

Unit 15 Nuestros proyectos

About the unit

In this unit pupils learn to talk and write about how well they are doing at school. The unit introduces the future tense, which pupils can use as well as, or instead of, the immediate future tense to discuss their plans and option choices.

New language content:

- future tense (including some irregular verbs)
- *ser* and *estar* (differences and guidelines for usage)

New contexts:

- future plans
- option choices
- form-filling
- writing a formal letter
- jobs

Alternative contexts: school and school subjects; personal statement about hobbies, leisure activities, likes and dislikes.

This unit is expected to take 12–15 hours.

Where the unit fits in

This unit builds on work covering the uses of tenses and extends pupils' knowledge of tenses by introducing the future. Pupils consolidate and increase their range of vocabulary about themselves and their school subjects, and develop their writing skills. Pupils have opportunities to understand, appreciate and respond to different registers and further practise the formal and informal forms of address (*usted, tú*), particularly in relation to letter-writing.

Expectations

At the end of this unit

most pupils will: understand, form and use the future tense of regular and some irregular verbs in a prescribed range of situations; understand job advertisements, extracting key information; understand and respond to past, present and future tenses; ask and answer questions about each other, their aspirations and ambitions; complete a form about option choices and write a self-evaluation; write a simple guided formal letter in response to appropriate job advertisements

some pupils will not have made so much progress and will: produce sentences in the future tense, mostly using the first person; understand simple job advertisements with the aid of visual clues; ask and answer questions about their option choices, using familiar phrases and vocabulary, and past, present and future tenses of regular verbs; complete a form about themselves and write a basic self-assessment with guidance

some pupils will have progressed further and will: use the full range of tenses confidently across a range of contexts; understand and respond appropriately to a wide variety of job advertisements; write more complex sentences about themselves in a full self-assessment

Prior learning

It is helpful if pupils already know:

- the immediate future tense
- a range of vocabulary to talk about themselves
- school subjects and the evaluation system in Spain
- vocabulary for hobbies, leisure activities
- how to express likes and dislikes and make comparisons

Resources

Resources include:

- authentic school choice forms, school reports and evaluations
- range of job advertisements
- option choice booklet from link school
- access to e-mail
- PCs, word-processing and data-handling software

Out-of-school learning

Pupils could find out about vocational pathways in Spanish schools and about the most common career choices for young people in Spanish-speaking countries, either using the internet or by e-mailing their link school. They could analyse the replies and compare them with their own situation.

Future learning

- Pupils will learn to justify their opinions and give reasons in unit 16 'Nuestro medio ambiente' and unit 18 '¿Tú, qué opinas?'
- This unit lays the foundation for a more advanced careers interview in key stage 4.

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"> • how to express themselves using a range of vocabulary and structures • the differences and guidelines for using <i>ser</i> and <i>estar</i> and to combine these with their existing knowledge • to develop decoding strategies before using a glossary or dictionary • to use their knowledge and understanding of English when learning Spanish • to listen for detail • to adapt previously learnt language and produce their own style of writing | <ul style="list-style-type: none"> • Pupils revise and extend vocabulary and phrases to describe themselves by brainstorming known words and classifying them into positive and negative. Remind pupils about words that are similar to English and then introduce more examples. • Demonstrate the difference between the verbs <i>ser</i> and <i>estar</i> by giving examples to illustrate characteristics (<i>ser</i>) and emotional state (<i>estar</i>), eg <i>Soy perezoso/a, trabajador/a. Estoy contento/a, triste, harto/a.</i> • Extend pupils' knowledge of school subjects by asking them to match icons to keywords, or to label icons by referring to a list of possibilities. • Revise or teach the evaluation (grading) system used in Spanish schools and compare with own school. Pupils read and listen to self-evaluations and complete comprehension tasks by ticking boxes on a simple grid, true or false statements or multiple-choice questions. They then adapt and copy the style to write their own self-evaluation, eg <i>Creo que voy bien en X porque siempre saco sobresaliente. Me parece que voy mal en X porque siempre saco insuficiente.</i> Provide pupils with a writing frame if necessary. • Pupils create a self-evaluation form and send this (by e-mail or post) to a link school in a Spanish-speaking country for pupils there to complete. When the information is returned, they compare it with their own self-evaluations. | <ul style="list-style-type: none"> • use a wider range of vocabulary and phrases to describe themselves • recognise the difference between the two verbs 'to be' and begin to use them accurately • extend their knowledge of school subjects • understand the Spanish school grading system, as well as their own • understand the gist of what they hear or read • apply what they have learnt and adapt the writing style to suit their own situation | <ul style="list-style-type: none"> • Create a class display of new words pupils can use to talk about themselves to create a useful reference or glossary. • When brainstorming known words, use this opportunity to emphasise correct pronunciation. • For the fourth activity pupils could write about a friend and then check what their friend thinks of the assessment. |
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Any activities marked ▲ might be better suited to higher-attaining pupils

Pupils should learn:

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- to form and use the future tense, including some common irregular verbs
 - to respond to different types of written language
- Remind pupils about the immediate future tense and *me gustaría*, and practise with questions and answers about option choices for the following year. Use cue cards to offer a range of choices. Provide reasons for pupils to justify their choices, eg ... *porque me gusta/me parece interesante, creo que es útil...* Contrast this with what pupils are doing now and do regularly to reinforce the progression of tenses, eg *Ahora estamos estudiando español. Lo estudiamos todos los martes (a esta hora). En la próxima clase vamos a estudiar el tiempo futuro.*
 - In pairs or small groups pupils take part in informal discussions about option choices. They could record their discussions on tape using *tú* and *vosotros*. Support can be provided by giving pupils cue cards with the immediate future tense clearly highlighted.
 - Teach the regular tense form of the future tense by adapting the previous discussion about what pupils will study next year. Extend from *estudiar* to *escoger* and *elegir* to demonstrate the regular forms, then proceed to a wider range, including a few irregular verbs such as *tendré, haré, iré*.
 - Pupils could link the questions to answers about which teacher they will have for different subjects, which building or room they will go to, what they will do, etc.
 - Pupils read and reply to a letter, devised by the teacher, enquiring about what school will be like next year and which subjects they will study.

