

Language

Core language

<i>el/un supermercado</i>	the/a supermarket
<i>la/una panadería</i>	the/a bakery
<i>la/una carnicería</i>	the/a butcher's
<i>la/una pastelería</i>	the/a cake shop
<i>la/una pescadería</i>	the/a fishmonger's
<i>la/una tienda de comestibles</i>	the/a grocer's

<i>Había ...</i>	There was/were ...
<i>Era ...</i>	It was ...
<i>hoy</i>	today

<i>mucho</i>	a lot (of)
<i>poco</i>	few

<i>mil</i>	1,000
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Additional language

<i>animado/animada</i>	lively (m/f)
<i>tranquilo/tranquila</i>	calm (m/f)
<i>precioso/preciosa</i>	beautiful (m/f)
<i>moderno/moderna</i>	modern (m/f)
<i>viejo/vieja</i>	old (m/f)
<i>feo/fea</i>	ugly (m/f)

Additional language for teachers

<i>No había ...</i>	There wasn't/weren't any ...
<i>Nació en ...</i>	He/she was born in ...
<i>entonces</i>	at that time / then

Unit 22 El pasado y el presente (Then and now)

About the unit

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 new places in town and adjectives. They apply this knowledge to help them to understand texts about towns in Spain. Children use a letter as a model to produce tourist guides for their own town.

Where the unit fits in

This unit provides the opportunity to apply some familiar language in new contexts. In Unit 4, children learnt that colours come after nouns in descriptions. They have learnt numbers up to 39 in Unit 8 and in multiples of 10 up to 100 in Unit 9. In Unit 19 they learnt to use 24-hour clock notation for telling the time. They have discussed the importance of intonation in Unit 13. In Unit 15 they learnt some places in a town and simple directions. Children met the imperfect tense in Unit 17 and looked at the indefinite and definite articles in Unit 19.

Prior learning

It is helpful if children already know:

- the names of some places in a town
- *Hay ...*
- the definite and indefinite articles (*el/la* and *un/una*)
- numbers (including multiples of 10 up to 100)
- some adjectives and word order when used to describe a noun
- *grande*
- *pequeño/a*
- *muy/bastante*
- that the imperfect tense is used to describe an action in the past, sustained over a period of time.

New language

- Making statements (about places in a town)
- Asking questions (about places in a town)
- Giving a description (of a town)

- Saying the year (eg *dos mil ocho*)
- Antonyms
- Imperfect tense of *haber* (*había*) and *ser* (*era*)
- *mucho/mucha, muchos/muchas*
- *poco/poca, pocos/pocas*
- Phonic focus: revision of *qu, cu, ci* and *o*

Resources

- Map symbols and images of places in a town
- Sets of word cards and images of places in a town
- Sets of digit cards or number fans
- Envelopes containing word cards for numbers
- Pictures A and B showing six places in town, each with three different missing street numbers for an information gap activity (Section 2)

- 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
- Flashcards with coloured shapes on the backs for a Pelmanism game
- Two pictures of your town – one from the past and one from the present
- Two pictures of a Spanish town – one from the past and one from the present
- Copies of an email or letter from a school in a Spanish-speaking country
- Multimedia presentation to illustrate the meaning of *mucho/poco/muchos/pocos*
- Presentation/publishing software

Links with other subjects

Primary framework for literacy: use a range of oral techniques to present engaging narratives; analyse and evaluate how speakers present points effectively through use of language and gesture; identify the ways spoken language varies according to differences in the context and purpose of its use (year 6)

History: describe and make links between the main events, situations and changes within and across the different periods and societies studied

Expectations

At the end of this unit

most children will:

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 Spanish; begin to use the third person singular of the verbs *haber* and *ser* in the imperfect tense

some children will not have made so much progress and will:

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

some children will have progressed further and will:

achieve extended descriptions in accurate Spanish, showing some attention to tenses and adjectival agreement; show creativity and imagination in using language in new contexts



