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F–10 AUSTRALIAN CURRICULUM: Spanish language support resource

Introduction

This Spanish Language resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Spanish. It is optional and includes illustrative examples of language and language use.

The resource provides suggestions for sequential development in 2 parts:

* Part 1 – language structures and features
* Part 2 – thematic contexts for language use.

Content in both parts is presented in 3 broad levels – beginner, intermediate and advanced – and is independent of the year bands and sequences in the curriculum, and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Spanish for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language structures and features, and/or thematic contexts.

About language structures and features

Part 1 provides language structures and features that are neither exhaustive nor mutually exclusive. The 3 levels demonstrate how a particular structure or feature could be developed at different stages of a continuum of second language learning.

About thematic contexts for language use

Part 2 provides examples of thematic contexts for language use. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students’ learning.

Part 1: Language structures and features

This part begins with ‘Conventions of sound system’ followed by structures and features organised in alphabetical order in Table 1.

*Table 1*: Language structures and features

|  |  |  |  |
| --- | --- | --- | --- |
| **Language structures and features** | | | |
| Conventions of sound system | **Beginner** | **Intermediate** | **Advanced** |
| alphabet and pronunciation   * sound and pronunciation of the 27 letters, including *ñ* * short vowel sounds for *a, e, i* and *o* and long vowel sound for *u* as in book * silent *h* as in *hola, hoy, ahora* and *almohada, hotel* * pronunciation of sounds such as *j* in *viaje*, *ñ* in *niño*, *ll* in *calle*, and *rr* in *carro* * rolled or trilled *r* * onomatopoeic words, for example, *pío* (cheep)*, quiquiriquí* (cock-a-doodle-doo), *miau* (miaou), *guau* (woof), *cataplum* (bang) * pronunciation of simple words with 2 or 3 syllables   **for recognition and modelled use**   * different sounds of consonant–vowel combinations, for example, *gato, guerra, gente, girar, goma, guante, guitarra* * letter blends to make single sounds such as *gu* in *seguimos* or *qu* in *queso* * accent marks – *acute, tilde, diaeresis* | pronunciation, intonation, stress   * spelling of sounds such as *d/t, b/v* * similar pronunciation for *ji, ge, gi* * sound maintenance in *gue* and *gui* * intonation for statements, questions, commands, exclamations, for example, *Fernando no está. ¿Fernando no está? Rosa va a la escuela. ¿Rosa va a la escuela? ¡Vamos todos!* * common interjections such as *¡Ay! ¡dios mío! ¡Guau! ¡Bravo!* * prediction of spelling, for example, Pablo, madre having learnt the spelling of hablo, padre * application of accent marks – acute, tilde, diaeresis * accent to indicate where stress falls on word, for example, mi mamá está en la fiesta * accent to indicate change of meaning of word, for example, *tú* and *tu, qué* and *que, papa* and *papá* | pronunciation, intonation, stress, pitch, rhythm, accent   * intonation, stress and accent to increase fluency and enhance expression, for example, *No compro nunca en esa tienda* versus *¿No compró nada en esa tienda?* * pauses for sequence and emphasis * interjections and fillers, such as *¡Qué bueno! ¡Vale! ¡Venga! ¡Qué guay!* * letter combinations such as *ae* in *aeropuerto*, *au* in *Augusto, ll* in *ballena, r* in *pero, rr* in *perro, d* in *bondad* |
| Adjectives | commonly used adjectives   * common possessive adjectives, for example, *mi casa, mi hermano, tu amiga* * basic adjectives, for example*, grande, pequeño, bueno, malo, bonito, lindo, feo* * adjectives to refer to languages and nationalities, for example, *chino, japonés/japonesa, español, italiano* * position –noun before adjective, for example, *perro grande* | adjectives and agreement   * possessives adjectives, for example, *nuestra, vuestro, su* * range of adjectives, for example, *extraño, fantástico, estupendo, serio, responsable, inteligente* * number and gender agreement of nouns and adjectives, for example, *camiseta roja, la casa grande, el balón gris/rojo, la silla amarilla, un auto azul/ autos azules una mesa cuadrada, una niña alta/unos niños altos* * demonstrative adjectives, for example, *este, ese, aquel* * *-ísimo* suffix for emphasis, for example, *buenísimo, riquísimo* | variety of adjective uses   * agreement in adjective usage, for example, *los gatos tímidos son cariñosos* * possessive adjectives such as *mi, tu, su, nuestro/a, vuestro/a,* for example*, nuestros vecinos son muy simpaticos* * differences in meaning when adjective precedes noun, for example, *un pobre hombre/un hombre pobre* * apocopated adjectives, for example, *buen, gran, mal, algún* * indefinite quantites, for example,*mucha gente, varios libros, tanto dinero, pocas ideas, bastante calor, algunos amigos* |
| for recognition and modelled use   * agreement of adjectives according to gender and number of noun, for example, *unos perros grandes, una manzana roja* * *ete, esta*, for example, *Ete es mi padre, Esta es mi madre*   **comparatives and superlatives**   * *más/menos … que …* * *el más alto; el menos organizado/organizado* | comparatives and superlatives   * comparatives such as *tan grande como …, más caro que …, menos frío que…,* for example, *Australia es más grande que Europa* * superlatives, for example, *el más alto(a), el mejor, el menor, mi mejor amigo* * irregular forms, for example, *mejor que ..., peor que ..., el mayor, el menor* | *c*omparatives and superlative   * *lo* form+adjective to express abstract ideas, for example, *lo mejor de esta idea es …, lo más interesante de la película fue ..., lo más importante es que, lo mejor/peor de esta situación es que …, lo bueno/lo malo …* |
| Adverbs | frequently used adverbs   * of manner, for example, *bien, mal* * of place, for example, *aquí, allí, cerca, lejos* * of quantity, for example, *muy, mucho, poco* | adverbs of time and quantity   * of frequency/time, for example, siempre, a veces, nunca, tal vez, algunas veces * of quantity, for example, *un poco, algo, tanto, demasiado*,including invariable adverbs such as *bastante, menos, más* | adverbs of time, manner, place, frequency   * of time, for example, *ahora, tarde, temprano, hoy, ayer, mañana, antes, después* * of manner, for example, *así, regular, mejor, peor, despacio, deprisa* * of place, for example, *aquí, allí, cerca, lejos, adentro, afuera, adelante, atrás, arriba, abajo* * of frequency, for example, *siempre, nunca, a veces, a menudo, a ratos, apenas* * adverbs formed from adjectives, for example, *normalmente, seguramente, fácilmente, difícilmente, rápidamente, lentamente* * agreement/disagreement and opinions using adverbs and expressions, such as  y*o también ..., yo tampoco ..., yo sí, yo no … a mí sí ..., a mí no … a mí también … a mí tampoco* |
