

Unit 16 Nuestro medio ambiente

About the unit

In this unit pupils learn to talk and write about the environment in positive and negative terms, using a wide range of commands, negatives and tenses to compare how things used to be, are now and will be in the future.

New language content:

- negatives other than *no*
- more work on commands

New contexts:

- aspects of the environment
- the future world

Alternative contexts: places in town; school; local area; daily routine.

This unit is expected to take 12–15 hours.

Where the unit fits in

This unit consolidates work on negatives and extends it by introducing a wider range. Pupils apply previously learnt grammar of positive commands (unit 1 ‘¡Hola!’ and unit 4 ‘En casa’) and negative commands (unit 9 ‘La salud’) to a new context. They continue to develop speaking and writing, doing both at greater length. They read independently and adapt this to their own speaking and writing, expressing personal points of view. If considered appropriate, the conditional tense could be introduced or, if introduced in unit 15 ‘Nuestros proyectos’, it can be reinforced.

Expectations

At the end of this unit

most pupils will: show understanding of a range of written and spoken texts about the environment and respond in a variety of ways; talk about aspects of the world in which they live; apply previously learnt grammar in a wider context; use different negatives in context; understand and use negative and positive commands in all forms, with support

some pupils will not have made so much progress and will: read, hear and respond to shorter and less-detailed texts about their environment; use and incorporate new language into the context of the unit, with support; speak and write sentences that are more restricted in scope

some pupils will have progressed further and will: understand spoken and written material containing complex sentences and unfamiliar language; use language encountered in texts in their own speaking and writing; show greater independence in expressing and justifying their point of view; switch confidently between all forms of commands

Prior learning

It is helpful if pupils already know:

- structures using *deber/hay que/tener que* + infinitive
- past tenses (preterite, imperfect)
- present tense
- future tense for regular and irregular verbs
- comparatives and superlatives, both regular and irregular
- how to express opinions
- how to use connectives to construct more complex sentences
- how to use dictionaries and other aids to support their reading and listening

Resources

Resources include:

- signs and posters
- extracts from newspaper or magazine articles
- old photographs and maps of the local area
- access to the internet
- PCs and word-processing software

Out-of-school learning

Pupils could find out more about any national environmental agency and what work they do that is connected with Spain and its national parks or a Spanish-speaking country such as Costa Rica and rainforest conservation. They could also research Spanish environmental agencies or projects, such as ADENA, which is affiliated to the WWF.

Future learning

Pupils will continue to develop critical opinions, giving reasons and justifying them. They will also further develop skills in reading widely for information and pleasure.

Learning objectives

Pupils should learn:

Possible teaching activities

Learning outcomes

Pupils:

Points to note

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| <ul style="list-style-type: none"> • to use context and clues to interpret meaning • to adapt previously learnt grammatical rules and apply to a new context by revising positive commands in all forms (formal, informal, singular, plural) | <ul style="list-style-type: none"> • Write out a series of signs using positive statements. Divide the statements into those relating to a school context and those relating to the wider world. Revise the use of <i>hay que/ tienes que/ debes</i> + infinitive. Having established the correct infinitives ask pupils to convert the statements into positive commands using <i>tú</i> and then <i>usted</i>. Examples might include: <i>Protege/Protega los animales en peligro de extinción. Conserva/Conserve el agua. Recicla/Recicle papeles y cartones.</i> • Ask or remind pupils how they worked out the rules in unit 4 'En casa' and see if they can remember how the spelling changes work. • Draw a grid for reference and add the plural forms. • Brainstorm a list of ten positive things ('golden rules') to do that would help the school or local environment and write them out in all four forms of command (<i>tú, usted, vosotros, ustedes</i>). Some pupils will need to keep a copy of this for reference. Pupils could make a poster of the 'golden rules' for class display. | <ul style="list-style-type: none"> • formulate rules about positive commands • understand and make up sentences and instructions using the correct form of the positive command | <ul style="list-style-type: none"> • Refer mostly to school life and the local environment, including just one or two wider issues and leaving broader concerns and world-wide themes for key stage 4. • Pupils should be familiar with command verb forms and features of instructional writing in English. • For pupils who are confused by spelling changes, keep to aural recognition and oral responses only. |
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| <ul style="list-style-type: none"> • to understand and use a commonly expressed negative instruction by using <i>no</i> + the infinitive. Having established the correct infinitive, to adapt this to form a negative command as learnt in unit 9 'La salud' • techniques for skimming and scanning | <ul style="list-style-type: none"> • Continue the theme using notices and signs showing the infinitive and then the negative command, eg
 <table border="0" style="margin-left: 20px;"> <tr> <td>General</td> <td>School</td> </tr> <tr> <td><i>No cazar – no caces</i></td> <td><i>No comer – no comas</i></td> </tr> <tr> <td><i>No arrojar – no arrojes</i></td> <td><i>No masticar – no mastiques</i></td> </tr> </table> • Pupils match up positive signs with corresponding negative ones. • Introduce alternative expressions, such as <i>prohibido/por favor no...</i> • Pupils read a variety of texts about the environment and classify the commands as formal, informal, singular, plural. • Pupils make up a list of negative commands to extend the 'golden rules' produced in the fourth activity in section 1. | General | School | <i>No cazar – no caces</i> | <i>No comer – no comas</i> | <i>No arrojar – no arrojes</i> | <i>No masticar – no mastiques</i> | <ul style="list-style-type: none"> • formulate and apply rules for giving negative instructions • understand and make up sentences using negative instructions • extend their learning and reading skills by using a variety of texts | <ul style="list-style-type: none"> • Leave <i>Se (le) ruega</i>, etc for key stage 4. • Some texts for the fourth activity can be downloaded from appropriate websites. • There could be links with learning in geography, science or PHSE about environmental issues. |
| General | School | | | | | | | | |
| <i>No cazar – no caces</i> | <i>No comer – no comas</i> | | | | | | | | |
| <i>No arrojar – no arrojes</i> | <i>No masticar – no mastiques</i> | | | | | | | | |

