

## Unit 10 De compras

### About the unit

In this unit pupils talk about clothes, describing them and giving opinions. They learn how to use *este, ese* and *aquel* in the singular and plural.

**New language content:**

- expressions of size
- demonstrative adjectives and pronouns (*este, ese, aquel*)
- use of interrogative *¿Cuál?*

**New contexts:**

- shopping for clothes and presents
- discussion of fashions
- consideration of appropriateness of clothes

Alternative contexts: shopping for food; at the chemist's; offering opinions; describing things.

This unit is expected to take 12–15 hours.

### Where the unit fits in

This unit relates to unit 9 'La salud' on lifestyles. It places the language of shopping in a new context. It develops pupils' ability to express opinions and to state preferences using demonstrative adjectives.

### Expectations

**At the end of this unit**

**most pupils will:** understand advertising material for clothes; perform basic role plays to buy items in shops, stating colour, size and preference and pointing out items using demonstrative adjectives and pronouns; describe their choice of clothing for a particular event and say why they chose it

**some pupils will not have made so much progress and will:** perform simple role plays, buying single items of clothing or presents, stating colour or size; describe what they wear in different situations, with appropriate help and support, such as a model text

**some pupils will have progressed further and will:** read and understand articles from authentic fashion magazines; set up and organise a fashion show with commentary in Spanish; speak and write about their own preferences, and discuss trends in fashion, comparing them with fashion trends in the Spanish-speaking world

### Prior learning

It is helpful if pupils already know:

- how to order items using various expressions, *eg quisiera*
- agreement of adjectives
- interrogative expressions
- expressions of quantity
- disjunctive pronoun used with a preposition, *eg para mí*
- comparative adjectives
- direct object pronouns for people and objects

### Resources

Resources include:

- catalogues from Spanish clothing companies
- advertisements from *El Corte Inglés*
- magazines with articles on fashion
- advertisements for teenage products, *eg* make-up, sports goods
- recording of descriptions of wanted persons
- access to the internet and e-mail
- CD-ROMs
- PCs, word-processing and data-handling software

### Out-of-school learning

Pupils could:

- carry out research to obtain information about designers, fashion models or teenage icons from a Spanish-speaking country
- research different designs, shapes, materials, embroidery and colours used in textiles from Spanish-speaking countries and, with the aid of a dictionary, produce an information leaflet or a simple poster

### Future learning

Pupils will continue to develop the skills of listening for detail and producing more detailed descriptions both orally and in writing. The ability to discuss an issue is developed further in unit 14 'Los medios de comunicación' and unit 15 'Nuestros proyectos'. Pupils will be expected increasingly to give opinions and to justify them with simple reasons.

**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****1**

- |   |  |   |  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>the correct pronunciation and intonation of words and phrases associated with buying clothes and presents</li> </ul> | <ul style="list-style-type: none"> <li>Pupils use catalogues to find words or phrases for clothing or gift items, and apply their knowledge of the Spanish phonetic system to work out pronunciation. They try out pronunciation with a partner, then verify it with the teacher or model on tape or language master or CD-ROM.</li> </ul> | <ul style="list-style-type: none"> <li>say words and phrases using correct pronunciation and intonation</li> <li>know the words (including gender) for a range of clothes and presents</li> </ul> | <ul style="list-style-type: none"> <li>Aim to build pupils' confidence in their ability to deduce pronunciation from the phoneme/grapheme relationships established in year 7.</li> <li>When using a multimedia CD-ROM, pupils can work at their own pace to practise pronunciation. They can also answer questions on a text and get immediate feedback after each attempt.</li> <li>Emphasise the need to learn the correct gender from the outset to help future use of pronouns and adjectives.</li> </ul> |
|---|--|---|--|

**2**

- |   |   |  |   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>to apply their knowledge of grammar to produce an accurate description of a person's clothing</li> </ul> | <ul style="list-style-type: none"> <li>Ask pupils to describe the clothing being worn in the catalogue photographs. Provide an illustrated glossary if necessary.</li> <li>In pairs, pupils describe a photograph to a partner; the partner works out which photograph it is.</li> <li>Pupils are given 'vouchers' to buy clothes. They access a datafile containing information on items of clothing, colours, sizes, materials, prices, etc, to make appropriate choices. They then describe to each other or to the whole class what they are going to buy and pay, eg <i>Voy a comprar X ... . Voy a pagar X ... .</i></li> <li>▲ Extend by revising comparisons from unit 7 'Nos presentamos', section 3, eg <i>Mi blusa es más elegante que tu blusa. Tu pantalón es menos caro que mi pantalón.</i></li> <li>Pupils role play a telephone conversation: a pen-friend arrives in Britain and describes what they are wearing so that their partner can recognise them.</li> </ul> | <ul style="list-style-type: none"> <li>use correct agreement of adjectives in respect of gender and number</li> <li>use reference materials to extend the vocabulary used, including the range of colours, shapes and fabrics</li> </ul> | <ul style="list-style-type: none"> <li>A description of the selected clothes could be written on a wordprocessor, with clipart or scanned images to illustrate.</li> <li>Mobile telephones would be useful for the final activity.</li> </ul> |
|---|---|--|---|

