

Unit 17 El mundo hispano

About the unit

In this unit pupils learn about countries where Spanish is spoken. They apply their knowledge of Spanish to make factual presentations both orally and in writing.

New language content:

- writing a factual report
- understanding and producing more complex sentences

New contexts:

- focus on one or more Spanish-speaking countries other than Spain

Alternative contexts: most contexts previously encountered could be incorporated into this unit.

This unit is expected to take 12–15 hours.

Where the unit fits in

This unit extends work from unit 6 ‘Pasatiempos’ and unit 11 ‘El turismo’ and consolidates previously learnt language and skills. It provides an opportunity for pupils to produce creative and imaginative work and allows them to apply their knowledge and be independent learners. It also prepares them for key stage 4, especially for starting to develop coursework ideas.

Expectations

At the end of this unit

most pupils will: understand facts from a variety of sources and texts, including some unfamiliar language and contexts; ask and answer questions in a variety of contexts; write in a variety of registers, both formally and informally; use language they have read or heard to respond in writing or speech, giving opinions and reasons

some pupils will not have made so much progress and will: understand the main points of simple spoken or written texts; write simple sentences and questions, with support; make simple statements expressing preferences

some pupils will have progressed further and will: understand longer, more detailed and complex texts; adapt language for their own purposes; speak and write using complex structures

Prior learning

It is helpful if pupils already know:

- how to ask and answer questions
- how to use formal and informal styles in speech and writing, *eg* in letters, interviews, conversations
- how to express feelings, preferences and opinions, and justify these with simple reasons
- how and where to access a full range of structures, vocabulary and tenses they may need in this unit

Resources

Resources include:

- video recordings
- authentic resources from tourist or information offices
- books, posters and real items on display
- access to the internet
- access to e-mail
- CD-ROMs
- video camera

Out-of-school learning

- Pupils could be encouraged to use the internet, visit their local library, visit the school resource centre or any other useful source of information to research in more detail a specific aspect of their chosen Spanish-speaking country.
- Give pupils a quiz to complete within a given time. (This should be different from that in unit 5 ‘En el pueblo’.) Alternatively, they could make up a quiz based on the topic they have researched.

