

The Australian Curriculum

Subjects	Spanish
Curriculum version	Version 8.3
Dated	Friday, 16 December 2016

Table of Contents

Languages	3
Overview	4
Introduction	4
Rationale	5
Aims	6
Key ideas	6
Structure	6
Student diversity	8
General capabilities	10
Cross-curriculum priorities	12
Glossary	14
Spanish	43
Overview	44
Context statement	44
PDF documents	45
Years F–10 Sequence	46
Foundation to Year 2	47
Years 3 and 4	57
Years 5 and 6	67
Years 7 and 8	80
Years 9 and 10	92
Years 7–10 (Year 7 Entry) Sequence	105
Years 7 and 8	106
Years 9 and 10	121

The Australian Curriculum Languages

Overview

Introduction

The **Australian Curriculum: Languages** is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the **Shape of the Australian Curriculum: Languages**, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

The Australian Curriculum: Languages includes language-specific curricula for world languages and a **Framework for Aboriginal Languages and Torres Strait Islander Languages**.

Language specificity

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

Diversity of language learners

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.

As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners.

Second language learners are those who are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.

Background language learners are those who may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.

First language learners are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key ideas

Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- **Communicating:** using language for communicative purposes in interpreting, creating and exchanging meaning
- **Understanding:** analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

- 1) communication
- 2) analysis of aspects of language and culture
- 3) reflection that involves
 - reflection on the experience of communicating
 - reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Diagram 1: Relationship between strands and sub-strands

The following table provides a brief description of each of the strands and sub-strands.

Strand	Sub-strand	Description
Communicating: <i>Using language for communicative purposes in interpreting, creating and exchanging meaning.</i>	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
Understanding: <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.</i>	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

Students with disability

The ***Disability Discrimination Act 1992*** and the ***Disability Standards for Education 2005*** require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Languages. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

English as an additional language or dialect

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school.

Learners bring their first language or languages as the one(s) they use for their initial socialisation in their family or community. For the majority, this is English. For many, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most in Australia, this is English. For many students in Australia, the language of instruction is not the same as their first language. These students may learn through English as an additional language/dialect (EALD) programs.

In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of learners' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages. Learners extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring learners continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

A national ***English as an Additional Language or Dialect: Teacher Resource*** has been developed to support teachers in making the Australian Curriculum: Foundation – Year 10 in each learning area accessible to EALD students.

Gifted and talented students

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

General capabilities

In the Australian Curriculum, general capabilities encompass knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will enable students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the Australian Curriculum: Languages, general capabilities are identified wherever they are developed or applied in content descriptions.

They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in languages content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities, depending on their choice of activities.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: www.australiancurriculum.edu.au

Literacy

Learning languages develops overall literacy. It is in this sense 'value added', strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner's repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic and textual conventions
- development of semantic, pragmatic and interpretative, critical and reflective literacy skills.

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta-awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

Numeracy

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others' cultural and linguistic systems.

Information and communication technology (ICT) capability

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

Critical and creative thinking

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

Personal and social capability

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

Ethical understanding

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating or when collecting and analysing primary research data.

Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learners' communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

Cross-curriculum priorities

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority. It is intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities, deep knowledge of traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a tool for embedding Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected concepts of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the evolving history of Australia.

A direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities is to learn an Aboriginal language and/or a Torres Strait Islander language. There is an inseparable connection between Aboriginal languages and Torres Strait Islander languages and land/sea, Country/Place, the environment, fauna and flora. Aboriginal and Torres Strait Islander histories and cultures are an integral part of the learning of Aboriginal languages and Torres Strait Islander languages.

In learning all languages, there is a scope for making interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

Asia and Australia's engagement with Asia

In the Australian Curriculum: Languages, the cross-curriculum priority of Asia and Australia's engagement with Asia enables the development of rich and engaging content and contexts for developing students' capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

The Australian Curriculum: Languages enables students to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In the languages learning area, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

Sustainability

In the Australian Curriculum: Languages, the priority of sustainability provides a context for developing students' capability to communicate ideas, understanding and perspectives on issues and concepts related to the environment.

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

These include:

- environment
- conservation
- social and political change
- linguistic and cultural ecologies
- change, both within the target language and culture, and across languages and cultures in general.

In this way, students develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.

Glossary

abstract symbols

can include: speech, sign language, Braille, alphabet, whole words, pictographs and line drawings

Accent

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

Accent marks

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé*, *piñata*, *ou/ò*.

Accuracy

Production of structurally correct forms of the target language.

Adjective

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery*.

Adverb

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly*.

Adverbial

A word or group of words that functions as an adverb.

adverbs

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

Aesthetic

Relates to a sense of beauty or appreciation of artistic expression.

Alliteration

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry)

Audience

Intended readers, listeners or viewers.

audiences

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

Authentic (texts/materials)

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

Author

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

behaviours that are not intentionally directed at another person

can include vocalising, turning away, startling, relaxing, frowning, smiling, blinking. The meaning of these behaviours is reliant on a communication partner interpreting and attributing meaning to them.

Bilingualism

An ability to use two or more languages.

Biography

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

Character components

Individual elements of a written character which have a separate linguistic identity.

Characters

- (i) graphic symbols used in writing in some languages
 - (ii) assumed roles in dramatic performance
-

Clause

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

clauses

a grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]). A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

CLIL

Content and language integrated learning. An approach to learning content through an additional language.

Code-switching

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

Cognates

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin). English *ship* and *skiff* share the same Germanic origin.

Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!*) and collocation (for example, *friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal.*)

cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/ beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

Collocation

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies and gentlemen* rather than *gentlemen and ladies*.

Communication

A mutual and reciprocal exchange of meaning.

Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

Complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

complex sentence

has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am studying for an exam], my time is limited.'; and 'The man [who came to dinner] is my brother.'

Complexity

A degree to which language use is complex as opposed to simple. Elements of language complexity include:

Composing

A process of producing written, spoken, graphic, visual or multi-modal texts. It includes:

It also includes applying knowledge and control of language forms, features and structures required to complete the task.

Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or*, *and*, *but*. In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]. [Kim is an actor], [Pat is a teacher], [and Sam is an architect].*

compound sentences

has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect]'.

comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: activating and using prior knowledge; identifying literal information explicitly stated in the text; making inferences, based on information in the text and their own prior knowledge; predicting likely future events in a text; visualising by creating mental images of elements in a text; summarising and organising information from a text; integrating ideas and information in texts; and critically reflecting on content, structure, language and images used to construct meaning in a text.

Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout
 - drawing on language knowledge and experience (for example, gender forms)
 - listening for intonation or expression cues
 - interpreting grapho-phonetic, semantic and syntactic cues.
-

Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text-processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school, girl*; as opposed to *abstract language*, used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty*.

concrete symbols

can include: whole or part of real objects; a miniature version of the real object; photographs; pictures (pictures must clearly depict the object)

Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, Sophie and her mother might come and visit, or they might stay at home. The conjunction *and* links the two participants, while *or* links alternative options.

conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

conjunctions

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

Content

A subject matter used as a vehicle for language learning.

context

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Context

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

contexts

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Convention

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

conventional behaviours

can include: speech, actions, formal gesture (eg head nod, shake, wave hello/goodbye), directing others' attention and pointing.

conventions

an accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation)

create

develop and/or produce spoken, written or multimodal texts in print or digital forms

Create

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

Cues

Sources of information used to facilitate comprehension of language, that may be visual, grammatical, gestural or contextual.

Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

Dialect

A variant of a language that is characteristic of a region or social group.

Diaspora

A scattered population with a common origin in a smaller geographical area.

Digital media

Various platforms via which people communicate electronically.

Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

digital texts

audio, visual or multimodal texts produced through digital or electronic technology, which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature

Digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')
 - consonant digraphs have two consonants (for example, 'sh', 'th')
-

Diphthongs

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

Directionality

A direction in which writing/script occurs, for example, from left to right, right to left.

Encode

A process of changing spoken language into symbols of written/digital language.

Enunciation

A clear and distinct pronunciation of language.

evaluative language

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'). They can also be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm around the child while she wept').

Face

A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

Filler

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

Fluency

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatism of the target language.

Form-focused learning activities

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

Formulaic language

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter); *G'day, how are you going?* (greeting in Australian English).

Framing

A way in which elements of text are arranged to create a specific interpretation of the whole.

framing

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

Genre

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

grammar

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

Grapho-phonetic knowledge

Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

Homophone

A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear*, *air* and *heir*).

Honorific

A grammatical form, typically a word or affix, that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

Hybrid texts

Composite texts resulting from a mixing of elements from different sources or *genres*. For example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.

Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

Hypertext

A text which contains links to other texts.

Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice*, *a fish out of water*, *fed up to the back teeth*).

Indicative hours

An indication for the purposes of curriculum development of the assumption about learning time on task.

Infinitive

A base form of a verb.

informal behaviours

can include vocalising; turning/pushing/moving away; leaning/moving/reaching towards; frowning; smiling; blinking; looking at/touching/person; guiding person's hand; pointing to/touching desired object

Input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting*, *awfully boring*)

Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another
 - the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others
-

Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems
- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways
- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations
- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

language features

the features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production

Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:

- politeness or kinship protocols
 - the nature of language communities which use the language
 - the historical and/or current relationship of a language with education in Australia
 - features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.
-

Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

Level statements

Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.

Lexical cohesion

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

listen

to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

Literacy resources

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

Macro skills

Four major language skills of listening, speaking, reading and writing.

Media texts

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

Mediate

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly
- conveying culturally-shaped ideas, values, experience to others
- exploring how ideas and experiences are represented and conveyed in different languages and cultures
- considering similarities, overlaps, collisions and adjustments
- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning
- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

Metalinguage

A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as *sentence*, *clause*, *conjunction*; or about the social and cultural nature of language, such as *face*, *reciprocating*, *register*.)

Mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

Modal verb

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me*, *You are to leave now*).

Mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

Morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

Multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

multimodal text

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

multimodal texts

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

Narrative

A story of events or experiences, real or imagined.

Narrative devices

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

narratives

ways of making sense of the past based on a selection of events. There are different types of narratives such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)

Neologism

A new word is created, for example, *Smartphone*, *modem*, *AIDS* or an existing word is used in a new way, for example, *deadly*.

nominalisation

process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). Nominalisation is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

Noun

A part of speech that includes all words denoting physical objects such as *man*, *woman*, *boy*, *girl*, *car*, *window*. These are *concrete nouns*. *Abstract nouns* express intangibles, such as *democracy*, *courage*, *success*, *idea*.

nouns

a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete nouns'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.

Oracy

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

Orthography

Writing words with correct letters or characters according to common usage.

Paralanguage

Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

Paralinguistics

A study of paralanguage elements of expression.

Pedagogy

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

Performance

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

Phoneme

The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

Phonics

A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

phonics

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

Phonological awareness

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

Pragmatics

A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

prefixes

meaningful elements (morphemes) added to the beginning of words to change their meaning (for example, 'un' to 'happy' to make 'unhappy')

Preposition

A part of speech that precede a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (below, in, on, to, under – for example, she sat on the table).
- time (after, before, since – for example, I will go to the beach after lunch).
- those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, in the office, besides these two articles.

prepositional phrases

typically consist of a preposition followed by a noun group/phrase. Prepositional phrases occur with a range of functions, including: adverbial in clause structure (for example, 'on the train' in 'We met on the train.');

modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children');

and modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').

Productive language use

One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

Pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake. He ate it that evening* (where *he* and *it* are personal pronouns; and *that* is a demonstrative pronoun).

Pronunciation

A manner in which a syllable is uttered.

Prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

Proxemics

A use of space, posture and touch as elements of non-verbal communication.

Purposeful learning

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

Question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.
- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, *How do you feel about that? What do you think might happen next?* They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

Read

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

Receptive language

One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality*). Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'
 - willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying
 - making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.
-

Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*. For example, informal register or academic register.

Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

Root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

Scaffolding

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

Scanning

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

Script

A writing system in which characters or symbols represent components of language (letters, syllables, words).

Semantic knowledge

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

simple sentences

have the form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')

Skimming

A text processing strategy aimed at gaining information quickly without focusing on every word.

Speak

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing

Stress

An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will **con**duct the orchestra; her **con**duct is exemplary*.

Suffix

A meaningful element added after the root of a word to change its meaning (for example, to show its tense : *–ed* in *passed*. Common suffixes in English include *–ing*; *–ed*; *ness*; *–less*; *–able*).

suffixes

meaningful elements added to the ends of words to change their meaning (for example, to show its tense: 'ed' in 'passed'). Common suffixes are 'ing', 'ed', 'ness', 'less' and 'able')

Synchronous

Occurring or existing at the same time.

Syntax

An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

Talk

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Task

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

Task-based language learning (TBLL)

An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

tenses

a grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about: present states, as in 'He lives in Darwin'; actions that happen regularly in the present, as in 'He watches television every night'; 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'; references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time texts.

Text

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

Text processing strategies

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

Text structure

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

text structures

the ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning.

Text types (genres)

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

texts

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

Textual features/conventions

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features*).

Tone

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

Translation

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

Transliteration

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

Verb

A part of speech which expresses existence, action, state or occurrence. For example, *they **watch** football; she **is** exhausted; the day finally **came**.*

auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they **will** go, I **did** eat lunch, she **might** fail the exam.*

verb

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

verb groups

consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. For example, verb groups/phrases: create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'; express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'; and create passive voice, as in 'A photo [was taken]'.

verbs

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

view

observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions. In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient; whereas, in the passive, the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor. In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive; and the subject of the active ('everyone') corresponds to the object of the preposition 'by'. And in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

Word borrowing

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo*, *cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

write

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses

The Australian Curriculum Languages - Spanish

Overview

Context statement

The place of the Spanish language and the cultures of Spanish speakers in Australia and in the world

Spanish is a global language spoken by approximately 500 million people across the world. Spanish evolved from Latin on the Iberian Peninsula in around the ninth century, and travelled from Spain to the Caribbean and to North, Central and South America as a result of the expeditions of the fifteenth and sixteenth centuries. The language has been enriched by many other languages, including Arabic, Basque, Greek, French, English and the indigenous languages of the Americas.

Today, most Spanish-speaking countries are plurilingual, and the indigenous languages of these countries – such as the Guaraní language of Paraguay, and Quechua, Aymara and more than 30 other languages in Bolivia – are co-official with Spanish. Spain also has other official languages besides Spanish, including Catalan, Galician and Basque/Euskera.

The migration of Spanish speakers to Australia began in the nineteenth century and increased during the twentieth century with people migrating from countries such as Spain, Chile, Argentina, Uruguay, El Salvador, Nicaragua, Peru and Guatemala. Patterns of migration of Spanish speakers to Australia during the twentieth century were influenced by a variety of factors, including economic and political circumstances. Migration from Spanish-speaking countries such as Colombia, Venezuela, Mexico and Ecuador continues in the twenty-first century and is currently influenced by interest in tertiary education and employment opportunities presented by trade agreements in sectors such as mining, agriculture, defence, technology and education. Due to this steady history of migration from Spanish-speaking countries to Australia, Spanish remains an important community language throughout Australia.

The place of the Spanish language in Australian education

The universities were the first Australian educational institutions to undertake the formal teaching of Spanish. By the end of the 1960s, Spanish language departments had been established in a number of Australian universities.

Spanish language programs are currently available in all states and territories at all levels of schooling. Programs are offered across all educational sectors, including community language schools and other after-hours providers. Many university and school Spanish programs provide opportunities for Australian students to enrich their language learning through travel to Spanish-speaking countries.

The work of Spanish-speaking artists, musicians, writers and scientists is studied in a range of learning areas across the curriculum in Australian schools. These works inform the selection of key types of texts and learning experiences offered to students through the Spanish language curriculum. These cross-curricular links make language learning more meaningful for students.

The nature of Spanish language learning

As Spanish belongs to the family of Romance languages, derived from Latin, it has many lexical and structural connections with English as well as other European languages. As a result of this relationship, knowledge of Spanish can facilitate the learning of other languages from the Romance family, such as Catalan, Galician, Italian, French, Portuguese and Romanian.

Distinctive characteristics and features of the Spanish language guide the teaching and learning of the language in schools. The close correspondence between the written and spoken forms of Spanish assists with spelling and the development of literacy in general as well as with speaking and listening skills.

Although the Spanish alphabet and writing system are similar to those of English, there are some differences in these features that present challenges for Australian students. These features include the use of accents, inverted question and exclamation marks at the beginning of questions and exclamations, and the distinctive letter *ñ*.

Word order in Spanish differs from English, most noticeably in the positioning of adjectives after nouns. Subject pronouns are often omitted in Spanish where they would be required in English. It is not necessary to invert the subject and the verb to form a question, or to use auxiliary verbs in negative and interrogative constructions, hence intonation and stress are important for making meaning.

The diversity of learners of Spanish

The majority of learners of Spanish in Australia are studying it as a second or additional language. There are also a number of background learners of Spanish, who have varying degrees of prior knowledge of the language. Most students from Spanish-speaking backgrounds are second or third generation, and in many cases several languages are spoken in their home environment. Despite having some exposure to Spanish at home, students may have varying levels of language and literacy skills. The Australian Curriculum: Languages – Spanish Foundation to Year 10 has been developed for second language learners but is flexible enough that teachers can adapt it to suit the varying needs of the full range of other learners in the classroom.

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Spanish are available as PDF documents.

Languages - Spanish: Sequence of content

Languages - Spanish: Sequence of Achievement - F-10 Sequence

Languages - Spanish: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum Languages - Spanish Years F–10 Sequence

Foundation to Year 2

The nature of the learners

Children enter the early years of schooling with established communication skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Typically they have little to no experience of Spanish language and culture.

Spanish language learning and use

The initial focus is on listening to the sounds and patterns of Spanish through language-rich activities such as rhymes, songs, clapping and action games. Repetition and recycling help children to identify frequently used words and simple phrases and to recognise the purpose of simple texts. Children identify and use non-verbal communication strategies employed by Spanish speakers in greetings and other social interactions and experiment with simple responses to prompts and cues. As they progress to using Spanish for functions such as asking and answering questions, responding to instructions, singing songs, and taking turns in games and simple shared tasks, they begin to notice that language can behave differently in different situations and that Spanish speakers communicate in some ways that are different from their own. They practise and repeat sounds (such as *j*, *ll* and *r*) which differ in Spanish from those in English. Creative play provides opportunities for exploring these differences and for using Spanish for purposeful interaction, for example, asking for help or expressing surprise.

The transition from spoken to written language is scaffolded through shared exploration of simple texts. Children progress from supported comprehension and use of a small number of personally significant sight words to more elaborated simple texts. Writing skills progress from labelling pictures and copying words to constructing simple texts using familiar vocabulary and structures. As children learn to adjust language to suit different purposes and situations, they begin to learn the important role of culture in shaping language use.

Contexts of interaction

Learners use Spanish to interact with one another and with the teacher, with some access to wider school and community members. Information and communication technologies (ICT) resources provide additional access to Spanish language and cultural experience, connecting learners' social worlds with those of Spanish-speaking children in different contexts.

Texts and resources

Learners engage with a variety of spoken, visual and written texts. They listen and respond to teacher talk, share ideas and join in stories, songs, play and simple conversations. Written and digital texts include stories, wall charts, Big Books and teacher-produced materials such as games, captions and flashcards. Writing skills progress from tracing and copying high-frequency words to independently writing modelled words and sentences (for example, greeting cards or labels) and co-creating shared resources such as word walls or storybooks.

Features of Spanish language use

Learners become familiar with the sound systems of the Spanish language, including pronunciation, rhythm, pitch and stress. They learn to pronounce individual letters and letter combinations, and recognise and use the intonation patterns that distinguish between statements, questions and exclamations. They use simple basic sentence structures and learn to write single words and simple phrases. They become familiar with the idea of grammatical gender and plural forms. They discuss differences and similarities they notice between Spanish and their first language(s) and culture(s), as well as how they feel when they hear or use Spanish and how they view different languages and the people who speak them. They begin to develop curiosity around the idea of difference, culture and communication.