| Articles/determiners | definite and indefinite articles   * recognition of definite articles with nouns, for example, *la mesa, el niño, el padre, la madre* * recognition of indefinite articles with nouns, for example*, una mesa, un niño* * number and gender agreement between articles and nouns, for example, *la mamá, los amigos*   for recognition and modelled use   * demonstratives such as *este, ese, aquel/esta, esa, aquella* * basic quantifiers, for example, *mucho/a/os/as, bastante/s, poco/a/os/as* | agreement and omissions   * definite and indefinite articles that match noun in gender and number, *el, la, los, las, un, una, unos, unas* * omission of article, for example, with profession, *soy estudiante* * separate and blended use of articles with preposition ‘to’ in English, for example, *ir al baño; voy a la escuela; va al parque* * singular or plural articles to tell the time, for example, *es la una* versus *son las dos* | variety of usage of articles   * general omission of articles, for example, *¿Tienen cuadros de paisajes?* and for professions, *soy astronauta* * *el* instead of *la* before a feminine singular word beginning with *a* or *ha*, for example, *el agua está fría* * use of definite articles with nouns when the noun is subject of sentence, for example, *El español me gusta mucho. Las matemáticas son interesantes.* * use of definite articles with days of week, for example, *tengo que trabajar el/los lunes* |
| Cognates and false friends | common cognates   * recognition of cognates, due to commonality of Spanish and English languages, such as *animal, color, triángulo, familia, algebra, matemáticas, arte, brócoli, Doctor …* * -*ia*, for example, *Francia, distancia, Italia, copia, María* | patterns to predict meaning   * -sión and -ción in Spanish (-tion in English) * -oso in Spanish (-ous in English) * -mente in Spanish (-ly in English) * -idad in Spanish (-ity in English) * -ico in Spanish (-ic in English) * loan words, for example, *sombrero, carne, nachos, burrito* | verb cognates   * application of cognate knowledge to predict meaning and spelling of unfamiliar words * addition of -*ar* or -*ir* to English version of word, for example, adopt (*adoptar*), calm (*calmar*), control (*controlar*), limit (*limitar*), invert (*invertir*) and insist (*insistir*) * vowel consonant (VC) + e = VC + *ar*, for example, escape (*escapar*)*,* ignore(*ignorar*) * -VC + t = *-ar, -er, -ir,* for example, consult (*consultar*)*,* present(*presenter*) * -ate = -*ar*, for example, create (*crear*), participate (*participar*) * ify = -*ificar,* for example, modify (*modificar*) |
| recognition of false friends in context   * *mascotas* (pets) *éxito* (success) *pie* (foot) *ropa* (clothing) *largo* (length/long) | false friends   * *librería* (bookstore)  *biblioteca* (library)  *fábrica* (factory)  *lectura* (reading)  *contestar* (to answer)  *campo* (countryside) | false friends   * additional false friends between Spanish and English that can cause confusion * *embarazada* (pregnant), *constipado* (a cold)*, pongo* (I put), *recordar* (to remember), *realizar* (to do) |
| Conjunctions and connectives | basic conjunctions   * conjunctions such as *y, o, pero* and *porque* | **conjunctions and fillers**   * *y/e, o/u, pero, porque, por eso* * conjunction rules, for example, *y* becomes *e,* when following word starts with *i*, *f*or example*, María e Inés; o* becomes *u* when following word starts with *o*, for example, *Mario u Óscar* * to contrast, for example, *sino* * to add ideas, for example, *además* * for procedure and order, for example, *primero, después, de pronto* | **conjunctions and cohesive devices**   * for justification, for example, *por eso, por lo tanto,* o sea, es decir, si, que, *aunque, a pesar de* * for similarity or contrast, for example, *al contrario de, de la misma manera, sin embargo* * for exclusion, for example, *ni … ni* |
| Day, date and time | **days, time, date**   * days of week * times of day, for example, *por la mañana, por la tarde, por la noche, al mediodia* * cardinal numbers used for date, for example, *el 25 de marzo, el 2 de abril*   **for recognition and modelled use**   * time, for example, *son las tres y veinte, es la una,* and time fractions such as *un cuarto para, y media* | time phrases   * ayer, anoche, la semana pasada, el año pasado, en otoño * telling time with specific minute counting, for example, *son las nueve menos cuarto* | additional time phrases   * expressions to place future events in time, for example, *el próximo año, dentro de dos semanas,* and to refer to biographical data, *Nació en …* |
| Diminutives | **for recognition and modelled use**   * diminutives to indicate affection and familiarity with names and family members, for example, *Carlito,* *abuelita* | **diminutives**   * diminutives to express affection, for example, *hermanita, periquita, casita, gatico/gatito*, and some equivalents in English, for example, dear little sister, lovely little cat |  |
| Formulaic language and idiomatic expressions | formulaic language   * ¡*Guacala! ¡Aggg! ¡Qué asco! ¡mmm! ¡Qué rico! ¡Delicioso!, ¡Muy bien! ¡Bravo! ¡Vale! ¡Fantástico!* * use of *tener* for age * *gustar* to express likes/dislikes, *No* *me gusta correr/caminar* | useful expressions   * reactions as exclamations, for example, *¡Buen trabajo! ¡qué susto! ¡qué hermoso! ¡Vamos! ¡Adelante! ¿Qué* *onda?* * *hacer* to describe weather conditions, for example, *Hace mal tiempo hoy/ hace calor/ hace frío/ hace sol/ hace viento* | idioms   * idiomatic expressions, for example, *no* *pegar el ojo, tener memoria de pez, me importa un pepino, meter la pata* * use of *tener* – various meanings of *tener* for belongings, age, physical descriptions, physical states, etc., for example, *tengo hambre, tengo sueño, tengo prisa, tengo miedo* |
| Imperatives | responding to instructions   * familiar instructions and imperatives, for example, *siéntate, escucha, cierra la puerta, silencio* * classroom commands such as *corta, pinta, pega,* *vamos* * responses to negative infinitive, for example, *no pisar el césped* | following procedures   * imperative verb form to follow procedures such as recipes, for example, *corta en la mitad, pon una cucharada de azúcar* * rules and giving instructions using expressions such as *hay que ...,* *se puede/no se puede* ..., and *tener que* + infinitive | giving instructions   * formal and informal imperative verb forms, for example, *ve/vaya a la cancha, vamos al descanso, piénsalo bien, piénselo bien* * regular imperative affirmative forms, for example, *cantad conmigo, pase/pasa el dado, toma mi bolígrafo, abran las ventanas, repita/repite más despacio* * regular imperative negative form, for example, *¡no me hable así! no hables así, no comas en clase* |
