

Le passé et le présent (Then and now)

4. Find the difference

Prior Knowledge: It is helpful if children already know some adjectives and word order when describing a noun, e.g. *grand/grande, petit/petite*

Objectives

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

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.

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

Less confident children may benefit from referring to a word bank with adjectives paired with their antonyms.

Extension

Encourage more confident children to use a variety of places in the town for the fifth activity.

Main

Have flashcards for places in a town in a pile in front of you or on your lap. You choose to say either *aujourd'hui* or *en 1948* and quickly 'flash' a card at children. They respond with either *Il y a* + place or *Il y avait* + place, as appropriate.

ICT opportunities: Import the images into a slideshow and adjust the slide transition to change every few seconds. Children note the order of the images and feed back at the end. Run the slideshow again if children need more time to view each photo.

Children work in pairs with a copy of an email or letter from a school in a French-speaking country (this can be real or invented – see text at end of session). As 'language detectives' they try to make sense of the text by highlighting words and phrases they know or can guess, and reading aloud where possible. Children can share their ideas with another pair.

ICT opportunities: As a pre-reading exercise, children import the text into an application to create a word cloud of high-frequency words. They copy the image into a private wiki and try to work out the gist of the text.

Display the email or letter on the board and invite children for their ideas. Discuss strategies that children used to help them understand the text. What did they find easy/difficult and why? Draw attention to the use of *Il y a* / *Il y avait*.

Invite children to come out and highlight the adjectives, e.g. *grande/ animée/ calme/ petite/ belle/ moderne/ vieille/ moche*. Ask children what they notice about the adjectives (all of them end in *e*.) Ask why this might be. Display a sentence from the text, e.g. *La ville est animée*. Then write *Le parc est animé* below. What do children notice about how the adjectives are a) written and b) pronounced? Show how the other adjectives work, e.g. *calme, moderne* and *moche* remain the same, while *vieille* has a different masculine form (*vieux*), as does *belle* (*beau*). Remind children of colour adjectives from Unit 4.

In pairs, children choose at least four adjectives, a masculine place and a feminine place which they use to create sentences pairs, e.g. *Le musée est beau / L'église est belle*. Children read their sentences aloud or to a partner.

Highlight the spelling of *moche*. Ask children how the sound [ʃ] *sh* is normally represented in French and ask them why they think it is different in this example. Talk about borrowings, and compare with words like 'chef' in English.

Decide on an action for each adjective. Play Antonyms. Whichever adjective you mime and say, children must mime and say the opposite. A confident child could then lead this activity, or you may want children to play this in pairs.

