

Unit 21 – Il passato e il 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 items of clothing and adjectives. They apply this knowledge to descriptions of people in the third person singular (*lui / lei*). Children follow an instructional text to create a short dance.

Where the unit fits in

This unit provides the opportunity to apply some familiar language in new contexts. Children have already been introduced to some colours and the idea of word order in Unit 4. They have learnt the names of some common items of clothing in Unit 12 and have begun to use the third person singular (*lui / lei*) in Unit 4. In Unit 15 they have learnt some places in a town and simple directions.

Prior learning

It is helpful if children already know:

- the names of some places in a town
- *c'è*
- the definite and indefinite articles (*il / lo / la* and *un / uno / una*)
- higher numbers
- some names of clothing
- some colours and their word order when describing a noun
- *grande*
- *a sinistra / destra*.

New language

- Making statements (about a town)
- Asking questions (about a town)
- Giving a description (of what someone is wearing)
- Following instructions (for a dance)
- Definite and indefinite article: *il / lo / la; un / uno / una* (revision)
- *c'è / c'era*
- Adjectives: using two adjectives to describe a noun (position and agreement)
- Phonic focus: using knowledge of phoneme–grapheme correspondence to write new words;

Resources

- Pictures of a town centre in the present day and in the late 1940s
- Picture flashcards or images of places in a town
- Text cards with statements and questions about a town
- Voting cards with a year written in numbers and *ora*
- Word cards of places in a town
- Four large envelopes
- Items of clothing in a suitcase
- Envelopes with a picture of a suitcase on the outside
- Picture cards of clothes
- Bag for some items of clothing
- Picture cards of people wearing different items of clothing
- Text cards describing people's clothes
- Instruction sheet for dancing the jive
- Jive music
- Internet access for children to download graphics and music
- Presentation software
- Props for children's presentations

Links with other subjects

Primary framework for literacy: listen to others in class, ask relevant questions and follow instructions (year 2); explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively; write non-narrative texts using structures of different text types (year 3); show imagination through language used to create emphasis, humour, atmosphere or suspense; interrogate texts to deepen and clarify understanding and response; use knowledge of different organisational features of texts to find information effectively (year 4); make notes on and use evidence from across the text to explain events or ideas (year 5)

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

PE: create and perform dances using a range of movement patterns, including those from different times, places and cultures; respond to a range of stimuli and accompaniment

Expectations

At the end of this unit

most children will: understand the names of key places in a town; describe the clothes that people are wearing using adjectives of size and colour; begin to use some present tense verbs in the first, second and third person singular

some children will not have made so much progress and will: with support, understand places in a town and names of clothes; remember some of the key vocabulary and phrases with prompting; respond using single words and short phrases; write short phrases from a model

some children will have progressed further and will: achieve extended descriptions in accurate Italian, showing some attention to verb endings and adjectival agreement; show creativity and imagination in using language in new contexts

Language

Core language

<i>il / un supermercato</i>	the / a supermarket
<i>la / una panetteria</i>	the / a baker's
<i>la / una macelleria</i>	the / a butcher's

<i>c'era...</i>	There was...
<i>ora</i>	now

<i>cosa è? / cos'è?</i>	What is it?
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<i>(Lui / Lei) indossa...</i>	He / she is wearing...
<i>(Lui / Lei) si chiama...</i>	He / she is called...
<i>(Lui / Lei) ha...</i>	He / she has...

Additional language for this unit

<i>un maglione</i>	a jumper
<i>un pantalone</i>	a pair of trousers
<i>un paio di pantaloncini</i>	a pair of shorts
<i>una camicia</i>	a shirt
<i>una gonna</i>	a skirt
<i>i boxer / un paio di mutande</i>	a pair of underpants / knickers

<i>Cerco qualcuno</i>	I'm looking for someone...
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<i>la mano</i>	the hand
<i>un passo indietro / avanti</i>	one step back / forward
<i>al centro</i>	to the middle

Additional language for teachers

<i>una valigia</i>	a suitcase
<i>Alzati se indossi.....</i>	Stand up if you are wearing...
<i>la danza (jive)</i>	the jive
<i>vicino a</i>	next
<i>più tardi / dopo</i>	then
<i>finalmente</i>	finally
<i>trecentosessanta</i>	360