| Interrogatives | basic interrogative as formulaic language   * interrogatives in set phrases, for example, *¿Cómo te llamas? ¿De qué color es tu casa? ¿Dónde vives? ¿Cuántos hermanos tienes?* | interrogatives   * to seek information, for example, *¿Cuántos hermanos tienes? ¿Quién es tu mejor amigo?* and to identify key ideas such as *¿qué ...? ¿cuál ...? ¿cómo ...? ¿cuándo ...? ¿quién ...? ¿dónde ...? ¿cuántos/as ...? ¿por qué ...?* | **interrogatives and prepositions**   * *¿De dónde eres? ¿A qué piso vas? ¿Con qué estás jugando? ¿De qué es ese helado? ¿Desde cuándo vives en Polonia? ¿A quién viste ayer?* |
| Nouns | regular nouns   * singular masculine or feminine forms of nouns, for example, *el plátano, la canción* * gender patterns for naming, for example, *Julio/Julia, Patricio/Patricia* * agreement rules for gender and number with noun, for example, *mis padres, nuestras amigas, sus libros, mi clase, vuestro profesor, tu madre* * recognition of gender from endings of nouns, *-o* masculine, *-a* feminine | noun gender patterns   * masculine and feminine forms of nouns referring to people, for example, *niño/s, niña/s; profesor/es, profesora/s* * recognition that some nouns do not follow the regular masculine/feminine ending pattern, for example*, el mapa, el problema, la mano, la serpiente, el día, el idioma, la foto (fotografía), el koala, el panda* * words ending in -*ma*, are from Greek origin, therefore are masculine, for example, *el teorema, el sistema, el problema, el tema, el drama* * recognition of gender from endings such as *-sión, -ción, -dad* (feminine), *-ma* (masculine) * nouns ending in *-z* change to *-c* before adding *es* in plural form, for example, *el pez, los peces* | collective nouns   * collective nouns such as *gente, familia*, *grupo* and use of singular verbs, for example, *La gente en Australia pasa mucho tiempo al aire libre. Mi familia tiene una casa en la playa.* |
| Numbers and numerical expressions | **cardinal numbers**   * simple counting and numbers to 31 * using numbers to indicate months, time, days, age and quantities, for example, *Mi hermana tiene quince años. Hay veinte alumnos en mi clase. Mi cumpleaños es el treinta y uno de julio.* | cardinal and ordinal numbers   * ordinal numbers, for example, Rosario Arjona es la primera de la lista. Luis vive en la quinta planta. hoy es el uno de abril. * large numbers for quantity dates/years, size, measurement, transactions, population, for example, *veinte* *millones de habitantes, dos mil veintidós* | proportion and precentage   * *un cuarto, medio, 75 por ciento* * symbols, for example, *1.000* (1,000)*, 10€* ($10) |
| Prefixes and suffixes | **for recognition and modelled use**   * addition of suffixes such as -*ita/-ito,* for example*, casa/casita* | function of suffixes   * suffixes such as -*ito/a* to modify meaning of nouns for affection or size, for example, *casita, gatito* * suffixes in superlative adjectives and adverbs, for example, *graciosísimos, lentísimo, rapidísimo* | **range of prefixes and suffixes**   * range of prefixes and suffixes, for example, *anónimo, antibiótico, despeinado, supermercado, claustrofobia, lavadora, navideño, hermanito* * prefixes to form antonyms, for example, *cómodo/incómodo, organizado/desorganizado* |
| Prepositions | simple prepositions   * *en* for position, location and means of transportation * *a* for destination, for example, *voy a México en avión* * *para*+subject*,* for example, *para mi mamá* | prepositions of time and place   * location or direction, such as *dentro, encima, debajo, a la izquierda* and *a la derecha*, for example, *La regla está en el estuche.* * *para*, with verbs to express intention, for example, *voy al restaurante para comer* * time and place, for example, *a, de, desde, en, entre, hasta, antes de, después de, ahora, hoy, mañana, debajo* | prepositions and temporal markers   * prepositions such as *con, sin, contra, hacia****,*** *conmigo, contigo,* to provide more detail or information * contractions such as *al* *(a+el*) and *del* (*de+el)*, for example, *Fuimos al baile.* * prepositions to express ‘for’ *por/para*, for example, *Compré las flores para ella por su cumpleaños.* * temporal markers, for example, *hace ..., desde hace ..., durante ..., en 2011 ..., esta mañana ..., cuando era pequeño ..., desde ..., hasta ..., ayer ...* * prepositional verbs, for example, *Empezó a llover.* |
| Pronouns | simple pronouns   * subject pronouns to identify people, objects or animals, for example, *yo, tú, él, ella* * common possessive pronouns, for example, *mi, tu, su* | form and function   * subject pronouns, for example, *yo, tú, vos, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes* * pronoun substitution for noun subjects and determining verb endings in conjugations, such as *Esta es María, la hermana de Juan. Ella está en la escuela primaria y él está en el año 8.* * common omission of personal pronouns, for example, *tengo un gato* versus *yo tengo un gato* to emphasise ‘I’ * *de* followed by a pronoun (*de él*) or noun to indicate possession, for example, *el carro de mi mamá, las camisas de mi hermano* | complex pronouns   * direct and indirect object pronouns and differentiating between them in third person, for example, *me, te, lo/la,* *le/se, nos, os, los/las, les/se,* for example, *yo te veo, Yo lo veo, Yo la veo, tú me ves, tú lo ves, Tú la ves, Yo te despierto, Tú me despiertas* * reflexive pronouns and optional inclusion of subject pronoun, such as *me, te, se, nos, os, se,* for example*, (Yo) me despierto,(Nosotros) nos lavamos las manos* * positive and negative imperative with object pronoun, for example, *dame, no me des, dale, No le des, dime, no me digas, dile, no le digas* * possessive pronouns, for example, *mío/a/os/as, tuyo/a/os/as, suyo/a/os/as* * demonstrative pronouns such as *este/esta/os/as, ese/esa/os/as, aquel/aquello/os/as*, for example, a*quel es el tuyo, este es el mío* * neutral demonstratives such as *esto, eso, aquello*, for example, *¿Qué es esto? Me gustó aquello que dijo.* * relative pronouns, for example, *que, el/la/los/las que, quien/es, donde*   **for recognition or modelled use**   * with infinitive or present continuous form object pronoun follows the verb, for example, *Yo quiero verte, Yo estoy duchándome, yo estoy bañandolo/la* |