Play Splat! with antonyms. Children stand up. Call out an adjective and children raise their hands if they know the opposite. Ask the first child with their hand up to say the word they were thinking of. If they are right, they can 'splat' another child, who sits down. Continue until only one child is standing. If no one standing knows the answer, children who are 'out' (i.e. sitting down) can rejoin the game by giving the correct response. This can also be played in groups.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>(See Grammar for children)</p> <p>Note the masculine and feminine forms of the adjectives used in this session:</p> <p><i>Le parc (m) est animé</i></p> <p><i>La ville (f) est animée</i></p> <p><i>Le musée (m) est beau</i></p> <p><i>L'église (f) est belle</i></p> <p><i>Le stade (m) est nouveau</i></p> <p><i>La boulangerie (f) est nouvelle</i></p> <p><i>Le musée (m) est vieux</i></p> <p><i>L'école (f) est vieille</i></p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Masculine and feminine adjectives:</p> <p>Remind children that adjectives can change depending on whether they are describing a masculine or a feminine noun, e.g.</p> <p><i>Le musée (m) est beau = the museum is beautiful</i></p> <p><i>L'église (f) est belle = the church is beautiful</i></p> <p>Position of adjectives :</p> <p>Children learnt in Unit 4 that colours come after nouns in descriptions. Of the adjectives used in this session, some come after the noun, e.g.</p> <p><i>un appartement moderne = a modern flat</i></p> <p><i>un centre-ville animé = a lively town centre</i></p> <p><i>un parc calme = a quiet park</i></p> <p><i>un supermarché moche = an ugly supermarket</i></p> <p>However, the following adjectives come before the noun:</p> <p><i>un petit magasin = a small shop</i></p> <p><i>un grand parc = a big park</i></p> <p><i>une vieille église = an old church</i></p> <p><i>un nouveau stade = a new stadium</i></p> <p><i>une belle ville = a beautiful town</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ʃ] sh – <i>moche, charcuterie, supermarché, boucherie</i></p> <p>[s] s, ss, c – <i>supermarché, poissonnerie, poste, pâtisserie, épicerie</i></p> <p>[z] s – <i>magasin, musée, église</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[ʃ] sh – <i>moche, charcuterie, supermarché, boucherie</i></p>
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<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> • Use language learning strategies and knowledge about language to understand a written text • Recognise and practise masculine and feminine agreements of adjectives 	<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> <p>Computing: KS2 - describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.</p>
<p>Throughout the week</p> <p>Play Antonyms as a class or in pairs.</p>	<p>Resources</p> <ul style="list-style-type: none"> • Flashcards for places in town • Copies of an email or letter from a school in a French-speaking country • Access to a search engine • Self-authoring package • Presentation software
<p>Teaching Tips</p> <ul style="list-style-type: none"> • If you have a link with a French-speaking school, ask them to write you an email or letter along the lines of the example given at the end of the session (or alternatively make up your own). 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
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<i>Il y avait ...</i>	There is ...	<i>Il y avait ...</i>	There is ...
<i>Il y a...</i>	There was ...	<i>Il y a...</i>	There was ...
<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>un supermarché</i>	a supermarket	<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
<i>animé(e)</i>	lively (m/f)	<i>animé(e)</i>	lively (m/f)
<i>calme</i>	calm	<i>calme</i>	calm
<i>beau/belle</i>	beautiful (m/f)	<i>beau/belle</i>	beautiful (m/f)
<i>moderne</i>	modern	<i>moderne</i>	modern
<i>vieux/vieille</i>	old (m/f)	<i>vieux/vieille</i>	old (m/f)
<i>moche</i>	ugly	<i>moche</i>	ugly
<i>Levez la main si vous connaissez</i>	Put your hand up if you know the		

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<i>l'adjectif opposé. Par exemple, si je dis 'vieux', l'adjectif opposé sera ...'moderne'.</i>	opposite adjective. For example, if I say 'old', the opposite adjective will be ...'modern'.		
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Example texts

Example of an email or letter from a French-speaking school

Salut! On vous présente notre ville. Aujourd'hui, ... est une ville très grande et animée. Il y a beaucoup de gens, de voitures et de magasins. L'église est très belle. Il y a des cafés, des restaurants et trois supermarchés. Il y a aussi un nouveau stade et beaucoup de maisons et appartements modernes. Le stade est très moche. Notre école (qui est assez vieille) est au centre ville, à côté du parc.

C'était très différent en 1948. La ville était plus petite. Il y avait peu de voitures donc le centre-ville était plus calme. Il y avait beaucoup de petits magasins – une chocolaterie, une fromagerie, et cinq boulangeries! Il n'y avait pas de restaurant mais il y avait deux cafés. En 1948, notre école était assez moderne!

Hi! Let us present our town to you. Today, ... is a very large and busy town. There are many people, cars and shops. The church is very beautiful. There are cafés, restaurants and three supermarkets. There is also a new stadium and many modern houses and flats. The stadium is very ugly. Our school (which is quite old) is in the town centre, next to the park.

It was very different in 1948. The town was smaller. There were few cars and so the town centre was calmer. There were many small shops – a chocolate shop, a cheese shop, and five bakeries! There was no restaurant but there were two cafés. In 1948, our school was quite modern!