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Section 1. Places in a town centre			
<ul style="list-style-type: none"> • to understand the main points and opinions in a spoken story or description (O6.1) • to understand longer and more complex phrases and sentences (O6.3) • to match sound to sentences and paragraphs (L6.3) • to present information about an aspect of culture (IU6.3) • to use knowledge of words, text and structure to build simple spoken and written passages (KAL) 	<ul style="list-style-type: none"> • Use flashcards colour-coded by gender or images to practise the names of the shops and other places (see Unit 2, Section 1 and Unit 6, Section 1 for ideas for flashcard activities). This can be done, for example, by showing the flashcards and encouraging children to repeat vocabulary in different voices e.g., loud, quiet, sad, happy, etc. • Show children a picture or pictures of a town centre in the present day and in the late 1940s. Take children on a ‘talk walk’ through both sets of pictures in which you make eight statements and ask two questions about the town, as if you are thinking aloud. Start with some familiar places e.g., <i>Qui abbiamo un mercato / un caffè / un negozio / un ufficio postale / una stazione / una biblioteca</i> (Here is a market / café / shop / post office / station / library). Add some new places e.g., <i>Guardate, è un supermercato / una panetteria / una macelleria</i> (Look, it's a supermarket / baker's / butcher's). Include two questions in your ‘talk walk’ e.g., <i>C'è un ufficio postale? (Is there a post office?), Sì, c'è un ufficio postale (Yes, there is a post office). È l'ufficio postale? (Is it the post office?) Sì, è l'ufficio postale (Yes, it's the post office).</i> • Children listen a second time to the ‘talk walk’. Ask them to put up their hands when they hear a question. Go through the ‘talk walk’ for a third time and children put up their hands when they hear a question and repeat all of the statements. • Can children work out the spelling of <i>mercato</i>? Compare with other words such as <i>ascoltate</i>. Repeat with <i>ufficio</i> and <i>macelleria</i>, focusing on the soft <i>c</i> before <i>i</i> and <i>e</i> /tʃ/. Finally, show children the word <i>c'è</i> and explain the sound–spelling. Compare this with <i>ballo</i> from Unit 4. • Give five children each a different card with a statement from the ‘talk walk’ written on it. Do not include a question phrase. Children do not show their card to the rest of the class. Invite one of them to come to the front and read aloud the statement on his or her card. A class member comes to the front, takes the card from the reader and sticks it on the correct part of one of the pictures. Repeat. Provide some children with illustrated text cards for support. 	<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 this is possible. The vocabulary suggested here is given as a guide and you may need to substitute or add words more appropriate to your pictures. • It is possible to display a picture as a background on the interactive whiteboard and superimpose images on the background. • The second activity provides an opportunity to revise some language structures from Unit 15, for example: <i>passo davanti a...</i> (I walk past...); <i>a sinistra c'è...</i> (on the left there is...); <i>destra c'è...</i> (on the right there is...); <i>più avanti c'è...</i> (straight ahead there is...) • 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>Fai questo, fai quello</i> (Do this, do that), where children mime an action if they hear a statement and do nothing if they hear a question e.g., <i>Chiudi gli occhi! Chiudi gli occhi?</i> (Close your eyes! / Close your eyes?)