| Syntax and punctuation | basic syntax and punctuation   * simple sentence formation, for example, subject+verb, *Ana baila* * basic punctuation such as inverted exclamation and question marks at beginning of sentences *¿Qué tal? ¡Cuidado!* * accent marks used for familiar written words, for example, *él, más, sí, tú* | punctuation and word order rules   * punctuation and capitalisation rules when writing, such as not capitalising days of week, months of year or nationalities * use of graphic symbols such as *ñ*, tildes, *¿…? ¡…!* on keyboards and in writing systems * simple accent mark rules for written and typed text, for example, use with vowels *á, é, í, ó, ú* * flexibility of word order in relation to verbs and adverbs, for example, *En verano, voy siempre a la playa. En verano, voy a la playa siempre. En verano, siempre voy a la playa.* | complex word order rules   * subject+verb+object word order and comparing with English structures, for example, *Simón busca la información en la red para hacer su tarea.* * accent mark rules for written and typed text, for example, *la canción, también, el árbol, está* |
| Verbs | **common and present tense verbs**   * commonly used regular verbs in first, second and third person singular, for example, *yo bebo, tú cantas, él/ella escribe*   **for recognition and/or modelled use**   * *tener* for modelled use, for example, *¿*C*uántos años tienes? Tengo … años.* * *llamarse* for modelled use, for example, *¿Cómo te llamas? Me llamo …, Mi madre se llama …* * verbs ‘to be’ – *ser, estar* – for modelled use, for example, *¿De dónde eres? Soy de Adelaida. Mi profesora es de Chile. ¿Cómo estás? Estoy bien gracias.* * verb *ir* for modelled use, for example, *¿Puedo ir al baño?* * verb categories, one of three endings, *ar, -er*, *-ir* * verbs such as *gustar, encantar, doler and interesar*, for example, *¿qué deportes te gustan? me encanta correr, me interesa el baloncesto, me duele la cabeza* * imperatives for commands and instructions, for example, *escuchen/escucha, por favor, repita/repite, siéntate* * modelled question, *¿Cómo se dice ...?* | regular and irregular present tense   * common present tense regular verbs such as *-ar, -er, -ir*, for example, *hablar, comer, vivir,* *escuchar, describir* * common stem-changing verbs, for example*, jugar, querer, pedir* * common present tense irregular verbs, for example, *hacer, tener, ser, ir* * *ser* and *estar,* for example, *Soy Alicia. Estoy bien. Somos australianos. Estamos en clase de español.* * present continuous for modelled use, for example, *estoy cantando* * *ir a*+infinitive*,* for example, *voy a comer* | verb tenses and conjugations   * regular verbs in past, present and future tenses, for example, *hablé, hablo, hablaré* * common irregular verbs, past present, future, for example*, fui, voy, iré* * stem changing verbs in past, present and future, for example*, tenía, tengo, tendré* * infinitive non-personal forms of verbs, for example, *Bailar es bueno para la salud. Esquiar y patinar sobre hielo son deportes de invierno.* * auxiliary *haber* in various tenses, for example, *había/ha/h*a*brá+*past participle such as *escrito* * present continuous, for example, *Estoy bailando con ella.* |
| **conditional tense**  **for recognition and modelled use**   * conditional in common phrases such as *me gustaría ...* | **conditional tense**   * conditional tense, for example, *¿Qué te gustaría hacer en el futuro?* |
| **reflexives**   * reflexive, for example, *llamarse, lavarse*   **for recognition and modelled use**   * difference between reflexive verb and corresponding non-reflexive verb, for example, *Gerardo se lava la cara* (reflexive) and *Gerardo lava su carro* (non-reflexive) | **reflexive and impersonal form**   * other uses of *se* such as impersonal form with *se*, for example, *¿Cómo se dice … en español? ¿Cómo se escribe … en español?* * reflexive, for example, *me enfado* |
|  | imperfect tense  for recognition and/or modelled use   * *cantaba, bebía, subía, eran, querías* | **imperfect tense**   * regular and irregular conjugations, for example, *hablaban, comían, iban* |
|  | subjunctive and imperative moods  for recognition and/or modelled use   * subjunctive mood in common phrases to express desire, for example*, espero que estés bien, ¡qué te vaya bien! ¡qué tengas buen viaje! ¡venga!* * imperative mood in common phrases, for example, *¡escucha! ¡vengan aquí!* | **subjunctive and imperative moods**   * present subjunctive mood to express doubt, uncertainty or emotion, such as *hable, coma, diga*, for example, *Dudo que vengas. Lamento que estés enferma. Me alegra que termines tus estudios.* * imperative mood, for example, *¡No vayas a la fiesta! ¡Mantengan la calma! ¡Ganen! ¡Regálame flores!* |
|  | future tense with *ir +a +* infinitiveverb  future tense with irregular verb *ir*, for example, *Esta tarde voy a hacer los deberes, mañana vamos a jugar al tenis.* | present perfect tense with regular and irregular past participles   * auxiliary *haber* present tense+past participle, for example, *he, has, ha, hemos, habéis, han* * regular past participles, *-ado, -ido,* for example, *He comido en ese restaurante antes.* * irregular past participles such as *escrito, dicho, puesto, hecho, visto,* for example, *Yo he escrito un poema.* |
|  | present tense common modal verbs   * conjugated common modal verb+infinitive such as *poder, tener que, deber, necesitar, querer, haber que,* for example, *quiero aprender español* | **modal verbs in different tenses**   * additional modal verbs, *soler, saber, acabar de* * present, past and future tenses of modal verbs, for example, *no pudo comer, debemos dormir bien,* *tienes que hacer los deberes* |
|  | **preterite tense**   * simple past, for example, *hablé, comí, escribí, canté, bebí, subí, fui, tuvimos* | **preterite versus imperfect tense**   * preterite (narrative, main action) versus imperfect tense (descriptive, context of the action), for example, E*staba escuchando música cuando mi amiga me llamó.* * imperfect in repeated actions in the past, for example, *De pequeña jugaba al fútbol los sábados.* |
| **negation**   * simple negation using *no* before verb, for example, *no soy artista* | **negation**   * common negative words, for example, *nadie, nada, nunca, ningún, tampoco*   **for recognition and modelled use**   * negation rules, for example, *no voy nunca, no tengo nada, no hay nadie* * negation needs to be before the verb, for example, *Nunca voy al cine; nadie quiere venir conmigo.* | **negation**   * negation rules, for example, *No hablo con nadie.* * negation always before the verb, for example, *Nadie habla conmigo.* |

