

PAST AND PRESENT: MODULE OUTLINE

Field: The Built World **Band:** Middle Primary



Purpose

Students examine and identify similarities and differences in daily life in the past and present.

Core learning outcomes

This module is designed for students in the beginner stage of LOTE learning.

Outcomes for students at the beginner stage would be:

Comprehending [1.1](#), [1.2](#), [1.3](#), [2.1](#), [2.2](#), [2.3](#)

Composing [1.4](#), [1.5](#), [1.6](#), [2.4](#), [2.5](#), [2.6](#)

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

Sociocultural understanding

Students recognise the words for certain items from the past and note if these items were part of the **target culture** in the past.

Functions and language elements

- [identifying and asking about places and things](#): house parts, household objects, transport, clothing
- [identifying and asking about activities](#): chores, leisure
- [describing things](#): new, old, made of (wood)
- [identifying when](#): past, now
- [comparing](#): same, different
- [expressing likes and dislikes](#)
- [responding to instructions](#): make a (window)
- [describing routines](#): daily activities

Assessment strategy

In Unit 1, [Task 2](#), [Task 3](#) and [Task 7](#) the teacher can observe students' prepared speaking. At what [level](#) can students use language to talk about life in the past?

In Unit 1, [Task 6](#) the teacher can record students' performances in oral interaction. At what [level](#) can students use language to talk about daily activities?

In Unit 1, [Task 4](#) the teacher can observe students' abilities to listen for key words and phrases. At what [level](#) can students comprehend the detail of simple descriptions of clothing?

In Unit 2, [Task 4](#) the teacher can record performance notes on students' prepared speaking and writing. At what [level](#) can students use language to describe a day at school?



Teaching considerations

Sample units

Two work units are provided for this module:



[Unit 1: At home](#)



[Unit 2: At school](#)

Teaching considerations

Be aware of sensitivities when asking students to disclose specific details of their home life. Whenever students are asked about their out-of-school activities (as in *At home*, Enhancing Task 6 and *At school*, Enhancing Task 3), be sensitive to the diversity of potential responses.

At home, Enhancing Task 4 may promote the notion of 'label wearing' so discussion of this may be required. In this task ensure that the clothing examples used in the classroom are appropriate and do not demean or embarrass any students.

AT HOME: UNIT OVERVIEW

Aim

Students show and describe illustrations of life in the past or present.



Orientating task

- 1 Match people and objects with a setting in the past or present. Identify things that are the same and things that are different.



Enhancing tasks

- 2 Model and identify old and new houses and household objects.
- 3 Form groups according to how students travelled to school. Create a timeline of means of transport from oldest to most recent.
- 4 Dress a figure for the past or present and describe the clothing. Listen to descriptions and determine if figures are from the past or present.

- 5 Plan meals from a food catalogue. Identify foods that people ate in the past. Make a poster of food products that were not available in the past.
- 6 Record and report on daily activities. Separate work and play activities, and identify which are from the past, which from the present and which the same.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



Synthesising task

- 7 Prepare illustrations of past or present daily life. Present with a commentary as a television documentary.

AT SCHOOL: UNIT OVERVIEW

Aim

Students describe school items and routines from the past and present.



Orientating task

- 1 Listen to a commentary about a school day in the past. Recall the events in order.



Enhancing tasks

- 2 Identify which items were and which were not in classrooms of the past. Make a picture glossary of current classroom items to send back in time.
- 3 Prepare life-size, labelled collages of a student dressed for school, a school lunch and a school bag from the past.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



Synthesising task

- 4 Re-enact a day at school in the past. Talk about the clothing, food and classroom objects in the school. Write a simple story and captions for photographs of the event.