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	<ul style="list-style-type: none"> • Give another five children each different cards with a statement from the 'talk walk', but this time include two questions. They read aloud what is on their cards and the class listen carefully to spot the two children who read out the questions. Remind children of the importance of intonation when asking questions in Italian. • Invite volunteers to come out to the front to create their own 'talk walks' through a picture. Encourage them to use an interesting voice and correct intonation when asking a question. Children may require written support on the board to enable them to do this. The class discuss whether they were successful in making their presentations. They agree some tips for future use. • Extension: Children select their own pictures and record a 'talk walk' for others to listen to. Give some children prompt cards to help them start their sentences. 		<ul style="list-style-type: none"> • Follow-up: Children use the internet to research old photographs of Italian and English towns. They record what they see in terms of similarities and differences.
Section 2. Spot the difference			
<ul style="list-style-type: none"> • to write sentences on a range of topics using a model (L6.4) • to recognise patterns in the foreign language (KAL) • to use knowledge of words, text and structure to build simple spoken and written passages (KAL) 	<ul style="list-style-type: none"> • Discuss with children how Italian people say the year e.g., 1948 (<i>millenovecentoquarantotto</i>). Use this as an opportunity to revise numbers: for example, give children a year e.g., 1975, and they work out how to say it in Italian. • Give children two voting cards each. One says a year e.g., 1948 (<i>millenovecentoquarantotto</i>), and the other says <i>ora</i> (now). Show the pictures from Section 1. Ask either <i>È... o...?</i> (Is it... or...?) or <i>Cos'è? / Cosa è?</i> (What is it?) Children respond with <i>È</i> + the name of the place and hold up the appropriate voting card. • Remind children about the difference in meaning between <i>un / una</i> and <i>il / la</i>. Give each group a set of word cards of places in a town. Include cards for each noun with a definite and an indefinite article e.g., <i>il caffè</i> and <i>un caffè</i>. Children read their cards and decide which categories to sort them into. Volunteers from each group come out to the front. They read aloud their cards as they 'post' them into the correct large envelope stuck on the board. The envelopes are labelled 'masculine definite article <i>il</i>', 'feminine definite article <i>la</i>', 'masculine indefinite article <i>un</i>' and 'feminine indefinite article <i>una</i>'. The class listen and watch attentively to check that each card is posted into the correct envelope. 	<ul style="list-style-type: none"> • recall the names of shops and places in a town • write complex statements about a town • identify and classify noun classes and the definite and indefinite articles 	<ul style="list-style-type: none"> • The question <i>È... o...?</i> gives children a choice of answers, and some will appreciate this extra support. <i>Cosa è?</i> is more open-ended. • Grammar point: The definite article in Italian is <i>il / lo / la – i / gli / le</i>. The indefinite article is <i>un / uno / una</i>. • In the model sentence that you write on the board for the fourth activity, highlight or write in a different colour the words that children should change. • Follow-up: Throughout the week, play <i>Vado</i> (I go to) e.g., the first child says <i>Vado al supermercato</i>. The next child says <i>Vado al supermercato e al caffè</i>, etc.

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	<ul style="list-style-type: none"> Groups of four children are given two pictures of a town centre, one in the past and one in the present day. They create a written list of 10 statements about the pictures. Give them a model sentence on the board e.g., <i>Nel 1948 c'era una panetteria, però ora c'è un caffè</i> (In 1948 there was a baker's, but now there is a café). Some groups can be asked to write fewer than 10 sentences and may benefit from having some illustrated word cards of places in the town. Other children can be asked to include two questions in their list. Extension: In pairs, children write a question-and-answer sequence about their pictures e.g., <i>C'è un caffè? Nel 1948 c'era un caffè, però ora c'è un supermercato</i> (Is there a café? In 1948 there was a café, but now there is a supermarket). 		<ul style="list-style-type: none"> Follow-up: Children discuss how town centres have changed since 1948 and the possible reasons for this. Websites such as www.flickr.com have an impressive range of photographs from the 1940s and 1950s.
Section 3. Unpack your suitcase!			
<ul style="list-style-type: none"> to write sentences on a range of topics using a model (L6.4) to use language known in one context or topic in another context or topic (LLS) to discuss language learning and reflect and share ideas and experiences (LLS) to practise new language with a friend and outside the classroom (LLS) 	<ul style="list-style-type: none"> Use props to revise some known items of clothing e.g., <i>un cappotto</i> (a coat), <i>un cappello</i> (a hat), <i>una sciarpa</i> (a scarf), <i>dei guanti</i> (gloves). Introduce some new ones e.g., <i>un paio di pantaloni</i> (a pair of trousers), <i>un maglione</i> (a jumper), <i>un paio di pantaloncini corti</i> (a pair of shorts), <i>una camicia</i> (a shirt), <i>una gonna</i> (a skirt), <i>i boxer / un paio di mutande</i> (a pair of underpants / knickers) (see Unit 12, Section 5 for ideas). From a suitcase, reveal some items of old clothing (preferably pre-1960s to fit in with the historical theme). Ask children to repeat the names as you put them back in the suitcase. Take out a few items and say the names. Put them back. Challenge children to remember (in the correct order) the items that you showed them. Repeat with different combinations of clothes. See who can remember the most items. Use the clothes to revise colours and remind children how to say <i>grande</i> (large) and <i>piccolo</i> (-a) (small). Pick out some items of clothing. Write their descriptions on the board e.g., <i>È un cappotto nero piccolo</i> (It's a small black coat), <i>È un maglione azzurro grande</i> (It's a large blue jumper). Children suggest a rule for the word order and agreements (see 'Points to note'). Give pairs of children a 'packed suitcase' – an envelope with a picture of a suitcase on the outside and, on the inside, picture cards colour-coded by gender showing clothes of different sizes and colours. They take out one picture card at a time and practise describing it together. They choose three items and write a description on their mini-whiteboard. Give children who need extra support some sentence cards to match with the 	<ul style="list-style-type: none"> recall known clothes items understand and use words for new clothes items use adjectives in the correct order 	<ul style="list-style-type: none"> Grammar note: Children learnt in Unit 4 that colours come after nouns in descriptions. Some adjectives in Italian are shortened when they come before a masculine singular noun e.g., <i>buono</i> – <i>buon</i>. <i>Grande</i> is shortened before either a masculine or a feminine singular noun: <i>grande</i> – <i>gran</i>. Follow-up: Throughout the week, revise clothes items in Italian when children change for PE or go outdoors. Follow-up: Throughout the week, play <i>Mostrami...</i> (Show Me). Call out an item of clothing with a colour adjective and children point to this.

