

Le passé et le présent (Then and now)

2. That's a date

Prior Knowledge: It is helpful if children already know numbers (including multiples of 10 up to 100).

Objectives

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

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

Support

For the information gap activity, provide differentiated sheets for less confident children.

Support less confident children with a number line labelled in French.

Extension

Encourage more confident children to memorise the numbers 70 – 99, rather than working them out each time.

Main

Use digit cards or number fans to revise numbers up to 39 and multiples of 10 up to 100. Play Bingo or Noughts and Crosses (see Unit 9, Session 3 for further ideas).

Give pairs of children envelopes containing word cards for numbers from 71 to 100. Challenge children to place the word cards in order. Ask pairs of children to feed back about how they achieved the task.

ICT opportunities: Using a microphone and sound-editing software, record children's feedback and play it to the class so everyone can reflect on each other's experiences.

Show children the calculation $60 + 15 = 75$. Write this in French underneath, e.g. *soixante + quinze = soixante-quinze*. Show them another word calculation, e.g. *soixante + dix-huit = ?* and see if they can say and then write the answer. Repeat with a number of other examples, including numbers from 91 to 100.

ICT opportunities: Using word-processing software, produce a grid of numbers 1-100 written as figures and in words. Ask the children to work out some simple additions written in words using the grid for support.

In pairs, children complete an information gap activity to find out missing street numbers (see 'Teaching Tips').

Tell children how French people say the year, e.g. 1948 (*mille neuf cent quarante-huit*). Use this as an opportunity to practise numbers again. Give children a year, e.g. 1975, and they work out how to say it in French. Contrast this with dates since 2000, for which you use *mille* (thousand) instead of *cent* (hundred), e.g. 2007 (*deux mille sept*).

ICT opportunities: Using presentation software show children how years are built up in French. Write a year and synchronise each figure or pair of figures to change colour as the word appears on the slide. Compare this with English.

Divide the class into two teams. Give each team the same set of word cards with numbers to form a year, e.g. *mille, cent*, multiples of 10 to 100 and numbers from zero to 9. Each child has one card. Call out a year, and children race to order themselves to show that year, e.g. *mille neuf cent soixante trois* (1963).

ICT opportunities: On the interactive whiteboard, create text cards of numbers written as words. Display a year. Children must drag the words into the right order in a certain time. Embed sound files so that text cards 'say' their number aloud.

Play Secret Signal. Two children leave the room. Write a selection of years on the board. The class agrees on a secret signal. When the two children re-enter the room, the class begin to chant the first year. At the signal, the children switch to chanting the next year. Continue until the identity of the secret signaller has been guessed.

Challenge children to work out how to say the year in which they were born.

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		<p>Display images of famous people with the year of their birth underneath. Give children a statement, e.g. <i>X est né(e) en 1942</i>. Ask children to give you the name of the famous person. Alternatively, give children the name of the famous person and they give you the year.</p> <p>Display a timeline on the board showing images of people representing different historical eras, e.g. Tutankhamen, Julius Caesar, Anne Boleyn, Queen Victoria, Winston Churchill. Write up a list of years (in random order) corresponding to the different eras. Ask children to work in pairs to match the person with the year.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>The verb <i>naître</i> (to be born) is conjugated with <i>être</i> in the perfect tense as follows:</p> <p><i>je suis né(e)</i> = I was born <i>tu es né(e)</i> = you were born <i>il est né</i> = he was born <i>elle est née</i> = she was born</p> <p>For reference, note the rest of the verb:</p> <p><i>nous sommes né(e)s</i> = we were born <i>vous êtes né(e)(s)</i> = you were born <i>ils sont nés</i> = they were born (m) <i>elles sont nées</i> = they were born (f)</p> <p>Note that an extra e and/or s is added to the past participle to denote a feminine and/or plural subject, e.g.</p> <p><i>je suis née</i> = I was born (female speaking)</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>To say that something happened in a certain year, we use the word <i>en</i>, e.g.</p> <p><i>il est né en 1942</i> = he was born in 1942</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>Consonants at the end of French words are often silent. However, <i>plus</i> breaks that rule and the s is pronounced.</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>No specific focus.</p>
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<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> Recall numbers to 39 and multiples of 10 up to 100 Use higher numbers confidently Understand and say the year in French 	<p><u>New National Curriculum Links</u></p> <p>History: know and understand British history as a coherent, chronological narrative, from the story of the first settlers in these islands to the development of the institutions which govern our lives today</p>
<p>Throughout the week</p> <p>Display the date (with the year) on the board for children to see.</p> <p>Children respond with numbers when the register is taken.</p> <p>Revise numbers through a variety of games and activities such as Bingo.</p> <p>Teaching Tips</p> <ul style="list-style-type: none"> Information gap activity: Explain that children will be finding out from their partners the missing street numbers of some places in a town. Both will have the same picture showing six places in a town. (This could be done very simply using symbols.) Child A's picture has numbers on the doors of three of the buildings, while Child B's picture has numbers on the other three. Children then take it in turns to say, e.g. <i>La boulangerie, c'est quel numéro?</i> (What number is the bakery?) They listen carefully to the response, record the number on the correct building and then compare sheets at the end of the activity. 	<p>Resources</p> <ul style="list-style-type: none"> Sets of digit cards or number fans Envelopes containing word cards for numbers 71–80 or 91–100 Pictures A and B showing six places in a town, each with three missing street numbers for an information gap activity (see 'Teaching Tips') Two sets of word cards with numbers that form a year Images of celebrities with their year of birth underneath Timeline showing images of people representing different historical eras Microphone Sound-editing software

