

## Unit 4 En casa

### About the unit

In this unit pupils learn to ask and answer questions about daily routines and where they live. They describe what they and others do. They begin to develop creative writing skills.

#### New language content:

- reflexive verbs
- radical- (stem) changing verbs *o → ue*
- introduction to both verbs meaning ‘to be’: *ser* and *estar*
- numbers above 100
- ordinal numbers
- prepositions

#### New contexts:

- daily routine
- simple descriptions of homes

Alternative contexts: school; leisure activities.

This unit is expected to take 12–15 hours.

### Where the unit fits in

This unit extends pupils’ knowledge and experience of how to reuse and adapt previously learnt language in the new context of the home. Pupils increase their vocabulary and start to work more independently by using a simple glossary.

### Expectations

#### At the end of this unit

**most pupils will:** understand and use reflexive verbs to describe and ask questions about daily routines; talk and write about their home and what they do at home; understand and use numbers greater than 100 and give an address in Spanish; describe a room, orally and in writing, saying where items of furniture are

**some pupils will not have made so much progress and will:** understand familiar statements about where people live and what they do; give simple responses to questions about where they live and what they do at home; describe a room, using visuals and labels as prompts

**some pupils will have progressed further and will:** understand a more detailed written or spoken text about where people live; memorise and use vocabulary and all persons of verbs; use a glossary or dictionary effectively

### Prior learning

It is helpful if pupils already know:

- present tense of regular verbs
- radical- (stem) changing verbs *e → ie*
- numbers up to 100
- definite and indefinite articles
- agreement of adjectives

### Resources

Resources include:

- photographs of houses in different countries
- PCs, word-processing and presentation software

### Out-of-school learning

Pupils could:

- find out about the time zones in different Spanish-speaking countries
- find out about the climate in different Spanish-speaking countries and how this affects the way of life in those countries

### Future learning

- The work on prepositions will be further extended in unit 5 ‘En el pueblo’.
- Higher numbers will be needed again, particularly in unit 10 ‘De compras’.
- Further usage of the two verbs for ‘to be’ will be developed in unit 15 ‘Nuestros proyectos’.

**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 understand and use regular <i>-ar</i> reflexive verbs describing daily routine</li> <li>• to apply new knowledge to previously learnt language</li> </ul> | <ul style="list-style-type: none"> <li>• Present a timeline on an OHP with pictures, describing someone's daily routine, eg <i>se levanta, se lava, se baña, desayuna, se ducha</i> (▲ <i>se peina, se maquilla</i>). Ask pupils to infer how to say what 'I do' and 'you do' and how to ask questions based on the pictures.</li> <li>• Using the example of <i>llamar(se)</i> look at the way in which reflexive verbs are presented in the dictionary. Then ask pupils to work out all persons of the verb using their knowledge from unit 2 'La familia y los amigos', section 2, and unit 3 'El horario', sections 4 and 7.</li> <li>• Revise radical-changing verbs <i>e → ie</i> and teach <i>despertar(se)</i>. Introduce radical-changing verbs <i>o → ue</i>, eg <i>acostar(se), dormir(se)</i>.</li> </ul> | <ul style="list-style-type: none"> <li>• understand and say simple phrases like <i>se levanta, se lava</i></li> <li>• ask and respond to questions about their daily routine</li> <li>• know how to recognise a reflexive verb from a dictionary or word list and write it out correctly in all persons</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce the third person first so that pupils can work out the first and second persons themselves.</li> <li>• For pupils needing more support, prepare verb learning cards, so they get used to putting reflexive pronouns with the correct verb ending.</li> <li>• Pupils could practise looking up words in a dictionary against the clock, either for the longest list or the fastest time.</li> <li>• A further related activity can be found in <i>Optional Tests and Tasks 4.1</i>.</li> </ul> |
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**2**

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| <ul style="list-style-type: none"> <li>• to develop their independence in language learning by inferring rules from known language and applying them in new contexts</li> </ul> | <ul style="list-style-type: none"> <li>• Prepare a simple cartoon story. Pupils complete the text by matching simple sentences or words or by filling in gaps.</li> <li>• Ask pupils to work out different times in a different context, eg <i>Una noche en la muerte del Conde Drácula</i>.</li> </ul> | <ul style="list-style-type: none"> <li>• use more imaginative contexts for describing a routine and an unusual time schedule</li> </ul> | <ul style="list-style-type: none"> <li>• Short texts and pictures such as an animal in a zoo, or a cosmonaut in a spaceship, can stimulate ideas.</li> </ul> |
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| <ul style="list-style-type: none"> <li>• to read passages for enjoyment and for information</li> <li>• to note points to indicate understanding</li> </ul> | <ul style="list-style-type: none"> <li>• Provide texts and pictures that describe routine actions. Ask a native speaker to write out questions or sentences with gaps. Pupils note details in the third person.</li> </ul> | <ul style="list-style-type: none"> <li>• respond to written and spoken stimuli and change verb endings</li> </ul> |
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**4**