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn</p>		<p>Children</p>	
<p>Section 1. Places in a town centre</p> <ul style="list-style-type: none"> to understand longer and more complex phrases or sentences (O6.3) to use knowledge of words, text and structure to build simple spoken and written passages (KAL) 	<ul style="list-style-type: none"> Display map symbols for familiar places in town on the board, eg <i>una cafetería / una tienda / un mercado / una oficina de correos / una estación de trenes / una biblioteca / un museo</i> (a café / a shop / a market / a post office / a train station / a library / a museum). Next to each symbol write the first letter for each word, with dashes for the missing letters. Invite children to take part in a memory challenge, where everyone tries to remember three places silently, then compares what they can recall with a partner. Each pair then tries to recall five places. Feed back as a class. Practise the intonation of questions and statements using the map symbols. Indicate a symbol and ask <i>¿Es una estación de trenes?</i> (Is it a train station?) A child then responds with <i>Sí, es una estación de trenes</i> or <i>No, es un/una ...</i> (Yes, it's a train station or No, it's a ...) Remind children of the difference in intonation between questions and statements (see Unit 13, Section 1). Hold up a flashcard and say (<i>¿</i>)<i>Es una estación de trenes?</i> If you have said it as a question, then the children answer it as in the previous activity. If it's a statement, then children remain silent. Invite children to come to the front to lead the game. On different parts of the board, display images and words for some new places in a town (see 'Points to note'). Write a letter next to each image and a number next to each word. In pairs, ask children to match images to words by noting corresponding numbers and letters. Alternatively, give each pair of children a set of word cards and images to match up. Extend language to say what places there are in your home town, eg <i>En Swindon hay un museo</i> (In Swindon there is a museum). In small groups, children play an adaptation of the game My Grandmother Went to Market, where the first child says, for example, <i>En Swindon hay un museo</i>. The second child repeats this and adds another place, and so on. The aim is for children to make the longest chain sentences possible. Remind them of the connective <i>y</i>. Show children four images for different places in a town. Model creating a sentence from these images, eg <i>En Swindon hay un museo, una oficina de correos, una estación de trenes y una pescadería</i> (In Swindon there is a museum, a post office, a train station and a fishmonger's). Show a new combination of images and ask children to make a new sentence. Use some images from the previous activity but this time cross out or put a cross next to the final one. Read out the matching sentence using a negative, eg <i>En Swindon hay un museo, una oficina de correos y una estación de trenes, pero no hay pescadería</i> (In Swindon there is a museum, a post office and a train station but there is no fishmonger's). Ask children what they notice about the new sentence. Pick out the negative construction and practise it with a new combination of places. Play the Tourist Game. Ask two children to leave the room. They will be the tourists. The rest of the class (the 'locals') decide on three places that they want to include in their town. The tourists return to the room and ask the locals, for example, <i>¿Hay una estación de trenes?</i> The class chorus the response. The aim of the game is for the tourists to identify all three places in the town. 	<ul style="list-style-type: none"> recognise key places in a town say the names of some places found in a town ask questions about places in a town make statements about places in a town use intonation to add interest to their speech 	<ul style="list-style-type: none"> Use pictures of a town centre in the local area if possible. The vocabulary suggested here is given as a guide, and you may need to substitute or add words that are more appropriate to your pictures. It is possible to display a picture as a background on an interactive whiteboard and superimpose images onto the background. Follow-up: Throughout the week, say a place in the town and children point to the appropriate picture. Follow-up: Throughout the week, play <i>Haz esto, haz aquello</i> (Do This, Do That), where children mime an action if they hear a statement and do nothing if they hear a question, eg <i>¡Cerrad los ojos!</i> / <i>¿Cerrad los ojos?</i> (Close your eyes! / Close your eyes?) Links with literacy work: The activities in this section link to work on listening to others and asking relevant questions from year 2 onwards, and to identifying different question types in year 5.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. That's a date

