

Unit 18 ¿Tú, qué opinas?

About the unit

This final unit consolidates language skills and gives pupils the opportunity to read longer and more detailed texts, both for information and for pleasure.

New language content:

- relative pronoun *que* and subordination
- recounting and summarising

New contexts:

- understanding and producing critical reviews

Alternative contexts: recounting past events and experiences (unit 11 ‘El turismo’ and unit 12 ‘Diversiones’); the media (unit 14 ‘Los medios de comunicación’).

This unit is expected to take 12–15 hours.

Where the unit fits in

In this unit pupils recount and summarise, using past and present tenses; they give opinions about a story line and characters. Pupils predict an outcome or reinvent it, applying grammar previously learnt and constructing more complex sentences.

Expectations

At the end of this unit

most pupils will: understand short spoken and written narratives and factual texts in a range of tenses; understand and express points of view about programmes, books, films, events; understand and use relative pronouns to make more complex sentences; continue to develop independent learning skills

some pupils will not have made so much progress and will: understand simple points of view and simple texts; speak and write with prompts and support

some pupils will have progressed further and will: justify and explain ideas and points of view; adapt previously learnt language and use a variety of tenses with confidence; speak and write more creatively and with more complex structures

Prior learning

It is helpful if pupils already know:

- regular and irregular verbs in present, past and future tenses
- relative pronouns *que* and *lo que*
- how to express and justify opinions and feelings, giving simple reasons
- how to make comparisons

Resources

Resources include:

- newspapers and magazines for teenagers in Spanish-speaking countries
- articles and reviews on current events and programmes (possibly from the internet)
- videos of, and clips from, films in Spanish
- PCs, word-processing and text manipulation software
- access to the internet

Out-of-school learning

Pupils could be encouraged to maintain an interest in Spanish by:

- collecting items relating to Spanish-speaking countries they come across during the summer holiday
- asking friends or relatives who might be visiting a Spanish-speaking country to collect suitable items of interest for them
- cutting out newspaper articles about Spanish-speaking countries or people
- watching television programmes in Spanish, if they have access to them

Future learning

This unit prepares pupils for work in key stage 4 by widening their choice and experience of reading, working with texts in a variety of tenses, and helping them to gain confidence about how and where to access information.