Level of support

Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling and monitoring by the teacher, provision of rich and varied sources of input, opportunities for recycling and reviewing, and regular cues, feedback, response and encouragement. At this stage, play and imaginative activities, music, movement and familiar routines provide the essential scaffolding for language development.

The role of English

While learners are encouraged to use Spanish whenever possible, with the teacher providing rich and varied language input, English is used as a medium of instruction, and for explanation and discussion. This allows learners to talk about differences and similarities they notice between Spanish and their own language(s) and culture(s), to ask questions, and to express their reactions to the experience of learning and using an additional language.

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things

[Key concepts: self, family, friendship, belonging; Key processes: greeting, introducing, participating]

(ACLSPC109)



Elaborations

- greeting and farewelling others at different times of the day and in different contexts, using appropriate forms of address, for example, *¡Hola amigos! ¡Buenos días profesora! ¡Buenas tardes abuela! ¡Hasta mañana tía!*
- introducing and describing self, family members, friends and favourite things, animals and objects using visual supports such as photos, pictures or digital images, for example, *Me llamo Jorge; ¿Cómo te llamas? Tengo un hermano pequeño; Me gusta la clase de español; Este es mi papá, Esta es mi mamá; Mi perro es blanco y grande. Tengo una bicicleta verde*
- using simple statements to express likes and dislikes, for example, *Me gusta Dora la exploradora; No me gusta la sopa; Mi color favorito es el rojo*
- using formulaic expressions to offer congratulations or to express wishes related to special occasions, for example, *¡Feliz Navidad! ¡Feliz cumpleaños! ¡Muy bien!*
- using simple gestures to accompany expressions such as *así así, ¡ajo!, ¡no!, ¡qué problema!*

Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language

[Key concepts: play, action, exchange; Key processes: participating, performing, turn-taking]

(ACLSPC110)



- participating in games or activities that involve taking turns, making choices or swapping items, such as number, time-telling or memory games (*¿Qué hora es señor Lobo?*, *El escondite inglés*, *La vaca eres tú*), using language such as *me toca*; *gané*; *te toca*
- contributing to class activities or projects that involve naming, illustrating and labelling, such as creating a class garden, or a photo or digital display of a shared event or activity
- participating in tasks involving exchanging, sorting and classifying objects and attributes such as shapes, colours and numbers, using simple question forms and affirmative/negative responses, for example, *¿Tienes un triángulo amarillo? Sí, toma. ¿Tienes un círculo rojo? No, tengo un círculo azul*
- participating in songs and chants such as counting songs or rhyming games by singing and performing actions, for example, *Mi carita redondita*, *Había una vez un barquito chiquitito*, *Un elefante se balanceaba*

Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions

[Key concepts: routines, roles; Key processes: following instructions, responding]

(ACLSPC111)



- participating in class routines such as taking the roll and stating the day and date, for example, *hoy es lunes 26 de julio*
- interacting with one another during class activities, for example, *vamos al recreo*, *¿puedo ir al baño? gracias, lo siento, por favor, dame el borrador*
- responding to classroom instructions through actions, gestures and verbal responses such as *siéntense/sentaos, silencio, escuchen/escuchad, recojan/recoged sus/vuestras cosas, formen un círculo, todos de pie, levanta la mano*
- demonstrating and mimicking hand gestures, intonation patterns or facial expressions that accompany language or stand alone, for example, shrugs or exclamations such as *¡Hala! ¡Uf!*

Informing

Elaborations

Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks

[Key concepts: literacy, numeracy; Key processes: locating, selecting, sorting]

(ACLSPC112)



- listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding
- recognising symbols, words and phrases in written Spanish such as titles, labels and captions
- participating in shared reading of print and digital texts such as Big Book stories about familiar events or contexts (*Los tres cerditos*, *Tico tango*), using pictures, intonation and contextual clues to predict meaning and identify key information
- demonstrating comprehension of individual words and phrases in simple spoken, written and digital texts by actions such as labelling, drawing, miming or onscreen pointing, clicking or dragging
- responding to questions about participants and objects that elicit details such as size, colour, quantity or place, for example, *¿De qué color es la casa...? La casa es azul. ¿Dónde está el gato? El gato está en Lima. ¿Cuántos cerdos hay? ¿Tico es grande o pequeño?*

Present factual information about self, family, friends and everyday objects using simple statements and support materials

[Key concepts: self, family, favourite; Key processes: naming, labelling, showing]

(ACLSPC113)



- labelling or naming personal possessions and classroom items and resources, for example, *la mesa, mi lápiz, tu cuaderno, la pizarra portátil*
- using simple statements, familiar vocabulary and concrete materials to talk about self and the immediate environment, for example, *Tengo el pelo largo. Estoy en mi clase. Mi hermana se llama Lucía. Este/a es mi mejor amigo/a. Me gusta tocar el/la piano/flauta*
- contributing to shared understanding of aspects of the Spanish-speaking world through activities such as pointing to places on a map or at pictures of foods, flora and fauna, for example, *En México, la comida es picante. Guinea Ecuatorial está en África. El lince es bonito*
- drawing aspects of daily routines (*la merienda, los deportes, las tareas de la casa*) and creating captions or attaching word bubbles
- using key words and phrases to describe aspects of a video clip, photo story or excerpt from a television program such as *Barrio Sésamo*, for example, *Hoy vamos a hablar de la letra ñ*

Creating

Elaborations

Participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance

[Key concepts: character, story, imagination; Key processes: acting, expressing, choral reading]

(ACLSPC114)



- reciting and performing chants and rhymes, for example, 'El Renacuajo Paseador' and 'El lagarto y la lagarta', adding gestures such as clapping or dancing to support rhythm and expression
- listening to, reading or viewing Spanish versions of familiar stories such as *Los tres ositos* or *El patito feo*, identifying recurring expressions and re-enacting elements with puppets, props or actions
- responding to oral, print and digital imaginative texts such as stories, rhymes and songs through play-acting, illustrating or movement
- making simple statements in response to favourite characters in stories, rhymes or songs, for example, *el lobo es feroz*, *el osito está triste*, *¡Qué divertido!*

Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression

[Key concepts: rhythm, expression, performance; Key processes: chanting, drawing, singing, dancing]

(ACLSPC115)



- performing songs, rhymes and action stories using non-verbal forms of expression such as clapping, gestures and facial expressions to support the making of meaning
- creating and presenting a shared class story that involves repeated actions and audience involvement
- creating a new version of well-known stories, songs or rhymes such as *Tengo, tengo, tengo* by substituting words, phrases and expressions
- composing original short stories by matching or sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language

Translating

Translate frequently used words and simple phrases using visual cues and resources such as word lists

[Key concepts: similarity, difference; Key processes: identifying, noticing]

(ACLSPC116)



Elaborations

- explaining to others the meanings and use of simple expressions such as greetings that are used for different times and occasions, for example, *¡Buenos días!*, *¡Buenas tardes!*, *¡Buenas noches!*
- using classroom resources such as word banks/wall charts, visual dictionaries, word lists and pictures to translate the meaning of single words and common expressions
- identifying words that look similar and have the same meaning in Spanish and English but are pronounced differently (*animal*, *tomate*, *fruta*, *violín*, *guitarra*, *mosquito*), and considering why these words are similar
- demonstrating and explaining hand gestures, intonation patterns and facial expressions that accompany Spanish words and phrases or can be used without language

Create simple print or digital texts that use both Spanish and English, such as labels, captions, wall charts and picture dictionaries

[Key concept: equivalence; Key processes: labelling, captioning]

(ACLSPC117)



- making personal bilingual picture dictionaries with captions, stickers and simple descriptions to explain culture-specific terms such as *merienda*, *doña*, *don*, *buñuelos*
- making bilingual greeting cards for celebrations such as *Reyes*, *Día de la Madre* or *Día del Santo*, using greetings such as *feliz día de la madre*, *feliz día de tu santo*, or *feliz día del maestro* alongside equivalent English greetings where culturally appropriate
- creating an identity card that contains parallel personal information in Spanish and English, for example, *nombre*/name, *apellidos*/last name(s), *edad*/age, *Mis amigos son...*/My friends are..., *Vivo en...*/I live in..., *Me gusta...*/I like...
- adding captions in Spanish and English for a photographic display of a class event or experience such as sports day or school camp, for example, *¡De excursión en la granja! Nuestros experimentos de ciencia. Aquí estamos comiendo ceviche*

Reflecting

Recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s)

[Key concepts: language, culture, difference; Key processes: noticing, comparing]

(ACLSPC118)



Elaborations

- comparing aspects of the lives of children in Australian and Spanish-speaking countries as represented in print and digital images, video clips and stories, for example, ways of playing games, eating food, or interacting at school or at home
- using some Spanish words, expressions and exclamations when playing with one another, for example, *¡Ay! ¡salud!* and noticing any differences in behaviour, use of voice or body language compared to when using English
- responding to teacher prompts in Spanish or English, for example, *¿Qué ves/notas?* or 'What do you notice about...?', to capture their impressions when viewing images or stories involving children in Spanish-speaking contexts

Recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community'






[Key concepts: self, identity, family, community; Key processes: noticing, describing]

(ACLSPC119)



- making simple statements about themselves, including where they come from and what language(s) they speak
- identifying themselves as belonging to different groups, such as family, class or peer groups (*Yo soy australiana y chilena*, *Soy un niño/una niña*, *Estoy en la clase B*), and representing these relationships through drawing pictures, adding captions to photos, or digital text creation
- comparing their own ways of communicating, including using any other languages with those of friends or family members who speak different languages
- considering whether there are any aspects of their ways of communicating that might be unfamiliar to children from different cultural backgrounds

Understanding

Systems of language	Elaborations
<p>Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing</p> <p>[Key concepts: phonic awareness, pronunciation; Key processes: reading aloud, listening, mimicking]</p> <p>(ACLSPU120)</p>  	<ul style="list-style-type: none"> • becoming familiar with the Spanish alphabet, noticing that there is an additional letter as compared to English, ñ • imitating Spanish sounds such as <i>j</i> in <i>viaje</i>, <i>ñ</i> in <i>niño</i>, <i>b</i> and <i>v</i> (<i>vaca y boca</i>), <i>ll</i> in <i>calle</i>, and <i>rr</i> in <i>carro</i> • noticing that statements and questions have different intonations, for example, <i>Fernando no está. ¿Fernando no está?</i> • developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context • experimenting with sounds in onomatopoeic words such as those related to animal sounds, for example, <i>pío</i>, (<i>pájaro</i>), <i>quiquiriquí</i> (<i>gallo</i>), <i>miau</i> (<i>gato</i>), <i>guau</i> (<i>perro</i>) • noticing differences in punctuation between Spanish and English, such as inverted exclamation and question marks at the beginning of sentences
<p>Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships</p> <p>[Key concepts: syntax, word order; Key processes: naming, noticing patterns]</p> <p>(ACLSPU121)</p>   	<ul style="list-style-type: none"> • learning the structure of simple affirmative/negative statements and questions based on models, for example, <i>No tengo perro. Gloria come verduras. ¿María tiene cinco años?</i> • recognising definite and indefinite articles with nouns, for example, <i>la mesa, una mesa; el niño, un niño</i> • noticing that adjectives usually follow nouns and are used to describe the colour, size, shape or characteristics of a person, place or object, for example, <i>la casa grande, el balón gris, la silla amarilla, un auto azul, una mesa cuadrada, una niña alta</i> • noticing and using singular masculine or feminine forms of nouns and adjectives, for example, <i>el plátano delicioso, la canción chilena</i> • understanding and responding to basic familiar instructions and imperatives, for example, <i>siéntate, escucha, cierra la puerta, silencio</i> • observing gender in patterns of naming, for example, <i>Julio/Julia, Patricio/Patricia</i> • using subject pronouns to identify people, objects or animals, for example, <i>Yo, tú, él, ella</i> • building vocabulary related to familiar environments (<i>lápiz, casa, mamá, papá</i>), and using cognates such as <i>animal, color, triángulo, familia...</i> • learning simple verbs to express likes and dislikes, for example, <i>comer, bailar, hablar, correr, jugar</i> and <i>caminar</i>, and using them in modelled and formulaic expressions such as <i>No me gusta correr/caminar; ¿Te gusta este juguete?</i> • using singular possessive adjectives, for example, <i>mi casa, mi hermano, tu amiga</i>

Understand that language is organised as 'text' and recognise features of familiar texts such as charts, labels, rhymes and stories

[Key concepts: text, meaning, structure; Key processes: recognising, identifying]

(ACLSPU122)



- understanding that texts can be spoken, written, visual or acted out and that they can be very short (*¡alto!*) or much longer, for example, a song or story
- observing typical features of familiar types of texts such as stories, greeting cards and nursery rhymes, for example, the use of the story-starter *Érase una vez...*
- understanding that texts have a purpose, for example, timetables indicate what happens when (*guía de horarios*), recounts describe past events (*Había una vez*) and greeting cards convey feelings (*Te amo/Te quiero*)
- comparing familiar texts in Spanish and English, such as counting games or street signs, identifying elements in the Spanish texts that look or sound different

Language variation and change

Elaborations

Recognise that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day

[Key concepts: language as social practice, context; Key processes: noticing, comparing]

(ACLSPU123)



- understanding that different forms of language are used with different people, for example, appropriate pronouns and forms of address such as *tú, vos, doctor García, Doña Aura*
- understanding that language use varies according to context and situation, for example, language used when interacting with peers during playground games is different to that used with teachers in class (*Hola, ¿qué tal?; Buenos días señora García, ¿cómo está?*)
- understanding that language exchanges in Spanish such as greetings vary according to the time of day or the occasion, for example, *Buenas tardes, Buenas noches, Felicidades. Feliz Año Nuevo*
- identifying social relationships between people observed interacting in Spanish-language materials such as video clips or cartoons

Understand that the English and Spanish languages borrow words from each other

[Key concept: word borrowing; Key processes: noticing, listing]

(ACLSPU124)



- recognising words in Spanish that are borrowed from English (*email, chat, bacon*) and words in English that are borrowed from Spanish (*patio, siesta, taco, tango, burrito, mosquito*)
- comparing how Spanish words that are used in everyday life in Australia (*poncho, chocolate, tapas, paella, chorizo*) are pronounced by speakers of English and Spanish

Recognise that Spanish is one of many languages spoken around the world and in Australia


[Key concepts: multiculturalism, culture; Key processes: mapping, discussing]

(ACLSPU125)



- understanding that the world contains many different languages spoken by many different communities of speakers and that most people in the world speak more than one language
- recognising that Spanish is an important world language, spoken in different forms in many countries in the world, including Australia
- understanding that many different languages are spoken in Australia, including Aboriginal languages and Torres Strait Islander languages



Role of language and culture	Elaborations
<p>Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers [Key concepts: behaviours, cultural similarities and differences; Key processes: noticing, asking questions, making connections]</p> <p>(ACLSPU126)</p> 	<ul style="list-style-type: none"> • exploring the meaning of <i>culture</i>: how it involves visible elements, such as ways of eating, or symbols such as flags, and invisible elements, such as how people live, what they value, and how they think about themselves and others • noticing similarities and differences between naming systems across languages and cultures represented in the classroom, for example, the use of diminutives, nicknames, surnames and ways of referring to family members (<i>Juancito, Paquito; Nacho, Paco; Lola García Martínez; mi yayo/a, tato/a</i>) • noticing expressions and terms in Australian English that reflect Australian lifestyles and cultures, such as terms associated with food, the land, sports and leisure activities, for example, 'backyard' or 'footy'

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves and exchange greetings such as *Buenos días/tardes/noches*, and farewells (for example, *hasta pronto*). They use simple repetitive language and respond to simple instructions when participating in classroom routines, games and shared activities, for example, *Sal de aquí, Párate en la puerta*. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce distinctive sounds of the Spanish language, including the sounds for the letters *ll*, *ñ*, *rr/r g/j*, *c* and *y*. Students identify specific words and expressions in simple texts, such as names of people, places or objects. They convey factual information about self, family, friends and favourite things at word and simple sentence level, for example, *Mi casa es grande, Nuestro ordenador es pequeño, Tu celular es nuevo*. They respond to and create simple spoken and written texts using modelled examples and formulaic language. Students use gender (for example, *el pastel/la torta*), simple verb forms (for example, *estudiar, comer, dormir*), definite articles and vocabulary related to familiar environments to describe people, places and things. Students translate frequently used words and simple phrases, using visual cues and word lists (for example, *clase, zapatos, camisa, teléfono/celular*) and create simple print and digital texts in both Spanish and English. They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures.

Students know that Spanish uses the same alphabet as English when written, except for *ñ* as in *mañana* and *España*. They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, *Doña Josefa, Don José, Tía*). They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as *chat*, 'tortilla', 'fiesta'. Students identify differences and similarities between their own and others' languages and cultures.

Years 3 and 4

The nature of the learners

At this level, children are developing awareness of their social worlds and of their memberships of various groups, including the Spanish class. They are further developing literacy capabilities in English, such as writing in the Roman alphabet, and this assists to some degree in learning Spanish. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Spanish language learning and use

The development of oral proficiency at this stage continues to rely on rich language input in different modes, including examples of different accents and varieties of Spanish in the Spanish-speaking world. Children engage in a lot of listening and responding by actions, building active listening and comprehension skills. Language is authentic with some modification, involving familiar vocabulary and simple structures. Children are supported to expand their use of the language in familiar interactions and situations, such as exchanging simple ideas and information, negotiating predictable activities, and participating in shared tasks, performances and play. They continue to build vocabulary that can be adapted for different purposes, and to control simple grammatical forms with some accuracy. Attention is focused on grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use through purposeful communicative activities and experiences.

Contexts of interaction

The contexts in which learners interact are primarily local: the classroom, school, home and community, with some access to wider communities of Spanish speakers and resources via digital technology.

Texts and resources

Children develop literacy skills and textual knowledge through supported interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts (for example, picture books, stories, puppet plays, songs and games) develop the expressive and cultural dimensions of language. Texts such as negotiated classroom rules, lists of planned activities, and family or class profiles show how language is used to 'get things done'. Learners may have access to resources developed for children in Spanish-speaking countries, such as children's television programs, storybooks or web pages, as a way of developing cultural knowledge.

Features of Spanish language use

Learners recognise and use intonation patterns to express different meanings. They apply their knowledge of sound–letter associations to spell new words. They recognise and use elements of grammar such as gender and singular/plural forms, simple verb forms, adjectives, adverbs, pronouns and prepositions to understand and to create simple spoken and written texts. Learning Spanish contributes to learners' general literacy development and to the process of making sense of their worlds that characterises this stage of their development. As they encounter varieties of Spanish language and cultures represented in the Spanish-speaking world, they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating. This leads to exploring concepts of identity, commonality and difference, and to thinking about cultural and linguistic diversity and about what it means to speak more than one language in the contemporary world.

Level of support

This stage of learning involves extensive support. Learners are given a variety of opportunities to apply their Spanish language knowledge in meaningful activities in order to build communicative skills, confidence and fluency. Tasks are carefully scaffolded. Teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the task; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection.

The role of English

Learners are supported to use Spanish as much as possible for classroom routines, social interaction, structured learning tasks and language experimentation and practice. English is used for discussion, explanation and reflection, enabling learners to develop a language (a *metalanguage*) for sharing ideas about linguistic and cultural systems and experience. Using both Spanish and English in the classroom develops awareness of what it means to be bilingual.