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| <ul style="list-style-type: none"> • to use negatives other than <i>no</i> in a range of familiar contexts (<i>nadie, nada, nunca, ningún/o/a/os/as</i>) | <ul style="list-style-type: none"> • Make a series of negative statements about the school and local area using visual clues. Pupils contradict these statements, eg <i>No hay nadie en la biblioteca. Mentira – hay seis personas en la biblioteca. No se puede hacer nada en el polideportivo. Mentira – se puede hacer mucho. No llegas nunca a tiempo. Mentira – siempre llego a tiempo.</i> • Repeat the statements, this time using not the <i>no</i> form but the negatives <i>nadie</i> and <i>nunca</i>, eg <i>Nadie está en la biblioteca. ▲ Nunca llegas a tiempo.</i> Ask pupils to infer the rule. • Once pupils are familiar with this, extend the context to wider issues about the environment, eg <i>Ya no queda ningún lobo ibérico en España.</i> | <ul style="list-style-type: none"> • understand and use negatives such as <i>nadie, nada, nunca, ningún/o/a/os/as</i> | <ul style="list-style-type: none"> • Pupils will already have met some or all of these negatives. ▲ Ask pupils to connect positives to negatives, eg <i>alguien – nadie, siempre – nunca, algo – nada, algún – ningún</i> |
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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 develop ideas about issues relating to the environment, using and adapting previously learnt language | <ul style="list-style-type: none"> Pupils read a description about how their world will be in 50 years' time, giving them an opportunity to revise the future tense or further consolidate the immediate future tense and many other previous topics. Brainstorm ideas starting with <i>(No) habrá/Va a haber</i> and moving on to other known verbs. Invite as many zany ideas as possible. Pupils could describe weird futuristic inventions, food, buildings, sports (inventing their own rules), films, TV programmes, on-line shopping and buying things with euros. ▲ The conditional tense could be taught at this stage by suggesting a terrible future scenario. Pupils learn how to convert verbs into the conditional tense to describe what they would or could do about it, eg <i>¿Qué habrías/harías?</i> Then revise the negatives just learnt so that pupils can say what they would or could not do. | <ul style="list-style-type: none"> demonstrate techniques for memorising and show how much they have remembered of previously learnt topics and grammar use language imaginatively and creatively to show greater independence in language learning and use | <ul style="list-style-type: none"> These activities provide useful opportunities for revising grammar and contexts. A further related activity can be found in <i>Optional Tests and Tasks 2.7 Página 2</i>. |
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| <ul style="list-style-type: none"> to speak or write about how things used to be and make comparisons with how they are now to read for information at an appropriate level of complexity and detail | <ul style="list-style-type: none"> Pupils describe and write about how their local area and environment used to be 50 years ago and how it has changed, starting with <i>Hace 50 años había – hoy en día hay</i>. They could adapt work from unit 14 'Los medios de comunicación', section 3. Pupils read information about endangered species and make a comparative analysis using <i>había, hay, habrá</i>. | <ul style="list-style-type: none"> use a range of tenses effectively, adapting their use to different contexts skim and scan texts, summarising and reporting the main points | <ul style="list-style-type: none"> Find any promotional videos to do with the Spanish environment or particular areas of Spain. Pupils could download information about Spain from the ADENA website. |
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| <ul style="list-style-type: none"> to express ideas and points of view about issues relating to the environment and justify these orally and in writing | <ul style="list-style-type: none"> Pupils listen to and read extracts about issues relating to the environment and demonstrate their understanding by answering multiple-choice questions or correctly selecting true or false statements. Following on from section 5, teach phrases that are used to justify and explain and that involve underlying beliefs and values, such as <i>Porque me parece que (no) es ... Creo que (no) es ... importante, buena, mala, necesario/a, ideal, cruel</i>, etc. Encourage pupils to express and justify their own opinions on some of the issues covered in the listening and reading activity. | <ul style="list-style-type: none"> understand aspects of their environment express their feelings and viewpoints on topical issues |
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End-of-unit activity

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| <ul style="list-style-type: none"> to apply the knowledge, skills and understanding learnt in this unit | <ul style="list-style-type: none"> Create a scenario relating to an environmental issue, real or imaginary, for pupils to respond to by writing to ADENA or some similar organisation. Pupils research the issue and use a wordprocessor to draft and redraft a formal letter about it and say why it is important to them. Possible issues include the recent extinction of the last Pyrenean goat and the listing of the <i>lobo ibérico</i>, the eagle and lynx as endangered species in Spain. | <ul style="list-style-type: none"> express their opinions in writing about a specific environmental issue | <ul style="list-style-type: none"> Pupils will not automatically acquire the skills of redrafting. They will learn how to improve their work as a result of direct teaching and through relevant activities, eg trawling a text to check adjective agreements, using conjunctions to link simple sentences. |
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Any activities marked ▲ might be better suited to higher-attaining pupils