- to match sound to sentences and paragraphs (L6.3)
 - to recognise patterns in the foreign language (KAL)
 - to practise new language with a friend (LLS)
- Use digit cards or number fans to revise numbers up to 39 and multiples of 10 up to 100 (see Unit 9, Section 3 for further revision).
 - Give pairs of children envelopes containing word cards for numbers, for example from 71 to 80 or 91 to 100. Challenge them to place the word cards in order. Ask pairs of children to feed back about how they achieved the task.
 - Show children the calculation $60 + 15 = 75$. Write this in Spanish underneath (*sesenta + quince = setenta y cinco*). Show them another word calculation, eg *sesenta + dieciocho*, and see if they can say and then write the answer. Repeat with a number of other examples, including numbers from 91 to 100.
 - Working in pairs, children complete an information gap activity where they work together to find out missing street numbers (see 'Points to note').
 - Discuss with children how Spanish people say the year, eg 1948 (*mil novecientos cuarenta y ocho*). Use this as an opportunity to practise numbers again; for example, give children a year, eg 1975, and they work out how to say it in Spanish. Contrast with dates since 2000, for which you use *dos mil*, eg *dos mil ocho* (2008) (see 'Points to note').
 - Divide the class into two teams. Give each team the same set of word cards with numbers that can form a year, eg *mil*, *cientos*, multiples of 10 up to 100 and numbers from 0 to 9. Distribute the cards so that each child has one. Call out a year and children race to order themselves to show the chosen year.
 - Play Secret Signaller to practise saying the years. Two children leave the room. Write a selection of years on the board. Children need to agree 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.
 - Display images of famous people with the year of their birth underneath. Give children a statement, eg *X nació en 1981* (X was born in 1981). Ask children to give you the name of the famous person. Alternatively, give children the name of the person and they give you the year.
 - Extension: Display a timeline on the board showing images of people representing different historical eras, eg Tutankhamen, Julius Caesar, Anne Boleyn, Queen Victoria, Winston Churchill. On a different part of the board, display a list of years (in random order) that correspond to the different eras. Ask children to work in pairs to match the person to the year.

- recall numbers up to 39 and multiples of 10 up to 100
- use larger numbers confidently
- understand and say the year in Spanish

- For the information gap activity, explain to children that they will be finding out from their partner 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. Each child then takes it in turns to say, for example, *La panadería, ¿qué número es?* (The bakery, what number is it?) They listen carefully to the response, record the number on the correct building and then compare sheets at the end of the activity.
- Phonic focus: Revise *cu/qu*, *ci* and *o*, as they occur frequently in number work.
- Follow-up: Throughout the week, display the date (with the year) on the board for children to see.
- Follow-up: Throughout the week, children respond with numbers when the register is taken.
- Follow-up: Throughout the week, you can revise numbers through a variety of games and activities such as Bingo.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Then and now

- to understand longer and more complex phrases or sentences (O6.3)
- to write sentences on a range of topics using a model (L6.4)
- to compare attitudes towards aspects of everyday life (IU6.1)
- to use language known in one context or topic in another context or topic (LLS)

- Play Pelmanism using flashcards. Display a 4x4 grid with cards showing different places in a town (see Section 1). Each card should have a coloured shape on the reverse that is one of a matching pair. Divide the class into two teams. Teams take it in turns to name two places in a town. If, when the cards are turned over, they reveal a matching pair of shapes, the team wins a point and the cards are removed.
- Show children two pictures of their town, one from the past with the heading (for example) *Tunbridge Wells en 1948*, and one in the present with the heading *Tunbridge Wells hoy* (Tunbridge Wells today). Revise *Hay ...* statements from Section 1, using flashcards for support where necessary and indicating the picture from the present day. Model a similar statement, again using flashcards for support, but this time replacing *Hay* with *Había* and pointing to the picture in the past. Ask the children what they've noticed about the two statements.
- Teach children that the past tense of *Hay* (There is/are) is *Había* (There was/were) and write these on the board (see 'Points to note' for further explanation of the imperfect tense). Children stand up. Make some statements about places in a town in the past and present, eg *Hay un supermercado / Había una panadería*. Children step forward when they hear a present tense statement and step back when they hear a past tense statement. Practise this a few times before letting confident children lead the game.
- Discuss with children in English how they think their town might have changed in the last 10 years. Are there any shops they remember that are no longer there? What about houses? Why do they think towns change? Do they think it is good that towns change in this way?
- Build up longer statements comparing past and present, using connectives. Show children two sentences, eg *En 1948 había una tienda de comestibles. Hoy hay un supermercado*. (In 1948 there was a grocer's. Today there is a supermarket.) Discuss how these could be linked with a connective, eg *pero*. Children then work in pairs to make up more sentences using this model and record them on mini-whiteboards. Provide children with a word bank or writing frame for support. If resources are available, they could compare town plans from the past and present and describe the changes in Spanish.
- Pairs feed back to the class. One child says the first half of the sentence and the other continues with *pero hoy...* (but today ...)