Years 3 and 4 Content Descriptions

Communicating

Socialising

Interact with teacher and peers to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes
[Key concepts: routine, home; Key processes: questioning, responding, describing]

(ACLSPC127)



Elaborations

- asking questions and giving information about school and home, for example, *¿Quién es él? Es mi amigo. ¿Qué hace tu mamá? Mi mamá es trabajadora social, ¿Qué deporte practica Miguel? Él juega al fútbol, ¿Qué te gusta de tu escuela? Me gusta hablar con mis amigas en el patio*
- describing features, characteristics and locations of particular things or places, for example, *Mi celular es viejo, El parque está detrás de la escuela. La ciudad de México es gigante. ¿Dónde está la piscina? Está a la izquierda del lago. Mi escuela es muy grande y está en Adelaide*
- using formal and informal greetings in spoken and written forms of communication, for example, *Querida abuela, Hola María*
- describing routines and favourite activities using expressions related to time and days of the week, for example, *voy al colegio todos los días, todos los martes practico tenis*
- exchanging information about family, friends or interests, using simple descriptive statements and cohesive devices such as conjunctions, for example, *Puedo correr pero no puedo nadar, Me gustan Shakira y Ricky Martin porque bailan bien*

Participate in collaborative tasks and experiences such as creating and presenting a display or performance and following procedures and instructions

[Key concept: collaboration; Key processes: contributing, exchanging]

(ACLSPC128)



- working together on tasks such as designing a poster for a special event, planning a puppet show, or creating menus or picture books for 'buddy' classes, collaborating to make decisions about content, vocabulary and design, for example, *¿Cuál quieres, ésta o ésa? Dame/toma/pásame el pegamento/la goma...*
- working with visual, print and digital modes of expression to create invitations for a party, performance or class event, for example, *Querido/a amigo/a; Me gustaría invitarte a mí..... el 15 de enero ¡Te espero! ¡Nos vemos en mi casa! Gracias. Hasta pronto*
- preparing, rehearsing and conducting public presentations and performances such as an item in Spanish for school assembly or a presentation to parents
- following procedures and instructions for shared activities, for example, following a recipe for guacamole, paper cutting decorations, making a *cometa* or *papalote*, or completing a simple science experiment such as germinating a bean

Participate in everyday classroom exchanges such as responding to simple questions, asking permission, requesting help, asking how to say or write something, asking for repetition and complimenting others

[Key concepts: cooperation, school life; Key processes: questioning, requesting, suggesting]

(ACLSPC129)



- responding to simple questions, for example, by describing the weather and the day's schedule, using modelled language such as *¡Qué calor hace! Hoy tenemos español y música*
- asking how to say or write a word, for example, *¿Cómo se dice ...? ¿Cómo se escribe ...?*
- making and responding to requests (*¿Me prestas...?, Permiso..., Habla más alto, cerrad vuestros libros; pásame las tijeras, ¿dónde están los lápices?, ¿Puedo usar mi ordenador/computadora? Busca la aplicación...en tu tableta*), and asking for rephrasing or repetition, for example, *Repita, por favor...*
- negotiating turn-taking and complimenting their friends, for example, *es mi turno/es tu turno... o muy bien, felicitaciones/enhorabuena, bonito, excelente; buen trabajo*

Informing

Elaborations

Gather and share information from peers and from texts relating to the Spanish-speaking world and to areas such as home, school, routines, responsibilities and interests

[Key concepts: routine, events; Key processes: identifying, recording, questioning]

(ACLSPC130)



- surveying classmates, for example, about likes and dislikes, interests or favourite things (*¿Cuál es tu videojuego/animal favorito? ¿Te gusta...? ¿Cuándo es tu cumpleaños (día/mes?)*), tabulating the results and presenting the information in various formats such as pie charts, lists, tables or a shared class graph
- collecting information from media and print resources about aspects of the Spanish-speaking world (different animal species, currency, indigenous languages/communities), presenting it to others in new ways such as creating a digital display or spoken, print or visual presentation with names, descriptions and captions, for example, *la llama es blanca... La moneda de España es el euro... Los indígenas/aborígenes de Chile son los mapuches*
- comparing information about activities and practices across cultures, for example, by reading, viewing or listening to texts related to aspects of school life, such as timetables, canteen menus, extracurricular activities or sports
- working in groups to obtain and use information from print, visual or digital sources related to other learning areas, for example, naming countries and significant land features, or recording distances using geographical skills

Present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images

[Key concepts: experience, representation, culture; Key processes: describing, presenting]

(ACLSPC131)



- creating a class book, visual/digital display or collection related to topics they have been studying in Spanish and/or other curriculum areas, for example, *recetas favoritas, animales, la naturaleza, "los conquistadores"*
- presenting information on cultural events or topics likely to interest other children of the same age, for example, a children's *salsa/flamenco/cueca* competition
- planning and giving short presentations in Spanish on topics such as holidays or favourite computer games, using a combination of language and visual images such as photos, illustrations, captions and diagrams, for example, *Mis videojuegos favoritos son Minecraft y Candy Crush. Mis vacaciones en la nieve: este es mi muñeco de nieve*

Creating

Elaborations

Read, view and listen to stories, children's television programs and songs and make simple statements about characters, themes and reactions

[Key concepts: character, plot; Key processes: comparing, responding, experimenting]

(ACLSPC132)



- reading, viewing and listening to a range of print, digital and oral texts through shared and guided participation, for example, by responding to questions about characters, ideas and events or by illustrating and captioning aspects of texts
- expressing personal reactions to characters or events in texts such as children's television programs, stories and songs, using artefacts such as puppets or masks, for example, *me gusta/no me gusta... ¡Qué asco! ¡Qué raro! Ellos son muy graciosos/divertidos; Ellas son muy graciosas/divertidas*
- commenting on culturally specific elements of stories or songs, for example, family relationships, the role of music or performance, or values associated with children or older people
- experimenting with voice and gestures to animate characters and with movement and action to act out events in imaginative texts, for example, assuming a character from a text and participating in a dialogue

Create short imaginative texts such as dialogues and stories using modelled language

[Key concept: imagination; Key processes: experimenting, performing, creating]

(ACLSPC133)



- creating simple imaginative texts to share with younger learners of Spanish, such as digital or print storybooks, anagrams or shape poems, using modelled language and digital programs such as Vokis
- using gestures, movements and facial expressions to enhance characterisation or effect in the performance of action songs, raps or plays
- contributing to shared writing activities such as a class story in response to an event or experience, for example, a visit to the zoo or a virtual visit to a famous place
- creating and performing alternative versions of or endings to known stories such as *Caperucita verde* or action songs, using voice, rhythm and gestures to animate characters
- experimenting with sounds, pronunciation and vocabulary to create alternative versions of familiar songs or rhymes learnt in class, for example, '*La vaca loca*', '*La serpiente de tierra caliente*'

Translating

Elaborations

Compare and explain simple texts or expressions in both Spanish and English, such as street signs, advertisements, sayings and greetings

[Key concepts: gist, meaning; Key processes: matching, translating, comparing]

(ACLSPC134)



- comparing Spanish expressions used in routine social interactions such as greetings with equivalent English versions, identifying differences, similarities and cultural references, for example, *¿qué tal?/Hi!*, *chao!* 'See you later', *¡buen provecho!* 'Enjoy your lunch'
- matching street signs from the Spanish-speaking world with equivalents found in Australia, for example, *Llamas en la carretera* and 'Koalas crossing', *No pisar el césped* and 'Keep off the grass'
- using a picture or digital dictionary to find the meanings of simple words used in class, and comparing English and Spanish versions of each word
- playing matching-pair games with Spanish and English word cards, matching vocabulary for familiar concepts or objects, for example, family members, or vocabulary related to food/eating

Create bilingual texts such as action games, songs, stories or photo captions, and identify and discuss aspects of culture represented in the texts

[Key concepts: similarities, differences; Key processes: comparing, explaining]

(ACLSPC135)



- creating simple bilingual storybooks modelled on texts such as *Cuentos de la selva* by creating captions for a series of images, and noting differences and similarities between ways of interacting in Spanish or English
- creating simple illustrated bilingual texts that can be used by young learners of either English or Spanish, presenting key information on a topic of interest such as *el reciclaje* or *animales salvajes*
- creating simple action songs and games that include alternating repetitive phrases in Spanish and English, for example, *Simón dice*/Amanda manda/Simon Says, *Piedra, papel o tijeras*/Rock, Paper, Scissors

Reflecting

Interact in Spanish using simple phrases and expressions, recognising how language reflects cultural practices

[Key concepts: communication, difference, respect; Key processes: noticing, comparing, reflecting]

(ACLSPC136)



Elaborations

- using Spanish expressions that convey politeness and respect (*por favor... gracias, puedo*), and comparing how they feel when using them compared to using equivalent expressions in English or other languages
- noticing interactions when using Spanish that look or feel different to their ways of interacting in their own language/culture, for example, language around mealtimes or in the classroom
- selecting words or expressions in Spanish that they think would need to be explained to non-Spanish speakers, for example, the use of family names or expressions associated with religion, or the use of *besitos* to close a telephone conversation
- talking about their reactions to using Spanish, identifying ways of communicating/behaving that feel unfamiliar, enjoyable or difficult, for example, gestures or forms of politeness

Explore own sense of identity, for example, by discussing membership of groups such as a club, a country or a language-speaking community, and how these elements of identity are reflected in language use

[Key concepts: belonging, membership; Key processes: describing, representing]

(ACLSPC137)



- talking about their own identity and language use and creating captioned representations of their membership of clubs or groups (*Voy al club de los scouts, Mi equipo es el mejor*), their country (*nuestro país*) or language-speaking community (*en mi idioma...*)
- reflecting on their experience of learning and using Spanish, considering prompt questions such as: Does this feel unfamiliar? What does this mean to me? How is this different to my usual experience?
- creating a self-profile, using captioned photos, slide presentations, online internal school Vokis or concept maps to highlight key characteristics, relationships and ways of using language, for example, *Tengo nueve años; Vivo en Sídney. Estudio chino los sábados*
- using simple words and expressions selected from word banks and modelled statements to create personal profiles that highlight key characteristics and features of identity, for example, *soy chino/a y australiano/a, Hablo chino, inglés y un poco de español. Soy muy valiente*

Understanding

Systems of language

Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements

[Key concepts: intonation, spelling, accent; Key processes: discriminating sounds, recognising words]

(ACLSPU138)



Elaborations

- playing games such as Word Bingo with more difficult sounds, for example, the letter *c* in *camino/coco* compared to *cero/cifra*
- learning to recognise the silent *h* as in *hamaca, ahora* and *almohada* and in loan words such as *hotel*
- recognising and using different intonation for statements, commands, exclamations and questions, for example, *Rosa va a la escuela; ¿Rosa va a la escuela?; ¡Vamos todos! ¡Ay, ay, ay!*
- extrapolating from familiar sounds and contexts to spell new words, for example, predicting how to spell *Pablo* having learnt the spelling of *hablo*
- understanding that an accent may change the meaning of the word, for example, *tú* and *tu, papa and papá*
- noticing the function of accents in relation to stress and pronunciation, for example, *café, teléfono, árbol*
- applying punctuation and capitalisation rules when writing, such as not capitalising days of the week, months of the year or nationalities
- understanding that some letters blend to make single sounds, such as *GU* in *seguimos* or *QU* in *queso*

Notice and apply elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, verb forms, pronouns and prepositions in simple spoken, written and digital texts

[Key concepts: grammatical rules, patterns of language, gender; Key processes: recognising, applying]

(ACLSPU139)



- specifying location or direction using prepositions such as *en, encima, debajo, a la izquierda* and *a la derecha*, for example, *La regla está en el estuche*
- using imperatives to tell others to do something, for example, *date prisa, colorea el dibujo*
- using question words to seek information, for example, *¿Cómo te llamas? ¿Dónde está tu casa? ¿Cuántos hermanos tienes? ¿Quién es tu mejor amigo?*
- using a range of adjectives to describe appearance and to express feelings or personality, for example, *extraño, fantástico, estupendo, serio, responsable, inteligente*
- linking ideas using conjunctions such as *y, o* and *pero*
- noticing the use of personal pronouns, for example, *yo, tú, él, ella, nosotros/as, vosotros/as, ellos/as*
- using possessive adjectives in singular and plural forms, for example, *nuestra clase, vuestra escuela, tu abuela, mis amigos, tus compañeros*
- using cardinal numbers to describe quantity, to tell the time and for dates and ages, for example, *tengo cinco amigas, Son las tres en punto, Hoy es veintiuno de agosto, Tengo nueve años*
- using common verbs in familiar contexts, for example, *ser* and *estar, dormir, estudiar* and *cantar*
- identifying and applying the use of singular, plural and gender forms in simple sentences, for example, *la motocicleta es negra, los bolsos son verdes*
- using words and expressions to locate events in time (*hoy, ayer, mañana*), to describe weather (*Hoy hace calor*) and to name days of the week (*Mañana es lunes*)
- using suffixes such as *-ísimo/a-* and *-ito/a* to modify the meaning of nouns, adjectives and adverbs, for example, *lentísimo; graciosísimos; casita; gatito*
- building metalanguage to talk about grammar and vocabulary (*singular, plural, masculino, femenino, artículo, adjetivo, sinónimo...*) and comparing with equivalent terms in English

Recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions

[Key concepts: language features, structure; Key processes: observing, comparing]

(ACLSPU140)



- noticing differences between written and spoken forms of different types of texts in both Spanish and English, for example, comparing a written story with a spoken one, or a letter with a phone call; and recognising how elements of texts combine to make meaning, for example, the images, font and script of a cartoon; the title, layout and illustrations in a picture book; and the highlighting of names, dates and times on an invitation
- comparing features of similar texts in Spanish and English, for example, greeting cards, interactive games or tuckshop menus

Language variation and change

Elaborations

Understand that language use varies according to the age and relationship of participants

[Key concepts: register, status; Key processes: observing, explaining]

(ACLSPU141)



- reflecting on how they communicate with family and friends and with people less close to them, noticing differences in language use and communicative behaviour
- analysing how the language of texts such as invitations, apologies or greeting cards may vary depending on the relationship between the sender and the receiver
- noticing differences in the ways that Spanish and English speakers communicate with different people, for example, with young children or with unfamiliar adults

Recognise that languages change with use over time and according to context

[Key concepts: influence, change, exchange; Key processes: identifying, classifying, comparing]

(ACLSPU142)



- discovering English and Australian Aboriginal language words used by Spanish speakers (*shopping, tiquet, básquetbol, el eucalipto and canguro, bumerán*), and considering the context of their use



- finding examples of words and expressions that have been introduced into the Spanish language in recent times, reflecting changes in interests and access to additional cultural experiences, for example, *Hacer zapping, cambiar de look, hacer footing*.

Identify the variety of languages represented in the school, local community and general Australian population

[Key concepts: community, diversity; Key processes: mapping, grouping]

(ACLSPU143)



- identifying languages used by classmates, for example, by creating a class profile or language map with greetings in each language
- discussing the nature, history and importance of Aboriginal languages and Torres Strait Islander languages in the school community and in wider Australian society, and identifying the language of the Country



- exploring similarities and differences between the many languages spoken in Australia and represented in the school, for example, by comparing the ways different languages use writing, sound/speech and gestures to communicate

Role of language and culture

Elaborations

Discuss examples of ways in which the cultures of Spanish speakers influence everyday interactions such as expressions of respect and affection

[Key concepts: culture as process and practice, values; Key processes: noticing, comparing, connecting]

(ACLSPU144)



- understanding that language carries information about the people who use it and that common expressions and conventions often reflect cultural values, for example, the explicit expression of affection reflected in the use of diminutives (*primita, mami, papito, hermanito*), and the importance of religion reflected in the use of names with religious associations (*Rosario, Mercedes, Pilar*)
- learning how to talk about culture and language using terms such as 'meaning', 'difference' and 'behaviour', and thinking about values, ideas and traditions that sit inside language, for example, responding to prompts such as: What does it mean when...? Why do you think people...?

Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They use formulaic expressions when participating in classroom routines and collaborative activities, such as complimenting others (for example, *El bolso de Susana es hermoso*), requesting help (for example, *Necesito ayuda con mi bicicleta*) and seeking permission such as *¿Puedo ir al salón de informática?*. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and the present + infinitive form (for example, *quiero cantar, quiero salir*) about aspects of their lives such as school, home and everyday routines (for example, *Mi escuela está cerca de mi casa, Me gusta la clase de español*). They approximate Spanish pronunciation and intonation in simple statements. Students gather information relating to own and others' lifestyles and present information at sentence level in simple texts. They make simple statements about characters such as *La bruja es amable*, themes and their own reactions such as *El payaso está triste* in response to imaginative texts. They use modelled sentence structures to compose short original texts using conjunctions such as *y, o, porque* and *pero*, and prepositions such as *a, con, de* and *en*. Students use vocabulary related to school, home and lifestyles (for example, *divertido, alto, gordo, grande*). They use possessive adjectives (for example, *mi libro, nuestro coche*), adjectives (for example, *extraño, fantástico*), singular and plural forms (for example, *el árbol, la cafetería, las pelotas, los mensajes*) and regular verbs (for example, *cantar, correr, vivir*) in simple constructions. When writing, they apply punctuation and capitalisation rules. They translate short texts, using word lists and dictionaries and create simple bilingual texts. They use simple phrases and expressions that reflect cultural practices, for example, diminutives such as *Sarita, gatico*.

Students differentiate between statements, commands, exclamations and questions according to intonation. They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features. They give examples of how language use varies according to the age, gender and relationship of participants, and of ways that languages change over time. They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community. They identify ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions such as *¿Me pasa el ipad por favor?*

Years 5 and 6

The nature of the learners

At this level, students are widening their social networks, experiences and communication repertoires in both their first language and Spanish. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining greater awareness of the world around them, and noticing additional similarities and differences between Spanish language and culture and their own.

Spanish language learning and use

Learners use Spanish with peers and the teacher for a widening range of purposes: exchanging information, expressing ideas and feelings, performing, and responding to experiences and resources from the Spanish-speaking world. Learners' ability to communicate is developing in terms of fluency, accuracy and complexity. As they draw on a growing range of vocabulary resources and grammatical structures, their pronunciation, intonation and phrasing steadily improve and they use an increasing range of body language, such as hand gestures, used by Spanish speakers. Shared tasks provide a context for purposeful language experience and experimentation. Focused attention on language structures and systems, literacy skills development and exploration of cultural elements of communication are conducted at least in part in Spanish. Learners use digital media and social networks to support their learning in increasingly independent ways, such as exchanging resources and information with one another, with young people of the same age in Spanish-speaking communities, and with students in other settings who are also learning Spanish. In doing this, they may access music and media resources, maintain blogs and web pages, and use online forums.

Oracy development at this level includes active listening to input from different sources (including different varieties of Spanish) and extending conversational and interactional skills. This involves initiating and sustaining conversations, turn-taking, 'reading' language for cultural and contextual meaning, building on others' contributions, making appropriate responses and adjustments, and engaging in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information, and structuring and rehearsing presentations. Literacy development involves more independent interaction with a wider range of texts. Learners draw on their growing grammatical and lexical resources to compose and comprehend more complex language. They use a range of cues and decoding strategies to assist comprehension and to make connections between ideas and language within and between texts. They write more accurately and fluently for a wider range of purposes and audiences.

Contexts of interaction

Learners use Spanish with one another and with the teacher for an increasing range of purposes. They have some access to Spanish speakers and cultural experiences in wider contexts and communities through the use of ICT. At this level, language development and use are typically incorporated into collaborative and interactive tasks, games and learning activities. Learners begin to use more Spanish spontaneously when interacting with one another.

Texts and resources

Learners engage with a growing range of spoken and written texts, including published texts such as readers, songs and computer games, as well as teacher-generated resources such as language games, exercises and presentations. In addition, learners have some access to Spanish language and culture through texts created for young people in Spanish-speaking communities, such as websites, stories, music clips, cartoons and television programs.