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
0 zéro	0 zero	0 zéro	0 zero
10 dix	10 ten	10 dix	10 ten
20 vingt, vingt et un, vingt-deux, vingt-trois etc.	20 twenty, twenty-one, twenty-two, twenty-three etc.	20 vingt, vingt et un, vingt-deux, vingt-trois etc.	20 twenty, twenty-one, twenty-two, twenty-three etc.
30 trente, trente et un, trente-deux, trente-trois etc.	30 thirty, thirty-one, thirty-two, thirty-three etc.	30 trente, trente et un, trente-deux, trente-trois etc.	30 thirty, thirty-one, thirty-two, thirty-three etc.
40 quarante	40 forty	40 quarante	40 forty
50 cinquante	50 fifty	50 cinquante	50 fifty
60 soixante	60 sixty	60 soixante	60 sixty

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<p><i>70 soixante-dix, soixante-et-onze, soixante-douze, soixante-treize, soixante-quatorze, soixante-quinze, soixante-seize, soixante-dix-sept, soixante-dix-huit, soixante-dix-neuf,</i></p> <p><i>80 quatre-vingt, quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois, etc.</i></p> <p><i>90 quatre-vingt-dix, quatre-vingt-onze, quatre-vingt-douze, quatre-vingt-treize, etc.</i></p> <p><i>100 cent</i></p> <p><i>1000 mille</i></p> <p><i>+ plus</i></p> <p><i>- moins</i></p> <p><i>= égal</i></p> <p><i>Il/elle est né(e) en...</i></p>	<p>70 seventy, seventy-one, seventy-two, seventy-three, seventy-four, seventy-five, seventy-six, seventy-seven, seventy-eight, seventy-nine</p> <p>80 eighty, eighty-one, eighty-two, eighty-three etc.</p> <p>90 ninety, ninety-one, ninety-two, ninety-three etc.</p> <p>100 one hundred</p> <p>1000 one thousand</p> <p>+ plus</p> <p>- minus</p> <p>= equals</p> <p>He/she was born in ...</p>	<p><i>70 soixante-dix, soixante-et-onze, soixante-douze, soixante-treize, soixante-quatorze, soixante-quinze, soixante-seize, soixante-dix-sept, soixante-dix-huit, soixante-dix-neuf,</i></p> <p><i>80 quatre-vingt, quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois, etc.</i></p> <p><i>90 quatre-vingt-dix, quatre-vingt-onze, quatre-vingt-douze, quatre-vingt-treize, etc.</i></p> <p><i>100 cent</i></p> <p><i>1000 mille</i></p> <p><i>+ plus</i></p> <p><i>- moins</i></p> <p><i>= égal</i></p> <p><i>X est né(e) en...</i></p>	<p>70 seventy, seventy-one, seventy-two, seventy-three, seventy-four, seventy-five, seventy-six, seventy-seven, seventy-eight, seventy-nine</p> <p>80 eighty, eighty-one, eighty-two, eighty-three etc.</p> <p>90 ninety, ninety-one, ninety-two, ninety-three etc.</p> <p>100 one hundred</p> <p>1000 one thousand</p> <p>+ plus</p> <p>- minus</p> <p>= equals</p> <p>X was born in...</p>
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