

## Unit 14 Los medios de comunicación

### About the unit

In this unit pupils learn to talk and write about the media, expressing their opinions. They learn to compare how things used to be with how they are now.

#### New language content:

- irregular comparatives and superlatives
- *tan* + adjective + *como/tanto como*
- suffix *-ísimo*
- imperfect tense

#### New contexts:

- different media (TV, newspapers, advertising, film)
- understanding reviews
- reading for pleasure

Alternative contexts: leisure activities; entertainment; fashion; school.

This unit is expected to take 12–15 hours.

### Where the unit fits in

This unit builds on work covering the present and past tenses and extends this by introducing the imperfect tense. Pupils develop skills in carrying out investigations and in working in groups to make comparisons and discuss their preferences. They read lengthier texts for pleasure or information. They improve their ability to read independently, including authentic texts.

### Expectations

#### At the end of this unit

**most pupils will:** understand simple spoken or written texts relating to different media; talk or write about the different media in simple terms, stating preferences and giving reasons, using irregular forms of comparatives and superlatives; understand and use the imperfect tense; understand and use relative pronouns to make more complex sentences

**some pupils will not have made so much progress and will:** understand simple texts using a glossary of terms or prompt sheets, or respond using partially completed grids; talk and write about the media with prompts and guidance, using known set phrases; express simple opinions using *mejor*; produce simple sentences in the imperfect tense

**some pupils will have progressed further and will:** use dictionaries and other resources to understand a wider range of authentic texts; substitute items of vocabulary and phrases to personalise language and offer a wider range of opinions, preferences and reasons; extend specialised vocabulary within the context of the media; develop conversational skills about the media, using more complex structures; use the imperfect tense confidently and accurately across a range of contexts

### Prior learning

It is helpful if pupils already know:

- the preterite tense, including common irregular forms
- regular comparative and superlative adjectives
- basic expressions for giving opinions, stating preferences and making choices
- cinema and related vocabulary
- how to scan texts and write short paragraphs

### Resources

Resources include:

- newspapers and magazines from Spanish-speaking countries
- recordings of radio or TV programmes or advertisements
- link school's magazine
- CD-ROMs
- access to the internet and e-mail
- PCs and authoring software

### Out-of-school learning

Pupils could:

- find out which Spanish magazines or newspapers are on sale in their local area
- research different media in Spanish-speaking countries
- use CD-ROMs or the internet to research named media personalities

### Future learning

The vocabulary and structures covered in this unit will be needed for expressing opinions, feelings, reactions and responses in later units. In unit 16 'Nuestro medio ambiente' pupils will compare how the local environment used to be with how it is today and how it will be in the future.

