

Unit: My neighborhood

Year: 1 and 2

Length: 9 lessons

Lines of inquiry:

- **Factual:** What are the different levels of social organization?
- **Conceptual:** Where do I live and where do I go?
- **Debatable:** To what extent my neighborhood shapes my life?

Guided inquiry:

1. Where do you live? Different levels of social organization
2. Where is your house? Location and postal address
3. How is your neighborhood?
4. Would you like to live here? Pros and cons
5. Where do you go? Shops and other places
6. How do you move around? Urban transport
7. Giving and receiving directions
8. Living in a community (year 2)
9. The imperative (year 2)

Learning goals:

- **Communicative and functional:**
 - Students can speak about their city and neighborhood.
 - Students can compare places and express opinions.
 - Students can understand Spanish postal addresses.
 - Students can give and understand directions.
 - Students can give positive commands using the imperative mood (year 1).
 - Students can give negative commands using the imperative mood (year 2).
- **Grammatical:**
 - Students can make positive and negative lists.
 - Students can appreciate the differences between English and Spanish syntax and punctuation
 - Students can form negative sentences.
 - Students can recognize when to use the verb **hay** vs. **estar**, **tener** and **ser**.
 - Students can use comparative structures.
 - Students can use locative prepositions.
 - Students can use the imperative mood for positive commands (year 1).
 - Students can use the imperative mood for negative commands (year 2).
 - Students can use pronouns with verbs in the imperative mood (year 2).

- **Cultural:**
 - Students can appreciate how the Spanish territory is divided in different political administrations called “comunidades autónomas” and subdivided into “provincias”.
 - Students can name and recognize various Spanish cities and towns, as well as appreciate how urban life looks like in these places: Barcelona, Ponferrada, and Zaragoza.
 - Students can explain what an ‘**estanco**’ is and the origin of its name.

Assessment outcomes

- Students will develop the skills needed for Paper 2: listening comprehension of factual information related to the city (places, addresses, location, position, directions...).
- Students will develop the skills needed for Paper 2: reading comprehension of simple and more complex texts (factual information, synonyms, conceptual understanding of purpose).
- Students will develop the skills needed for Paper 1: short written production with a choice of text types (postcard, letter, forum post, speech or presentation, message, brochure, set of instructions).
- Students will develop the skills needed for the IOA: linking the visual stimulus to its topic, answering questions about the place where they live.

Approaches to Teaching and Learning

- Thinking: Transfer: Students will use known words and structures in different contexts.
- Thinking: Critical thinking: Students will reflect about the different ways to interpret a question and develop an answer.
- Thinking: Creative: Students may create a video about their city.
- Social: Collaboration: Students will work in pairs and in groups.
- Communication: Students will debate about best places to live, and take part in role-plays.
- Self-management: Organization: Students will use the resources to self-learn concepts and consolidate skills before and after lessons through reading, research, revision, and practice.
- Self-management: Reflection: Students will self-test and reflect on their progress by revisiting the opening worksheet at the end of the unit.

TOK

- How does our neighborhood shape the way we see the world?
- To what extent does the place where we live influence our values, behavior, and knowledge?
- Can knowledge be “local”? What makes knowledge from one community different from another?
- In what ways does living in a particular neighborhood affect what we consider normal or true?
- How does our sense of belonging to a neighborhood influence our identity?
- To what extent can outsiders truly understand a neighborhood’s culture?
- Can we ever have objective knowledge about a community we belong to?

Also in this unit:

- What are the challenges of translation?
- What is lost in translation?