- understand and write compound statements about a town
- understand and use the third person singular of *haber* in the past and present tenses

- The Pelmanism game works equally well on an interactive whiteboard.
- Grammar point: The imperfect tense is often used to describe an action that continued over a sustained period of time. The phrase *Hay* (There is/are), when used in the imperfect tense, becomes *Había* (There was/were). See Section 5 for further explanation of the imperfect tense.
- Follow-up: Throughout the week, revise words that begin with a silent *h*.
- Follow-up: A digital content provider might offer access to historical news archives, which would allow children to see how towns have changed since the 1940s and make comparisons between buildings then and now.
- Follow-up: Throughout the week, play *Hay, Había* (There is/are, There was/were). You say, for example, *Hay un supermercado* (There is a supermarket). The class change this into the past tense and chorus *Había un supermercado pero hoy ...* (There was a supermarket but today ...) A child then completes the sentence, eg *...hay una panadería*, which forms the start of the next sentence for the class. This game can be played in groups with any familiar vocabulary.
- Follow-up: Contact a local newspaper, which will have archives of photographs from the last century. They may be interested to know that children are researching the local area in a foreign language and may release some images for the children to use in presentations.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 4. Find the difference

- to read and understand the main points and some detail from a short written passage (L6.1)
 - to write sentences on a range of topics using a model (L6.4)
 - to use knowledge of word order and sentence construction to support the understanding of a written text (KAL)
 - to use context and previous knowledge to help understanding and reading skills (LLS)
 - to discuss language learning and reflect and share ideas and experiences (LLS)
- Have flashcards for places in a town in a pile in front of you or on your lap. You choose to say either *hoy* or *en 1948* and quickly 'flash' a card at the children. They respond with either *Hay* + place or *Había* + place as appropriate.
 - Children take part in a language detectives activity. They are given a copy of an email or letter from a school in a Spanish-speaking country (see 'Points to note') and work together 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.
 - Display the email or letter on the board and invite children to offer their ideas. Talk about strategies that children used to help them understand the text. Which words/phrases did they find particularly easy/difficult to understand and why? Draw particular attention to the use of *Hay/Había*.
 - Invite children to come to the board and highlight the adjectives in a different colour, eg *grande/animada/preciosa/nuevo/modernas/modernos/viejo/pequeña/tranquilo/pequeñas/nueva*. Ask children what they notice about the adjectives. Draw attention to the fact that they have different endings: *e, o, a, os* or *as*. Ask children why they think this might be. Display one of the sentences from the text, eg *La ciudad es tranquila*. Then write the sentence *El parque es tranquilo* below that. What do children notice about how the adjectives are written and pronounced? Now show children how the other adjectives work, highlighting the fact that *grande* remains the same. You may wish to draw on children's previous knowledge of colour adjectives at this point (see Unit 4).
 - In pairs, children choose at least four adjectives, a masculine place and a feminine place. They write pairs of sentences using the adjectives and places in town, eg *El museo es precioso / La iglesia es preciosa*. Some children will be able to use a range of different places in town, while others will find it easier to use the same two throughout. Ask children to read their sentences to themselves or to a partner.
 - Decide on an action for each adjective. Play Antonyms, where 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. Call out an adjective and children put their hands up if they know the opposite. You ask the first child with their hand up to say the word they were thinking of. If they are right, they get to 'splat' somebody else in the class, who has to sit down. Continue until only one child is left standing. If no one standing knows the answer, children who are 'out' can get back into the game by giving the correct response. This can also be played in smaller groups.

- use language learning strategies and knowledge about language to understand a written text
- recognise and practise masculine and feminine agreements of adjectives

- If you have a link with a Spanish-speaking school, ask them to write you an email or letter along the following lines (or alternatively make up your own):

¡Hola! Os describo mi ciudad ... Es una ciudad muy grande y animada. Hay mucha gente, muchos coches y muchas tiendas. La iglesia es preciosa. Hay cafeterías, restaurantes y tres supermercados. Hay también un estadio nuevo y muchas casas modernas y pisos modernos. El estadio es muy feo. Nuestro colegio (que es bastante viejo) está en el centro, al lado del parque.