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"> to summarise and report main points of spoken or written texts, using notes where appropriate within a familiar context to express themselves using a range of vocabulary, structure and tenses | <ul style="list-style-type: none"> Revise the key vocabulary from unit 14 'Los medios de comunicación', eg in a <i>sopa de letras</i>, to provide a familiar context for the following activities. Pupils listen to summaries of TV programmes or series, films, books, plays, etc and make notes under headings such as <i>Tipo, Hora, Opinión</i>. Ask pupils to suggest other suitable headings. This provides an opportunity to revise or teach how to make up abbreviations for note-taking. Pupils listen to or read about events recounted in the past tense. If appropriate, reuse accounts written in units 11 'El turismo' and unit 14 'Los medios de comunicación'. Pupils make notes, this time using the past tense. Pupils choose a TV programme or series, book, film, festival, project, school play, concert, etc and describe it, using a range of tenses. For pupils requiring support, provide prompts in the form of questions using a range of tenses, eg <i>¿A qué hora fue? ¿Cuándo pasó? ¿De qué trata? ¿Qué va a pasar mañana?</i> This could be done in the style of charades, a guessing game or quiz. Pupils write up a past event as a narrative, using the third person. | <ul style="list-style-type: none"> make notes using abbreviations to help as clues when listening understand and use a range of tenses recount a past event in the third person | <ul style="list-style-type: none"> Pupils were introduced to the skill of noting specific points under given headings in unit 17 'El mundo hispano', section 1. This also helps pupils to cope better with a text that contains unfamiliar language. For the third and fourth activities, encourage pupils to use dictionaries and verb tables to help them extend sentences and check accuracy. They should word-process their work for reuse in section 4. For the final activity, pupils will be familiar with narrative style from their work in English. A further related activity can be found in <i>Optional Tests and Tasks 2.9</i>. |
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| <ul style="list-style-type: none"> to express and discuss feelings and opinions, giving reasons | <ul style="list-style-type: none"> Brainstorm how many ways of giving an opinion pupils can remember. Make these into a poster to serve as a reminder. Introduce more complex ways of giving opinions, eg <i>a mi parecer, según el profe, según lo que leí, en mi opinión es ...</i>. Vary positive, negative, mixed or non-committal opinions, eg <i>no sé, vale, me da igual</i>. Pupils can highlight these in different colours on texts or categorise them as they hear them. Pupils read critical accounts of events, then give their own more complex or detailed opinions. ▲ Pupils could review a school play or event and say how they would do it differently, using eg <i>haría, diría, sería, iría, contendría, resultaría</i>. (Avoid using clauses with <i>sí</i>.) Provide a simple framework if necessary, eg <i>X no me gustó porque era/fue Prefiero Y porque ...</i> | <ul style="list-style-type: none"> understand and express more complex opinions understand the gist of critical reviews and adapt the language to produce their own reviews | <ul style="list-style-type: none"> Encourage pupils to give their opinion whenever the opportunity arises during the normal course of lessons. Pupils should have had experience of reviewing books, films, etc in English. A further related activity can be found in <i>Optional Tests and Tasks 3.10</i>. This is an opportunity to introduce pupils to a variety of cultural aspects, such as art and architecture, and invite their comments and opinions, which they should try to justify. |
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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 recount the main details of a TV programme • to use language creatively and imaginatively | <ul style="list-style-type: none"> • Pupils watch a recorded TV programme and summarise the main points, events or story line. Provide pupils with prompts appropriate to their level of ability, eg prepared questions or texts with missing keywords or verbs, and sentences or paragraphs to complete. Encourage pupils to use the preterite and imperfect tenses. Using their notes, pupils recount the event or story line orally, using the recorded extract with the sound turned down. • Stop this extract before the end and ask pupils to imagine how it is going to continue. They should use the future and immediate future for this task. Introduce an element of competition by asking pupils to judge each other's alternative endings, stating which one was the best, the most creative, the least likely or the most eccentric. • Revise comparisons and reuse <i>tan ... como/tanto como</i> using the same story. | <ul style="list-style-type: none"> • produce written or spoken summaries with varying degrees of support • use their knowledge of language creatively and imaginatively and produce a variety of writing styles | <ul style="list-style-type: none"> • Encourage pupils to use a word processor for drafting and redrafting. |
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| <ul style="list-style-type: none"> • to use relative pronouns and link words to make more complex sentences • to redraft work using ICT | <ul style="list-style-type: none"> • Reuse examples of previous work from section 1 to show how these can be enhanced using link words, such as <i>porque, por ejemplo, donde, cuando</i>, and subordinate clauses, eg <i>Es una comedia que trata de Es una persona que No me gusta ni X ni Y pero (si) me gusta Z.</i> • Pupils reconstruct a jumbled story with the aid of visuals and link words. • Develop definitions into a guessing game to revise topics and contexts, eg <i>Es un animal que Es un deporte que Es una fruta que</i> | <ul style="list-style-type: none"> • redraft their writing to improve its accuracy, presentation and complexity • adapt previously learnt language • understand how to use relative pronouns and link words and incorporate them into their speaking and writing | <ul style="list-style-type: none"> • Use text-manipulation software to produce model sentences using relative pronouns and link words. |
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| <ul style="list-style-type: none"> • to respond to creative writing | <ul style="list-style-type: none"> • Pupils listen to and read a range of poems, songs and creative texts. They show comprehension by answering questions or by completing texts with words missing, or, at a simpler level, by ticking boxes or linking text to icons or drawings. • Download poems from the internet. The text could then be enlarged for whole-class presentation on the OHP. Alternatively, the line breaks could be removed and the poem presented to pupils as continuous text. Pupils read the poem carefully and restore the line breaks where they think they should be. • Pupils learn by heart a poem or a song and perform it to the rest of the class. Using a recording to help them memorise the text will also help them with correct pronunciation and intonation. | <ul style="list-style-type: none"> • show understanding of a range of spoken and written texts | <ul style="list-style-type: none"> • Suitable materials could include: Joan Manuel Serrat singing Machado poems; Julio Iglesias, Ana Belén or any pop song sung clearly; poems such as <i>El sillón de Jorge Guillen</i> or some of the simpler poems of Lorca, Juan Ramón Jiménez, Rubén Darío or Rafael Alberti, etc – often found in compilation texts used in Spanish primary schools. • Pupils could exchange favourite songs and poems with a link school. |
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Any activities marked ▲ might be better suited to higher-attaining pupils

3**Learning objectives**

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**6****End-of-unit activities**

- to apply the knowledge, skills and understanding learnt in this unit
- Pupils watch an excerpt of a TV programme or a suitable sequence from a film in Spanish and give a critical commentary orally and then in writing. They say why it is enjoyable, boring, funny or sad and justify their opinions. Introduce pupils to classics such as *Marcelino Pan y Vino* or appropriate extracts from Buñuel, Saura or Almodóvar.
- Pupils choose a simple text or video and write a brief summary or review.
- express their opinion in spoken and written Spanish

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