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| <ul style="list-style-type: none"> <li>• to ask and answer questions about where they and other people live using <i>¿Dónde? ¿Quién? ¿Cómo?</i></li> <li>• to talk about different types of homes</li> <li>• to use both verbs for 'to be' in the correct context</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce the verb <i>vivir</i> and add it to the list of regular verbs.</li> <li>• Show pictures of different types of houses and flats and ask questions using the connective <i>o</i>, eg <i>¿Vives en una casa o en un piso?</i>. Build up from single adjectives and phrases to make longer descriptions and sentences.</li> <li>• Introduce and emphasise the two verbs for 'to be', <i>ser</i> and <i>estar</i>, using questions such as <i>¿Cómo es? ¿Dónde está?</i></li> <li>• Extend the dialogue or question-and-answer session from using first and second persons to using third person singular and plural to describe where other people live. <i>El piso pequeño está en Madrid. La familia Calderón vive aquí. La casa enorme está en Bogotá. Raúl y Rita viven aquí.</i></li> </ul> | <ul style="list-style-type: none"> <li>• say whether they live in a house or a flat, and what it is like, eg <i>Vivo en una casa grande/pequeña/piso grande</i>.</li> <li>• ask other people where they live, and what their house or flat is like: <i>¿Dónde vives (vive usted)?</i></li> <li>• appreciate the difference between <i>¿Cómo es?</i> and <i>¿Dónde está?</i></li> </ul> | <ul style="list-style-type: none"> <li>• Encourage pupils to be adventurous and imaginative in this context as new language is being introduced at a higher level.</li> <li>• With suitable materials, introduce a spiritual dimension to the unit by encouraging pupils to reflect on how other people live.</li> <li>• Encourage pupils to speak and write using persons other than first person singular.</li> </ul> |
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Any activities marked ▲ might be better suited to higher-attaining pupils

Pupils should learn:

Pupils:

## 5

- numbers over 100 and ordinal numbers
- Revise numbers taught in unit 2 'La familia y los amigos', section 6 and explain how *cien* changes with higher numbers, eg *ciento diez*, and then agrees with the noun, eg *doscientas pesetas*. Ask pupils to infer the irregular forms of 500, 700 and 900 from the context.
- Introduce the Spanish way of writing an address, with simple examples. See if pupils can deduce how this works, before offering an explanation. They could have a go at matching abbreviations to the written form. Teach the ordinal numbers and match these to their equivalent cardinal numbers.
- understand and use numbers over 100
- distinguish between cardinal and ordinal numbers and understand ordinals used in the context of addresses

## 6

- to understand and talk about where things are, and distinguish between indefinite and definite articles, using them correctly
- Using a plan of a house on an overhead transparency (OHT), place furniture in rooms to teach vocabulary and revise *hay*, using *El juego de la memoria*.
- Then teach two or three prepositions, eg *sobre*, *en*, *entre*. Revise the different usage of *ser* and *estar*, with questions such as *¿Dónde está la silla? ¿Cómo es?*
- Show the relationship between indefinite and definite articles to enable pupils to understand when to use which, eg *¿Hay una mesa en el comedor? ¿Dónde está la mesa?*
- say what rooms are in a house and what furniture is in the rooms, eg *Vivo en una casa pequeña/piso grande. Hay X habitaciones. Hay una cama, un sofá.*
- use the indefinite article after *hay*, and the definite article before *está*, where appropriate, eg *En mi habitación hay una silla azul. La silla está sobre la mesa.*
- The use of the definite and indefinite article with *hay* may confuse some pupils. They could describe where to put articles using *pon...*, eg *Pon la mesa en la cocina.*
- A further related activity can be found in *Optional Tests and Tasks 2.1.*

## 7

- to use prepositions to indicate the precise location of objects
- Explain the contraction of *de + el* → *del*, using a variety of prepositions.
- Pupils draw a picture of a house and then describe how it is furnished. Some pupils might need support from a word bank or might label a drawing and complete sentences with gaps, using appropriate prepositions. They could then practise giving an oral description using their completed text and record it on audio- or videocassette.
- ▲ Encourage pupils to use adjectives in their descriptions, eg *En el cuarto de estar hay un sofá amarillo, y detrás del sofá hay una estantería alta y fea.*
- understand from a spoken or written description where objects are
- produce spoken or written descriptions of houses, using prepositions appropriately
- A further related activity can be found in *Optional Tests and Tasks 2.4.*

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

Pupils should learn:

Pupils:

## 8

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| <ul style="list-style-type: none"> <li>• to describe what they and others do in the home, using their knowledge of regular <i>-ar</i>, <i>-er</i> and <i>-ir</i> verbs and <i>hacer</i></li> <li>• to extend sentences to include expressions of time and adverbs of frequency</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils brainstorm actions already introduced and extend by saying where they happen, eg <i>Desayuno en la cocina</i>, or by making absurd statements that their partner corrects, eg <i>Me baño en el comedor</i>.</li> <li>• Extend by asking open-ended questions, eg <i>¿Qué haces en el baño?</i></li> <li>• Reinforce expressions of time with appropriate questions, eg <i>¿A qué hora te acuestas normalmente?</i></li> <li>• Introduce vocabulary for simple chores by matching icons or visuals to sentences, then extend to use with adverbs of frequency, eg <i>Algunas veces saco la basura</i>.</li> <li>▲ Extend by introducing <i>tener que</i> + infinitive.</li> </ul> | <ul style="list-style-type: none"> <li>• understand written and spoken Spanish in which routine actions are described</li> <li>• say and write sentences such as <i>Veo la tele en la sala. Hago los deberes en mi habitación/ dormitorio</i>.</li> </ul> |
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## 9

## End-of-unit activity

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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 produce an oral or written account of the routines and lifestyle of someone in a Spanish-speaking country. They could base this on information from materials and activities in this unit and from the suggested out-of-school learning activity, and could supplement this through further research. Written accounts could be word-processed, which facilitates drafting and redrafting to improve accuracy. Oral accounts could be in the form of a computer-based visual presentation with oral commentary, using scanned pictures or pictures downloaded from the internet.</li> </ul> | <ul style="list-style-type: none"> <li>• speak or write about where other people live and what they do at home</li> </ul> |
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Any activities marked ▲ might be better suited to higher-attaining pupils