Future learning

By the end of this unit pupils should be ready to work more independently at 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"> • facts about Spanish-speaking countries or regions • how to use context and other clues to interpret meaning • to use language for real purposes, as well as to practise skills | <ul style="list-style-type: none"> • Pupils view video extracts or listen to an audio tape about one or two Spanish-speaking countries, regions or towns. They note the main facts under specified headings, eg population, size, currency, exports, key historical or geographical features. Depending on ability pupils could link icons to information phrases or write whole sentences. • Using the headings, pupils then write summaries or complete a text with words missing. • Pupils call up a datafile with information about the country, region or town. They check details and amend errors. This could include negative statements, eg <i>Nadie .../No hay .../Nada/Nunca ...</i>, to reinforce work done in unit 16 'Nuestro medio ambiente'. There is an opportunity to revise comparisons, eg by asking which is the larger or smaller country. • Pupils write a formal letter to the appropriate tourist office or consulate for further information. | <ul style="list-style-type: none"> • understand information, picking out relevant points • understand and give factual details about a Spanish-speaking country, region or town | <ul style="list-style-type: none"> • Check with colleagues in the geography department about any suitable areas already studied. There is scope for joint planning and teaching, and sharing of resources. • Relate this topic to the school's links with or trips to Spanish-speaking countries or regions, or use the opportunity to create links. • Pupils were introduced to simple formal letter-writing in section 6 of unit 15 'Nuestros proyectos'. Further practice was included in the end-of-unit activity for unit 16 'Nuestro medio ambiente'. |
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| <ul style="list-style-type: none"> • to develop cultural awareness • to develop independence in language learning and use • more detail about one or more aspects of daily life in a Spanish-speaking country, and to compare it with their own lifestyle | <ul style="list-style-type: none"> • Pupils choose a key topic, eg food, sports, leisure activities, clothes, places of interest, daily or school routines, and research it for a chosen Spanish-speaking country. • They work in groups to compile the information and give a simple oral presentation with visual aids. • They compare their findings with their own situation and say which they prefer and why. This could link with their out-of-school learning. • Brainstorm a list of question words and, maintaining their groups, pupils quiz each other about facts and details. This could take the form of a competition. • Pupils write about an imaginary holiday in their chosen Spanish-speaking country, using the information they have acquired. They could adapt work completed in the end-of-unit activity in unit 11 'El turismo'. | <ul style="list-style-type: none"> • describe in detail aspects of life in a Spanish-speaking country • increase their cultural awareness • use language for a real purpose to compare and contrast lifestyles • ask and answer questions about a Spanish-speaking country • write imaginatively, incorporating factual information | <ul style="list-style-type: none"> • The whole class could decide which country or region they would like to make contact with as a result of these presentations, by compiling a list of positive and negative aspects, giving opinions and reasons. • If using the internet to gather information, pupils should 'bookmark' relevant websites for future reference. • When adapting previous work, pupils should be able to use a broader vocabulary. |
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| <ul style="list-style-type: none"> • how to vary language to suit the context, audience and purpose | <ul style="list-style-type: none"> • Give pupils brief details, eg transport, accommodation, length of stay, prices, for individuals or groups with fixed requirements for a holiday, visit or business trip. In groups, pupils discuss these and choose the most suitable destination. Depending on ability, pupils could link icons to key vocabulary, phrases, sentences or paragraphs, or write about how they made their choice. • Pupils report back to the class orally and justify their choice, eg <i>Voy a escoger/ Escogería ... porque me parece más .../Se puede ... Podré/podrá/podría</i>. • Pupils then write to the 'client' with details of travel, accommodation, activities, etc. | <ul style="list-style-type: none"> • use dictionaries and other reference materials or resources appropriately and effectively • vary language to suit context and audience | <ul style="list-style-type: none"> • If pupils work in groups, their work can be differentiated by both tasks allocated and outcome. |
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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 select appropriate information from a variety of sources | <ul style="list-style-type: none"> Pupils research and report on a significant event in the Spanish-speaking country, region or town of their choice. They prepare questions about the kind of event they wish to report on and put these to the teacher or Spanish assistant. They also gather information from different sources. They then prepare a report about their chosen topic and present it to the class. The other pupils judge the reports, eg the most interesting, exciting, bizarre. Pupils could research other interesting topics from their chosen country, region or town, eg buildings, monuments, historical sites, reusing the format from the end-of-unit activity in unit 14 'Los medios de comunicación'. | <ul style="list-style-type: none"> formulate their own action plan ask questions to elicit factual information carry out research using different sources organise and present information in spoken or written Spanish | <ul style="list-style-type: none"> Having worked in groups, pupils should now be encouraged to carry out some defined research on their own. The Spanish assistant and/or teacher may have connections with the area and be a valuable source of information. The presentation provides an opportunity to reinforce correct pronunciation and to remind pupils how to use their prior knowledge to work out how to pronounce unfamiliar words they may have come across in their research. Encourage pupils to express their opinions in Spanish, using the expressions they have already learnt. |
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| <ul style="list-style-type: none"> to understand and use Spanish effectively to communicate in progressively more demanding contexts | <ul style="list-style-type: none"> Present a list of personalities (dead or alive) from the Spanish-speaking world in different contexts. This could include those that featured in unit 14 'Los medios de comunicación'. Reinforce basic data with a guessing game of 'Who am I?'. Pupils then research facts about these people or one personality of their own choice. This could be developed into a chat show interview for pupils to check for factual inaccuracies. | <ul style="list-style-type: none"> understand specific detail of written or spoken Spanish | |
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End-of-unit activities

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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"> Pupils create a promotional pamphlet or advertisement for the country, region or town of their choice. Pupils invent a role play about a family seeking information at the tourist office. They present this to the rest of the class and video it. Pupils choose a Latin American country and research main facts about it, then write an imaginative account of a holiday spent there. They include all the main verbs covered in this unit by saying where they went, how they travelled, what they saw or visited, where they stayed, etc, building on the work completed in the end-of-unit activity for unit 11 'El turismo'. | <ul style="list-style-type: none"> research, prepare and present a piece of factual information enact a role play of varying length and detail produce a written narrative | <ul style="list-style-type: none"> Pupils should word-process their pamphlet or advertisement and then seek the views of others before redrafting it to improve presentation and/or accuracy. Pupils could enhance their presentation by using multimedia presentation software. |
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Any activities marked ▲ might be better suited to higher-attaining pupils