**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 name different types of TV programme</li> <li>• to understand opinions about TV programmes, using <i>lo bueno, lo malo, lo violento</i></li> <li>• to increase the range of vocabulary and phrases to express and justify ideas, opinions and preferences, using <i>lo que más/menos me gusta/interesa</i>, etc</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils look at a Spanish TV page from a magazine or newspaper and see how many words that are similar to English they can recognise. Pupils work out the meaning of unfamiliar words or use a dictionary.</li> <li>• Pupils listen to people saying whether they like or dislike programmes and tick a grid accordingly.</li> <li>• Survey pupil preferences and/or time spent viewing: <i>¿Qué viste ...? ¿Cuánto tiempo/Cuántas horas pasaste delante de la tele?</i></li> <li>• Pupils read a range of TV reviews of varying levels of difficulty and link these to named programmes. They look for words or phrases of similar and/or opposite meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• transfer knowledge of common vocabulary</li> <li>• recognise phrases and vocabulary about likes and dislikes and distinguish between them</li> </ul> | <ul style="list-style-type: none"> <li>• A multiple-choice quiz or questionnaire could be produced on a PC, using an authoring programme that automatically turns the text into a webpage.</li> </ul> |
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| <ul style="list-style-type: none"> <li>• to increase their range of bargaining and discussion tactics using comparisons and superlatives (<i>mejor/peor</i>)</li> <li>• to give explanations and definitions to summarise a storyline or programme</li> </ul> | <ul style="list-style-type: none"> <li>• Revise the immediate future and agreeing/disagreeing phrases. Pupils plan an evening's TV viewing using a prompt sheet. Include examples of <i>un documental, el tiempo, una comedia, las noticias</i>. Encourage pupils to use <i>tan + adjective + como/tanto como/me parece mejor/peor que ... porque es ... (más interesante/divertido/a)</i> in their comments.</li> <li>• Pupils listen to or read a storyline or character analysis and link it to a named TV programme or main character. They produce oral or written examples of their own, eg <i>Es un programa/una película/revista que ...</i></li> <li>▲ Using the immediate future, pupils add a different ending to the story, film or soap opera, or predict how it will end.</li> </ul> | <ul style="list-style-type: none"> <li>• understand and use irregular comparatives and superlatives</li> <li>• listen carefully and read more precisely</li> </ul> | <ul style="list-style-type: none"> <li>• There is an opportunity to look at and compare a variety of cultures.</li> <li>▲ Pupils are likely to have studied what makes an effective ending and to have learnt to predict possible endings of stories as part of their work in English.</li> </ul> |
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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"> <li>• to understand and use the imperfect tense in the context of how things used to be</li> <li>• to apply knowledge of tenses in new contexts</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce the imperfect tense by describing people, using personalities from previous units or from TV. Using pictures of people (photographs, flashcards or on an overhead transparency (OHT)) or characters from a Spanish fairy story, consolidate the use of <i>era</i> and <i>tenía</i> using familiar adjectives, and introduce <i>se llamaba</i> and <i>llevar</i>. Extend the use of the imperfect tense to include further biographical details, eg of a grandparent. Reinforce <i>tenía</i> with family members and introduce <i>vivía</i>, picking up on <i>había</i>, <i>hacía</i> and <i>era</i> from unit 12 'Diversiones'.</li> <li>▲ Pupils read a text in the imperfect tense in which grandparents describe each other when they were young. Pupils assume the roles and produce their own version. This can be done as pair work, with a boy and a girl working together. Use photographs of the grandparents and compare how things used to be with how they are now. Provide captions to match the photographs for pupils requiring support.</li> <li>• Pupils listen to or read about what their village, town or school used to be like. They compare this with how it is now. Extend this activity by asking pupils to talk or write about themselves, eg what they used to look like or what they wore, or how they used to spend Christmas and what presents they received.</li> </ul> | <ul style="list-style-type: none"> <li>• understand and form the imperfect tense</li> <li>• understand and produce descriptions or simple narrative passages in the imperfect tense</li> <li>• use a wider range of verbs in the imperfect tense in familiar contexts</li> <li>• compare how things used to be with how they are now</li> </ul> | <ul style="list-style-type: none"> <li>• Enliven the activity by asking pupils to pretend they are giving witness statements following a bank robbery; use characters that pupils have come across before to focus attention on the verb rather than the adjective.</li> <li>▲ Use a humorous or an unusual text to motivate pupils as they become more adept at working independently with language.</li> <li>▲ Introduce the structure <i>solía</i> + infinitive, eg <i>¿Qué solías hacer/llevar ...?</i></li> </ul> |
