris était animé.</i> <i>C'est... C'était...</i> <i>ex. Le supermarché est moderne / La maison était vieille</i> <i>beaucoup de / peu de</i> <i>Il y a beaucoup de (bananes)</i> <i>Il y a peu de (bananes)</i> <i>un café</i> <i>un magasin</i> <i>un marché</i>	lively (m/f) calm beautiful (m/f) modern old (m/f) ugly Today, Paris is lively. In 1948, Paris was lively. It is... It was... e.g. The supermarket is modern / The house was old a lot (of) / few There are lots of (bananas) There are few (bananas) a café a shop a market	<i>animé(e)</i> <i>calme</i> <i>beau/belle</i> <i>moderne</i> <i>vieux/vieille</i> <i>moche</i> <i>C'est ... C'était...</i> est / était <i>ex. Le supermarché est moderne / La maison était vieille</i> <i>beaucoup de / peu de</i> <i>Il y a beaucoup de (bananes)</i> <i>Il y a peu de (bananes)</i> <i>un café</i> <i>un magasin</i> <i>un marché</i> <i>un supermarché</i>	lively (m/f) calm beautiful (m/f) modern old (m/f) ugly It is... It was... is / was e.g. The supermarket is modern / The house was old a lot (of) / few There are lots of (bananas) There are few (bananas) a café a shop a market a supermarket

Le passé et le présent (Then and now)

5. Compare and contrast

<i>un supermarché</i>	a supermarket	<i>un parc</i>	a park
<i>un parc</i>	a park	<i>un musée</i>	a museum
<i>un musée</i>	a museum	<i>une poste</i>	a post office
<i>une poste</i>	a post office	<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>une charcuterie</i>	a delicatessen (meat)
<i>une charcuterie</i>	a delicatessen (meat)	<i>une boulangerie</i>	a bakery
<i>une boulangerie</i>	a bakery	<i>une boucherie</i>	a butcher's
<i>une boucherie</i>	a butcher's	<i>une pâtisserie</i>	a cake shop
<i>une pâtisserie</i>	a cake shop	<i>une poissonnerie</i>	a fishmonger
<i>une poissonnerie</i>	a fishmonger	<i>une épicerie</i>	a grocer's
<i>une épicerie</i>	a grocer's	<i>une église</i>	a church
<i>une église</i>	a church		

Example texts

Example of a presentation about Paris:

Bienvenue à Paris. Paris est une grande ville très animée. C'est la capitale de la France. Il y a beaucoup de monuments historiques comme la Tour Eiffel, l'Arc de Triomphe, et le Louvre. Il y a aussi beaucoup de belles et vieilles églises et cathédrales, comme Notre Dame et le Sacré Coeur. Le fleuve qui traverse la ville s'appelle la Seine.

Welcome to Paris. Paris is a very busy city. It is the capital of France. There are many historical monuments such as the Eiffel Tower, the Arc de Triomphe and the Louvre. There are also many beautiful old churches and cathedrals, such as Notre Dame and Sacré Coeur. The river that flows through Paris is called the Seine.

Examples of texts describing two contrasting French towns in the past and now:

En 1900, il y avait peu de voitures, mais beaucoup de gens. Il y avait aussi beaucoup de jardins publics et un hôtel de ville. Aujourd'hui, Paris est très moderne. Il y a beaucoup de cinémas et beaucoup d'hôtels. Il y a aussi beaucoup de grands magasins.

In 1900, there were few cars but many people. There were also many public gardens and a town hall. Today, Paris is very modern. There are many cinemas and many hotels. There are also many department stores.

En 1900, Lille était moche. Il y avait beaucoup d'industrie et les maisons étaient noires et petites. Au centre-ville, il y avait une boucherie et une boulangerie mais il n'y avait pas de cinéma. Aujourd'hui, Lille est très animée. Il y a beaucoup de maisons modernes, un grand supermarché et deux cinémas. Il y a aussi beaucoup de cafés et de restaurants. Il y a peu d'industries.

In 1900, Lille was ugly. There was much industry and the houses were small and black. In the town centre, there was a butcher's and a bakery but there was no cinema. Today, Lille is very busy. There are many modern houses, a large supermarket and two cinemas. There are also many cafés and restaurants. There is little industry.