## 

***¿Qué Pasa? 2***

## Planning: Sample Learning Units

A Scheme of Work is made up of a series of Units of Learning. Over the course of three years, your Units of Learning should cover all aspects of the 39 Learning Outcomes from the Specification for Modern Foreign Languages. Points to consider when planning a Unit of Learning:

* Teachers should start their planning by selecting which learning outcomes they will focus on. Remember you do not have to cover all elements of a learning outcome in one Unit of Learning.

You may prefer to focus on a part of a learning outcome, but over the course of three years all elements of all learning outcomes should be covered.

* It is best practice to select at least one learning outcome from at least two of the three strands on the Specification for Modern Foreign Languages.

**Strand 1:** Communicative competence

**Strand 2:** Language awareness

**Strand 3:** Socio-cultural knowledge and intercultural awareness

A Unit of Learning could take just one or two classes to complete or it could take several classes, depending on the scope of the material.

Below are two sample Units of Learning using material from *¿Qué Pasa? 2*.

**Planning: Sample Learning Units**

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| **Unit of Learning – Sample A – En la boutique** |
| **Learning Outcomes in Focus:**  **1.11** Interact in routine exchanges with pronunciation and intonation which is clear enough to be understood and with appropriate non-verbal language.  *Pair work role-play activity.*  **1.14** Understand and use numbers as appropriate in everyday situations such as shopping.  *Write a role-play in a boutique asking about sizes and prices.*  **2.2** Apply all language learning to creative activities such as drama.  *With your partner, perform the role-play for the class.*  **3.10** Compare and contrast the use of numbers in Spanish-speaking countries and in your own with regard to familiar topics such as prices.  *Find out about how prices are written in Spanish, such as the use of the euro sign, and how this compares to English.* |
| **Assessment Activity:**  In pairs, students will perform a role-play set in a clothes shop. |
| **Possible Learning Activities:**   * Students revise the vocabulary for clothes using online flashcards on the *¿Qué Pasa?* Quizlet site. * Students read a comic strip set in a clothes shop – exercise C.1, page 86. * Students listen to a conversation set in a clothes shop and answer questions – exercise C.2, page 87. * Students read a comic strip set in a clothes shop and listen to the dialogue – exercise C.3, page 88. * Focus on how prices are written in Spanish. Students listen to a series of prices and fill in the information they hear on price tags – exercise C.4, page 89. * Students work in pairs to write a conversation in a clothes shop using the vocabulary and phrases they have learned. *Diario de Aprendizaje* – exercise 13, page 16. * Assessment: Students perform their role-play in pairs. |
| **Resources:**  *¿Qué Pasa? 2* e-book  *¿Qué Pasa? 2* online audio tracks  *¿Qué Pasa? 2* Quizlet site |
| **Reflection:**  *What worked well?*  *Even better if…?* |

**Planning: Sample Learning Units**

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| **Unit of Learning – Sample B – El tiempo** |
| **Learning Outcomes in Focus:**  **1.3** Identify specific information in texts related to familiar topics such as announcements and simple news items.  **1.10** Convey simple descriptions, presentations and announcements.  **2.2** Apply all language learning to creative activities such as presentations.  **3.1** Name and describe some features of the target language countries such as geographical features, weather and places. |
| **Assessment Activity:**  Students submit a video recording of a weather forecast bulletin for a Spanish-speaking country. |
| **Possible Learning Activities:**   * Presentation of the vocabulary for the weather – PowerPoint, page 128. * Students listen to and repeat the vocabulary for the weather – exercise A.1, page 127. * Students write sentences to describe different weather images – exercise A.2, page 128. * Students read and listen to weather forecast reports and answer questions – exercises A.3 and A.4, pages 129 and 130. * Students look at a weather map of Spain and complete a True/False activity – exercise A.5, page 130. * Students look at a weather map of Argentina and answer questions – exercise A.6, page 131. * Students go online to find out what the weather is like in South America and fill in a weather report. *Diario de Aprendizaje* – exercise 17, page 20. * Students complete a cloze test on the topic of the weather – exercise A.7, page 132. * Students listen to weather forecast reports for Spain and Mexico and fill in a table – exercises A.8 and A.9, page 132. * Students work in pairs to ask and answer questions about a weather map – exercise A.10, page 133. * Working in groups, students choose a Spanish-speaking country and find out what the weather is like in different parts of that country. They make a video recording of a weather forecast bulletin   for that country, with each group member playing the role of a weather reporter – exercise A.11, page 133. |
| **Resources:**  *¿Qué Pasa? 2* textbook  *¿Qué Pasa? 2* online audio tracks.  *¿Qué Pasa? 2* Quizlet site  *¿Qué Pasa? 2* microsite |
| **Reflection:**  *What worked well?*  *Even better if…?* |

**Planning: Sample Learning Units – Blank Template**

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| **Unit of Learning – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Learning Outcomes in Focus:**  **1.** |
| **Assessment Activity:** |
| **Possible Learning Activities:** |
| **Resources:** |
| **Reflection:** |