

Unit 5 En el pueblo

About the unit

In this unit pupils learn about places in town and to ask for and give simple directions. They learn to talk about the weather and names of countries.

New language content:

- the irregular verb *ir*
- positive imperative form of regular verbs, second and third persons singular

New contexts:

- places in town
- points of the compass and maps
- following and giving directions
- seasons
- weather

Alternative contexts: classroom instructions; finding your way around school; tourism.

This unit is expected to take 12–15 hours.

Where the unit fits in

This unit extends knowledge and learning about verbs to using the positive imperative of regular *-ar*, *-er* and *-ir* verbs.

It extends the use of prepositions.

It prepares for unit 6 ‘Pasatiempos’ by defining where activities take place and sets out all persons of the irregular verb *ir*.

Expectations

At the end of this unit

most pupils will: name common places in town on a map; say where one place is situated in relation to another using common prepositions; ask their way to common places in a town and understand the reply; respond to a request for directions with the correct information; understand how regular imperatives are formed in the second and third persons singular and use them correctly and appropriately; understand simple expressions to describe the weather and enquire what the weather is like in given places; have some knowledge of countries where Spanish is the main language spoken

some pupils will not have made so much progress and will: ask the way to a number of key locations in a town; understand and give simple directions; place or draw symbols on a map to indicate weather conditions; have a limited knowledge of Spanish-speaking countries

some pupils will have progressed further and will: understand and give more complex directions to a specified place; describe more accurately where one place is situated in relation to another; repeat instructions in the first person singular to indicate comprehension; interpret a map to work out directions; make inferences about weather conditions from pictures; find out basic geographical information about selected Spanish-speaking countries

Prior learning

It is helpful if pupils already know:

- how to give simple descriptions of buildings
- how to tell the time
- months
- some prepositions
- the use of *¿Cómo?*
- why some words change their spellings to retain their pronunciation, eg *lápiz* → *lápices*

Resources

Resources include:

- overhead transparency (OHT) of simple town plan, with places marked
- scanned or photocopied pictures of grid towns, eg Barcelona
- hats
- mazes drawn on paper
- maps of the world with time zones
- newspapers with weather reports from around the world
- communication software for simulating e-mail
- access to the internet
- CD-ROMs

Out-of-school learning

Devise a general knowledge quiz ‘Did you know?’ about Spanish-speaking countries, for pupils to complete. The quiz could be mainly in English, but include some simple questions in Spanish. As well as stimulating pupils’ interest in, and awareness of, Spanish-speaking countries, this activity could involve parents in the learning process.

Future learning

- The use of imperatives will be developed further in unit 9 ‘La salud’ and unit 13 ‘Nosotros, los jóvenes’.
- The contexts of town and weather will be exploited further in unit 6 ‘Pasatiempos’, unit 11 ‘El turismo’ and unit 12 ‘Diversiones’.

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 name places in a town on a map to form and use the verb <i>ir</i> to say where places are located, using a range of prepositions | <ul style="list-style-type: none"> Give pupils vocabulary cards with words for places in a town and ask them to put words that are similar to English to one side, eg <i>banco</i>, in order to concentrate on learning the more unusual words. Show an aerial view of a town to illustrate streets in the centre. Alternatively, use a simplified grid on an OHT, or give street names or numbers to aisles between desks, and place pictures of places on the desks. Pupils listen to recordings of various people saying where they are going, using parts of the verb <i>ir</i>. They note down the name of the place first on a grid and then the exact location. Introduce the question <i>¿Adónde va?</i>. Using the information from the grid, pupils respond in the third person. Then pupils ask each other questions, and respond using <i>¿Adónde vas? Voy ...</i>. Explain the contraction <i>a + el</i> → <i>al</i>. Refer to <i>del</i> in unit 4 'En casa', section 7. Revise known prepositions and introduce new ones. Ask pupils to say where places are on the plan and then in their own town. Encourage them to do this from memory when possible. | <ul style="list-style-type: none"> know the names of places and say where they are understand and use the verb <i>ir</i> say where one place is in relation to another | <ul style="list-style-type: none"> Emphasise correct pronunciation, particularly where words are similar to English. Beware of concentrating on shops. There is a further opportunity for practising shop vocabulary in unit 8 'La comida'. Asking pupils to think about where places are without recourse to visual stimuli will help them to develop their ability to think in the language. A further related activity can be found in <i>Optional Tests and Tasks 2.6A</i>. |
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| <ul style="list-style-type: none"> to ask the way to places in a town and to understand the reply to give directions, including using ordinal numbers in a different context | <ul style="list-style-type: none"> Practise the question <i>¿Por dónde se va a/alla la ...?</i> with the response <i>Se va por la primera/segunda a la izquierda/derecha</i> or <i>Se va todo recto</i> in order to establish the use of ordinals and vocabulary of directions first. Then introduce <i>tener que</i> + infinitive (if not taught in unit 4 'En casa', section 8) or <i>hay que</i> + infinitive to revise and emphasise the infinitives of essential verbs such as <i>doblar</i>, <i>coger</i>, <i>subir</i>. Set problem-solving activities, eg show an OHT of a town plan and tell pupils that there is a roadblock, but they have to find out where. Ask them to propose different routes to get from one place on the plan to another. Ensure that only one is possible, then ask the class to work out where the road is blocked. | <ul style="list-style-type: none"> ask the way and give simple directions respond to instructions by reaching the correct location understand and use ordinal numbers in the context of giving directions | <ul style="list-style-type: none"> Songs and rhymes can help pupils to remember directions and places. Giving and understanding directions and locations can be practised using a commercially produced multimedia CD-ROM. Remind pupils how ordinals were used in addresses in unit 4 'En casa', section 5. |
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| <ul style="list-style-type: none"> to form and use the imperative in formal and informal mode | <ul style="list-style-type: none"> Revise language for giving classroom instructions. Then give pupils the same set of directions as in section 2, but this time using the regular forms of the second person singular imperative of the verbs <i>doblar</i> → <i>dobla</i>, <i>coger</i> → <i>coge</i>, <i>subir</i> → <i>sube</i>. Once pupils are able to use the informal (<i>tú</i>) form of the imperative with confidence, teach the polite imperative by showing how <i>-ar</i> verbs change to <i>-e</i>, eg <i>doble</i>, and <i>-er</i> and <i>-ir</i> verbs change to <i>-a</i>, eg <i>coja</i>, <i>suba</i>. Ask some pupils to take the role of adults, eg by wearing a hat. Remind them about spelling changes. Pupils could also practise giving instructions to each other about how to go to the library in school, then practise giving the same instructions to an adult, eg the headteacher. | <ul style="list-style-type: none"> understand that there are different forms of the verb for giving instructions, and that this is a cultural convention that does not exist in this country understand how to form and use both the informal and formal mode of the imperative to give directions | <ul style="list-style-type: none"> Pupils will be used to hearing imperatives in classroom instructions. They are now using them in a different context. Pupils should be familiar with the imperative verb form in English. A further related activity can be found in <i>Optional Tests and Tasks 2.8</i>. |
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Any activities marked ▲ might be better suited to higher-attaining pupils