Features of Spanish language use

Learners use an increasing range of vocabulary, become more confident in terms of pronunciation and continue to build grammatical and textual knowledge. They apply phonic knowledge to unfamiliar language and notice the relationship between accents and stress or intonation. They use present, past and near future tenses to describe or locate actions. They use comparative forms and apply rules of agreement between subjects and verbs and between nouns and adjectives. They use appropriate verb forms and intonation patterns to exclaim, make a statement or ask a question. They develop a metalanguage to describe patterns, rules and variations in language structures. As they use Spanish to interact in different situations, learners develop an understanding of how language and culture influence each other. They recognise how language reflects cultural values and experiences and how grammatical forms and vocabulary choices affect the meaning that is made. This offers the opportunity for reflection on their own ways of communicating and using language, and also on personal and community identities, stereotypes and perspectives. Learners begin to experience and reflect on the challenges involved in moving between languages and different ways of making meaning.

Level of support

While learners work more independently at this level, ongoing support is incorporated into task activity. Systematic feedback and review assist the interactive process of learning. Support includes provision of models, stimulus materials, scaffolded opportunities for reflection, and resources such as word charts, vocabulary lists, dictionaries and electronic reference materials. Learning tasks and activities take account of both learners' current level of Spanish capability and their more general cognitive and social levels of development.

The role of English

While the use of Spanish in the classroom increases at this level, the use of English for discussion, reflection and explanation ensures the continued development of learners' knowledge base and intercultural capability.

Years 5 and 6 Content Descriptions

Communicating	
Socialising	Elaborations

Interact using descriptive and expressive language to share interests, special celebrations and leisure activities, and to express feelings, state preferences and give opinions

[Key concepts: friendship, leisure, interests; Key processes: expressing, sharing, comparing]

(ACLSPC145)



- thanking, inviting or congratulating one another, for example, *Gracias por tu ayuda, ¿Quieres venir a mi fiesta de cumpleaños el sábado? Enhorabuena por tu medalla*
- participating in online exchanges such as video blogs with sister schools to describe and compare routines, interests and activities, using language associated with time, sequence and location, for example, *Llego a la escuela a las 8.30 de la mañana, Los jueves por la tarde juego al baloncesto. Cada día, a las 12.00, como bocadillos en el patio de mi colegio*
- expressing feelings (*Estoy emocionado por la fiesta. Estoy desilusionada... ¡Qué guay! ¡Qué chévere! ¡Qué lindo!*) and recounting experiences with family and friends
- apologising and expressing concern or sympathy to friends and family members, for example, *Lo siento mucho, ¡Cuidate! Te quiero*
- expressing preferences and opinions, for example, *Hacer los deberes es aburrido. Prefiero comer helado. Me encanta el Barça porque es el mejor, Me fascina la música del mundo hispanohablante*
- sustaining interactions by using strategies such as asking questions and using conversation fillers, for example, *¿Y tú? Yo también; Claro; sí, sí*

Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities

[Key concept: cooperation; Key processes: planning, participating, making, transacting]

(ACLSPC146)



- collaborating with peers to organise class or school activities by taking responsibility for different elements, such as creating schedules, posters or programs or organising fundraising activities, using expressions related to place, time and numbers, for example, *¿Qué día es hoy? ¿Dónde? ¿Cuándo? ¿A qué hora?*
- developing interview questions to ask a Spanish-speaking guest, for example, *¿De dónde es? ¿A qué se dedica? ¿Cuándo llegó?*
- participating in real or imagined transactions that involve requesting information, considering options, buying and selling, for example, *¿Cuánto cuesta? ¿Qué colores tienen? ¿Tienen descuento? ¡Qué caro! ¡Qué chollo!*
- creating digital displays, presentations or performances for family, friends or school community to showcase their progress in learning and using Spanish
- making simple recipes such as *macedonia* or *churros*, using appropriate language features and text structures such as imperative verb forms (*añade, corta, remueve, amasa*) and vocabulary for ingredients and quantities (*un kilo, 300 gramos, la harina; fruta; mantequilla, un poco de...*)

Interact in class activities and routines by asking and responding to questions, asking for clarification and making suggestions

[Key concepts: routine, responsibility; Key processes: participating, sharing, taking turns]

(ACLSPC147)



- interacting in small groups to complete learning activities by asking questions or making suggestions, for example, *¿Qué significa...? Podemos hacer...*
- stating opinions, making suggestions or indicating understanding, using modelled sentence structures, for example, *No me parece bien...; ¿Por qué no...? Tienes que...; vale, de acuerdo, Sí, claro...*
- checking on own and/or others' progress during learning tasks, using comments and questions such as *¿Está bien así? ¿Ya terminaste? Terminé/No he acabado. Necesito más tiempo*
- participating in scaffolded class discussion on themes, activities or experiences, for example, *El clima de Melbourne es más ... que... En mi opinión...*
- asking and telling the time, for example, *¿Qué hora es? Son las cinco y cuarto*
- asking for clarification, for example, *No entiendo... Tengo una pregunta... Tengo una duda*

Informing

Listen to, view and read texts in order to identify aspects of life in Spanish-speaking contexts and communities

[Key concepts: lifestyle, diversity; Key processes: collating, connecting, comparing]

(ACLSPC148)



Elaborations

- reading, viewing and listening to texts such as websites, books, recorded interviews, video clips and magazine articles, extracting key points relating to aspects of life in Spanish-speaking communities, such as housing, urban and rural lifestyles, and young people's interests, activities and daily routines, and recording key phrases and vocabulary for use in own projects and activities
- researching topics such as recycling, the water cycle, the solar system, or the geography of Spanish-speaking countries, and reordering information to share with others, in formats such as tables, concept maps or retrieval charts
- working with simple informative texts such as advertisements, video clips or features in teen magazines to collate and share impressions of young people's lifestyles in different Spanish-speaking communities and contexts

Present information about aspects of language and culture in the Spanish-speaking world for specific audiences, using diagrams, charts, timelines and guided reports

[Key concepts: lifestyle, people, places; Key processes: organising, informing]

(ACLSPC149)



- presenting factual information relating to cultural activities and events of significance in the Spanish-speaking world, such as *las Fallas*, *el Día de los Muertos*, *carnavales in Bolivia*, *candombe in Uruguay*, *romerías*, *procesiones religiosas* and *el camino de Santiago*, supporting information with a range of visual, digital and multimodal resources
- using graphic organisers to convey information in ways that suit specific purposes and content, for example, lists or tables to show priorities, Venn diagrams to compare statistics or ideas, graphs to highlight frequency or timelines to narrate sequences of events
- conveying information relating to significant people, places or events in different formats, for example, an advertisement or poster for an event, a profile of a Spanish-speaking celebrity or a digital guide to a place of interest
- creating an interactive display for younger children, highlighting aspects of Spanish language and Hispanic culture

Creating

Share and compare understandings and opinions about ideas encountered in imaginative Spanish-language texts such as works of art, fables, performances and television programs

[Key concepts: plot, idea, moral; Key processes: adapting, comparing, responding]

(ACLSPC150)



Elaborations

- recording and/or illustrating key characters, events and ideas encountered in different types of imaginative texts, for example, by responding to questions such as *¿Qué es...? ¿Por qué...? ¿Cuál es la moraleja?* and *¿Qué sientes cuando...?* or by creating storyboards
- comparing favourite characters or moments in imaginative texts such as cartoons, stories or digital games, listing key words or expressions associated with their character's role or personality (*extrovertido/a*, *simpático/a*, *travieso/a*, *Daniel el travieso*, *Zipi y Zape*) and explaining how they can relate to them
- adapting a creative text, for example, by resequencing events, adding a new element, changing the location or creating an alternative ending
- discussing key messages and cultural elements in creative texts, such as the moral of a fable/story, an idea or value in a song, or a quality of a character
- responding to famous artworks and images, such as works by Botero, Frida Kahlo or Picasso, with simple words or phrases, for example, *Este cuadro me gusta porque tiene muchos colores*, *Este mural es más original que el otro*

Produce a variety of texts such as scripted performances, raps and digital stories using imaginary characters, places, ideas and events

[Key concepts: imagination, drama; Key processes: performing, representing]

(ACLSPC151)



- producing songs, raps, short scripted plays or video clips based on modelled examples of these genres to perform to younger children who are learning Spanish
- creating individual or collaborative poetry, experimenting with rhyme and rhythm, for example, a shape or acrostic poem or jingle, riddle or rap
- creating, performing and recording/filming own texts such as a commercial for a new product, a photo story, a cartoon, or a poster for an imagined event
- representing key events in imagined scenarios, using formats such as digital storyboards, cartoon maker, talking books or memes, using different voices, captions or word bubbles to capture different moods or feelings

Translating

Translate simple texts that provide comparisons between cultural aspects of meaning-making in Spanish and English and note how language cannot always be directly translated

[Key concept: meaning; Key processes: translating, comparing, explaining]

(ACLSPC152)



Elaborations

- identifying words and expressions that do not translate directly from Spanish into English, for example, *tomar el pelo*, *saltarse la clase de español*, *¡Es pan comido!*
- collecting examples of 'false friends' identified when translating between Spanish and English, for example, *carpeta*'folder', *contestar*'answer', *pie*'foot'
- interpreting words and expressions encountered in simple texts such as greeting cards, menus or story titles that do not translate easily into English and that reflect aspects of culture from the Spanish-speaking world, for example, *Feliz día de tu Santo*, *Feliz Día de Reyes*. *¡Buen provecho!*
- translating texts such as public signs to identify differences in elements such as levels of politeness or directness, for example, *No pisar el césped*, *Prohibido comer y beber*, Silence please
- creating Spanish versions of Australian school signs and notices, considering why some words or expressions require freer translation than others, for example, the sports oval, the tuck shop, out of bounds, sick room, 'No hat, no play'

Create own bilingual texts and learning resources, such as displays, posters, word banks and glossaries for the classroom/school environment

[Key concepts: translation, explanation; Key processes: identifying, selecting, modifying]

(ACLSPC153)



- composing bilingual texts such as posters for class or school assembly performances, displays or events, for example, *Día del pelo loco; cuida tu planeta*
- using bilingual dictionaries and electronic translating tools to create bilingual captions, menus or timetables, comparing results and noticing problems associated with translation
- creating parallel lists of informal Spanish and English expressions for own use in everyday interactions with friends and family, for example, *hasta luego* 'see you later', *no pasa nada* 'no worries', *guay* 'cool'
- creating bilingual texts for specific audiences, for example, songs, a Big Book or board game for younger learners of Spanish, or instructions for an online event/game that involves both English- and Spanish-speaking participants
- creating bilingual signs for the classroom or school that reflect school community values and priorities, acceptable or unacceptable behaviours, for example, *¡Ponte el sombrero! ¡Recoge tu basura! Levanta la mano antes de preguntar, No te olvides de reciclar, ¡Baja la voz!*

Reflecting

Compare ways of communicating in particular Australian and Spanish-speaking contexts

[Key concepts: diversity, reaction; Key processes: observing, considering, reflecting,]

(ACLSPC154)



Elaborations

- identifying features of observed interactions between Spanish and English speakers in specific contexts such as the classroom, the home or the shops, noticing similarities and differences
- planning a virtual or actual visit to a school in a Spanish-language environment, deciding on strategies for successful communication, for example, how to interpret cultural information and how to be flexible in own ways of communicating
- reflecting on instances when interactions in Spanish have felt challenging or awkward, and explaining why this might have been the case

Discuss how it feels to interact in a different language, what they understand by 'identity', and whether learning Spanish has any effect on their sense of self

[Key concept: intracultural understanding; Key processes: identifying, describing]

(ACLSPC155)



- identifying elements of identity that may be important across all cultures, for example, family, community, location
- monitoring their development as a learner and user of Spanish, for example, through recording progress in learning logs, blogs or journals
- discussing whether learning and using Spanish affects their sense of identity in or out of the classroom, making reference to experiences such as eating in restaurants, playing games or communicating with Spanish speakers
- exploring the idea of stereotypes associated with languages and identities, discussing how groups of people tend to think about themselves and others, and how stereotypes affect attitudes and communication
- creating a self-profile such as an avatar or montage with self-introduction, making choices about the design, content and language used

Understanding

Systems of language

Attend to the pronunciation of sounds and intonation patterns used in social interactions and apply writing conventions such as question and exclamation marks

[Key concepts: auditory discrimination, stress, intonation, punctuation; Key processes: listening, reading, recognising]

(ACLSPU156)



Elaborations

- recognising how pitch, stress and rhythm assist meaning when individual words are unfamiliar, for example, *¡Qué miedo! ¡Rápido! ¡Vamos!*
- recognising the Spanish pronunciation of English loan words (*bistec, jonrón, fútbol*) and applying this awareness to unfamiliar loan words
- reproducing Spanish sounds such as *d/t, ce/ci, ga/gi, gue* and *gui*
- recognising variations in forms of spoken Spanish associated with particular regions, such as the pronunciation of *j* in Ecuador compared with northern Spain
- applying phonic knowledge to spell unknown words, for example, *estrella, llamar, tortilla, taxi, México*
- understanding the function of accents and learning to insert these into their own work electronically
- understanding that accents in written Spanish indicate where the stress falls on a word, for example, *mi mamá está en la fiesta* and learning to insert these into their own work electronically
- using correct writing conventions such as inverted question and exclamation marks at the start of sentences, for example, *¿qué tal?; ¡cuidado!; ¡qué onda!*

Understand and use grammatical elements such as tenses, pronouns, prepositions, conjunctions, adverbs and noun-adjective agreements to construct simple texts for different purposes

[Key concepts: grammatical rules, patterns and irregularities;

Key processes: applying rules, understanding, vocabulary building]

(ACLSPU157)



- noticing that there are two verbs in Spanish for 'to be', *ser* (*José es mi hermano*) and *estar* (*Estoy cansada*)
- using simple forms of present and past tenses in context (*Ayer fue martes y hoy es miércoles*), and describing intended actions using the near future tense *ir + a + infinitive*, for example, *Manuel va a mirar su celular/móvil*
- using the conditional mode as a formulaic expression, for example, *Me gustaría ser pintor*, *No me gustaría vivir en una isla pequeña*
- identifying the use and omission of subject pronouns in familiar structures, for example, *Vivo en Australia*, *Ella es Lourdes*
- using interrogative pronouns and correct word order to ask questions and make requests, for example, *¿Cuál es tu número de teléfono?* *¿Quieres jugar en el patio?*
- building compound sentences to express opinions, preferences or reasons using words such as *porque*, *también* and *pero*, for example, *Me gusta cantar, pero prefiero bailar porque es divertido. No me gusta ver la televisión porque es aburrido. Mi comida favorita es el pescado, pero también como carne*
- indicating frequency using adverbs, for example, *siempre*, *a veces*, *nunca*
- noticing the 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*
- using ordinal numbers, for example, *Rosario Arjona es la primera de la lista*, *Luis vive en la quinta planta*
- understanding gender and number agreement between articles, nouns and adjectives, for example, *Tengo un libro nuevo*, *Las montañas rocosas son muy bonitas*
- comparing the use of diminutives to express affection in Spanish (*hermanita*, *periquita*, *gatico/gatito*) to some equivalents in English, for example, 'dear little sister', 'lovely little cat'
- using comparatives based on models, for example, *tan grande como ...*, *más caro que ...*, *menos frío que...*
Australia es más grande que Europa
- recognising that some nouns do not follow the regular masculine/feminine ending pattern, for example, *el mapa*, *el problema*, *la mano*
- expressing reactions as exclamations, for example, *¡qué susto!*, *¡qué hermoso!*, *¡qué rico!*, *¡qué chulo!*

Identify how different Spanish texts such as comics, cartoons, magazines or emails use language in ways that create different effects

[Key concepts: genre, structure, audience; Key processes: noticing, explaining]

(ACLSPU158)



- comparing features of simple spoken and written texts in Spanish, such as phone calls or cartoons, with similar texts in English
- analysing how different types of texts in Spanish create specific effects by using particular kinds of language, such as superlatives in advertisements designed to persuade (*lo mejor... el nuevo...*) or the imperative form in signs designed to advise or prohibit (*Prohibido patinar aquí*)
- identifying the purpose, context and intended audience of a range of familiar text types such as phone messages, sports reports or takeaway food orders
- recognising grammatical elements associated with particular texts, for example, the use of imperatives in games (*tira el dado*) and time markers in stories (*primero, después, de pronto...*)

Language variation and change

Elaborations

Recognise that language use varies according to the contexts of situation and culture

[Key concepts: levels of formality, language, identity, variation; Key processes: observing, comparing]

(ACLSPU159)



- finding examples of informal language used by young people in Spanish, such as shortened noun forms (*la profe, la bici, la compu*) or the use of emoticons, comparing with the use of similar abbreviations by young Australians ('vegie', 'ta', 'telly'), and considering why these forms of language are used
- understanding the importance of using appropriate forms of address when interacting with different people, for example, using *tú* when speaking with close friends, family members or other young people, and using *usted* for other less familiar adults
- noticing that language use often reflects the mood, feelings or relationships of the people involved, such as the use of emotive or affectionate language between close friends and family members, or persuasive language used in advertisements

Understand that the Spanish language constantly changes due to contact with other languages and the impact of new technologies

[Key concepts: language contact, digital media; Key processes: observing, identifying, classifying]

(ACLSPU160)



- investigating how media, digital technologies and popular culture have influenced the Spanish language, for example, *tuítear*, *email*, *correo*, *electrónico*, *chatear*, *textear*, *bloguear*, *rapear*, *rapero*, *un*, *un selfie*
- discussing why the Spanish language borrows particular words from English and other languages, for example, *chofer*, *carne*, *tenis*, *golf*, *corner*, *kiwi* and *parking*, *smartphone*, *link*
- identifying Spanish words and aspects of lifestyle absorbed into English ('fiesta', 'rumba', 'tapas'), and considering the reasons for the adoption of particular words or expressions
- understanding that Spanish shares a history and many similar words with other languages for example, English, French, Italian, Portuguese, Tagalog/Filipino and Rumanian



- understanding that some languages are growing and adapting, while others (such as indigenous languages across the world, including some in Spanish-speaking countries) are endangered, disappearing, reviving, or blending with stronger languages

Recognise that the Spanish language has different forms, roles and functions in different contexts and communities

[Key concepts: diversity, language origins; Key processes: mapping, comparing, discussing]

(ACLSPU161)



- exploring the different forms and functions of Spanish in different contexts, regions and communities, for example, as an official language in more than 20 countries and as a community language in many others
- recognising that there are many different varieties of Spanish spoken in different countries and regions, involving different accents, dialects and vocabulary
- comparing regional variations in vocabulary for example, 'baby' is *guagua* in Chile but *bebé* in most other Spanish-speaking countries; 'cake' is *pastel* in some countries, and *tarta* or *torta* in others
- comparing forms of cultural expression in different Spanish-speaking communities, such as celebrations, systems of schooling and concerns associated with young people, and comparing these with similar diversity in multicultural Australia

Role of language and culture

Elaborations

Reflect on own language use at home, at school and in the community, considering how this may be interpreted by young Spanish speakers

[Key concepts: norms, standpoints; Key processes: observing, reflecting, comparing]

(ACLSPU162)



- describing own/one another's ways of communicating, identifying aspects that may reflect Australian traditions, values and practices
- choosing words or expressions commonly used in informal Australian interactions, and deciding how to interpret or explain them to young Spanish speakers, for example, 'mate', 'fair dinkum'
- noticing similarities and differences between own ways of communicating and aspects observed in interactions between young Spanish speakers in different contexts and situations, for example, the expression of politeness or turn-taking in conversations
- identifying things they take for granted about communication in familiar cultural contexts, for example, shared understanding of gestures and tones of voice
- noticing culturally appropriate ways of offering praise, recognition, gratitude or encouragement

Years 5 and 6 Achievement Standard

By the end of Year 6, students use written and spoken Spanish for classroom interactions, to carry out transactions and to share information about personal interests, relate experiences and express feelings. They use modelled sentence structures to ask and respond to questions (for example, *¿quién?/¿quiénes?, ¿por qué? ¿por dónde? sí, por supuesto*), seek clarification (for example, *¿Ella dice que apagamos la computadora?*) and give advice (for example, *No debes comer tantos dulces*). When interacting, students use appropriate pronunciation of Spanish-specific sounds such as *ci/ca* and *ga/gi*, and intonation patterns. They gather information relating to language and culture and present it in different formats. They describe characters, experiences and ideas encountered in texts, and create short imaginative texts using structured models and descriptive and expressive vocabulary (*divertido, alto, gordo, grande*). They use regular and common irregular verbs in present tense (for example, *estudio español, voy a mi casa*), simple past tense (for example, *Ayer comí helado, Fueron a la cafetería*) and near future (for example, *Voy a ir a la playa, Vamos a comer frutas*). Students use pronouns (for example, *él/ella nosotros/as ellos/ellas, usted/ustedes/ vosotros/as*), prepositions (for example, *debajo de, por, al lado de, cerca de*), adverbs (for example, *muy, poco, bien, mal, lentamente*), agreement of nouns and adjectives (for example, *gente simpática, juegos divertidos*), and adverbs to mark time (for example, *hoy, ayer, mañana, ya, todavía*) and place (for example, *dentro de, encima de, a la izquierda, a la derecha*). They apply rules of punctuation such as question and exclamation marks (for example, *¿cuándo?, ¡cuidado!*) and accents (for example, *sofá, árbol, música*). They translate and interpret short texts, identifying aspects of the Spanish language and culture that are similar or different to their own and create bilingual texts for the classroom and school community. They describe their own experiences of using Spanish and identify ways in which learning and using Spanish may impact on their own identity.