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| <ul style="list-style-type: none"> <li>• to note details and report back</li> <li>• to understand the function of the imperfect and the preterite tenses, and to use the tenses in combination</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils listen to or read news items, noting down details or answering questions about details or linking a brief paragraph to a headline.</li> <li>• Using familiar verbs, introduce the notion of the imperfect tense for an incomplete action in the past, eg <i>¿Qué hacía(s) cuando ...?</i> Teach this concept initially in an oral session using flashcards or an OHT. Only introduce one preterite verb at this stage. Vary the activity using different persons, then using different preterite verbs. The oral exercise could be adapted as a listening task, using news headlines from the first activity.</li> <li>▲ Provide pupils with a list of verbs, eg <i>jugar al tenis</i>, <i>ponerse a llover</i>. Pupils make up sentences using the imperfect and preterite. Pupils requiring support could use captions to link to obvious pictures denoting interrupted action, then link together a verb in the imperfect tense with a preterite.</li> <li>• Use the verb forms from the above activities to create a role play in which a police officer interviews a witness to an accident. Limit the questions to: <i>¿Qué hacías cuando ...?</i> <i>¿Dónde estabas cuando ...?</i> <i>¿Por dónde ibas cuando ...?</i> <i>¿Adónde ibas cuando ...?</i></li> </ul> | <ul style="list-style-type: none"> <li>• listen carefully and read more precisely</li> <li>• understand one of the differences between the imperfect and preterite tenses and how to combine them</li> <li>• use the preterite and imperfect tenses appropriately in speech</li> <li>• take part in a dialogue using past tenses</li> </ul> | <ul style="list-style-type: none"> <li>• The first activity can be constrained, developed or extended according to pupils' experience(s) and adapted to suit or complement any current situation.</li> <li>▲ Ask pupils to explain the difference between the imperfect and the preterite in the sentences they have made up.</li> <li>• Differentiate the final activity according to ability, eg provide a complete list of questions with prompts for answers, provide questions with no prompts, provide a list of information to be obtained so that pupils need to work out which questions to ask, provide a scenario in which pupils work out both parts of the interview.</li> </ul> |
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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"> <li>• to listen to and read authentic texts and appreciate the different registers used</li> <li>• to listen and read for gist and context</li> <li>• to incorporate new items from authentic sources into their own speech and writing</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils listen to a variety of short radio or TV items or read a selection of articles and link these to different categories of target audience according to the register of language, eg formal language, familiar language, slang. Introduce the suffix <i>-ísimo</i>.</li> <li>• Pupils classify simple advertisements and jingles according to their subject or style.</li> <li>• Pupils write and record their own jingles and advertisements in different styles, using those in the previous activity as models.</li> </ul> | <ul style="list-style-type: none"> <li>• understand different registers and styles to suit different purposes</li> <li>• understand the gist of items they have heard or read</li> <li>• adjust writing and speaking registers to suit contexts and styles</li> </ul> | <ul style="list-style-type: none"> <li>• Use authentic recordings from Spanish radio or TV.</li> <li>• Make allowances for some inaccuracies if pupils are trying to be adventurous with language.</li> <li>• A further related activity can be found in <i>Optional Tests and Tasks 4.10</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 use the information about a famous person from section 3 or the out-of-school activity to describe that person's way of life, including biographical details and recounting their childhood and early career, eg <i>Nació ...; vivía en ...; le gustaba ...; empezó a cantar en ...</i>. Pupils use the present tense to say what that person is doing now. Incorporate issues of lifestyle, eg does he or she smoke? How do they prefer to dress? What are their hobbies? Pupils present their work as:             <ul style="list-style-type: none"> <li>– a role play, with the pupil taking the part of the celebrity (pair work, interview of a star) and recorded as either a radio interview or a video</li> <li>– an oral presentation to the class in the third person</li> <li>– a magazine feature</li> </ul> </li> <li>• Pupils produce a collection of biographies of people of interest to young people in Britain to send to a link school, requesting a similar set in return. They compare the results.</li> <li>• Pupils prepare a list of questions for a link school about how life used to be when they were younger.</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate their ability to use in a new context the linguistic concepts they have learnt so far this year</li> <li>• use a range of language to give factual information about different people, in spoken or written Spanish</li> </ul> | <ul style="list-style-type: none"> <li>• For the second activity, text could be produced for display or sent to a link school using ICT. Digital images could be incorporated using clip-art or photographs taken by the class, which could then be scanned in.</li> <li>• Pupils requiring more support could concentrate on using a single tense. Use writing frames or texts with words missing to give support in creating more complex passages.</li> <li>• These activities provide pupils with opportunities to use a variety of key skills, including ICT, communication, and working with others to research and present information in Spanish.</li> <li>• A further related activity can be found in <i>Optional Tests and Tasks 3.5</i>.</li> </ul> |
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Any activities marked ▲ might be better suited to higher-attaining pupils