Part 2: Thematic contexts for language use

Thematic contexts representing perspectives that shape students’ worlds are suggested in Table 2.

Table 2: Thematic contexts for language use

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| **Thematic contexts** | | |
| **Self and others** | **Self and community** | **Personal and global environments** |
| **Beginner** | **Intermediate** | **Advanced** |
| My personal world   * introducing myself, for example, *Me llamo/Mi nombre es/Soy …, Estoy en año … en la escuela …, Vivo en … con mis …, Tengo … años* * describing myself using modelled structures, for example, *soy/estoy* + adjective*, Soy inteligente.* *Tengo los ojos verdes. Soy de Chipre, hablo griego e inglés.* * providing information about myself such as age, likes and dislikes for colours, animals, pets and food, things I like to do,for example, *Yo tengo … años., Me gustan las matemáticas. Tengo un gato blanco.* * identifying and describing family members and significant people in my life using modelled structures, for example, *Tengo un hermano. Él es alto.* * expressing feelings, for example, *¿Cómo estás? Estoy ... bien/ contenta/triste.* | Myself and others   * introducing myself, family members, friends and significant people in my life, for example, *Soy una persona alegre. Mi padre es un tipo amigable. Mi amigo es muy alto pero no juega al baloncesto.* * describing personality and physical traits, for example, *Soy amable y simpático. Soy fuerte y alta.* * talking about birthdays and special occasions and comparing dates in Spanish-speaking countries and regions, and Australia, for example, *Mi cumpleaños es el … de … El día de la madre se celebra el ... de …*  *El día del padre se celebra en setiembre en Australia. En algunos países del mundo hispanohablante se celebra en junio.* * expressing feelings and emotions, *Estoy contenta porque ...* * discussing different types of families, and comparing families and living arrangements in Spanish-speaking countries and regions, and Australia * talking about pets, for example, Q*uiero a mi perro porque es cariñoso.* * introducing famous Spanish-speaking people or families * sharing information about things I do with my friends, sport, leisure time activities, for example, *Los sábados, visitamos a mi … El fin de semana, tenemos una fiesta sorpresa para ...* * agreeing and disagreeing and providing reasons, for example, *Estoy de acuerdo con … porque ...* * qualifying likes/dislikes and expressing preferences for movies, video games, music, reading, etc., for example, *Me gusta mucho jugar con mi amiga en el parque. Prefiero leer ...* | Understanding myself and others   * discussing emotions, beliefs and opinions about issues or topics relevant to young people, for example, *Creo que* …, *Estoy de acuerdo/no estoy de acuerdo, Estoy preocupado por ..... el medio ambiente.* * expressing wishes, dreams, desires, aspirations, for example, *El año que viene me gustaría ir a Europa con mis amigas.* * justifying opinions and preferences, such as likes/dislikes, healthy lifestyle, benefits of sports, exercise training, studying, social, environmental issues, etc., for example, *Me interesan las comedias porque creo que soy una persona muy graciosa. La escalada es mi deporte favorito porque me gustan mucho los deportes de aventura.* * sharing thoughts and opinions about family and/or significant people in my life * expressing connection between my community and me, for example, *Vivo en un barrio muy tranquilo.* * identifying languages people speak in my community, for example, *El señor Gutierrez que trabaja en la oficina postal habla chino.* * discussing responsibilities towards myself and others * comparing families in Spanish-speaking countries and regions, and Australia, and discussing how families have changed over time * explaining relationships, for example, *Es importante, tener amistades.* * identifying/debating desirable qualities in friends * analysing how social media can influence relationships, for example, *Chateo con mis amigos todas las noches después de cenar.* |