La ciudad era muy diferente en 1948. Era más pequeña. Había pocos coches, así que el centro era más tranquilo. Había muchas tiendas pequeñas: una confitería, una pescadería, ¡y cinco panaderías! No había restaurantes, pero había dos cafeterías. ¡En 1948 nuestro colegio era bastante nuevo!

(Hello! Let me describe my town to you ... It is a very large and lively town. There are many people, cars and shops. The church is very pretty. 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 centre, next to the park.

It was very different in 1948. The town was much smaller. There were few cars, so the centre was much quieter. There were many small shops – a cake shop, a fishmonger's, and five bakeries! There were no restaurants but there were two cafés. In 1948, our school was quite new!

- Grammar point: The definite article in Spanish is *el/la/los/las*. The indefinite article is *un/una/unos/unas*.
- Follow-up: Throughout the week, play Antonyms as a class or in pairs.
- Follow-up: Ask children what they notice about *mucho* and how it changes. Can they work out why?

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Compare and contrast

- to understand the main points and simple opinions in a spoken story, song or passage (O6.1)
 - to read and understand the main points and some detail from a short written text (L6.1)
 - to listen for clues to meaning, eg key words (LLS)
- Play *Duelo* (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 forward. When you call out an adjective, the children 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. This works well if the words you call out begin with the same letter as the adjective you are going to call, eg *¡museo ... mercado ... moderno!*
 - Read the letter/email from the previous section again. Highlight the use of *es* and *era*. Show children two pictures of a Spanish town, one from the past, with a heading such as *Barcelona en 1948*, and one in the present, with the heading *Barcelona hoy*. Say a sentence, pointing to the present day picture, eg *Hoy Barcelona es animada* (Today, Barcelona is busy). Then make a similar statement pointing to the picture from the past, eg *En 1948 Barcelona era animada* (In 1948, Barcelona was busy). Ask the children what they've noticed about the two statements.
 - Teach children that the imperfect tense of *es* (is) is *era* (was) and that these are also used to mean 'it is' and 'it was' (see 'Points to note' for more information). Write both phrases on the board. Make statements about places in a town in the past and present, eg *El supermercado es moderno; la casa era vieja* (The supermarket is modern; the house was old). Children step forward when they hear a present tense statement and step back when they hear a past tense statement. Practise this a few times before letting confident children lead the game.
 - Referring back to the text, draw children's attention to *mucho* and *poco*. Using a multimedia presentation or the interactive whiteboard, show children a series of images, using familiar vocabulary to illustrate the meaning of these phrases. For example, Slide 1 – *Hay muchos plátanos*, shows lots of bananas. Slide 2 – *Hay pocos plátanos* shows few bananas and a very contented monkey. Create other pairs of slides to illustrate and encourage children to join in with the corresponding sentences. Children may then enjoy creating and illustrating pairs of sentences in the same way.
 - Give a short oral presentation on Barcelona (or another town of your choice), using visuals where possible (see 'Points to note'). Ask children to make notes on mini-whiteboards, in English or in Spanish. They compare their notes with a partner before feeding back to the class.
 - Give children two texts describing two contrasting Spanish towns or cities in the past and now (see 'Points to note'). Children read the texts and list the buildings in columns labelled 'Entonces' and 'Hoy'. Some children may do this independently, while others may need the support of a partner.
 - Extension: Children highlight the adjectives in the texts.
 - Feed back and create a class list of buildings in the two Spanish towns, then and now.
 - Play *El ahorcado* (Hangman) with the names of places in town.

- recognise and understand the third person singular of the verb *haber* in the past tense
- understand and use *mucho* and *poco* in sentences
- pick out the main points from spoken and written texts about a town

- Grammar point: When describing something in the past, the imperfect tense is often used. In this unit we will only be using the structure *Era* (It was). However, teachers wishing to extend their knowledge further can use the following table, which shows the verb *ser* in the imperfect tense.

yo	era
tú	eras
él/ella/usted	era
nosotros	éramos
vosotros	erais
ellos/ellas/ustedes	eran

- Grammar point: In Spanish, both of the verbs *ser* and *estar* mean 'to be'. *Estar* is used with a location or with an adjective describing a temporary state, eg 'I am sad'. *Ser* usually describes a more permanent characteristic, eg 'It is old'. It is *ser* that is introduced here in the imperfect tense.
- Example of a presentation about Barcelona:

Bienvenidos a Barcelona. Barcelona es una ciudad grande y muy animada. Está en el noreste de España. Hay muchos monumentos históricos, como el Museo Picasso, el mirador de Colón, la Sagrada Familia y el castillo de Monjuïc. Hay muchas plazas y calles preciosas, como Las Ramblas y la Plaza de Cataluña. Hay también lugares interesantes modernos, como el Estadio Olímpico y el Parque del Mar.