Pupils:

- know and use the immediate future tense and the phrase *me gustaría*
- understand and form the future tense in both regular and irregular verb forms
- understand and respond to a text that uses the future tense

- If pupils are not ready to progress to using the future tense, keep the discussion within the immediate future tense.
- Contact link school if possible to find out about option choices there.
- For the final activity, show pupils how to respond to letters seeking information by underlining questions on an overhead transparency (OHT) and providing appropriate sentences to match as answers.
- A further related activity can be found in *Optional Tests and Tasks 4.9*, where emphasis can be put on using the future tense.

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- vocabulary related to jobs
 - to provide personal information related to possible careers
- Teach vocabulary for a range of jobs by asking each pupil to think of a job they would like to do and one they would not. If necessary, pupils look up words in a dictionary. By a process of comparison in pairs, then groups of four, then the whole class, pupils decide which is the most popular and least popular job, and/or create a profile of preferences.
 - Extend by matching personal qualities and characteristics to jobs, using vocabulary learnt in this unit and in unit 13 'Nosotros, los jóvenes'.
 - Using a wordprocessor, pupils complete a CV form with their personal details, then add a personal statement in preparation for an option choice interview.
- increase their range of vocabulary to talk about jobs
 - write about themselves in a formal document
- The PSHE or careers coordinator could provide a standard format for a CV, as used in the school. This could be adapted if necessary.
 - The use of a wordprocessor is appropriate because pupils will be able to amend and improve the CV in future years.

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Pupils should learn:

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| <ul style="list-style-type: none"> • to listen carefully for detail • to respond to questions about option choices | <ul style="list-style-type: none"> • Pupils listen to a series of option choice interviews and ensure understanding of detail by ticking grids, choosing from multiple-choice statements or circling correct information. They listen again to note the use and range of tenses. • With the help of the Spanish assistant, conduct formal interviews (use <i>usted</i> and <i>ustedes</i>) about option choices and practise the full range of past, present and future tenses, perhaps with a set of prepared questions and answers. Compare the formality of this interview with the informality of the previous pairwork/group discussion. Pupils could begin by using a summary of their own self-evaluation prepared in section 1. They could extend this to include a range of personal details about hobbies, sports, etc. They could amend or add to their own details, picking up on aspects mentioned in the listening activity above. | <ul style="list-style-type: none"> • understand detailed information presented orally • understand and use a range of tenses (past, present and future) within a structured framework • vary language to suit audience and purpose | <ul style="list-style-type: none"> • Pupils could exchange videos with their link school, discussing options in both English and Spanish. • A further related activity can be found in <i>Optional Tests and Tasks 1.8</i>. |
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| <ul style="list-style-type: none"> • to use the context and other clues to interpret meaning in authentic materials | <ul style="list-style-type: none"> • Pupils read a range of informal and formal job advertisements from authentic sources. They study the language content for words that are similar to English and the register of language used. They check for the use of common abbreviations. | <ul style="list-style-type: none"> • identify key vocabulary and features in the texts and distinguish formal and informal styles of writing | <ul style="list-style-type: none"> • Pupils could be reminded of similar work in English to rehearse features of various types of text. ▲ It is possible to introduce the conditional tense at this stage, comparing it with the future tense just presented. Keep it simple by using the construction <i>Yo que tú, estudiaría ...</i> to give advice about what to study, and then extend by introducing reported speech within the structure of <i>Dijo que estudiaría ...</i> |
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| <ul style="list-style-type: none"> • to respond to different types of written language and write a formal letter by redrafting to improve accuracy | <ul style="list-style-type: none"> • Introduce simple formal letter-writing within a structured framework by reading with pupils a formal job application letter and then adapting the style and format to respond to one of the advertisements used in the section 5 teaching activity. Pupils then write a similar letter in response to an advertisement of their choice. Provide a writing frame for support if necessary. | <ul style="list-style-type: none"> • write a simple formal letter and understand how to adjust writing to suit the purpose | <ul style="list-style-type: none"> • Pupils should be helped to compare the language of formal letters with the informal language of e-mail messages. Even at a simple level this can be made fun by exaggerating the florid language of Spanish formalities in letter-writing and contrasting this with the funny icons and glossaries used currently in e-mail messages. |
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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 carry out a survey into what types of job pupils in their year group would like to have, eg outdoors, working with people, and enter the information into a datafile. Some pupils analyse the data, recording preferences, types of job, etc, and report findings to the class.
- Pupils find out about the legal requirements for a person of their age with regard to working hours, pay, conditions, etc and prepare an information sheet in Spanish for their link school. They send this off and ask for similar information in return. They could include a list of requests for specific information. If possible, they compare and contrast what is legally permitted in Spain or any Latin American country with the law in this country.
- ask questions about jobs and careers and summarise findings in written Spanish
- use written Spanish to convey factual information to a real audience

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