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| This is me   * sharing thoughts about what makes me who I am – my language, my culture, my country, for example, *Yo soy de Egipto. Yo hablo árabe.* * describing family, for example, *En mi familia hay tres personas, mi abuela, mi madre y mi padre.* * discussing ‘my name’ and naming traditions, *primer nombre, segundo nombre, apellido/s,* for example, *Me nombre es Jonathan Jesús Rivero García.* * sharing information about basic daily routines, for example, *Me levanto, Me lavo los dientes, Me ducho, Me visto* … * noticing and expressing diversity of languages and cultures in the classroom and school, for example, *Mi madre es de Perú y mi padre es japonés.* | My language, my culture   * sharing opinions and experiences about language and culture, for example, *Para míes muy importante hablar en español. ¿Qué significa para mí ser colombiana o de origen colombiano?* * creating a family tree showing extended family, for example, *Estos son mis abuelos.* *Esta es mi abuela y este es mi abuelo.* * creating a personal profile of an important person in my life, for example, *Mi entrenadora ...* * discussing how language contributes to culture and identity, as reflected in family, community, religion, customs, clothing, cuisine * comparing customs and traditions with classmates and discussing the influences of these * sharing expressions associated with cultural practices, for example, *eres un sol, con las manos en la masa* * examining geography and its influence on language and culture, for example, when talking about origin, *un animal de los Andes, el señor viene de la montaña,* *Madrid está en la península Ibérica* * discussing responsibilities, jobs/professions of self and family members, for example, *Yo soy estudiante pero mi hermana es médica.* * becoming aware of language variations in Spanish-speaking countries/regions, and slang, dialect and native languages, for example, *Me flipan los churros, ¡Qué guay! ¡Sale y vale! Gracias a la Pachamama por los alimentos.* * researching cultural groups and peoples of Spanish-speaking countries and regions | Living in the 21st century   * discussing how media, globalisation, digital technologies and pop culture have influenced Spanish language/culture * discussing living in a multicultural country, for example, *Me siento afortunado de vivir en un país multicultural. En mi opinión es una ventaja hablar dos idiomas.* * reflecting on what shapes identity, and sharing different perspectives * researching Spanish-language influences on Australia and Australians, and vice versa * exploring regional diversity * sharing opinions and experiences of other languages and cultures, for example, *Cuando fui a Venezuela comí muchas empanadas.* * comparing a past event/era with modern day and reflecting on how the past shaped the future, for example, *En el pasado la gente escribía cartas ahora mandamos mensajes de texto.* * researching ways of life in different Spanish- speaking countries and regions, and variations in language and culture * discussing cultural stereotypes and assumptions, for example, the assumption that all Spanish speakers come from Spain |
| My classroom   * exchanging greetings, depending on time of day and farewells, for example, *buenos días/tardes/noches, adiós, hasta mañana/luego/pronto* * using salutations, forms of address in different contexts and occasions, for example, *¡Felicitaciones! ¡Feliz cumpleaños!* * responding to roll call, classroom routines and timetable of subjects/activities * describing what I have in my pencil case, for example, *lápiz, sacapuntas, regla,* *bolígrafo* * responding to classroom instructions, for example, *dibuja, escribe, corta, mira, silencio* * identifying classroom objects such as *la pizarra, la mesa, la silla, computador, libros* * discussing weather and days/dates, for example, *Hoy es …*, *Está nublado* * asking for permission, assistance, clarification, etc., for example, ¿*Puedo ir al baño?* ¿*Puedo beber agua? ¿puede repetir? Necesito ayuda, ¿me puede ayudar?* * comparing my classroom/school and a typical classroom in a Spanish-speaking country or region, for example, layout, chores, decorations, technology, break times, lunch times | Class and school environment   * giving opinions about subjects I study, for example, Y*o estudio arte porque es divertido.* * identifying and describing various buildings and classrooms around the school and comparing them with those in Spanish-speaking countries and regions * interacting with teachers and peers using classroom etiquette, for example, *¿Me pasas la goma, por favor?* * discussing timetables, routines and activities, for example, *En la sala, hay una pizarra. Normalmente, los lunes tengo ciencias.* * discussing similarities and differences between attending school in a Spanish-speaking country or region, and Australia, for example, En España, no llevamos uniforme en las escuelas públicas. * making comparisons regarding the beginning and end of academic year, holiday breaks, long summer break | School life in Spanish-speaking communities and Australian contexts   * discussing my school day and timetables, compared with a student in a Spanish-speaking country or region, for example, *En la escuela primaria tenemos clase por la tarde después de la hora de comer.* * discussing opinions about, and purpose of school values, rules and goals, for example, *Ser respetuoso es importante para tener buenos amigos y amistades.* * describing and discussing different education systems, school life and issues, for example, escuelas públicas y escuelas privadas * analysing differences in Spanish-speaking countries and regions among various levels and types of schools, educational institutions and higher education * comparing, for example, choice of subjects, assessments, examinations, graduation, entrance to higher education * discussing possible careers in future, for example, Me gustaría ser ... * considering future employment options, for example, job/working holiday opportunities in Spanish-speaking countries and regions, and Spanish-language related job possibilities in Australia and other countries |
| Where I call home   * drawing and labelling rooms and items in a home, for example, *cocina,* *salón, cuarto,* *jardín, baño, dormitorio, televisión, cama* * describing the rooms, furniture, etc., in my home(s), for example, *Mi casa es grande y tiene un patio.* * talking about my favourite room or place M*i cuarto favorito es …* * describing local places in my neighbourhood, for example, *El parque tiene muchos árboles.* * talking about places I often go to and why, for example, *Voy a la piscina porque me gusta nadar.* | My home and neighbourhood   * describing my house and neighbourhood, for example, *Vivo en una casa. Somos cuatro personas en mi piso. Mi vecindario es muy tranquilo. Hay muchos parques en mi barrio.* * describing rooms and spaces in my home, and activities I enjoy there, for example*, Me gusta jugar en el jardín. Yo estudio en mi dormitorio.* * discussing advantages and disadvantages of living in certain places, for example, rural versus city * talking about household chores and responsibilities * identifying places in community and comparing them with those available in Spanish-speaking countries and regions, for example, *En Australia tenemos milkbars pero en algunos países de habla hispana tenemos kioskos.* * outlining neighbourhood facilities such as schools, shops, parks, and opportunities for activities, for example*, el parque, el centro comercial, la estación de autobús*, and recognising different ways of referring to the same place such as *la plaza* meaning the square or the market * comparing types of residences in Spanish- speaking countries and regions, and Australia, for example, *casas* in towns, *departamentos* in cities and *granjas y haciendas* in the countryside, and discussing how geography impacts lifestyles | My home, my neighbourhood, my world   * designing and describing features of my dream home, for example, *Mi casa ideal sería una casa con tres habitaciones cerca de la playa.* * explaining ideal facilities and features of a suburb/city and creating a persuasive brochure, for example, *Un campo de fútbol tiene que tener duchas de agua caliente ...* * researching rubbish disposal, waste sorting and recycling in the local area, and comparing with that of Spanish-speaking countries and regions * comparing how Spanish- speaking people and Australians may socialise in and outside home * considering personal and social actions on a local and global scale, for example, saving water, sustainable living, reducing carbon footprint, volunteering, zero waste movement, caring for local flora and fauna * discussing diversity of modern-day Spanish-speaking countries and regions |
| Let’s eat   * identifying familiar food in Australia that originates from Spanish-speaking countries and regions, for example, *tacos, empanadas, burritos, frijoles* * discussing favourite foods and why, for example, *Me gusta comer … porque …, Me encantan … porque …, Mi comida favorita es …* * participating in simulated buying and ordering food using different currency/language, for example, *Quiero …, por favor. ¿Cuánto cuesta? Peso, sol, Euro/dólar* … * using culturally appropriate etiquette and expressions during mealtimes, such as *buen provecho, por favor, Estoy satisfecho/a* * using or making menus and examining food catalogues, and talking about variety of foods and things they discovered that are interesting or different * following simple recipes to experience different Hispanic dishes, for example, *corta la patata ...* | Eating in/eating out   * ordering, buying and negotiating food choices, for example, Me gustaría una tortilla. Quisiera una ensalada de frutas sin naranja, por favor. ¿Puede traer un café con leche pero sin azúcar? * researching typical mealtimes that may differ among Spanish-speaking countries and regions, for example, el lonche, tomar once, la merienda, la cena * comparing products available in supermarkets, for example, hay leche en polvo, el aceite viene en botella de vidrio, el pan se compra por /barra, las bananas se compran por kilo * creating or following recipes and selecting ingredients and a step-by-step procedure, for example, primero, añade la cebolla. Después, bate los huevos ... * planning for occasions considering time, place, transport, budget, etc., and creating invitations, for example, an outing to a restaurant * explaining and following mealtime etiquette and using expressions, for example, muchas gracias, estaba delicioso * identifying influences on foods from Spanish- speaking countries and regions, for example, pan, perritos calientes, pizza * comparing the diet(s) in Spanish-speaking countries and regions with those in Australia, and approaches to food and food culture/customs, for example, Comemos mucha verdura pero bastante carne. Yo como frutas y verduras todos los días. | International food habits and trends   * debating what is healthy/unhealthy eating, for example, En mi opinión, tomar azúcar no es bueno para la salud. * examining traditional/historical food customs and practices of Spanish-speaking countries and regions, for example, *el asado, tapas* * researching beliefs about food, mealtimes and traditions in Spanish-speaking countries and regions, for example, family eating together, lunch as the main meal of the day * giving and receiving advice about health and wellbeing, for example, Deberías hacer deporte para mejorar tu salud. * examining food trends and dietary patterns and habits, for example, the impact of intake of vegetables, meat, grain and other products on health, the Mediterranean diet * researching issues related to food and diet, for example, obesity and the popularity of fast food * presenting information about fusion food * researching supermarkets that promote and sell Hispanic products and produce * investigating and discussing how supermarkets are changing traditional shopping habits * eating according to season*s*, for example, seasonal fruits and vegetables * researching regional/country specialitiesand festival/celebratory foods*,* such as *Tamales de Navidad, Pan de Pascua, magosto, Pastel de Quinoa, cuy* |
| Australia and Spanish-speaking countries and regions   * exploring geography, features, size, locations, etc., of Spanish-speaking countries and regions * learning about icons, flags, symbols, national anthems, currency and emblems, and their meanings * exploring relationships and ties between Spanish-speaking countries or regions, and Australia, for example, tourism, food, travel agreements * investigating popular destinations in Australia for Spanish-speaking tourists, and popular destinations in Spanish-speaking countries and regions for Australian tourists, for example, Machu Picchu, Habana, Zona Colonial, Salto del Ángel, Chichen Itza, Islas Galápagos ... * discussing popular movies and television programs portraying Spanish-speaking countries/regions and cultures, for example, *Encanto, Coco, Dora the Explorer* | Australian/Spanish-speaking countries and regions’ influences   * researching landmarks such as Mayan pyramids, *Macchu Picchu, El lago Tititicaca,* and the significance of these historical sites * exploring cultural artefacts, for example,musical instruments, arts, clothing*,* jewellery, ceramics * researching significant or historic events and people that have shaped/influenced Spanish-speaking countries and regions, for example, *Cristóbal Colón* * identifying similarities and differences among Spanish-speaking countries and regions, and Australia, for example, *Australia se encuentra en el hemisferio sur al igual que Chile, Argentina, Perú, Bolivia, Uruguay y Paraguay. Australia es una federación. El blanco es un color común en las banderas Australiana y latinoamericanas.* * exploring words of Hispanic origin used in both Spanish and English, such as *poncho, gaucho, sombrero, piñata, cocoa, quinoa, maca, llama, alpaca, vicuña* | Australian/Spanish-speaking countries and regions’ connections   * exploring variations of Spanish, ‘Spanglish’ and native languages, for example, Spanish in Miami, *Quechua*, *Castellano* * researching migration patterns from Spanish-speaking countries and regions to Australia, for example, work of *Victor del Río* * exchanging stories about family and migration, family history and background, *Mi abuelo vino a Australia en 1998.* * examining international relations, trade connections and the import/export of goods between Spanish-speaking countries/regions and Australia * researching Hispanic influences on music, art, pop culture, film, food, for example, *flamenco, salsa, Frida Kahlo, cumbia, Pedro Almodóvar* * identifying words that may vary depending on country, region or community, such as *cancha* (soccer field or popcorn), *carpa* (tent), *rosa/rosado, mora/morado, marrón/café, pelo/cabello* |

