

Unit 12 Diversiones

About the unit

In this unit pupils learn to talk and write about a variety of past events. They consolidate and extend their knowledge of the preterite tense.

New language content:

- all forms of the preterite tense of regular *-er* and *-ir* verbs, *eg comer, salir* and irregular verbs *hacer, ver, estar*
- imperfect tense (receptive use) using *había/hacía/era(n)*

New contexts:

- entertainment
- concerts, cinema, theatre, sport, a bullfight
- ordering and buying tickets
- recounting a past event or an outing

Alternative contexts: transport; hobbies; leisure activities.

This unit is expected to take 12–15 hours.

Where the unit fits in

This unit builds on the language of ordering and buying presented in unit 8 ‘La comida’, this time using tickets. It then develops the use of the preterite for single actions and introduces a limited range of imperfect tense expressions for description.

Expectations

At the end of this unit

most pupils will: be able to buy tickets for a range of entertainments; make plans with friends to go to an event; describe an outing in the past tense, including where they went, with whom, when, how they got there; include simple details such as time or weather

some pupils will not have made so much progress and will: be able to buy tickets for a more limited range of entertainments; make plans with friends to go to an event, using prompts and a limited range of structures; give simple information about an outing in the past tense, including one or two points such as where they went and when; include simple details such as time

some pupils will have progressed further and will: make plans with friends to go to a range of entertainments, offering alternatives and making decisions; describe an outing and express simple opinions about it; include extra details such as times, simple descriptions of places or people and an opinion

Prior learning

It is helpful if pupils already know:

- the immediate future tense
- vocabulary and structures for ordering and buying
- hobbies and pastimes
- places in town
- regular and irregular forms of the present tense
- the preterite tense of regular *-ar* verbs
- the preterite tense of the irregular verb *ir*

Resources

Resources include:

- flashcards of places of entertainment
- a programme or tickets (in English or Spanish) from an event such as a play or concert, to include dates, times, artists
- posters of events, *eg* bullfights, fiestas
- information from a link school about their calendar of events
- recording of people describing an outing
- verb cards
- PCs, word-processing and presentation software
- access to the internet

Out-of-school learning

Pupils could choose and research a major event that has taken place in a Spanish-speaking country, *eg* the Barcelona Olympic Games, and make notes in order to describe it to the class.

Future learning

The imperfect tense introduced in this final year 8 unit will be further developed in unit 13 ‘Nosotros, los jóvenes’ and unit 14 ‘Los medios de comunicación’, as will a wider range of irregular preterites.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**1**

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| <ul style="list-style-type: none"> • correct pronunciation and intonation of words and phrases associated with going out and entertainment • to produce a dialogue | <ul style="list-style-type: none"> • Revise places of interest on a town map (from unit 5 'En el pueblo', unit 6 'Pasatiempos' and unit 11 'El turismo'), then present language to do with going out, using an overhead transparency (OHT) or flashcards. Pupils practise answering the question <i>¿Adónde quieres ir?</i> with reference to places such as <i>el estadio, el teatro, el cine, la plaza de toros</i>. As in unit 11 'El turismo' use the present tense at this stage. Ensure progression by including other items of information as soon as possible, eg times, location, transport, so that pupils take part in a simple dialogue before the end of the lesson. • Extend the dialogue to include offering alternatives. • Introduce vocabulary for arranging to meet: <i>¿Dónde quedamos?</i> Pupils agree on an activity, a time and a meeting place. | <ul style="list-style-type: none"> • demonstrate how much they have remembered from previous units • take part in a conversation of at least three exchanges, giving and receiving details about going out • choose from alternatives and arrange to go out | <ul style="list-style-type: none"> • The school calendar, or that of a link school, can be used both as a reading resource and as an opportunity to identify events or places to visit and related vocabulary. |
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| <ul style="list-style-type: none"> • to reserve and buy tickets | <ul style="list-style-type: none"> • Introduce key language for buying tickets, with specialised alternatives, eg <i>sol y sombra</i> for bullfighting, <i>pantalla, sesión</i> for the cinema. Pupils perform role plays in pairs to purchase tickets, asking the price and the time of the show. Provide prompts or cue cards where required. ▲ Pupils role play a lengthier discussion of preferences. Include transport or choice of clothes and use both present and immediate future tenses. | <ul style="list-style-type: none"> • use appropriate language to buy tickets and find out about performances | <ul style="list-style-type: none"> • The key language could be extended to include <i>para mayores/menores</i>. |
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| <ul style="list-style-type: none"> • to use authentic and other sources to understand written or spoken information about public events | <ul style="list-style-type: none"> • Use authentic resources to carry out reading tasks, eg research leisure opportunities in a Spanish town via the internet. Pupils go through a programme to find specific items of information. • Pupils listen to a recording of people describing a visit to the cinema (or elsewhere) in the present tense. Pupils fill in a grid requiring different items of information, eg time of film, title of film, screen number, cost of ticket. Differentiate by the amount of information to be included on the grid; some pupils may need to have more of the grid completed for them and may only be able to recognise details such as screen number and price. • Use a poster for an event to prompt pupils to ask for a ticket for a particular performance or starting time. | <ul style="list-style-type: none"> • develop skills in reading and listening for gist and detail | <ul style="list-style-type: none"> • When using the internet, pupils could use a search engine in order to find key information about a town, eg cheap restaurants, swimming pools, opportunities to play tennis. • Pupils may need to be reminded of effective search and read techniques, and how to save, record or select relevant information when they find it. |
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Any activities marked ▲ might be better suited to higher-attaining pupils

