

## Unit 13 Nosotros, los jóvenes

### About the unit

In this unit pupils learn to describe in more detail what kind of person they are. They also learn to talk about what jobs they do around the home and about their pocket money. They rehearse making telephone calls and taking messages.

#### New language content:

- relative pronoun *lo que*
- giving and justifying opinions
- responding to the question *¿Qué hiciste?*
- consolidation of verbs of obligation + infinitive
- expressions for apologising, declining, accepting, thanking, excusing, telephoning

#### New contexts:

- friendships
- descriptions of people
- jobs in the home
- pocket money
- telephoning
- conveying messages
- invitations

Alternative contexts: making plans; school; family entertainment; leisure activities.

This unit is expected to take 12–15 hours.

### Where the unit fits in

This unit refers to previous work on physical descriptions, characteristics of people and making plans to go out. It extends work on socialising, which includes making and receiving telephone calls. It consolidates and develops work on the preterite and imperfect tenses and builds up a wider glossary of adjectives describing characteristics. Some pupils will begin to deal with unpredictable elements at a simple level.

### Expectations

#### At the end of this unit

**most pupils will:** understand and describe both positive and negative character traits in themselves and their friends; understand and express points of view about friendship; understand and write about what they do around the home, their pocket money and how they spend it; use the appropriate language when making telephone calls; write thank-you letters

**some pupils will not have made so much progress and will:** understand and describe in simple language a limited range of character traits; understand and express points of view within a restricted range of structures; make simple statements about what jobs they do in the home and about their pocket money; write simple thank-you letters, with support and guidance

**some pupils will have progressed further and will:** justify their ideas, opinions and points of view; write in more detail, with more complex structures and a range of tenses; begin to deal with unpredictable elements in simple conversations

### Prior learning

It is helpful if pupils already know:

- the preterite tense of regular and common irregular verbs
- the imperfect tense (receptive use)
- physical descriptions (unit 2 ‘La familia y los amigos’)
- simple descriptions of character (unit 7 ‘Nos presentamos’)
- how to express simple points of view

### Resources

Resources include:

- telephones
- model authentic thank-you letters
- link school’s code of conduct
- PCs, word-processing and text-manipulation software

### Out-of-school learning

Pupils could research the cost of telephoning different Spanish-speaking countries.

### Future learning

- Units 14 to 18 consolidate and extend work on giving and justifying opinions.
- Work on tenses will be extended to the future tense in unit 15 ‘Nuestros proyectos’ and to the conditional tense in unit 16 ‘Nuestro medio ambiente’.

**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"> <li>• to extend their range of descriptive vocabulary with emphasis on positive traits</li> <li>• to understand and give descriptions of people in increasing detail, using all persons of the verb</li> <li>• to justify their opinion and give reasons for their choice, including using the neuter form of the relative pronoun (<i>lo que (no) me gusta</i>)</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce and emphasise positive aspects about the themes of qualities looked for in friends, what makes a good friend and values for friendship.</li> <li>• Revise regular and irregular adjectival agreements describing positive qualities, eg by calling up a word-processed text in which all the adjectives are in the masculine singular form. Pupils identify the adjectives and provide agreements.</li> <li>• Pupils listen to friends talking about each other: <i>Me llevo bien con...</i> . They increase their vocabulary through words that are similar to English and extend it to include new words. Read aloud a series of texts describing people, from which pupils choose a friend, eg <i>Escogi a X porque me parece...</i> . Vary the text and the amount of help given according to the pupils' ability.</li> <li>• Pupils listen to or read a series of descriptions. They choose one word to sum up characteristics – support with a help box. Pupils work in pairs or small groups to categorise and put the people described in order of preference. They write a paragraph entitled <i>Mi amigo/a ideal</i>.</li> <li>• Introduce horoscopes at this stage if not done before.</li> <li>• Pupils create or present a personality quiz and score points or give definitions of character.</li> </ul> | <ul style="list-style-type: none"> <li>• understand and give positive descriptions of people's character traits, using all persons of the verb</li> <li>• justify their opinions and give reasons for their choice</li> <li>• express themselves (orally and in writing), using a range of vocabulary and structures</li> </ul> | <ul style="list-style-type: none"> <li>• Authoring software, which generates crosswords, matching games or other word puzzles, could be used to develop vocabulary.</li> <li>• Identifying words that are similar to English makes it easier to remember them, but it is important to emphasise differences in pronunciation.</li> <li>• This context is likely to be covered again in key stage 4, so it needs to be kept simple at this stage.</li> <li>• These activities could link with pupils' work in citizenship, depending on the school's guidelines or policy.</li> <li>• For the fourth activity pupils could be reminded of work in English: reading character descriptions and writing about their own characters.</li> <li>• This is an opportunity to revise emphatic <i>a mí(no) me gusta/yo prefiero</i> and <i>pienso que</i>, and introduce or revise useful expressions like <i>me parece que, se dice que, creo que, en mi opinión es...</i> .</li> </ul> |
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Any activities marked ▲ might be better suited to higher-attaining pupils