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| Let’s celebrate   * celebrating important dates and special occasions with others, for example, *La Tomatina, Fallas, San Fermin, Día de los Muertos, Cinco de Mayo*, Independence Day(s) * using greetings associated with celebrations and significant events, for example, *feliz cumpleaños, feliz Navidad, feliz año nuevo* * associating decorations and traditional activities with festivals and celebratory events, for example, dressing up, using flags and traditional colours * identifying special celebratory cuisine and delicacies * listening to or reading stories and fables associated with celebrations and festivals, for example, *Los Tres Reyes Magos, Cuento de Navidad, Samaín* * talking about ways that people from Spanish-speaking countries and regions celebrate birthdays and coming of age, such as *quinceañera* * identifying celebrations, national holidays and festivals in Australia that may be of interest to Spanish-speaking tourists or visitors, for example, AFL grand final, Anzac Day, Fringe festival, New Year’s Eve, Boxing Day | Celebrate my culture and traditions   * describing celebrations and festivals associated with ethnic diversity in my community * describing how people celebrate and associations with cultural, historical, religious elements * researching origin and purpose of celebrations and festivals, such as *el Día de los Muertos, el Día de la Hispanidad, el Día de la Raza, los San Fermines, la Navidad* * learning language/expressions associated with special holidays, for example, *¡Vamos de fiesta! Semana Santa, el Día de la Madre, el Día del Padre, el Día de San Valentín, el uno de Mayo, el Día del Trabajo, Año Nuevo* * identifying different festival food and customs and their origins * participating in a real or imagined festival and/or school festival, for example, *la tómbola, el juego del sapo, la rueda de la suerte, carrera de sacos* | The significance of celebrations and festivals   * comparing different ways of acknowledging and celebrating events, holidays and special dates in Spanish-speaking countries and regions, for example, *El Día de la Madre se celebra en fechas diferentes en España y Australia.* * examining cultural significance associated with celebrations/festivals, for example, Easter, New Year, Christmas, Independence Day(s) * discussing the importance of celebrations and festivals for local communities, such as to foster a sense of belonging, for example, *La feria del pulpo en Galicia es un evento especial para la comunidad* *porque todas las familias comen unidas.* * analysing changes in ways traditional festivals are celebrated, how times are changing and how new celebrations are emerging, for example, Halloween and American influence * comparing reasons/purpose for celebrating, for example, to come together as community, to acknowledge particular people or historical events, seasonal changes, arts/music, milestones in life or traditions in culture or to reflect on future possibilities |