Pupils should learn:

Pupils:

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| <ul style="list-style-type: none"> • to adapt previously learnt language to a new context | <ul style="list-style-type: none"> • Use material accumulated in the above activities to produce an account, in the first person singular of the present tense, of a trip to an event. Emphasise the use of verbs as the building blocks of the account. Reinforce the use of verb endings as appropriate, eg by editing infinitives in a word-processed file. Brainstorm activities with pupils to obtain a range of <i>-ar</i>, <i>-er</i> and <i>-ir</i> verbs, plus some familiar irregular verbs. • Present a model account on an OHT, with colour coding to highlight verbs and identify the major activities. Pupils modify the account. Some pupils may need to work from text with words missing for them to fill in. | <ul style="list-style-type: none"> • produce an accurate account in the present tense | <ul style="list-style-type: none"> • This may be the first opportunity to deal with issues relating to creating a narrative text. Most extended writing so far will have been descriptive or limited to a sequence such as daily routine. Consider in this unit the use of grammar, including verb tenses and time phrases, to create either a factual or fictional account and to introduce some atmosphere. • Pupils should be aware of the role of verbs in sentences and have some understanding of different types of writing from their work in English. • Encourage pupils to improve the quality of their language by redrafting work. |
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Any activities marked ▲ might be better suited to higher-attaining pupils

Pupils should learn:

Pupils:

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- to use the preterite tense to recount actions in the past and to apply their knowledge of the new tense in an increasing number of contexts
 - Introduce the preterite tense using a visual stimulus for familiar language to describe activities. Replace verbs in sentences so that pupils can see the change. Most pupils should be able to recognise and identify the regular *-ar* verb endings such as *viajé* and the irregular verb *ir* → *fuí*.
 - Present a diary for the week, with personal activities represented as illustrations. Say the activities in the preterite. Pupils repeat and practise orally then ask each other questions using the same activities as on the OHT. Revise all persons of the verb *ir* or introduce other persons if not taught in unit 11 'El turismo'. After appropriate reinforcement, move on to pair work, with pupils practising the limited range of expressions involved in the diary. Keep this simple, using questions such as *¿A qué hora saliste/volviste? ¿Qué comiste/viste? ¿Dónde estuviste? ¿Con quién fuiste?* According to their level of ability, pupils may need to see the verbs written down.
 - ▲ For the writing task, pupils should either be given a wider range of regular verbs to choose from, or be allowed to experiment by selecting their own verbs. They will need to work out the preterite forms, either by applying the rules or by using reference materials such as verb tables.
 - Remind pupils of the full paradigm of regular *-ar* verbs introduced in unit 11 'El turismo', section 7, and then encourage them to look for patterns in the endings and attempt to build up the paradigm of regular *-er* and *-ir* verbs. List the most common irregular verbs. Provide verb cards to practise 'shuffling' verbs and putting them into the correct order to form paradigms.
 - ▲ Pupils listen to an account of activities that use language not yet encountered in the preterite, but with known verbs which should be recognisable from the stem. They use their knowledge of the endings to work out the meaning.
 - ▲ Introduce the open-ended question *¿Qué hiciste?* Expect pupils to respond in the correct tense and person only if they are sufficiently confident.
- understand and recognise how the tense changes from present to past in a defined context
 - transcribe accurately actions from the present to the past
 - display increased confidence in the use of the preterite
 - become familiar with all persons of regular *-er* and *-ir* verbs and some irregular forms of the preterite tense
 - Reuse work from unit 11 'El turismo' and add examples of *-er* and *-ir* verbs and familiar irregular verbs. Using familiar material ensures that pupils focus on the verb and not on the remainder of a sentence.
 - The second activity could be adapted as a listening activity, with pupils identifying the activities undertaken by people they hear on a tape; or as a writing task in which they write their own version of the diary.
 - Further related activities can be found in *Optional Tests and Tasks 3.6, 3.7*.

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- a limited range of forms of the imperfect tense
- Introduce the simple forms of the imperfect tense using an OHT or flashcards, eg *hacía calor, había mucha gente*, and add to the work completed at the end of the previous activity. Introduce *eran las ocho* and reinforce with the question *¿A qué hora saliste? Salí a las ocho; sí, eran las ocho cuando salí*.
- vary their use of verbs in the past tense to include simple description

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

Pupils should learn:

Pupils:

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End-of-unit activities

- to apply the knowledge, skills and understanding learnt in this unit
- Pupils work in groups to produce an animated oral account of a night out, using narrative in the preterite tense. (▲ Some pupils will be able to incorporate the simple imperfect tense items.) They present a role play of buying tickets, etc. Opportunities exist to include material from previous units, eg a meal out or a café scene. This might take the form of a presentation using suitable presentation software on the computer. Where facilities allow, computerised presentation using a data-projector or whiteboard are alternatives that could be considered.
- collaborate to recount a night out, using spoken Spanish
- Pupils could make this into a cartoon sequence with simple speech bubbles. This activity could be delivered using a different context, eg a family holiday.

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