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	<p>descriptions in their 'suitcase' and ask them to sort these.</p> <ul style="list-style-type: none"> Each pair brings out one of their items and 'hangs' it on a line drawn on the board or pegs it on a real line. They describe their item as they do so. Prompt by asking the question <i>Cos'è? / Cosa è?</i> (What is it?) Extension: Children write a description of some clothes in a catalogue. 		
Section 4. Describing someone's clothes			
<ul style="list-style-type: none"> to perform to an audience (O6.2) to understand longer and more complex phrases and sentences (O6.3) 	<ul style="list-style-type: none"> Play some music and pass around a bag with five clothes items in it. When the music stops, the child holding the bag pulls out an item of clothing and puts it on. He or she asks a second child <i>Cos'è? / Cosa è?</i> (What is it?) The second child responds with, for example, <i>È una gonna rossa grande</i> (It's a large red skirt). Invite the five children from the previous activity to stand at the front, still wearing the clothes. Describe what one of them is wearing and the rest of the class guess which child this is e.g., <i>Cerco qualcuno che indossa una gonna rossa grande</i> (I'm looking for someone. She is wearing a large red skirt). Ask the five children their names and ages. Report back to the class, using the third person singular e.g., <i>(Lui) si chiama Sam. Ha dieci anni</i> (He is called Sam. He is 10). Ask children to explain in English what you said and elicit that you were talking about 'he' and 'she'. Play the game again, with different clothes and children. Invite individual class members to take the teacher's role and say who they are looking for, starting with <i>Cerco qualcuno</i> as above. They then ask the children their names and ages. They report to the class in the third person singular as in your model. Give children, in groups, up to 10 numbered pictures and up to 10 numbered descriptions of what people are wearing e.g., <i>(Lei) indossa un paio di pantaloni azzurri e un maglione rosso</i> (She is wearing blue trousers and a red jumper). Choose a mixture of people in the past and the present. Children match up the pictures and descriptions. They then present their pictures to another group and read aloud the descriptions. Extension: Children write their own short texts about a person in one of the pictures. Children sit in a circle. Call out, for example, <i>Alzati se indossi un maglione azzurro</i> (Stand up if you are wearing a blue jumper). Children wearing this item stand up. If someone stands up who is not wearing this, they are out. In the next round, choose a child to take on the teacher's role. 	<ul style="list-style-type: none"> recall and practise items of clothing recognise and practise use of the third person singular 	<ul style="list-style-type: none"> Grammar point: In Italian, the personal pronoun (<i>io, tu, lui, lei</i>, etc) is used only for emphasis. It is not normally used in everyday speech. It is important that children learn to notice that it is the verb ending which indicates the subject. (Where included here, the personal pronoun is shown for your reference.) Instead of real clothes, you could use pictures of clothes. Follow-up: Children put into the correct order a jumbled-up written description of someone and their clothes. Follow-up: Children write a description of a friend, teacher or family member using a photograph as stimulus. Make this into a classroom display.

