

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

### Overview Unit 22

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
In this unit children learn to describe places in a town and compare modern-day settlements with those in the late 1940s. They revise and learn adjectives and new places in a town. They apply this knowledge to help them to understand texts about towns in France. Children use a letter as a model to produce tourist guides for their own town.		In this unit children learn to describe places in a town and compare modern-day settlements with those in the late 1940s. They revise and learn adjectives and new places in a town. They apply this knowledge to help them to understand texts about towns in France. Children use a letter as a model to produce tourist guides for their own town.
<b>Prior Learning</b> It is helpful if children already know: <ul style="list-style-type: none"> <li>the names of some places in a town</li> <li><i>Il y a ...</i></li> <li>the definite and indefinite articles (<i>le/la</i> and <i>un/une</i>)</li> <li>numbers (including multiples of 10 up to 100)</li> <li>some adjectives and word order when describing a noun</li> <li><i>grand/grande</i></li> <li><i>petit/petite</i></li> <li><i>très</i> and <i>assez</i></li> <li>that the imperfect tense is used to describe an action in the past, sustained over a period of time.</li> </ul>	<b>New Language Content</b> Making statements (about places in a town) <ul style="list-style-type: none"> <li>Asking questions (about places in a town)</li> <li>Giving a description (of a town)</li> <li>Saying the year (eg <i>mille neuf cent quarante huit</i>)</li> <li>Antonyms</li> <li>Imperfect tense of <i>avoir</i> (<i>avait</i>) and <i>être</i> (<i>était</i>)</li> <li><i>beaucoup de ...</i></li> <li><i>peu de ...</i></li> <li>Phonic focus: using knowledge of phoneme–grapheme correspondence to work out the pronunciation of new words; revision of <i>ais,ait, ez, er, é,ée, sh, ille, ch</i></li> </ul>	This unit provides the opportunity to apply some familiar language in new contexts. Children have already learnt that colours come after nouns in descriptions (see Unit 4). They have learnt numbers up to 39 (see Unit 8) and in multiples of 10 up to 100 (see Unit 9). They have discussed the importance of intonation (see Unit 14). In Unit 15 they learnt some places in a town and simple directions. Children met the imperfect tense in Unit 17 and looked at definite and indefinite articles in Unit 19.
		<b>End of Unit Activities</b> Children research and prepare a tourist information leaflet or presentation about their home town, comparing how it was in the past with the present day. These are shared with the class and evaluated, and then displayed in the school or sent to a partner school. Presentations could be recorded and shown to others.
		<b>Links to the New National Curriculum for KS2 Foreign Languages</b> <i>Where there is a specific focus within the objective, this is shown in bold</i> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language and link the spelling, sound and meaning of words.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>Describe people, places, things and actions orally and in writing</li> <li>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</li> <li>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</li> </ul>
<b>Expectations:</b> At the end of this unit:		
<i>Most children will:</i> understand the names of key places in a town; describe a present-day town and compare it with the past; begin to understand how to say the year in French; begin to use the third person singular of the verbs <i>avoir</i> and <i>être</i> in the imperfect tense		
<i>Some children will not have made so much progress and will:</i> with support, understand places in a town and some adjectives; remember some of the key vocabulary and phrases with prompting; respond using single words and short phrases; copy short phrases		
<i>Some children will have progressed further and will:</i> achieve extended descriptions in accurate French, showing some attention to tenses and adjectival agreement; show creativity and imagination in using language in new contexts		

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<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> <li>• Sets of digit cards or number fans</li> <li>• Envelopes containing word cards for numbers 71–80 or 91–100</li> <li>• Pictures A and B showing six places in a town, each with three missing street numbers for an information gap activity (see ‘Teaching Tips’)</li> </ul>	<ul style="list-style-type: none"> <li>• Two sets of word cards with numbers that form a year</li> <li>• Images of celebrities with their year of birth underneath</li> <li>• Timeline showing images of people representing different historical eras</li> <li>• Microphone</li> <li>• Sound-editing software</li> <li>• Flashcards with coloured shapes on the back for a Pelmanism game</li> <li>• Two pictures of your town – one from the past and one in the present</li> <li>• (Town plans from the past and present)</li> </ul>	<ul style="list-style-type: none"> <li>• Access to a class blog</li> <li>• Flashcards for places in town</li> <li>• Copies of an email or letter from a school in a French-speaking country</li> <li>• Two pictures of a French town – one from the past and one from the present</li> <li>• Copies of two texts describing two contrasting French towns in the past and present (see texts)</li> <li>• Writing frames and word banks for support</li> <li>• Access to a class wiki</li> <li>• Desktop publishing package</li> </ul>
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