**3**

- |  |   |   |  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>to listen for gist and detail in descriptions of people, including their clothes</li> </ul> | <ul style="list-style-type: none"> <li>Revise words and phrases for physical appearance. Pupils listen to recorded descriptions of wanted persons or they select a person from illustrations and note the main features on a grid under headings.</li> <li>Pupils listen again for details of clothes worn, colour, basic fabrics, style, etc.</li> </ul> | <ul style="list-style-type: none"> <li>consolidate knowledge of words for clothes and colours</li> <li>develop skills in listening for gist and detail</li> </ul> | <ul style="list-style-type: none"> <li>Link direct object pronouns for people and things into the text to revise them aurally in a different context.</li> </ul> |
|--|---|---|--|

Any activities marked ▲ might be better suited to higher-attaining pupils

Pupils should learn:

Pupils:

## 4

- |   |   |   |  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>• to use demonstrative adjectives and pronouns to show choice of clothing or gift</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce demonstrative adjectives using real items placed at a distance. Pupils hold up cards with clothes and gifts drawn on them. They come to the front of the class and choose clothes and gifts, eg <i>Me gustaría(n) este A, ese B y aquél C</i>. Ask pupils to indicate and vary items according to masculine, feminine, singular and plural, eg <i>Me gusta(n) esta camisa, ese pantalón y aquellos zapatos</i>.</li> <li>• Pupils prepare for role play in a clothes shop. Introduce expressions for shopping using direct object pronouns and remind pupils of unit 7 'Nos presentamos' and unit 8 'La comida', eg <i>¿Puedo probármelolla? Me lo llevo</i>. Pupils choose a single item, pointing to it and using a demonstrative adjective.</li> <li>• In the course of the role play, the 'customer' is offered the choice between at least two items with the questions <i>¿Cuál prefieres? ¿Éste, ese o aquél?</i> thus introducing the demonstrative pronoun.</li> <li>▲ In the course of the role play the 'shopkeeper' requires an unexpected response, such as requiring the 'customer' to change his or her mind because the first choice is not available.</li> <li>▲ Extend to buying simple gifts and souvenirs to revise known vocabulary, possibly including examples of the immediate future, eg <i>¿Qué vas a comprar?</i></li> <li>▲ Pupils increase their personal range of vocabulary and look up in a dictionary words of interest to themselves.</li> </ul> | <ul style="list-style-type: none"> <li>• use set phrases including the direct object pronoun in singular and plural, masculine and feminine forms</li> <li>• understand and apply rules for the use of demonstrative words</li> <li>• use appropriate language for shopping</li> <li>• use direct object pronouns in a new context</li> </ul> | <ul style="list-style-type: none"> <li>• Point out that the accent is often omitted from the demonstrative pronoun.</li> </ul> |
|---|---|---|--|

## 5

- |  |   |  |  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• to express their personal preferences in dress styles, adapting language of preference in a new context and giving reasons</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils consider their choice of clothing in three situations chosen from a list: school, disco, wedding, meal out with parents, etc. They describe their choice and say why they made it. Include <i>¿Qué vas a llevar/ponerte?</i></li> </ul> | <ul style="list-style-type: none"> <li>• express preferences</li> <li>• show the ability to adapt previously learnt language to a new context</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils' range of expressions of personal opinion can be extended to include <i>me encanta, me choca, es práctica, es elegante</i>.</li> </ul> |
|--|---|--|--|

## 6

- |  |   |   |  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• about dress codes in a Spanish-speaking country and draw appropriate comparisons</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils e-mail a link school for information or ask the Spanish assistant about clothing worn at school in a Spanish-speaking country. They list and describe the typical clothes of a Spanish pupil, and compare their own school clothes with those of the Spanish pupil, using <i>más ... que, menos ... que</i>.</li> </ul> | <ul style="list-style-type: none"> <li>• deepen their cultural awareness and their understanding of similarities and differences in British and Spanish teenage lifestyles</li> </ul> | <ul style="list-style-type: none"> <li>• It may be necessary to revise comparisons at this point.</li> </ul> |
|--|---|---|--|

Any activities marked ▲ might be better suited to higher-attaining pupils

Pupils should learn:

Pupils:

## 7

## End-of-unit activities

- |  |   |  |   |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>to apply the knowledge, skills and understanding learnt in this unit</li> </ul> | <ul style="list-style-type: none"> <li>Pupils read articles of their choice from a range of authentic materials, eg magazines or items downloaded from the internet, and report their opinions. Structure the activity to ensure that a specific task is completed in relation to the material provided.</li> <li>Pupils plan and stage a fashion show with commentary in Spanish. They could record the show on video.</li> <li>Pupils choose a regional costume from a Spanish-speaking country and label and describe the clothes.</li> <li>Pupils choose a traditional costume from the UK and describe it to the Spanish assistant.</li> </ul> | <ul style="list-style-type: none"> <li>read about fashion and items of teenage lifestyle for interest and enjoyment as well as information</li> <li>describe and compare clothing in spoken Spanish</li> </ul> | <ul style="list-style-type: none"> <li>Encourage the use of technology for the fashion show, eg set up a sound system for announcements, consider the lighting, use authentic Spanish pop music.</li> <li>A complex activity such as the fashion show requires careful planning and provides an opportunity for pupils to develop the key skills of working with others and problem-solving.</li> </ul> |
|--|---|--|---|

Any activities marked ▲ might be better suited to higher-attaining pupils