Students know that Spanish has its own rules for pronunciation and grammar and that language use must be adjusted to suit different contexts, situations and relationships (for example, *¡Hasta pronto Doña Clara! ¡Adiós chicos!*). They use metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with such as 'verb', 'adverb', 'noun' and 'agreement'. Students identify Spanish as a global language and describe the distribution of communities of Spanish speakers in different countries and regions. They identify ways that languages change through contact with other languages and due to new technologies, and give examples of Spanish words used in English (for example, 'patio', 'chocolate') and words used in Spanish that are borrowed from other languages (for example, *chofer, carné, tenis, golf, corner, kiwi, parking, gol, tiquet, chao*). They reflect on the language they use at home, at school and in the community and identify how young Spanish speakers would use language in the same contexts.

Years 7 and 8

The nature of the learners

These years represent a transition to secondary school. Students in this sequence are continuing to study Spanish, bringing with them an established capability to interact in different situations, to engage with a variety of texts, and to communicate with some assistance about their immediate world and that of Spain and other Spanish-speaking communities. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.

Spanish language learning and use

Spanish is used for classroom interactions and transactions, for creating and maintaining a class dynamic, for explaining and practising language forms, and for developing cultural understanding. Learners work both collaboratively and independently in Spanish, exploring a variety of texts (such as online forums, songs/raps, debates and role-plays) with particular reference to their current social, cultural and communicative interests. They share language knowledge and resources in small groups to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original language. They make cross-curricular connections and explore intercultural perspectives and experiences. They plan, draft and present imaginative, informative and persuasive texts; design interactive events and collaborative tasks; and participate in discussions and games. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify meaning.

Contexts of interaction

The primary context for learning and using Spanish remains the language classroom; however, there may be increasing opportunities for interaction with peers in a range of Spanish-speaking communities through the use of technologies and social networks, partner-school arrangements and community connections. Learners have access to additional Spanish-language resources through websites, social media and radio streaming.

Texts and resources

Learners work with a variety of texts specifically designed for learning Spanish in schools, such as textbooks, videos, readers and online resources. They also access materials created for Spanish-speaking communities, such as films (subtitled), websites, magazines and advertisements, providing opportunities to make connections between texts and cultural contexts, perspectives and experiences.

Features of Spanish language use

Learners expand their range of vocabulary beyond their immediate world and familiar experiences. They make clearer distinctions between stress and intonation patterns to increase fluency and enhance expression. They develop broader grammatical knowledge, using present, past and future tenses of regular and irregular verbs to describe and sequence events. They recognise and apply characteristic features of additional types of texts. Learners develop an awareness of the diversity of languages and cultures in the Spanish-speaking world. They analyse more critically and imaginatively the relationship between language and culture, identifying cultural references in texts and considering how language reflects and influences perspectives and values. They make comparisons between their own language(s) and Spanish, and reflect on the complexities involved in moving between languages and cultural systems. They monitor and reflect on their own intercultural experience and capability as language learners, and identify their own personal and community practices that reflect cultural influences.

Level of support

Opportunities to review and consolidate prior learning are balanced against provision of engaging and relevant new experiences and connections. Learners are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experiences in different contexts.

The role of English

While Spanish is used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion, English is used for more complex elements of instruction and for more substantive discussion, analysis and reflection. Learners continue to develop a metalanguage for thinking and talking about language, culture and identity and the experience of learning and using Spanish.

Years 7 and 8 Content Descriptions

Communicating

Socialising

Participate in a range of spoken, written and online interactions, for example, exchanging views and experiences, apologising, thanking, inviting or congratulating
[Key concepts: relationship, experience, milestone, community; Key processes: experiencing, responding, connecting]

(ACLSPC163)



Elaborations

- using the appropriate register when interacting in different social situations such as making enquiries and offering thanks, apologies or compliments, for example, *Lo siento mucho, ¡Le deseo mucha suerte!, ¡Muchísimas gracias por tu ayuda!*
- exchanging personal information about each other's lives, routines and experiences, for example, *A mi amigo español le gusta el chocolate con nata*
- engaging in informal conversations or more structured discussions to canvas one another's attitudes to social and cultural issues such as *La salud de los jóvenes, Las relaciones familiares*
- developing narrative skills by exchanging accounts of individually significant events, influences or milestones, for example, *El año pasado fui con mis padres al Museo Nacional y me impresionó todo lo que los Indígenas construyeron*

Engage in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and transacting

[Key concepts: event, experience; Key processes: negotiating, transacting, inviting]

(ACLSPC164)



- planning and participating in learning experiences such as preparing a class outing or community performance or shopping for a lunch, stating preferences, negotiating, considering alternatives and agreeing or disagreeing, for example, *Prefiero no ir a la playa contigo, Tengo ganas de ir al cine... Estoy de acuerdo contigo... Estoy en desacuerdo contigo...*
- participating in situations that involve transactions and the exchange of ideas and preferences, for example, arranging to host students on an exchange program or returning damaged articles
- engaging in collaborative projects such as designing a web page or making a short documentary about a subject such as *Mi comunidad*
- planning and completing tasks that involve asking for, giving and following directions to real or virtual locations (*sigue derecho... toma el bus hasta el lago... gira a la izquierda...*), using resources such as digital devices, apps, street maps or directories

Engage in class activities and discussions through asking and responding to open-ended questions, and expressing or rejecting points of view

[Key concepts: values, negotiation, classroom culture; Key processes: inviting, eliciting, explaining]

(ACLSPC165)



- using simple and compound sentences and cohesive devices such as *Al principio... y luego... porque... por otro lado. Lo importante es...; pienso que...* to structure arguments and to explain or justify a position, for example, *Pienso que debemos conservar los idiomas Indígenas porque reflejan las culturas*
- initiating and extending conversations and discussion, for example, by using open-ended questions such as *¿Qué pasa? ¿Dónde pasarán las vacaciones?* and connectives such as *pero, si, entonces, cuando* and *por eso*
- inviting others to give opinions or make suggestions (*¿Qué te pareció la película?, ¿Qué quieres comer?*), and using reflective language as set phrases to report and reflect on the experience of learning and using Spanish, for example, *Cuando hablo español me siento las manos más. Me gusta el ritmo del español hablado*

Informing

Analyse and summarise key ideas and information from a variety of texts on a range of topics

[Key concepts: data, event; Key processes: researching, analysing, summarising]

(ACLSPC166)



Elaborations

- engaging with texts such as magazine articles, interviews and websites to gather and represent facts about events or people, for example, using a timeline to sequence historical events or creating a profile of a famous Spanish-speaking person
- using a range of tools such as charts, tables, mind maps and graphs to organise and present information accessed from sources such as television programs, reports, interviews, video clips, documentaries and social networks on topics of relevance to their age group, for example, *El trabajo infantil no debe continuar. La importancia del reciclaje para el medio ambiente*
- summarising key points in different types of informative texts, deducing the meaning of unknown words and expressions, and noticing and explaining cultural references
- researching young people's lifestyles across Spanish-speaking cultures and contexts, comparing information from different cultural contexts to identify factors such as geography, climate, and social and community environment
- comparing details from a range of texts on topics such as education or cultural occasions and ceremonies across the Spanish-speaking world, identifying culture-specific terms and representations, for example, *año 8* or *primero de básico*

Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences

[Key concepts: perspective, youth issues; Key processes: reporting, managing information]

(ACLSPC167)



- organising and presenting information gathered from different sources to create an overview of a particular issue or topic of interest, such as a celebrity, popular culture, school uniforms, endangered species or conservation of the Amazon Basin, presenting different perspectives or viewpoints
- creating and combining different types of texts and modes of presentation, such as blogs, film clips or recorded interviews, to explore social or cultural themes such as *Los peligros del Internet* or *El acoso escolar*
- reporting on own and others' experiences of events such as a school camp, a concert or playing a new computer game

Creating

Respond to a variety of imaginative texts by expressing opinions and comparing the ways in which people, places and experiences are represented

[Key concepts: fact, fiction, humour; Key processes: comparing, responding, expressing]

(ACLSPC168)



Elaborations

- presenting own version of an imaginary event or familiar story, for example, by removing the sound from a television show and replacing it with own invented dialogue or commentary
- exchanging and comparing personal preferences in relation to characters, attitudes and events encountered in imaginative texts, for example, *Prefiero el robot femenino... No estoy de acuerdo con...*
- comparing how key messages and beliefs are communicated across cultures through the creative arts, for example, in Australian texts such as creation and Dreaming stories, and in texts from Spanish-speaking communities, such as fables, myths and legends (*La leyenda de la quinoa*, *La leyenda de la llorona*)
- responding to different expressions of humour in texts from Spanish-speaking communities and comparing these to Australian expressions of humour
- exchanging opinions about typical features of and expression in traditional and contemporary stories, films or video clips from the Spanish-speaking world

Create texts about imagined characters, contexts and experiences to engage and entertain others

[Key concepts: amusement, entertainment; Key processes: describing, expressing feelings, entertaining]

(ACLSPC169)



- creating cartoons, plays or short stories about a past event in their own life or a dream for the future to share in class or online with a wider audience
- creating and performing own texts that reflect perceived cultural behaviours associated with a Spanish-speaking community
- creating imaginative texts to entertain younger audiences, such as audio or digital Big Books, puppet plays, cartoons or short video clips, selecting appropriate language, rhythms and images to enrich the visual or aural experience

Translating

Elaborations

Translate and interpret a range of texts, compare own version with others' and discuss reasons for any variations
[Key concepts: equivalence, culture; Key processes: translating, interpreting, comparing]

(ACLSPC170)



- comparing own translation of a text with classmates', commenting on differences and similarities between versions, considering possible reasons for these, and preparing a collaborative online whole-class version
- commenting on representations of community cultural events such as *Festival de Cine Mexicano*, *celebraciones de la vida de personajes del mundo hispanohablante en Australia*, such as *Monseñor Oscar Arnulfo Romero de El Salvador*, explaining particular language or images in terms of cultural associations
- translating different types of short messages or communications (*Mañana voy a estrenar mi vestido, ¿Te gustó la sobremesa? No me tomes el pelo, It costs an arm and a leg, This job is a piece of cake*), reflecting on challenges associated with transferring meaning from one language to another
- assisting a visiting Spanish speaker to communicate with an audience of school students and staff who have not studied Spanish, by explaining and interpreting aspects of their language and/or culture
- selecting and explaining individual words or phrases in Spanish whose meaning can be affected by context, for example, *Tengo una pila de cosas para hacer. La pila del celular se ha acabado*

Produce short bilingual texts such as digital stories, comics and blogs, and discuss how language reflects culture
[Key concept: interpretation; Key processes: comparing, explaining, experimenting]

(ACLSPC171)



- creating subtitles, captions or commentaries for texts such as brochures, slide show presentations or video clips that inform the school community of aspects of Spanish-speaking cultures, for example, *El Carnaval de Barranquilla*, *Festival de Viña del Mar*
- producing bilingual community texts such as posters or advertisements in print or multimedia format, for example, to promote a concert or an interview with a celebrity for a teen radio station
- composing menus or programs for Spanish-themed events, with key items/information in Spanish and explanatory footnotes/glossaries in English
- corresponding with Spanish-speaking peers using both Spanish and English, conveying aspects of Australian culture such as places or events of interest, leisure and sports activities, wildlife and environment
- creating and illustrating a bilingual children's story for younger learners, using each language in creative and engaging ways, for example, *El hijo desobediente* or *El conejo y el coyote*
- providing an English commentary for video clips of Spanish-language social interactions in different situations and contexts, such as taking a bus to the city, visiting the dentist or buying a video game, explaining elements that may be unfamiliar to Australian viewers

Reflecting

Elaborations

Reflect on intercultural communication, commenting on perceived similarities and differences in language used and on aspects of culture

[Key concepts: similarity, difference, assumption; Key processes: monitoring, reflecting, questioning]

(ACLSPC172)



- reflecting on experiences of authentic or virtual interaction in Spanish, for example, face-to-face interactions with community members through an excursion, or web-chatting, ePal or social networking, identifying moments of enjoyment, discomfort and successful intercultural communication
- keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Spanish, noting personal reactions and reflections over time
- comparing own and others' experiences of successful intercultural communication, identifying elements that required flexibility and cultural understanding, for example, responding to different ways of expressing feelings, levels of directness or culturally determined perspectives
- noticing the impact of own assumptions when engaging with Spanish-language texts and experiences, and considering what assumptions Spanish speakers might hold about Australian people and associated cultural behaviours
- finding examples of how language reflects cultural concepts and values across the Spanish-speaking world, for example, religious references in sayings such as *Al que madruga Dios le ayuda*, *Bendito sea ... Adiós*, or changes to language forms that reflect changes in social values, such as the adoption of some feminine forms of professional titles (*La doctora/el doctor*, *la abogada/el abogado*, *la jefa/el jefe*)

Identify significant people, places, events and influences in own and others' lives and explain why they are important to their sense of identity

[Key concepts: biography, community; Key processes: analysing, reflecting]

(ACLSPC173)



- mapping own linguistic and cultural profile, for example, by creating a chart, timeline or web profile to highlight formative elements and influences, such as family languages, key relationships and intercultural experiences
- preparing a biographical account of an influential figure in own life, including such information as the person's values and the significance and influence of the person in own life
- considering how identity is expressed through language, with reference to languages spoken by themselves, their peers, and family or community members

Understanding

Systems of language

Elaborations

Develop more consistent control of the rhythms and intonation of spoken Spanish and of the features of the writing system
[Key concepts: pitch, stress, rhythm, intonation; Key process: noticing emphasis]

(ACLSPU174)



- distinguishing nuances in pronunciation of some consonants according to vowel combinations, for example, *gente*, *agua* and *gas*, and also the double consonants *ll* and *rr* compared to the single *l* and *r*
- using the rhythms of the Spanish language, including intonation, tone and stress, to increase fluency and enhance expression, for example, *No compro nunca en esa tienda*, versus *¿No compró nada en esa tienda?*
- recognising where to place stress in extended sentences, for example, *Vámonos ya para el concierto de vallenatos. Ven aquí y te enseñaremos a bailar la salsa*
- experimenting with intonation and stress at whole text level, improving coherence and increasing expressive range
- recognising that written Spanish has only three double consonant combinations, *cc*, *ll* and *rr*, for example, *acción*, *llover*, *corrección*

Understand and control grammatical structures such as different forms of the past tense, regular and irregular verbs, interrogative and imperative moods, and conjunctions in a range of familiar types of texts
[Key concepts: parts of speech, tense, mood; Key processes: analysing, categorising, distinguishing]

(ACLSPU175)



- conjugating common regular verbs and high-frequency irregular verbs (*ir*, *tener*, *ser*, *haber*) in the present (*hablo inglés*) past (*nadasteis en el río*) and present perfect (*¿han llegado ya?*) tenses
- using present, past and future tenses of modal verbs, for example, *no pudo comer*, *debemos dormir bien*
- using adjectives to describe and compare people and some aspects of the environment, for example, *mi tía es generosa*, *los Andes son inmensos*
- using adverbs to modify the meaning of verbs and adjectives, for example, *casi nunca*, *demasiado*
- using subject-verb-object word order and comparing it to English structures, for example, *Simón busca la información para la tarea en la red*
- expressing quantity, for example, *miles de personas*, *mucha gente*, *varios libros*, *tanto dinero*, *pocas ideas*, *bastante calor*, *algunos amigos*
- joining elements of more complex sentences using conjunctions, for example, *y*, *pero*, *porque*, *además*
- using interrogative and imperative moods, for example, *¿Has comido?* *¡Abre la puerta!*
- indicating possession by using *de* followed by a pronoun (*de él*) or noun, for example, *El carro de mi mamá*, *Las camisas de mi hermano*

Analyse the structure and organisation of a range of texts, particularly those related to social and informative media, for example, blogs, advertisements and text messages

[Key concepts: register, comparison; Key process: analysing]

(ACLSPU176)



- noticing the conventions of several types of texts in Spanish, such as the use of abbreviations in text messages (*tq = te quiero*), abbreviations in blogging (*hola a tod@s*), formulaic greetings in telephone conversations (*Aquí, Hola, ¿Sí? ¿Aló?*), typical phrases for greeting cards (*Muchas felicidades por*), language in menus (*primeros platos, postres, menú del día*)
- experimenting with language appropriate to particular types of texts, such as descriptive language in documentaries, reflective language in diary and journal entries, and persuasive language in advertisements
- comparing several versions of a news story (such as radio, newspaper and online) to consider how the medium affects the construction and expression of meaning
- collecting examples of online and print advertisements, and identifying and analysing language features and grammatical structures used to persuade potential consumers, for example, *¡Compre en los almacenes 'La Moda' no se arrepentirá!, ¡Pague menos y lleve más!*
- understanding the use of elements that provide coherence at a whole text level, such as cohesive devices (*sin, aunque, debido a, según, por otro lado*), linked paragraphs, introductions and summaries, and sequencing of ideas

Language variation and change

Elaborations

Examine how elements of communication, including gestures, facial expressions and use of silence, vary according to context, situation and relationships across languages and cultures

[Key concepts: body language, personal space, status; Key processes: observing, comparing, analysing]

(ACLSPU177)



- identifying variations in linguistic and cultural requirements of specific situations across different contexts, for example, situations such as shopping or travelling in various Spanish-speaking countries
- identifying and comparing features of spoken and written language (such as gestures, greetings and facial expressions; or headings, text structure and grammatical choices) that reflect the purpose for which they are used, and discussing how silence can be used effectively as an element of communication
- identifying and comparing how emotions or attitudes such as embarrassment or respect are shown across different languages and cultures
- comparing elements of communication such as body language and use of personal space and silence in different cultural contexts and exchanges
- identifying levels of formality in spoken and written texts, and considering what these reveal about social relationships and processes, for example, reflections of status, authority, respect or intimacy (*Disculpe, ¿podría decirme ..., Perdón que le interrumpa, ... Me gustaría invitarte a mi boda, eres el amor de mi vida,...*)

Understand the dynamic nature of languages

[Key concepts: change, influence, evolution, globalisation;

Key processes: observing, reflecting, explaining]

(ACLSPU178)