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| Let’s explore where we live   * identifying places of interest in area and local excursions, for example, the zoo, another school, farm * using exclamations related to going places, for example, *Vamos al zoo!* * looking at Australian landmarks of interest to Spanish-speaking visitors, for example, Sydney Opera House, Uluru, The Great Barrier Reef * talking about favourite places and activities, *Mi lugar favorito es el parque porque hay columpios.* * knowing forms of transport, for example, *autobús, coche, taxi, avión* * participating in real or simulated ‘Getting around area’ scenarios using simple directions, for exampe, *derecha, izquierda* * purchasing tickets or travel cards, for example, *dos billetes, por favor* * talking about how to reach a destination, for example, *ir en tren* * understanding value of various currencies of Spanish-speaking countries/regions, for example, Mexican peso/Colombian peso, Euro/Sol is approximately … AUD | Holidays and travelling   * using present and past tense to describe holidays and places of interest, for example, *Yo fui a Costa Rica con mi familia.* * outlining a plan for my next holiday, including itineraries for real/imagined trips * investigating main cities and tourist attractions in various Spanish-speaking countries and regions * researching natural and man-made landmarks in Spanish-speaking countries and regions, such as *las Cataratas de Iguazú, Scasayhuamán, la Sagrada Familia, la Catedral de la Virgen de Guadalupe* * deciding clothing and essential items for travel, for example, what to pack for a particular holiday destination, weather and activities, such as *la chaqueta para la nieve, las botas de montaña, crema solar* * using a map to enquire about and give directions, for example, *¿Dónde está la estación de tren?* * talking about climate and seasons and choosing season-related possible travel activities, for example, *En invierno, podemos ir a esquiar. En verano, usualmente vamos a nadar en la playa.* * comparing attitudes to travel and travel patterns/trends in Spanish-speaking countries and regions, and Australia | A trip to a Spanish-speaking country or region   * organising a real or imagined trip to tourist spots, historical sites, recommended places, including an itinerary, flights, etc., within a given budget * asking for help when getting lost or in trouble when travelling, for example, Estoy perdido, me podría ayudar a encontrar ... * describing or planning my ideal/dream holiday * researching souvenirs made in Spanish- speaking countries and regions, for example, Alpaca poncho, sombrero, artwork * evaluating a trip and what they would do differently next time, and why, la próxima voy a visitar ..., no creo que visite ... * researching transport system in various Spanish-speaking countries and regions, and using timetables * discussing situations and providing solutions related to travel problems, illness and following doctor’s advice during a trip to a Spanish-speaking country or region, for example, *Hubo un retraso con el vuelo. Me sentí mal. Me duele la muela. El doctor dice que debo permanecer en cama.* * talking about a real or imagined exchange student or homestay experience, or discussing longer-term study exchange programs and possibilities * responding to choices using conditional phrases such as hablaría, llevaría, invitaría, and modal plus infinitives as in debería, podría in response to ¿qué harías? |
| How I pass my time   * sharing information about activities, hobbies and pastimes, for example, En mi tiempo libre, me gusta jugar al tenis. * discussing sports I play/have tried and when, for example, *El lunes juego al fútbol.* * researching traditional Hispanic sports and games and origin, for example, *Bolas Criollas* (Venezuela), *Sapo* (Peru), *La escoba, el cinquillo* * comparing similar games in Spanish-speaking communities and Australia to practise telling the time, for example, *¿Qué hora es señor Lobo? Es hora de correr/saltar/volar …* * discovering popular sports and sport culture in Spanish-speaking countries and regions, for example, boxing, basketball, baseball, soccer/football * recognising cognates related to sport, hobbies, pastimes and activities, for example, *el hobby, club, tele, yoga, béisbol, piano* | Recreation, routines and responsibilities   * discussing daily activities and chores using specific reflexive verbs such as *me despierto, me levanto, me peino, me cepillo, me pongo la ropa, me visto, me acuesto, me duermo* * describing routines such as a day at home or school, for example, *Normalmente cuando estoy en casa veo la tele. Llego a la escuela a las 9:00 am. Las clases terminan a las 3:30 pm.* * listing and expressing preferences in housework and negotiating household chores and times to complete them, *Después de hacer lo deberes, puedo ver la televisión.* * comparing community sports and hobbies in Spanish-speaking countries and regions, and Australia, for example, *El deporte más popular en Australia es el fútbol australiano. El fútbol en países como Colombia y España tiene reglas differentes al fútbol australiano.* * creating a multimodal presentation of ‘A day at home/typical school day’, for a Spanish-speaking student * identifying a famous person from a Spanish-speaking country or region they would like to spend time with, and why * talking about what I do/did this weekend or during holidays, for example, *La semana pasada fui(mos) al cine. Esta semana, tengo una fiesta en casa de mis amigos.* * sharing future dreams and occupations of interest, for example, *Quiero ser arquitecto. Voy a estudiar medicina.* | Reflecting on the past, planning for the future   * composing a profile that starts with Cuando era pequeño …, following the imperfect, for example, comía puré, jugaba con mi osito Paddington * sharing views and opinions about how I have changed growing up and experiences that have shaped me, for example, Creo que cuando era pequeño la vida era más simple. Ahora tengo muchas responsbilidades. Tengo que estudiar, ayudar en casa y trabajar. * discussing role models, family, artists, musicians, teachers and activists, for example, Pienso que ser profesor es una tarea importante. Cuando termine la escuela me gustaría ser maestro(a). * sharing first memories of school, for example, En mi primer día de colegio ... * discussing use of social media and how social media influences relationships/leisure time, for example, A menudo paso dos o tres horas chateando con mis amigos ... * interviewing elders about what they did in their free time when they were my age, and presenting findings to class, for example, Cuando tenía tu edad, yo jugaba en la calle. * comparing cultural attitudes among young people regarding free time, relationships and ambitions, for example, En Chile los estudiantes deben pasar un examen de admisión para estudar en la universidad mientras que en Australia se considera el ATAR. * discussing immediate and/or more distant plans for the end of the year, for example, Estoy pensando en organizar una fiesta antes de irme de viaje a Sur América. |