Pupils should learn:

Pupils:

## 2

- to use adjectives describing negative qualities
- to express feelings and say they agree or disagree: *(No) Tienes razón. Te equivocas/(No) estoy de acuerdo contigo*
- Pupils listen to a series of commentaries about friends and choose negative aspects from multiple-choice answers.
- Pupils make a list of words to describe what they do not like in a friend.
- Pupils carry out a survey about the most and least liked aspects of character. They summarise findings about characteristics in graphs and make oral and written presentations.
- Comparing and contrasting activity: pupils read about, then write their own versions of what they like best and least in themselves and/or other (famous) people. Some pupils may be able to write only lists of words. They swap with a partner and agree or disagree with the findings: *Se dice que X es XX pero yo creo que es Y.*
- Pupils read a series of extracts about people and categorise them into people of similar tastes. This lends itself to revision of hobbies, sports, school subjects and nationalities. ▲ Pupils justify their choices.
- Invent a mystery profile – pupils guess who it is.
- Play a game of 'Who am I?'. Pupils are given an identity without knowing who it is and have to find it out by asking questions such as *¿Soy una persona seria? ¿Trabajo en X? ¿Estoy vivo o muerto? ¿Tengo X años? ¿Practico un deporte?* The only answer to these questions is *sí* or *no*. Teach pupils the questions. They learn them by heart and play from memory.
- understand negative qualities
- compare and contrast characteristics
- say they agree or disagree
- extend their skills for memory work
- Another possible activity is to make up a 'Snap' card game, using adjectives to describe faces. These can refer both to physical features and to obvious characteristics.
- A further related activity can be found in *Optional Tests and Tasks 1.10*.

## 3

- to ask and talk about what jobs they do around the home
- to talk about pocket money
- Revise *deber, tener que* and *hay que* + infinitive introduced in unit 9 'La salud', section 5.
- Introduce jobs around the home if not already covered in unit 4 'En casa' or revise them. Having understood the correct infinitive pupils then convert to the preterite tense and respond to the open-ended question *¿Qué hiciste la semana pasada?* They write an account of a day in the life of a domestic robot, using the preterite tense.
- Pupils survey their year group to find out who helps at home, if they are paid, and how much.
- Pupils develop their knowledge about pocket money into a dialogue about what each person spends their pocket money on and if they save any: *¿Cuánto gastas? ¿Ahorras algo? ¿En qué lo gastas?*
- ▲ Pupils sum up the character of a person with a one-word description, according to the jobs they do at home and/or how they spend their money.
- use verbs of obligation in a new context to talk about household jobs
- understand and write about amounts of pocket money and how it is spent
- Practise converting pocket money to pesetas and euros.
- Revise the present continuous tense with mimed actions for household jobs. Pupils guess the jobs.

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

Pupils should learn:

Pupils:

## 4

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| <ul style="list-style-type: none"> <li>• to understand and respond to invitations</li> <li>• to memorise set phrases</li> <li>• to cope with less predictable language</li> </ul> | <ul style="list-style-type: none"> <li>• Accepting an invitation: pupils listen to telephone conversations in which various invitations are accepted. They note details of time, place and activity. This could be done using tick boxes or partially completed grids, or the pupils could write down the details. Pupils use the information to practise or revise asking and answering questions about going out and accepting an invitation. This also revises <i>quieres + infinitive/te gustaría + infinitive, de acuerdo/vale/sí, me interesa</i>.</li> <li>• Pupils use the same information to recount the outing in the preterite tense, including their opinion, answering the question <i>¿Qué tal lo pasaste?</i></li> <li>• Telephoning skills and conventions: pupils practise telephone role plays and try to learn conventions by heart. Pupils read explanations of how to telephone from Spain and then explain the British system to other pupils (an opportunity to revise positive commands). If there is a payphone in school they could translate the instructions. Extend this activity to making a reverse-charge call and obtaining correct area codes. Practise higher numbers and sequencing of numbers with telephone codes. Examples of telephone conventions include: <i>Quisiera hablar con...; Oiga; Diga; Quiere(s) repetir/deletrear/hablar más despacio/explicar</i>.</li> <li>• Pupils practise relaying messages, adapting language from the first and second person to the third person, eg <i>¿Quién llama? ¿Qué dice?</i> Use the present and immediate future tense.</li> <li>• Pupils write an invitation for a variety of activities or excursions (choose an aspect that needs revision). Collect the invitations and use them again in the activities in the next section.</li> </ul> | <ul style="list-style-type: none"> <li>• understand and accept an invitation</li> <li>• make social arrangements</li> <li>• follow instructions for telephoning</li> <li>• answer the telephone – greet and say goodbye</li> <li>• ask someone to speak more slowly, repeat, spell, explain</li> <li>• adapt language appropriately</li> </ul> | <ul style="list-style-type: none"> <li>• Try to provide some phones to create a real or simulated experience for pupils.</li> <li>• For the third activity pupils could be reminded of English language conventions, and levels of formality of language depending on context.</li> <li>▲ Pupils could develop strategies for dealing with unpredictable language and practise <i>¿Quién llamó? ¿Qué dijo?</i></li> </ul> |
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| <ul style="list-style-type: none"> <li>• to express their feelings through conventions for saying thank you, both formally and informally</li> <li>• to use language creatively and imaginatively</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils read a variety of thank-you notes and letters to revise the conventions of letter writing (introduced in unit 7 'Nos presentamos'). These range from notes to friends to more formal letters to grandparents and/or friends' parents, using <i>usted</i>. The length and content can vary according to pupils' ability. Pupils respond to true or false statements, to ensure understanding of content.</li> <li>• Pupils then write one formal and one informal thank-you letter, responding to the invitations collected from the last activity in section 4, using as wide a range of tenses as appropriate to their individual level of attainment.</li> <li>• This could be extended to imaginary writing about trips with Don Quijote, Noah or on the Starship Enterprise. Pupils requiring support could complete speech bubbles in a cartoon-style story or match captions to appropriate pictures.</li> </ul> | <ul style="list-style-type: none"> <li>• understand and write formal and informal thank-you letters</li> <li>• write creatively and imaginatively</li> <li>• draft and redraft their work to improve its accuracy and presentation</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils could base their letter on a model in a text-manipulation programme.</li> <li>• Introduce or revise techniques for drafting and redrafting work.</li> <li>• Pupils will have written formal and informal letters in English and should be familiar with layout conventions.</li> </ul> |
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Pupils should learn:

Pupils:

## 6

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| <ul style="list-style-type: none"> <li>• to communicate with some purpose and spontaneity with each other</li> </ul> | <ul style="list-style-type: none"> <li>• Declining an invitation: using the invitations from the previous activities, pupils compose negative replies. They could rerun the role play to practise declining invitations, apologising and making excuses. This could lead on to pupils justifying why they don't want to do jobs around the home. To make this more fun, and to revise vocabulary from the start of this unit, pupils could make their excuses by pretending to be rude or tactful, angry or sad, etc, and the rest of the class or group has to decide which characteristic they are trying to portray.</li> <li>▲ Pupils could make up excuses about a subject of their choice and be inventive. Pupils create or complete a cartoon and write appropriate excuses in speech bubbles.</li> <li>• Pick up again on <i>lo que</i> (section 1). Teach conventions for giving excuses, such as <i>Lo siento pero ...</i>, <i>No tengo permiso/tiempo/dinero</i>. Add some non-committal expressions, such as <i>(no) importa</i>, <i>(no) sé</i>, <i>no estoy seguro</i>, or phrases and words which punctuate a sentence, such as <i>pues ...</i>, <i>tal vez ...</i>, <i>a ver ...</i>.</li> </ul> | <ul style="list-style-type: none"> <li>• use appropriate language to decline an invitation, to apologise or to make excuses</li> </ul> | <ul style="list-style-type: none"> <li>• Exploit everyday classroom activities to practise apologising and making excuses.</li> <li>• Reuse some of the feeble excuses offered in unit 6 'Pasatiempos', section 4.</li> <li>• A further related activity can be found in <i>Optional Tests and Tasks 4.6</i>.</li> </ul> |
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## End-of-unit activities

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| <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 write a video scenario to present themselves to their link school, saying what kind of person they are and what type of person they would like to do an exchange with.</li> <li>▲ These scenarios are then made into a video. To create a more imaginative scenario pupils could assume a persona – historical, fictional, superstar or futuristic.</li> <li>• Pupils prepare a set of questions to send to their link school, asking about pocket money – how much, how it is spent, what jobs they do to earn money – and compare the findings with those from section 3.</li> <li>▲ This could be extended into a personality quiz for the link school to respond to. Pupils could also ask their link school to make up a quiz of their own, which the pupils here respond to.</li> </ul> | <ul style="list-style-type: none"> <li>• incorporate all the expressions and conventions learnt in this unit to communicate with a real audience and for a real purpose</li> </ul> |
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