- identifying Spanish words borrowed from different languages across time and through political, historical and social changes, for example, words of Arabic origin that start with the prefix *al-*, such as *almanaque*, *alcachofa*, *algodón*, *álgebra* and *alcohol*, and some common interjections also derived from Arabic, such as *¡hola!*, *¡ojalá!* and *¡olé!*
 - identifying the movement of language elements across and between times and contexts, such as words adopted into Spanish from indigenous languages and then exported to other languages, for example, words of Náhuatl origin such as *aguacate*, *chocolate*, *cacao*, *chile*, *chicle* and *guacamole*
 - noticing components of Spanish language that reflect particular cultural histories and influences, such as technological and scientific terms derived from classical Latin and Greek, for example, *continente*, *vegetación*, *bacteria*, *biología*, *protocolo* and *mecánico*
 - collecting English cognates in the Spanish language, for example, *fascinante*, *arquitectura*, *doctor*, *enciclopedia*, *cancelar* and *bicicleta*
 - analysing the influence of Spanish language and culture on English in areas such as food, music and dance, for example, (*churros*, *tortilla*, *pupusas*, *tapas*, *salsa*, *flamenco*) and considering the value of this influence
 - investigating the impact of media and technology on Spanish, for example, *Los niños quieren chatear con su primo gallego* and, *el dopaje*, *el escáner*
-

Investigate the nature and extent of Spanish language use in both Australian and global contexts

[Key concepts: community, arts, cuisine; Key processes: researching, analysing, classifying]

(ACLSPU179)



- recognising that Spanish is an important world language spoken in a range of varieties, accents and grammatical variations across the Spanish-speaking world, for example, by identifying Spanish-speaking countries or regions on a world map
- understanding the nature of the distribution of Spanish speakers across the world, not only in countries where Spanish is an official language but also in other countries such as the United States and the Philippines where the Spanish language and cultures have an important presence



- exploring language variation in relation to vocabulary, for example, 'strawberries' are *fresas* in Spain and *frutillas* in Argentina; 'bus' is *colectivo* in Venezuela, *ómnibus* in Peru, *camión* in Mexico and *guagua* in Cuba
- recognising that there is also variation in some grammatical forms, for example, the use of the pronoun *vos* in several Latin American countries compared to *tú* in Spain; the masculine direct object pronoun *le/lo* in Spain and *lo* in Latin America
- recognising differences between standard varieties of Spanish and varying degrees of language blending and influence, for example, *Spanglish*
- recognising that many speakers of Spanish also speak one or more regional and/or local languages, such as Catalan or Basque; and researching the extent and impact of Spanish-language networks, associations and activities in different Australian communities, for example, creating a database classifying activities, events, exchange and media organisations, Spanish-speaking films on SBS, advertisements for travel to Spanish-speaking countries, and Spanish language classes

Role of language and culture

Elaborations

Reflect on how cultural values and ideas are embedded in language and influence intercultural interactions and experiences

[Key concepts: interpretation, cultural expression; Key processes: reflecting, comparing, analysing]

(ACLSPU180)



- identifying how ways of communicating in Spanish and English differ and how people outside each culture may understand these differently, for example, attitudes to time reflected in language and social interactions; expressing thanks or appreciation more or less directly
- recognising that language and cultural practices are interconnected, for example, by identifying the religious origins or connotations of many common Spanish names (*Jesús María, Dolores, Concepción, Asunción*) and expressions (*la bendición, ¡que Dios te bendiga!*)
- investigating and using language associated with significant cultural practices and events such as celebrations, for example, *La novena, Día de las madres, Día de la emancipación de los esclavos, Primero de mayo, Carnaval*, and identifying associated values, beliefs and perspectives
- considering how differences between ways of using language reflect cultural influences, for example, the adoption of varying systems of *apellidos* in different Spanish-speaking communities

Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Spanish for classroom interactions, to carry out transactions and to exchange views and experiences with peers and others in a range of contexts. They use rehearsed and spontaneous language to give and follow instructions and engage in discussions, such as expressing or rejecting points of view (for example, *¿Estás de acuerdo?, verdadero/falso, ¿qué te parece?, ¿cuándo?, ¿cómo?, ¿por qué?*). They apply appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types (for example, *¿Nos vamos?, ¡Nos vamos!, Pasó por aquí/Paso por aquí*), and use interrogative and imperative moods (for example, *¿Has comido? ¡Abre la puerta!*). They locate, summarise and analyse information and ideas on topics of interest from a range of texts, and communicate information, different perspectives and their own opinions such as *a mí me parece...*, using different modes of presentation. They describe their responses to different imaginative texts by expressing opinions (for example, *en mi opinión, personalmente yo prefiero, estoy de acuerdo*), stating preferences (for example, *después de pensarlo, yo..., prefiero más bien...es buena/mala idea*), and comparing ways in which people, places and experiences are represented (for example, *mejor que... peor que....más... menos*). They draw on past experiences or future possibilities to create imaginative texts using regular (for example, *caminar, beber, vivir*) and irregular verbs (for example, *estar, tener, ir*) in a range of tenses including present (*vivo*), present perfect (*he vivido*), preterite (*viví*), imperfect (*vivía*) and future (*viviré*). They use descriptive vocabulary, such as numbers, adjectives (for example, *generoso, simpático, listo, amistoso, azul, rosa, café*) and adverbs (for example, *generalmente, raramente, nunca*), to extend and elaborate their texts. They use cohesive devices such as *y, o, porque, cuando, por eso, pero, puesto que, debido a, y, pues, para* and prepositions such as *antes del atardecer, dentro de la casa* in own language production to create cohesion. Students translate texts on familiar topics and produce texts in Spanish and English, comparing their different versions and considering possible explanations for variations. When participating in intercultural experiences they identify similarities and differences in language use and cultural expression. They identify significant people, places, events and influences in their lives and explain why these are important to their own sense of identity.

Students know that in Spanish there are words that are spelled and pronounced the same but that have different meanings, such as *pila* (*pile or battery*), and that a word often takes on a different meaning when an accent is added, for example, *papá* ('father') and *papa* ('potato'), and the definite article *el* and pronoun *él* ('he' or 'him'). They use metalanguage to explain features of language, texts and grammar and to identify how text structures and language features vary between different types of texts. Students explain how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships. They identify how Spanish both influences and is influenced by other languages and is spoken in a variety of forms in communities around the world. They explain why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions.

Years 9 and 10

The nature of the learners

At this level, students bring to their learning existing knowledge of the Spanish language and the cultures of Spanish speakers and a range of learning strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Spanish in these.

Spanish language learning and use

This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication (for example, digital media, collaborative performance and group discussions). Learners become more confident in communicating in a wider range of contexts through greater control of language structures and increased understanding of the variability of language use. They use Spanish to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They use Spanish more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their language use against a stronger frame of grammatical knowledge. They demonstrate understanding of language variation and change and of how intercultural experience, technology, media and globalisation influence communication.

Contexts of interaction

Learners interact with peers, teachers and other Spanish speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments. They may access additional experience of the Spanish language and the cultures of the Spanish speaking world through interschool events, or community events such as film festivals or cultural performances.

Texts and resources

Learners use texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic materials designed for or generated by young Spanish speakers in a variety of Spanish-speaking regions, such as video clips, magazine features, television programs or advertisements. Students take some responsibility for sourcing additional materials to support their own learning.

Features of Spanish language use

Learners use more complex language in spoken and written forms. They adjust tone, expression and intonation to shade meaning and to convey emotions. They expand their knowledge and control of grammatical elements such as verb tenses (*imperfecto*, *futuro simple*, *condicional*) and direct and indirect object pronouns. They use a range of cohesive devices to sequence and describe events in detail and to complete communicative tasks that involve planning, performance, and collaborative and independent work. Their language production includes elements of interpreting, creating, evaluating and performing. They engage in critical analysis of texts such as advertisements and media reports, identifying how language choices reflect perspectives and cultural contexts.

Learners examine the processes involved in using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider themselves through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

Support at this level of learning includes provision of rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system. Learners are provided with opportunities to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes (for example, portfolios, peer review, digital journals).

The role of English

Spanish is used in more extended and elaborated ways. English continues to be used when needed for substantive discussion, explanation and analysis. This allows learners to talk in depth and detail about the experience of learning Spanish and about their thoughts on culture, identity and intercultural experience, supporting discussion of concepts such as 'stereotypes', 'difference', 'diversity' and 'values'. It allows for a degree of expression and reflection that is beyond learners' communicative capabilities in Spanish.

Years 9 and 10 Content Descriptions

Communicating

Socialising

Discuss and compare young people's interests, behaviours and values across cultural contexts
[Key concepts: social change, youth culture, communication, memory; Key processes: discussing, responding, building connections]

(ACLSPC181)



Elaborations

- exchanging emails and participating in online forums with peers in a Spanish-speaking context to share views about aspects of teenage life such as friends, responsibilities, interests, aspirations and topical issues
- interviewing class members to elicit opinions on personal experiences and significant events from their past, and identifying common themes or reactions
- comparing responses to events or texts such as a concert or television program, using evaluative and expressive language to convey reactions such as excitement, appreciation or boredom (*Me encantó esa canción, ¡Aprecio tus palabras! ¡Qué aburrido!*), and initiating and scaffolding conversation by introducing topics, inviting contributions or asking for clarification, for example, *No he entendido bien... ¿Qué piensas? ¿Qué te parece si hablamos de...?*
- maintaining and extending conversations by following up on others' contributions, elaborating on own comments and extending the topic, for example, *Creo que tú tienes razón pero... Me gustaría agregar que...*

Engage in shared activities such as planning and organising events by contributing ideas, opinions and suggestions and managing diverse views

[Key concepts: perspectives, change; Key processes: planning, debating, persuading]

(ACLSPC182)



- participating in collaborative projects such as a segment for a young people's community radio or television program, sharing responsibility for different elements such as news items or sports reports, and using appropriate terms to introduce and summarise, for example, *Estamos transmitiendo en directo desde ... Esta edición nocturna se trata de... Ahora pasamos a las noticias del día...*
- negotiating arrangements, weighing up alternatives and reaching shared decisions in relation to planned events or activities, for example, *Entonces nosotros haremos el afiche y ustedes lo distribuyen*
- planning a demonstration or performance for family or peers to showcase what they know and can do in Spanish, making decisions about different elements and preparing explanations of linguistic or cultural features of Spanish language use
- participating in real or simulated transactions such as exchanging and ordering popular consumer items such as CDs, video games or books
- organising real or simulated online forums to raise awareness of environmental, social or ethical issues such as prejudice, social justice or human rights, taking account of possible diversity of values and views



Engage in class discussions and debates, justifying opinions, evaluating perspectives and reflecting on own language learning

[Key concepts: perspectives, standpoint, representation; Key processes: debating, persuading, justifying, explaining]

(ACLSPC183)



- interacting in class discussion and debate by taking turns, expressing agreement/disagreement, and providing encouragement for example, *Es mi turno ahora, Estoy de acuerdo contigo... No comparto esa opinión... Me parece una idea estupenda*
- initiating and sustaining discussion by acknowledging different viewpoints (*Tienes otro punto de vista, Ese aspecto lo veo de la siguiente manera...*), asking for repetition or clarification (*¿Qué quieres decir...?*) or inviting further elaboration (*¿Cómo? Eso quiere decir que...*)
- using argument and expressive or persuasive language to discuss topical issues such as *La sostenibilidad, Los derechos humanos*, for example, *como sabemos ... es evidente que ... nadie puede negar ...*
- using metalanguage to discuss language and language learning and to engage in peer and self-reflection, for example, *Cuando hablo español tiendo a mover las manos más... Me gusta hablar español porque siento que he empezado a entender algunos aspectos culturales del mundo hispanohablante*

Informing

Elaborations

Analyse, synthesise and evaluate ideas and information from multiple sources on a range of local and global issues
[Key concepts: environment, standpoint, representation; Key processes: analysing, synthesising, evaluating perspectives]

(ACLSPC184)



- gathering information from a range of print and digital sources on topics such as *ecoturismo* or *machismo*, and identifying, evaluating and reporting on perspectives
- distinguishing between fact and opinion in texts such as articles and reports, using critical literacy skills to recognise bias, for example, identifying the author, audience and purpose of the text
- comparing and evaluating a range of perspectives on topics such as health, music, sport and religion presented in different media texts, and considering why people may have different perspectives
- presenting commentaries collected from print, digital and personal sources of information on issues of interest to themselves and other young people, such as *El impacto de los medios sociales en la vida cotidiana*, *El vestuario y la identidad*, *La influencia de la música en los jóvenes*, classifying issues according to viewpoints and perspectives
- researching cultural characteristics of a specific group of Spanish speakers to inform a course of action such as providing a Spanish-speaking exchange student with a suitable placement or a group of Spanish visitors with a suitable menu, or deciding on an appropriate time of year to visit a particular Spanish-speaking country or region
- analysing published accounts of an event such as a sports match, a concert or a street party, identifying varying viewpoints

Convey information on a range of issues using different modes of presentation to suit different audiences
[Key concepts: perspective, society, environment; Key processes: constructing, reporting, persuading]

(ACLSPC185)



- researching and reporting on contemporary social, environmental or ethical issues as presented in a range of resources using different presentation techniques, for example, Venn diagrams, flow charts, digital displays
- composing different types of social media texts such as blogs, advertisements, web pages, magazine articles or live or printed interviews to present views on particular issues, using appropriate protocols to acknowledge sources of reference and commentary, for example, by using reported speech (*Dijo el doctor Sanabria que hay que usar autos eléctricos*)

Creating

Elaborations

Engage with and review creative texts, identifying and explaining cultural attitudes and key messages
[Key concepts: relationship, perspective, values; Key processes: analysing, evaluating, reviewing]

(ACLSPC186)



- collaborating in critical and cultural readings of the imaginative content of texts such as blogs or song lyrics to explore Spanish-language forms of creative expression
- composing a review of a film or short story, identifying how the text uses language and textual features to convey emotions and perspectives, for example, *Este video no muestra la realidad de la posición de la mujer, Los personajes en este texto se sienten felices*
- reading, viewing or listening to extracts from expressive contemporary texts such as poems, dance, street art or musical performances, identifying elements that reflect the culture or experience of Spanish-speaking communities
- expressing responses to oral, written and digital texts such as short stories, poems, cartoons, films, raps and songs (*es muy conmovedor, es preocupante, son melancólicas, es demasiado hermoso, es divertido, da risa*), and identifying how mood is created and how storylines are developed
- analysing the lyrics of contemporary songs from the Spanish-speaking world, identifying key messages and evaluating expressive styles

Produce a variety of imaginative texts to express ideas, attitudes and values for a range of audiences
[Key concepts: values, emotion, entertainment; Key processes: expressing, adapting, considering impact]

(ACLSPC187)



- creating a poem or rap to perform to their peers that contains a message about an issue of personal significance
- creating various types of texts such as digital or print stories, songs, chants or dialogues/skits, building characters, themes, settings and/or plots likely to appeal to specific audiences, for example, young learners of Spanish
- composing and performing poems, songs, speeches or dialogues that reference significant celebrations or historical events in Australia or in the Spanish-speaking world, for example, *El Día Internacional de la Mujer, La Feria de Sevilla, National Sorry Day, Fiestas patrias, Festivales folclóricos*
- creating reflective and expressive texts such as poems or blogs/wikis for own reference purposes to capture challenges, satisfactions and feelings about personal or social experiences and relationships

Translating

Elaborations

Translate both Spanish and English texts, and discuss cultural and other dimensions of the process

[Key concepts: culture, text, context; Key processes: evaluating, translating, comparing]

(ACLSPC188)



- translating short familiar texts such as advertisements, songs or film clips, comparing own translation with others', analysing and providing possible explanations for similarities and differences
- reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems and songs, and identifying words and phrases that require particular elaboration or explanation, for example, *Es una tarde parda y fría de invierno...*, from the poem 'Recuerdo infantil' by Antonio Machado
- using, comparing and evaluating electronic and online translators
- experimenting with translations of popular expressions or idioms in Spanish, noticing when this creates potential confusion, for example, *Una todas partes se cuecen habas* (lit. everywhere beans are cooked) = it's the same the whole world over

Create bilingual texts that interpret aspects of Australian language and culture for Spanish-speaking audiences

[Key concept: bilinguality; Key processes: adjusting, interpreting, reflecting]

(ACLSPC189)



- creating bilingual texts that present aspects of school life in Australia for Spanish-speaking students and parents, for example, a print leaflet or digital display about school excursions
- considering how to maintain the integrity of original texts when translating, for example, explaining culture-specific concepts such as 'the bush' or 'being a Wally with water', and considering the use of register and idioms
- producing bilingual texts such as video clips with subtitles explaining Australian cultural practices, for example, bushwalking, New Year's Eve celebrations and the Melbourne Cup
- producing public texts such as signs and posters in both Spanish and English, and commenting on the process of working in both languages

Reflecting

Elaborations

Participate in intercultural experiences, reflecting on own ways of communicating and considering how intercultural communication involves shared responsibility for meaning-making

[Key concept: mutual understanding; Key processes: making connections, questioning assumptions, adapting, adjusting]

(ACLSPC190)



- considering how learning and using Spanish offers different ways of interpreting the world and representing experience
- reflecting on how meaning can be misinterpreted in intercultural interactions, for example, by preparing a shared list of strategies to improve communication and intercultural skills
- recognising differences in the nature and function of some elements of communication in Spanish compared to English, for example, the enjoyment of debate, disagreement and argument as social rather than confrontational activities; and greater levels of directness in exchanges, such as making requests using direct imperative
- keeping a record such as a journal, log or online posting of critical incidents and observations in the course of intercultural language learning, such as breakdowns or breakthroughs in communication, and considering why or how they occurred and were repaired
- recording and sharing reflections on their experiences of learning Spanish and on different reactions to aspects of the language and culture, for example, *Tengo problemas pronunciando la doble r, es difícil para mí y se me olvida que la h no suena en español, Me gustaría poder hablar más rápidamente en español*

Explore and compare cultural traditions in both the Spanish-speaking world and their own cultural contexts, considering how these influence identity

[Key concepts: identity, culture, worldview; Key processes: comparing, explaining]

(ACLSPC191)



- reflecting on own cultural identity in terms of family background, community relationships and contact with languages (including Spanish), and tracking changes over time
- composing an online 'cultural ID profile' to exchange with Spanish-speaking peers, making decisions about what points of information will be of most interest
- discussing whether or not they believe that the study of Spanish has influenced their own identity, and explaining their opinions to others

Understanding

Systems of language

Elaborations

Recognise that pronunciation, intonation, rhythm and pace assist in fluency and in meaning-making in spoken interactions

[Key concepts: expression, fluency, accents; Key processes: discriminating, emphasising]

(ACLSPU192)



- recognising the role of pronunciation, rhythm, word stress, tempo and tone of voice in effective communication, and applying this knowledge to own interactions
 - using challenging letter combinations in written and spoken Spanish, such as *ae* in *aeropuerto*, *au* in *Augusto*, *ll* in *ballena*, *r* in *pero*, *rr* in *perro*, *d* in *bondad* and the soft *t* in *té*,
 - noticing how tone can convey emotions and shade meaning, example, *¡Vamos ya! ¡Corre! ¡Tengo miedo del tigre! ¿Te gustaría ir al cine? ¡No te enojés!*
 - applying knowledge of pronunciation, intonation, rhythm and pace to own use of spoken Spanish, for example, when reading stories to younger children, asking questions or expressing emotions such as surprise or sadness
-

Apply complex grammatical rules such as those relating to reflexive verbs and subjunctive and conditional moods, and use cohesive devices to link and extend ideas in own spoken and written texts

[Key concepts: grammatical analysis, metalanguage; Key processes: analysing, manipulating]

(ACLSPU193)



