

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

### 6. A guide for tourists

**Prior Knowledge:** It is helpful if children already have experience of writing information leaflets.

#### Objectives

Describe people, places, things and actions orally and in 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.**

#### Support

Less confident children may need a word bank or writing frame for support when writing their leaflet.

#### Extension

Encourage more confident children to use all the language encountered in this unit, e.g. conjunctions, qualifiers etc.

#### Main

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

Explain to children that they are going to respond to the letter/email from the French school (see Session 4) by producing a tourist information leaflet about their home town.

Use a plan–do–review strategy to model writing the draft text for the leaflet and show how you would use a word bank or dictionary. Verbalise your thought processes aloud as you plan, write and edit sentences on the board, e.g. 'I want to show what the town is like now, so I'm going to use *Il y a* and *est/c'est*, but on the back I'm going to talk about what the town used to be like, so I'll use *Il y avait* and *était/c'était*.' You may want to use the letter from Session 4 as a model.

Children write drafts for their leaflets and swap with a partner to check each other's work. They then use the draft to create a leaflet with illustrations, which can be done by hand or with publishing software.

ICT opportunities: Using a private wiki, the children draft their leaflets in pairs and peer-assess each other's texts. They can also add images to illustrate their work.

#### **Grammar**

##### For teachers:

Teachers may wish to take the opportunity during this session to revisit/consolidate all or any of the grammar points from Unit 22 as they arise while children are working on their leaflet.

Although the uses of *Il y avait* and *C'était* have been modelled and practised, it will be helpful to remind children that *Il y a* and *Il y avait* are fixed phrases meaning 'There is/are' and 'There was/were'. *C'est/C'était* are used to make a general statement about something, e.g. *C'est super!* / *C'était horrible!*

#### **Grammar**

##### For children:

Consolidation of all the grammar from Unit 22.

#### **Phonics focus**

##### For teachers:

No specific focus.

#### **Phonics focus**

##### For children:

No specific focus.

#### **Learning Outcomes**

Children can:

- Organise and create a leaflet about their town in the past

#### **New National Curriculum Links**

**English:** Y5/6 Writing transcription - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, use dictionaries to check the

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<ul style="list-style-type: none"> <li>• Consolidate new and known language</li> <li>• Construct a short written presentation that contains descriptions</li> </ul>	<p>spelling and meaning of words.</p> <p>Composition – plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; evaluate and edit by assessing the effectiveness of their own and others' writing, proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning, ensuring the consistent and correct use of tense throughout a piece of writing, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register, proof-read for spelling and punctuation errors</p>
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<p><b>Throughout the week</b></p> <p>Children work to finish their leaflet.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Copies of an email or letter from a school in a French-speaking country</li> <li>• Presentation/publishing software</li> <li>• Writing frames and word banks for support</li> <li>• Access to a search engine</li> <li>• Access to a class wiki</li> <li>• Access to a class blog</li> <li>• Desktop publishing package</li> </ul>
<p><b>Teaching Tips</b></p> <ul style="list-style-type: none"> <li>• Children could create a display with their leaflets.</li> <li>• The leaflets can be sent to the destination secondary schools where children there can give them 'two stars and a wish'.</li> </ul>	

<b><i>Le langage du prof</i></b>	<b>Teacher Language</b>	<b><i>Le langage des enfants</i></b>	<b>Children's Language</b>
<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>Il y a... C'est... est</i>	There is... It is... is	<i>Il y a... C'est... est</i>	There is... It is... is
<i>Il y avait...</i>	There were...	<i>Il y avait...</i>	There were...

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<i>C'était... était</i>	It was... was...	<i>C'était... était</i>	It was... was...
<i>beaucoup de / peu de</i> <i>ex. Il y a beaucoup de cinémas</i> <i>ex. Il y a peu d'hôtels</i>	a lot (of) / few e.g. There are lots of cinemas e.g. There are few hotels	<i>beaucoup de / peu de</i> <i>ex. Il y a beaucoup de cinémas</i> <i>ex. Il y a peu d'hôtels</i>	a lot (of) / few e.g. There are lots of cinemas e.g. There are few hotels
<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

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End of Unit Activities			
Learning Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none"><li>To apply the knowledge, skills and understanding from this unit.</li></ul>	<ul style="list-style-type: none"><li>Give children the opportunity to present their leaflets to one another in groups or pairs and to evaluate each other's work using 'two stars and a wish'. Children could share their evaluations with the class and the leaflets could be used to create a class display or sent to a partner school.</li></ul>	<ul style="list-style-type: none"><li>Listen attentively to a spoken passage</li><li>Make a short presentation, either from memory or by reading aloud from the text</li></ul>	<ul style="list-style-type: none"><li>Children's presentations can be filmed (and subsequently stored in children's personal space on a learning platform) as evidence of achievement in speaking and reading.</li><li>Follow-up: Repeat the presentations for parents or governors and invite teachers from linked secondary schools.</li></ul>