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Section 5. Dance the jive!			
<ul style="list-style-type: none"> • 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 use knowledge of word order and sentence construction to support the understanding of a written text (KAL) • to compare and reflect on techniques for memorising language (LLS) • to practise new language with a friend and outside the classroom (LLS) 	<ul style="list-style-type: none"> • Teach <i>Fai un passo indietro / avanti</i> (Take one step back / forward). Children stand up and practise the steps as you call them out. Repeat with <i>Batti le mani</i> (Slap your hands), <i>Gira su te stesso</i> (Turn around) and <i>sinistra / a destra</i> (left / right). • Play <i>Simone dice</i> (Simon Says) to practise the steps and movements. Invite a confident child to take on the teacher's role. • Tell children that they are going to work in groups on an instructional text that explains how to do a jive routine (see 'Points to note' for an example). Provide some groups with picture clues. Encourage children to use reading strategies that they know from literacy. They read the text through. Invite each group to decide on one key word that they would like explaining in English. Go through these as a class and make a bilingual word bank on a flipchart or board. Ask children to read the text again and, with a partner, try out some of the steps and movements. • Invite two volunteers to come to the front. They demonstrate the steps and movements as you read out the text. Repeat two or three times with the rest of the class joining in. • Invite children to walk through the routine again, calling it out as they do so. • When children are ready, repeat the routine to music, calling out the instructions. Invite some volunteers to demonstrate their jive and compare how different pairs have interpreted the instructions. 	<ul style="list-style-type: none"> • understand some known language in a new context • follow language clues to produce a practical outcome 	<ul style="list-style-type: none"> • The dance routine in this section is best conducted in a hall or large space. • An example of an instructional text on how to do a jive routine: <i>Balliamo il jive!</i> 1 <i>Prendi la mano destra del tuo compagno.</i> 2 <i>Ora fai un passo indietro.</i> 3 <i>Ora un passo avanti.</i> 4 <i>Prendi le mani del tuo compagno e gira su te stesso.</i> 5 <i>Batti due volte le mani sulle mani del tuo compagno.</i> 6 <i>Ora batti due volte le mani sulle ginocchia.</i> 7 <i>Poi prendi la mano destra del tuo compagno.</i> 8 <i>Fai un passo indietro e uno avanti.</i> 9 <i>Ora un passo a destra.</i> 10 <i>Vieni al centro.</i> 11 <i>Fai un passo a sinistra.</i> 12 <i>Vieni al centro.</i> 13 <i>Alla fine prendi le mani del tuo compagno e gira a 360 gradi.</i> Let's dance the jive! 1 Take your partner's right hand. 2 Now take a step back. 3 Then take a step forward. 4 Take your partner by both hands and turn 360 degrees. 5 Slap your hands twice against your partner's hands. 6 Now slap your hands twice against your knees. 7 Then take your partner's right hand again. 8 Take a step back and a step forward. 9 Now take a step to the right. 10 Come back to the middle. 11 Take a step to the left. 12 Come back to the middle. 13 Finally, take both your partner's hands and turn 360 degrees.)

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			<ul style="list-style-type: none"> • Ensure that the modelling of the dance and key phrases is clear and that children have plenty of opportunities to practise each activity before moving on to the next. • Follow-up: Throughout the week, use these instructions in a PE warm-up or 'brainbreak' activity. • Follow-up: Children create a labelled display to illustrate the dance steps and movements. • Follow-up: Children perform their jives in assembly or to guests from a local secondary school.
Section 6. Welcome to the past			
<ul style="list-style-type: none"> • to perform to an audience (O6.1) • 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 on 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) • to use language known in one context or topic in another context or topic (LLS) 	<ul style="list-style-type: none"> • Divide the class into groups of about six children. Challenge each group to prepare a three- to five-minute oral and written presentation. This should inform and entertain about the past. Children must include details about a town, plus interviews with and descriptions of people and their clothes. A short dance or music from the era should also be included. Children decide on how tasks should be distributed among their group. The finished presentations will be shared in the next lesson and will be peer-assessed. Ensure that groups are of mixed ability and that all children are given a role. Provide a plan of a presentation or a writing frame and word bank for those who need support. • Extension: Children create individual written and illustrated versions of their presentations. 	<ul style="list-style-type: none"> • work in a group to organise and deliver a presentation on life in the past • consolidate new and known language • construct a short presentation that contains descriptions 	<ul style="list-style-type: none"> • Follow-up: Throughout the week, children practise their presentations.

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	End-of-unit activities		
<ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> Each group makes their presentation and the class is invited to evaluate these performances by awarding 'two stars and a wish' (ie two strengths and one possible improvement for the future). 	<ul style="list-style-type: none"> listen attentively to a spoken passage make a short presentation, either from memory or by reading aloud from the text 	<ul style="list-style-type: none"> Follow-up: Repeat the performances for a younger class and invite teachers from linked secondary schools. Follow-up: If the work on town descriptions was linked to the locality, send copies of the old photographs with captions to a Italian -speaking partner school.