(Welcome to Barcelona. Barcelona is a large and lively city. It is in the north east of Spain. There are many historical monuments, such as the Picasso Museum, the Colón viewpoint, the Holy Family Cathedral and Monjuïc Castle. There are many pretty squares and streets, such as the Ramblas and Catalunya Square. There are also interesting modern places, such as the Olympic Stadium and the Sea Park.)

- Examples of texts describing two contrasting Spanish cities in the past and now:

En 1900 en Barcelona había pocos coches, pero mucha gente. Había también muchos jardines públicos y un ayuntamiento.

Hoy: Barcelona es muy moderna. Hay muchos cines y muchas tiendas grandes.

(In 1900 in Barcelona there were few cars but a lot of people. There were also many parks and a town hall.

Today: Barcelona is very modern. There are many cinemas and department stores.)

1900: Bilbao era bastante feo. Había mucha industria y el río que pasa por el centro, el Nervión, estaba muy contaminado. En el centro había una carnicería y una panadería, pero no había museos.

Hoy: Bilbao es muy animado. Hay muchas tiendas modernas y supermercados grandes. El río está limpio y hay un museo nuevo muy interesante. Hay cafeterías, restaurantes y cines. Hay poca contaminación.

(1900: Bilbao was quite ugly. There was a lot of industry and the river which flowed through the centre, the Nervión, was very polluted. In the centre, there was a butcher's and a baker's but there were no museums.

Today: Bilbao is very lively. There are many modern shops and large supermarkets. The river is clean and there is a very interesting new museum. There are cafés, restaurants and cinemas. There is little pollution.)

- Follow-up: Throughout the week play *El ahorcado* (Hangman) with the names of places in town.
- Follow-up: Children create and illustrate pairs of sentences demonstrating *mucho* and *poco* for a display.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. A guide for tourists

- to perform to an audience (O6.2)
- to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
- to write sentences on a range of topics using a model (L6.4)
- to present information about an aspect of culture (IU6.3)
- to use knowledge of word and text conventions to build sentences and short texts (KAL)
- to plan and prepare – analyse what needs to be done in order to carry out a task (LLS)

- Explain to children that they are going to respond to the letter/email from the Spanish school (see Section 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 to 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, eg 'I want to show what the town is like now, so I'm going to use *Hay* and *Es*, but on the back I'm going to talk about what the town used to be like, so I'll use *Había* and *Era*'. You may want to use the letter from Section 4 as a model. It can also provide the basis for a simple writing frame to support less confident children.
- Children write drafts of 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.

- work in a group to organise and create a leaflet about their town in the past
- consolidate new and known language
- construct a short presentation that contains descriptions

- Grammar point: Although the uses of *Había* and *Era* have been modelled and practised, it will be helpful to remind children that *Hay* and *Había* are fixed phrases meaning 'There is/are' and 'There was/were'. *Es/Era* are used to make a general statement about something.
- Follow-up: Throughout the week, children work on their leaflets.
- Links with literacy work: This links to literacy work on writing information texts and selecting the appropriate style to suit a specific purpose and audience (year 6).

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

End-of-unit activity

- to apply the knowledge, skills and understanding in this unit

- 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 assessments with the class and the leaflets could be used to create a class display or sent to a partner school.

- listen attentively to a spoken passage
- make a short presentation, either from memory or by reading aloud from the text

- Children's presentations can be filmed (and then stored in the children's personal space on a learning platform) as evidence of achievement in speaking and reading.
- Follow-up: Repeat the presentations for parents or governors and invite teachers from linked secondary schools.
- Link with literacy work: This activity links to work on analysing and evaluating how speakers present points effectively through the use of language (year 6).