- extending the use of negative forms (no voy nunca, en ningún momento, no tengo nada, tú tampoco, no hay nadie) and understanding the difference between a reflexive verb and its corresponding non-reflexive verb, for example, Gerardo se lava la cara (reflexive) and Gerardo lava su carro (non-reflexive)
- using subjunctive mood to express doubt, uncertainty or emotion, for example, *dudo que vengas, siento que estés enferma, me alegra que hayas terminado tus estudios*
- expressing hypothetical events using conditional voice, for example, *Sería interesante estudiar chino or Yo viajaría, pero no tengo dinero*
- using cohesive devices to sequence ideas, for example, *aunque, a pesar de, sin embargo*
- describing events across time (past, present and future), choosing appropriate tenses
- developing metalanguage to extend discussion of grammatical features such as word order, tenses and subjunctive mood, and using terms such as 'verbs', 'nouns', 'conditional', 'subjunctive' and 'simple past'
- describing people and things using:
 - comparatives and superlatives, for example, *Ella es la más inteligente de la clase, Este jardín es lindísimo, Este jugo es el peor de todos*
 - acronyms, for example, MERCOSUR, EEUU, UE, ONU
 - diminutives, for example, *gatito, mesita, negrito*
- persuading, encouraging and advising others by using imperative verb forms, for example, *vaya a la cancha, vamos al descanso, piénsalo bien, piénselo bien*
- exploring how word choices (such as selection of particular nouns and adjectives) can indicate values and attitudes, for example, *Ese joven no sirve para nada/Es un joven valiente. Ellos son ilegales/Ellos son los refugiados*
- using the *pasiva refleja* or impersonal form with *se* for example, *Se venden casas, ¿Cómo se dice...?*
- using idiomatic language such as proverbs (*Lo cortés no quita lo valiente, El hábito no hace al monje*) and idioms (*me puse las botas, no pedir peras al olmo*)

Discuss the purpose and features of a range of texts, such as informative, argumentative or persuasive texts, using appropriate metalanguage to identify and describe characteristics

[Key concepts: textual features, stylistic devices, perspective; Key processes: analysing, correlating]

(ACLSPU194)



- analysing different types of texts, such as television dramas or news bulletins, to demonstrate how language is used to create particular effects such as emotional impact or interest
- noticing the different conventions that shape texts, for example, the use of descriptive language in travel brochures, emotive language in advertisements, or argument in debates
- identifying textual conventions associated with types of texts in different cultural contexts, for example, the salutation in an email ("*Hola Luis*"), informal language in blogs, or rhetorical language in political pamphlets
- creating sample texts for a resource bank, identifying key features and functions that characterise particular types of texts such as voicemail, slogans, informative articles or short stories
- comparing spoken and written texts, such as spoken and print advertisements, face-to-face conversations and emails, to understand how their mode shapes their structure and helps the text to achieve its purpose

Language variation and change

Elaborations

Analyse how language use in both spoken and written modes varies according to the geographical location and cultural profile of Spanish-speaking communities

[Key concepts: variation, diversity; Key processes: analysing language, comparing, explaining]

(ACLSPU195)



- comparing texts created for different audiences in different Spanish-speaking regions and countries, or for urban and rural communities, noticing how language reflects ideas, concerns and priorities of specific communities, for example, *Alturas de Machu Picchu* by Pablo Neruda ...*labrador, tejedor,. pastor callado: domador de guanacos tutelares: albañil del andamio desafiado...*
- investigating varieties of language used by members of different Spanish-speaking communities and how they have changed over time
- analysing and using language, body language and gestures in culturally appropriate ways specific to Spanish speakers or speakers of Australian English, in forms of expression such as idioms and song lyrics
- observing that many Spanish speakers are multilingual and regularly shift between languages to achieve different purposes and to draw on additional communicative resources
- recognising that language is used differently to achieve different purposes, for example, the use of contractions, emoticons and acronyms in text messages for the purpose of speed and economy; the use of slang, specialised or inclusive language to establish shared interest or identity

Understand and analyse the power of language to influence people, actions, values and beliefs

[Key concepts: power, influence; Key processes: reflecting, connecting, critical analysis]

(ACLSPU196)



- examining language used in texts such as protest songs, posters and graffiti to identify ways in which language is used for social influence and commentary, for example, “*Todo cambia*” *¡No malgaste el agua!*
- analysing examples of language used for social commentary or to influence actions or beliefs, such as emotive language and images in reports on cruelty to children or to animals (*la violencia, la negligencia, la intimidación, el abuso, el acoso*), and examining how specialised language can create barriers for some members of a language community, for example, legal or medical terms, arts-related expressions or bureaucratic language
- understanding how language variation can reflect cultural and social identity, and inclusion or exclusion, for example, *los refugiados* versus *los ilegales*; the use of jargon or *jergas* (*currar, laburar, estar al loro, ir de marcha, mala onda, tipo, chavo, pibe*) to include or exclude; and the inclusive language of political speeches (*los ciudadanos y ciudadanas ...*)
- recognising the purpose of particular texts to impact emotionally on others such as by influencing opinions and reactions, for example, in persuasive texts such as advertisements or reviews of a film, concert or fashion show

Investigate the variety of languages used in different communities in the Spanish-speaking world, for example, Mapudungun, Basque/Euskera and Náhuatl

[Key concepts: diversity, status, recognition; Key processes: researching, analysing, discussing]

(ACLSPU197)



- recognising that in many Spanish-speaking countries other languages are co-official with Spanish, such as Guaraní in Paraguay, Catalan, Galician and Basque/Euskera in Spain, and Quiché in Guatemala, and investigating the history and issues surrounding such relationships between languages
- investigating the status and function of indigenous languages in Spanish-speaking countries, considering issues such as language rights, language death, and revival and reclamation efforts, and drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia
- considering how the process of moving between standard/national languages and regional languages such as Catalan or Basque reflects personal, social and political histories
- considering the development of Spanglish in communities of Spanish speakers and developing awareness of current debates and discussions around such hybrid forms of languages
- exploring the influence of Latin-American popular culture in the United States and the world, for example, cinema, music and TV channels, *telenovelas*, sport

Role of language and culture

Elaborations

Understand and describe ways in which language and culture are interrelated and influence each other.

[Key concepts: culture, language, meaning, interdependence;
Key processes: discussing, reflecting, comparing]

(ACLSPU198)



- participating in guided discussion and reflection on the nature and role of culture and its relationship with language, noting any shifts in own attitudes, values or understandings about culture, identity and diversity as a consequence of learning and using Spanish
- developing language for thinking and talking about cultural representation and expression, for example, perspectives, values, images, stereotypes, inclusion and exclusion
- examining how a concept such as humour is conveyed in Spanish in ways that reflect lifestyles, values or traditions, and discussing how this may be perceived by non-native Spanish speakers
- exploring language and communicative behaviours associated with particular Spanish-speaking regions or geographic locations to understand how factors such as geography, climate and economic situation shape language practices

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously to offer opinions on social issues and to discuss young people's interests, behaviours and values across cultural contexts. They justify opinions such as *No creo que sea la mejor manera de resolver...*, *Estoy en contra de esa idea porque...*, evaluate perspectives and reflect on their own language learning. They collaboratively plan and organise events and manage diverse views by using the subjunctive mood to express emotion and doubt and give negative commands (for example; *Siento que no puedas ir a La Habana, Es posible que compre un reproductor MP3, No pienso que sea ... Siento que estés enfermo ... ¡No grites tanto!*), the imperative mood for commands (for example, *Hazlo bien, Toma el jugo/zumo, Escribeme, Llámala ...*), and passive voice when appropriate (for example, *se cometieron errores*). Students locate, analyse, synthesise and evaluate ideas and information on local and global issues from a range of perspectives and sources. They present information using different modes of presentation to suit different audiences and to achieve different purposes. They select appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts, such as *Ese joven no sirve para nada / Es un joven valiente, Ellos son ilegales / Ellos son los refugiados*. They produce a variety of imaginative texts that reflect ideas, attitudes or values associated with Spanish-speaking communities, applying knowledge of the imperfect (for example, *Cuando era joven vivíamos en Bogotá, Vivía en Granada cuando Pedro se graduó*) and conditional tenses (for example, *Valdría la pena ver los murales de Diego Rivera*). They use grammatical elements such as reflexive verbs (for example, *acostarse, cepillarse*) and relative pronouns (for example, *el amigo que visitamos*), and use cohesive devices (for example, *sin embargo, por eso, pero*) to link and extend ideas, and time markers such as *al día siguiente, después de..., más tarde...* for sequencing. When translating Spanish, students identify cultural perspectives and explain how they have been represented. They create bilingual texts that reflect aspects of language and culture for both English-speaking and Spanish-speaking audiences. They contribute to mutual understanding when participating in intercultural experiences, and explain how family and cultural traditions shape people's sense of identity.

Students identify connections between the variety of other languages used in different communities in the Spanish-speaking world and explain some of the variations in Spanish, such as the pronunciation of the letters c, s and z, and different ways of pronouncing // and y. They use appropriate metalanguage to explain grammatical features such as word order, tenses and subjunctive mood and the purpose and features of different texts, such as informative and persuasive texts. Students analyse the influence of language on peoples' actions, values and beliefs, including its capacity to include and exclude. They explain ways in which language and culture are interrelated and influence each other.

The Australian Curriculum Languages - Spanish Years 7–10 (Year 7 Entry) Sequence

Years 7 and 8

The nature of the learners

Students are beginning their study of Spanish and typically have had little prior exposure to the language and associated cultures of the Spanish-speaking world. Many will have learnt an additional language in primary school, and some have proficiency in different home languages; these students bring existing language-learning strategies and intercultural awareness to the new experience of learning Spanish. Students' textual knowledge developed through English literacy learning supports the development of literacy in Spanish. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

Spanish language learning and use

Learners are encouraged to listen to, read and write Spanish in a range of interactions with the teacher and one another. They experiment with sounds, intonation patterns and body language, using high-frequency vocabulary and expressions, gradually broadening their range of language functions. They use modelled and rehearsed language in familiar contexts and begin to use the language learnt to express their own personal meaning. They work both collaboratively and independently in Spanish, exploring a variety of simple texts, including songs/raps, emails, advertisements and online exchanges, with particular reference to their current social, cultural and communicative interests. They share language knowledge and resources in small groups to plan, problem-solve, monitor and reflect. They read, view and listen to texts, and apply modelled language to create and present their own texts, for example, shared stories, poems, advertisements and journal entries. They begin to use vocabulary and grammar accurately, drafting and editing texts to improve structure and clarify meaning. They develop grammatical knowledge and language awareness through analysing texts, comparing languages, and applying their knowledge in language exercises and tasks.

Learners use a range of processes such as observing, comparing and reflecting on language use to identify how cultural values and perspectives are embedded in language, and how language choices determine how people, issues and circumstances are represented. They reflect on intercultural perspectives and their experience of interactions, and make cross-curricular connections. They consider fundamental concepts associated with the Spanish-speaking world, such as the diversity of peoples, cultures, geographic locations and languages. They explore aspects of environment, lifestyle and practices across cultures and make comparisons with their own. They develop a metalanguage for discussing language and culture, and monitor and reflect on their language and culture learning through discussions, journalling or contributions to a shared digital space.

Contexts of interaction

Opportunities for interaction in Spanish are provided through working with the teacher and peers in class and through using a range of resources and materials. There may also be some interaction beyond the classroom with members of Spanish-speaking communities. Spanish is used by the teacher and learners in classroom routines, structured interactions and learning tasks.

Texts and resources

Learners work with a range of resources designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They read, view and interact with a variety of spoken, written and digital texts created for different purposes (social, informative, transactional, imaginative and expressive). Authentic texts such as media texts, recipes and recorded conversations provide opportunities for discussion and analysis of the relationship between language, communication and culture.

Features of Spanish language use

Learners become familiar with the sounds of Spanish, including pronunciation, rhythm, pitch and stress. They recognise similarities with many English words, noting differences in pronunciation and spelling. They understand and apply elements of Spanish grammar such as word order; simple verb forms, including common reflexive verbs; gender and number agreement of articles, nouns and adjectives; pronouns; and prepositions. Students understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. Students observe the patterns of word formation, noticing the role played by prefixes and suffixes. They create their own texts, mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives (including possessive and demonstrative) and adverbs. They understand that language use reflects and shapes values and attitudes, and explore how language choices determine how people, events or circumstances are represented.

Level of support

Learning at this level is supported by rich and varied language input and the provision of experiences that are challenging but achievable. Opportunities to review and consolidate learning are balanced against provision of engaging and relevant new experiences and connections. Learners rely on teacher talk, instruction, modelling and feedback, and structured opportunities for practising and understanding new language. They are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to experience in different contexts. Support resources include word lists/dictionaries, visual organisers, images and gestures. Learners may collaborate with peers in structured pair and group tasks that have clear roles and expectations.

The role of English

English serves two main functions in the Spanish class: it represents a point of reference for Spanish learning by enabling students to compare structures, features and cultural meanings in both languages; and it is used when appropriate for explanation, reflection and discussion.

Years 7 and 8 Content Descriptions

Communicating

Socialising

Elaborations

Interact with teacher and peers to exchange information about self, family, friends and leisure activities, and to express feelings, likes and dislikes

[Key concepts: friendship, family, home, leisure; Key processes: interacting, exchanging, describing]

(ACLSPC001)



- exchanging greetings with others using appropriate formal or informal language, for example, *¡Buenos días, clase!*, *Buenas tardes señor Rodríguez, ¿cómo está usted?*, *¡Buenas noches señoras y señores!*, *Hola ¿qué tal Pedro?* *Adiós señora, que le vaya bien* *¡Hasta luego amigos!*
- describing routines, events and leisure activities using language associated with time, frequency and location, for example, *Todos los días me levanto a las 7. Los fines de semana voy a la playa con mi familia. Mi fiesta de cumpleaños es el domingo*
- using present tense high-frequency verbs such as *ser*, *estar*, *tener*, *llamarse* and *vivir* to introduce self and others and to describe and share aspects of personal worlds, for example, *Me llamo David y vivo con mi padre. Mi amigo es divertido, vive en un apartamento elegante. Mi hermana tiene 24 años y está casada*
- recounting significant or special events and comparing these to similar events for Spanish-speaking teenagers, for example, *cumpleaños, vacaciones, celebraciones especiales, eventos deportivos*
- expressing likes, dislikes, preferences and feelings, for example, *Me gusta jugar con el ordenador/computador. No me gusta la sopa. Me encanta la música. Mi deporte favorito es la natación. Estoy estresada..., estoy contenta..., estoy cansado ..., estoy aburrido ...*

Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating
[Key concepts: negotiation, transaction, rules; Key processes: planning, giving and following instructions]

(ACLSPC002)



- working together to produce class reference materials such as wall charts or databases to display key vocabulary and language structures used regularly in the Spanish classroom
- participating in class activities such as word, board or electronic games (*Lotería, El ahorcado, El laberinto*), negotiating and giving or asking for directions, for example, *es tu turno, me toca a mí, tira los dados*
- participating in imagined scenarios such as being lost, asking for and giving directions, information and assistance, for example, *¿Dónde está la oficina de correos? A dos cuadras a la derecha. Necesito un mapa de la ciudad, ¿Dónde los venden?*
- participating in planning events such as birthday parties or excursions that involve negotiating time, place, activities and participants, for example, *¿Quieres ir de compras al mercado? ¿A qué hora sale el tren?*
- creating displays, presentations or performances for family, friends or school community to showcase their learning of Spanish
- responding to invitations by accepting, declining or offering apologies, adjusting language to suit formal and informal contexts (*No, gracias, Gracias por tu invitación pero no puedo ir, Sí claro, con mucho gusto*), and participating in real or simulated transactions such as purchasing food or tickets for an event, for example, *¿cuánto cuesta? ¡qué caro! ¿tiene descuento? ¿acepta tarjeta de crédito? ¿cuánto me da por esto?*

Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions

[Key concepts: roles, routines; Key processes: questioning, interacting]

(ACLSPC003)



- responding appropriately to instructions or requests, for example, *Haz click sobre la imagen del monumento. Escoge la palabra correcta*
- asking for help, information or permission, for example, *¿Me puede ayudar...?, ¿Cómo se dice... en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya? Perdón, lo siento, gracias ¿Puede/s repetir? ¿Puedo ir al baño? ¿Cómo se escribe ...?, no entiendo*
- expressing opinions using reflective language as set phrases (*Creo que... ¡Qué sorpresa!, De acuerdo / no estoy de acuerdo, Prefiero ...*), and inviting others to give opinions or suggestions, for example, *¿Estás de acuerdo? ¿Qué piensas? yo sí / yo no*
- negotiating and displaying a set of agreed class rules, for example, *en clase hablamos español casi siempre, levanta la mano para pedir la palabra, respeta a los compañeros*

Informing

Obtain factual information from a range of spoken, written and digital texts, identify key points and use the information in new ways

[Key concepts: diversity, concepts from other learning areas; Key processes: locating, comprehending, classifying]

(ACLSPC004)



Elaborations

- identifying key points of information in short spoken or recorded texts such as phone messages, announcements or television advertisements, and transposing them to note form for own reference or to communicate to others
- identifying details and points of information in texts such as sports commentaries, weather reports or news-*flash* items and using them to create own messages or announcements, for example, announcing sports results, or cancelling an event due to a bad weather forecast
- locating, classifying and summarising data collected from sources such as class surveys, notices, timetables and video clips, and presenting findings in suitable formats for different audiences, for example, oral summaries, posters, wall charts, concept maps or timelines
- reading and viewing texts such as brochures, web posts and video blogs to collect and classify information about people, places or events in the Spanish-speaking world, using different modes of presentation, for example, a timeline to show the sequence of activities or itineraries, or a captioned photo display to create visual effect

Present information on selected topics in spoken, written and digital forms

[Key concepts: community, traditions, environment; Key processes: describing, informing, presenting]

(ACLSPC005)



- producing informative texts that combine print, digital or visual elements for specific audiences, for example, a brochure about their school or community for visiting students, a virtual tour of the neighbourhood, or a report on a favourite band or music event
- presenting information in spoken, written and digital forms on significant events in their personal worlds, such as family celebrations or travel, school excursions or competitions
- creating resources such as posters, pamphlets or displays to present commentary and compare perspectives and experiences on topics associated with lifestyles, events or causes, for example, *Un día sin coches en la ciudad*, *Una hora para salvar el planeta*. *Campaña para limpiar los ríos*
- using different modes of presentation to profile significant events, people or places related to the cultures or histories of different communities of Spanish speakers

Creating

Engage with imaginative and creative texts such as narratives, poems, songs, films or comics, comparing favourite elements and discussing characters, events and ideas

[Key concepts: imagination, character, expression; Key processes: participating, responding, recounting]

(ACLSPC006)



Elaborations

- interacting with print, oral and digital texts such as stories, poems, songs, artworks or video clips, using modelled and scaffolded language to express reactions and opinions, for example, *¡Qué triste! ¡Qué divertido! ¡Qué aburrido! ¡Qué guay/nota/bacano/chulo!, Me gusta ... / no me gusta, creo que es ...*
- identifying and describing characters and events in a movie, story or comic, such as *Manolito Gafotas*, by responding to structured questions, for example, *¿cómo se llama el chico de verdad?*; *¿por qué tiene ese mote?*; *¿cuántos años tiene?*; *¿cómo es su familia?*; *¿quiénes son sus amigos?*
- listening to and reading traditional texts such as *leyendas, fábulas, rimas y refranes*, identifying key messages, beliefs and values and comparing aspects that may be similar or different across cultures

Create short imaginative texts such as cartoons, raps and stories to communicate own ideas, experiences and emotions

[Key concepts: performance, emotion, expression, imagination; Key processes: creating, expressing, connecting, imagining]

(ACLSPC007)