Pupils should learn:

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| <ul style="list-style-type: none"> to engage in longer dialogues | <ul style="list-style-type: none"> Show pictures of people with speech bubbles and build up a conversation between a stranger trying to find his or her way and different native speakers. ▲ Add a means of transport with the question <i>¿Cómo vas al castillo?</i> to elicit an answer such as <i>Voy en coche</i>. | <ul style="list-style-type: none"> develop strategies for coping with unpredictable or incomprehensible replies, and for seeking clarification | <ul style="list-style-type: none"> It is helpful for all pupils to learn set phrases using the polite imperative: <i>Hable más despacio/alto por favor</i>. |
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| <ul style="list-style-type: none"> to ask for and give directions in writing | <ul style="list-style-type: none"> Practise asking and giving directions using an OHT, then give out pictures of mazes or maps. Pupils write down how to get to the centre or to a specified location. Partners check answers. ▲ Encourage pupils to devise more imaginative situations, eg a treasure trail or instructions to get <i>Caperucita Roja</i> to her grandmother's house. | <ul style="list-style-type: none"> consolidate their knowledge of the imperative | |
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| <ul style="list-style-type: none"> the names of European and Spanish-speaking countries and other countries of the world the points on a compass | <ul style="list-style-type: none"> Show a map of the world with Spanish-speaking countries clearly marked. Brainstorm how many nationalities pupils can remember from unit 2 'La familia y los amigos', section 4. Revise these and teach other nationalities from Europe and the rest of the world. Teach the points of the compass by playing guessing games in which pupils have to name a mystery country. Let pupils hear, or see, a series of sentences describing a country, including locations using the points of a compass. Deduct one point for each extra piece of information given before the country is identified. Encourage pupils who make an early correct guess to continue the description themselves. | <ul style="list-style-type: none"> extend their vocabulary of nationalities and countries understand and use points of the compass to say where a country is | <ul style="list-style-type: none"> Use nationalities of pupils in the class as a starting point. |
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| <ul style="list-style-type: none"> to understand and talk about the weather | <ul style="list-style-type: none"> Teach basic weather expressions and seasons, then ask pupils to use newspapers or the internet to find out what the weather is like in different Spanish-speaking countries. Differentiate by the amount of detail required. | <ul style="list-style-type: none"> understand simple weather forecasts and describe weather conditions and seasons | <ul style="list-style-type: none"> If possible, record a TV or radio broadcast giving a weather forecast in Spanish. Unit 10 'Weather patterns over Europe' in the geography scheme of work covers European weather and climate. |
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| <ul style="list-style-type: none"> to read and write about the weather using Spanish in more demanding contexts | <ul style="list-style-type: none"> Give pupils cards with symbolic representations of the weather in different places. Pupils e-mail each other on the computer network to find out about the weather in the different places. ▲ Pupils could look up in a dictionary additional words relating to weather, eg <i>huracán, chubasco</i>. | <ul style="list-style-type: none"> use Spanish to communicate with each other in a new situation | <ul style="list-style-type: none"> Authentic weather forecasts could be downloaded from the internet. |
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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 consider the effects of the weather on different environments | <ul style="list-style-type: none"> Present weather charts for various places of interest around the world. Give further practice in using higher numbers by asking pupils to convert temperatures from Celsius to Fahrenheit. Pupils read authentic materials or watch recorded weather forecasts and reports, then present their own example orally, using visuals. | <ul style="list-style-type: none"> understand authentic texts about the weather and seasons prepare and deliver an oral presentation about the weather |
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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"> Pupils research and then write a brief illustrated commentary about a country of their choice, to include basic information about size, population, main cities, main industries or products, location, languages spoken, and other information of interest. A writing frame will help pupils to organise the information. For pupils needing more support, limit the format for presentation to simple headings. | <ul style="list-style-type: none"> write a short illustrated piece about a country of their choice, working independently and using some complex sentences | <ul style="list-style-type: none"> Unit 3 'People everywhere' in the geography scheme of work covers population and settlement patterns. |
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Any activities marked ▲ might be better suited to higher-attaining pupils