- creating imaginary characters, situations or events in forms designed to entertain others, such as a video clip, digital photo story, comic strip, or Big Book for younger students,
- reinterpreting and performing stories and songs that feature repetitive language and familiar contexts or characters, for example, by changing the sequence or creating alternative endings
- composing and performing a skit based on an imagined scenario that involves elements such as comedy, emotion or surprise

Translating

Elaborations

Translate and compare simple texts such as public signs, menus and advertisements in Spanish and English, noticing that it is not always possible to translate word for word
[Key concepts: equivalence, meaning; Key processes: translating, interpreting, comparing]

(ACLSPC008)



- translating short texts such as public signs or community notices from Spanish to English and vice versa, identifying problems encountered and noticing similarities and differences in how the messages are formed, for example, the Spanish use of infinitive forms in signs compared to the English use of imperatives
- using print and electronic dictionaries to assist in the translation of simple texts, noticing that single words can have different meanings, for example, 'cricket' (sport or insect) and the six possible translations of 'you' in Spanish (*tú, usted, ustedes, vosotros, vosotras, vos*)
- collecting examples of 'false friends' encountered when translating between English and Spanish, for example, *carpetal* 'folder', *contestar* 'answer', *piel* 'foot'
- identifying cognates in Spanish texts that can be used to predict meaning (*alto, stop, chocolate, patata*), and considering reasons for the similarities
- understanding the distinction between literal and non-literal translation, and identifying expressions in Spanish or English that make no sense when translated literally into the other language, for example, *pasarlo bomba, tomar el pelo, meter la pata, costar un ojo de la cara, dar la lata*, 'she'll be right', 'fair dinkum', 'a piece of cake', 'to cost an arm and a leg'
- comparing and translating language used in Spanish and English text messages, for example, *a2* (*adiós*), *xq?* (*¿por qué?*), *kntrn* (*cuéntame*), *tqi* (*tengo que irme*), CU ('See you'), LOL ('Laughing out loud'), and considering the use and effects of abbreviations

Create simple bilingual texts such as learning resources, online announcements, games and displays for use in the classroom, school or wider community
[Key concepts; audience, suitability; Key processes: interpreting, comparing]

(ACLSPC009)



- creating simple bilingual texts for that include contextual and visual support, for example, community information leaflets, captions for photo displays, or restaurant menus
- creating bilingual resources for their own use in the classroom, such as word banks, personal Spanish–English dictionaries, and glossaries to explain common idioms
- designing and maintaining a bilingual website with a sister school or another group of Spanish learners in Australia, considering the best use of each language depending on the context and nature of the information or interaction
- creating bilingual texts for specific audiences, such as songs or games for younger learners of Spanish, or a schedule for an online event likely to interest both English and Spanish speakers, noticing how meanings need to be tailored for different intended audiences

Reflecting

Elaborations

Notice while participating in intercultural activities that interaction involves culture as well as language
[Key concepts: norms, assumptions, values; Key processes: noting, reflecting, responding]

(ACLSPC010)



- exploring Spanish language features that reflect and embody cultural values and practices, for example, regional differences in naming conventions, such as the use of *apellidos*
- reading transcripts or viewing recordings of interactions between members of an extended family, and considering how respect, affection and family relationships are expressed in Spanish
- observing live or recorded Spanish-language interactions in different contexts, and identifying what they find is confusing or surprising, for example, body language, exclamations, gestures, levels of politeness, and ways of requesting or thanking
- developing language for describing personal reactions to intercultural experience, for example, *No me gusta, estoy sorprendido de ver, me encanta, es maleducado, es cortés*
- considering how communicating in Spanish requires thinking about things differently from when communicating in English, for example, making a choice between *tú/usted/vos* involves thinking about social relations between people, while using 'you' does not

Consider how aspects of identity such as family background, age and interests impact on intercultural exchange
[Key concepts: self, profile; Key processes: noticing, reflecting, comparing]

(ACLSPC011)



- identifying elements of identity that may be important across all cultures, for example, family, community, location, language, religion, age and gender
- preparing a class profile for online exchange with Spanish-speaking students, selecting resources such as photos, captions or symbols to capture the diversity of cultural backgrounds, languages, interests and values represented in the class, and reflecting on what this profile shows about the nature of intercultural communication in Australia
- sharing reactions to intercultural experiences associated with learning and using Spanish, considering whether own background, age and interests contribute to attitudes or beliefs that impact on the experience
- identifying elements of their own and one another's ways of communicating and behaving that may be unfamiliar to people from different contexts and cultures, for example, ways of expressing wishes, or rituals associated with school sports
- considering if their sense of identity changes depending on the language they are using and what they are talking about

Understanding

Systems of language

Elaborations

Notice the role and importance of pronunciation and intonation in Spanish, for example, to distinguish between statements, questions and exclamations, and understand Spanish writing conventions such as inverted question marks at the start of questions

[Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud]

(ACLSPU012)



- noticing features of pronunciation (silent *h*) and the different sounds of consonant–vowel combinations, for example, *gato*, *guerra*, *gente*, *girar*, *goma*, *guante*, *guitarra*
 - recognising variations in intonation required to form statements, questions and exclamations, for example, *Eres de Australia*; *¿Eres de Australia?*; *¡Eres de Australia!*
 - understanding writing conventions such as the use of inverted question and exclamation marks
 - noticing and applying the different rules of capitalisation in English and Spanish
 - becoming familiar with the use of graphic symbols such as *ñ*, tildes, *¿...?*, *¡...!* on keyboards and in writing systems
-

Understand and use the main elements of the Spanish grammatical system, including definite and indefinite articles, gender and number agreement, present tense of regular and common irregular verbs, and simple sentence construction, paying attention to word order

[Key concepts: syntax, word order, gender, number, agreement; Key processes: noticing, applying, explaining]

(ACLSPU013)



- using appropriate definite and indefinite articles that match the noun in gender and number (*el, la, los, las, un, una, unos, unas*) and noticing some special cases (*el día, el idioma, la mano, la foto*)
- identifying people and things using concrete nouns and applying rules for gender and number agreement, for example, *niño/s, niña/s; profesor/es, profesora/s*
- observing gender in patterns of naming, for example, *Julio/Julia, Ramón/Ramona, José María/María José*
- developing awareness of word endings and gender patterns, for example, *el/la ...ista, el/la ...ante, la ...ción, la ...dad, el ...or, el ...aje, el ...ero/la ...era*
- describing the qualities of people and things using adjectives and matching them in gender and number with the nouns, paying attention to word order and to the different types of gender variation, for example, *los pantalones largos/ las faldas largas, el estudiante trabajador/la estudiante trabajadora, el libro interesante/la película interesante, el sombrero azul/la casa azul*
- expressing ownership using singular and plural possessive adjectives, following the agreement rules for gender and number with the noun, for example, *mis padres, nuestras amigas, sus libros, mi clase, vuestro profesor, tu madre*
- using determiners such as demonstratives (*este, ese, aquel/esta, esa, aquella*), cardinal and ordinal numbers (*uno, dos, tres,.../ primero/a, segundo/a, tercero/a,...*) and basic quantifiers (*mucho/a/os/as, bastante/s, poco/a/os/as*), attending to gender and number agreement when necessary
- understanding the form and function of subject pronouns (*yo, tú, vos, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes*), how they substitute for noun subjects and determine verb endings in conjugations, for example, *Esta es María, la hermana de Juan. Ella está en la escuela primaria y él está en el año 8*
- understanding and using the three conjugations for the present tense of regular verbs (*...ar, ...er, ...ir*), and the present tense of commonly used irregular verbs, for example, *ser, estar, tener, ir, hacer, querer, jugar*
- recognising that there are two versions of the verb 'to be' in Spanish and identifying the main uses of *ser* and *estar*, for example, *soy Alicia, estoy bien, somos australianos, estamos en clase de español*
- developing awareness that different verbs are used in English and Spanish for certain phrases such as, *Tengo 12 años (lit. I have 12 years) = I am 12 years old, ¿tienes hambre?(lit. Do you have hunger?=Are you hungry?, hace frío (lit. it does cold)=It is cold*
- increasing vocabulary by observing patterns and using cognates, for example, *animal, normal, actor*
- understanding and using reflexive verbs, for example, *me llamo Luis, ¿a qué hora te levantas?, los sábados nos acostamos tarde*

- using verb conjugations in affirmative, negative and interrogative forms, for example, *¿Eres australiana? No, no soy australiana, soy china ¿Y tú, qué idiomas hablas? Hablo chino, inglés y español*
- understanding the use of verbs such as *gustar*, *encantar*, *doler* and *interesar*, for example, *¿qué deportes te gustan?, me encanta correr, me duele la cabeza, nos interesan las películas de acción*
- identifying the gerund and infinitive non-personal forms of verbs and using them to express the development of action in the present with the verb *estar* (*está hablando, estoy escribiendo*) and the idea of future with the verb *ir*, for example, *Esta tarde voy a hacer los deberes, mañana vamos a jugar al tenis*
- seeking information using interrogatives, for example, *¿qué ...?, ¿cómo ...?, ¿cuándo ...?, ¿quién ...?, ¿dónde ...? ¿cuántos/as ...?, ¿por qué ...?*
- describing when and where an action occurs using prepositions and adverbs of time and place (*a, de, desde, en, entre, hasta, antes, después, ahora, hoy, mañana, debajo, encima*) and the contractions *al* (*a+el*) and *del* (*de+el*)
- expressing modality using adverbs such as *bien, mal, regular, despacio, rápidamente*
- following basic formulaic instructions expressed in the imperative for example, *abran el libro, lee la página 20, escuchad, salgan de clase, escribid en los cuadernos*
- linking ideas using cohesive devices such as conjunctions, for example, *y (e), o(u), pero, porque*
- recognising the functions of elements such as prefixes and suffixes and their importance in word building and changing meaning, for example, *repasar, repaso, casa, casita, caserón, casero, jugar, un juego, jugador*
- building metalanguage to talk in Spanish about grammar and vocabulary, for example, *infinitivo, presente, género, masculino, femenino, número, singular, plural, adjetivo, sustantivo, forma negativa e interrogativa*, and comparing with equivalent terms in English

Recognise and describe features of familiar types of texts, and notice how these contribute to the making of meaning
[Key concepts: text conventions, genre; Key processes: noticing, analysing, comparing]

(ACLSPU014)



- comparing English and Spanish versions of familiar types of texts, noting similarities and differences in language features and text structure, for example, ways of opening and closing formal or personal letters
- understanding how to use cohesive devices such as conjunctions and time markers in texts to sequence, link and elaborate ideas, for example, *y, o, pero, además, primero, después, de pronto*
- analysing features of common types of texts such as stories, emails, songs and slogans, identifying how the choice of language and structure works to achieve each text's purpose
- identifying the intended audience, purpose and key language features of familiar types of texts such as recipes, announcements, road signs or instructions, for example, *Primero, se pelan las patatas..., Señores pasajeros, el tren con destino ..., SE RUEGA SILENCIO, Escribir la respuesta a las siguientes preguntas ...*

Language variation and change

Understand that Spanish, like all languages, is used in different ways according to roles, relationships and social and cultural contexts

[Key concepts: register, status, variation; Key processes: noticing, analysing, explaining]

(ACLSPU015)



Elaborations

- noticing variations in language use based on the age, gender and social relationships of speakers and the context and purpose of interactions, for example, by selecting appropriate greetings and terms of address for people of different ages or status (*Hola, ¿qué tal Diana? Buenas tardes, Señor Méndez, Diga, ¿quién llama?*)
- recognising that register shifts according to familiarity and social position, for example, using different pronouns and the corresponding verb endings in formal or informal interactions (*¿Cómo se llama usted? ¿Cómo te llamas?*)
- observing that many Spanish speakers are multilingual and regularly shift between languages to achieve different purposes and to draw on additional communicative resources

Understand the dynamic nature of languages

[Key concepts: language contact, word borrowing, globalisation, dynamism; Key processes: observing, identifying, discussing]

(ACLSPU016)



- understanding that languages and cultures change continuously due to contact with one another and in response to new needs, ideas and developments in communications and technology
- identifying influences from other languages and cultures in contemporary Spanish, for example, *tuitear*, *globalización*, *MP3*, *chatear*, *bloguear*, *cliquear*
- observing changes to language that reflect changing lifestyles and cultural trends, for example, abbreviations in text messages such as *k (que)* and *a2 (adiós)*
- recognising the influence of Spanish on English and other languages by identifying loan words such as 'patio', 'tango', 'taco', 'chocolate', 'tomato', 'guacamole' and 'siesta', noting how they are pronounced by English speakers and considering the types of words and expressions that are most frequently borrowed
- collecting examples of Spanish word borrowings from other languages, for example, *fútbol*, *shopping*, *básquetbol* and *canguro*, *chófer*, *pizza*, *chau*
- understanding that some indigenous languages in both Australia and Spanish-speaking countries are strong, while others are endangered or being revived or reclaimed



Recognise that Spanish is a global language that is spoken in a variety of forms in different communities around the world, including Australia

[Key concepts: diversity, regional variation, accents, global language; Key processes: mapping, comparing, distinguishing]

(ACLSPU017)



- recognising that Spanish is an important world language spoken in a range of varieties dialects, and variable accents across the Spanish-speaking world, for example, by identifying Spanish-speaking countries or regions on a map of the world
- understanding the nature of the distribution of Spanish speakers across the world, not only in countries where Spanish is an official language but also in other countries such as the United States or the Philippines where the Spanish language and cultures have an important presence



- recognising language variation across the Spanish-speaking world in terms of pronunciation, for example, the different pronunciation of the syllables *ce* and *ci* (*gracias Cecilia*)
- exploring language variation in relation to vocabulary, for example, 'a computer' is *un ordenador* in Spain and *una computadora* in Latin America; 'strawberries' are *fresas* in Spain and *frutillas* in Argentina; 'bus' is *colectivo* in Venezuela, *omnibus* in Peru, *camión* in Mexico and *guagua* in Cuba
- recognising that there is also variation in some grammatical forms, for example, the use of the pronoun *vos* in several countries in Latin America compared to *tú* in Spain; the masculine direct object pronoun *le/lo* in Spain and *lo* in Latin America
- recognising differences between standard varieties of Spanish and varying degrees of language blending and influence, for example, *Spanglish*
- recognising that many Spanish speakers also speak one or more regional and/or local languages, for example, Catalan or Basque

Role of language and culture

Elaborations

Recognise the interconnected relationship between language and culture

[Key concepts: interdependence, perspectives, cultural practices; Key processes: analysing, making connections, explaining]

(ACLSPU018)



- identifying how ways of communicating in Spanish and English differ and how people outside each culture may understand these features differently, for example, attitudes to time reflected in language and social interactions; expressing thanks or appreciation more or less directly
- considering how differences between ways of using language reflect cultural influences, for example, the adoption of varying systems of *apellidos* in different Spanish-speaking communities
- identifying words or expressions that reflect values and ways of thinking about the world in Spanish, English and other languages, for example, the religious and cultural associations of relationships such as *compadrazgo*, names such as *Jesús María*, *Dolores*, *Concepción* and *Asunción*, and expressions such as *la bendición*, *¡Que Dios te bendiga!* and *¡Adiós!*; the connotations of 'mateship' in Australian English; or the significance of Country in Aboriginal culture



- considering how Spanish language and interaction patterns around familiar routines such as mealtimes reflect practices and values associated with family life, food and social relationships, for example, *sobremesa*
- noticing cultural variations in the expression of concepts such as respect or politeness in different languages, for example, the more direct use of imperative forms in Spanish when making a request compared to less direct ways in English (*Dame el libro* versus 'Can you give me the book, please?')

Years 7 and 8 Achievement Standard

By the end of Year 8, students share information about their personal worlds, including personal details, family, friends, leisure activities, likes and dislikes, for example, *Hola amigo, ¿Cómo estás? Me gusta tocar la guitarra, No me gusta comer carne*. They interact with one another in shared activities, negotiations, games and events, using modelled language to ask and respond to familiar questions, give and respond to instructions (for example, *Haz click sobre la imagen del monumento. Escoge la palabra correcta*), request help or permission (for example, *¿Me puede ayudar...?, ¿Cómo se dice... en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya?*), and express opinions (for example, *Creo que... ¡Qué sorpresa!*). When interacting, students approximate Spanish sounds and use intonation to distinguish between statements (for example, *Juan estudia español*), questions (for example, *¿Cómo se dice ...?*), exclamations (for example, *Juan, ¡estudia español!*) and requests (for example, *¿me das un chocolate?*). They obtain factual information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. They describe characters, experiences and ideas using high-frequency vocabulary, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions. When constructing sentences, students apply gender and number agreement to definite and indefinite articles, nouns and adjectives (for example, *la luna clara, los bolsos rojos, un amigo español, unas estudiantes extranjeras*). Students apply grammatical rules in relation to conjugation of verbs (for example, *La bicicleta roja tiene un cesto negro, Tenemos los libros de lectura amarillos*), and use the two verbs for 'to be' (*ser* and *estar*) in modelled examples (for example, *Eres española/Estás en Australia, Soy alto y delgado/Estoy en año 8*). They apply Spanish writing conventions such as inverted question and exclamation marks such as *¡No me digas!* They work in Spanish and English to translate texts, and create simple bilingual texts. They describe their own experiences of using Spanish and explain how aspects of their identity influence their intercultural exchanges.

Students identify and apply rules for pronunciation and grammar and use metalanguage in Spanish to explain basic features of language, texts and grammar, making connections with terms such as 'verb', 'adjective', 'noun' and 'agreement' that are used in English learning, and incorporating concepts such as grammatical gender. They identify the need to adjust language to suit different situations and relationships (for example, *¡Hasta pronto Doña Clara!*). Students describe the distribution of communities of Spanish speakers in different countries and regions and know that Spanish is spoken in a variety of forms in different communities. They identify how languages and cultures change through contact, and give examples of Spanish words used in English such as 'patio', 'chocolate' and words used in Spanish that are borrowed from other languages such as *shopping, tiquet*. They identify cultural aspects of language use that are reflected in everyday interactions such as emailing, text messaging, gift-giving and apologising (for example, *Lo siento mucho Don Pedro*).

Years 9 and 10

The nature of the learners

Students have prior experience of learning Spanish and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts within which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Spanish may feature in these.

Spanish language learning and use

This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication such as digital and hypermedia, collaborative performance and group discussions. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Learners use Spanish to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wide range of texts and experiences. They use Spanish more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their language use against a stronger frame of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence forms of communication.

Contexts of interaction

Learners use written and spoken Spanish to interact with peers, teachers and other Spanish speakers in immediate and local contexts relating to their own social and educational worlds. They interact with cultural resources and Spanish-speaking communities in a variety of countries through a range of online environments.

Texts and resources

Learners engage with a range of language-learning texts and support materials, such as textbooks, DVDs, apps, media texts and online materials. They also draw increasingly on texts produced for Spanish-speaking communities, such as short stories, songs, poems, newspaper reports, films, video clips, blogs and social media texts.

Features of Spanish language use

Learners recognise and approximate the pronunciation, rhythms and intonation patterns of more extended phrases and compound sentences. They become more fluent and accurate in both spoken and written language production. They gain more control of grammatical and textual elements. They use simple tenses (present, imperfect, preterite, future and conditional), and compound tenses conjugated with *haber* (present perfect). They recognise the form and function of pronouns and expand their understanding to include direct and indirect object pronouns.

Learners use expressive and descriptive language to talk about feelings and experiences. They develop understanding of the nature of both translation and interpretation, noticing the relationship between language, texts and culture. A balance is maintained between activities that focus on language forms and structures and those that involve communicative tasks, performances and experiences. Tasks involve collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. Learners analyse text more critically, identifying how language choices reflect perspectives and shape meaning. At this level, learners are developing understanding of the relationship between language, culture and identity. They identify how meaning-making and representation in a different language involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on the learner's ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to consider their own cultural practices through the eyes of others, and to communicate in interculturally appropriate ways.

Level of support

This stage of learning involves consolidation and progression. Learners are provided with new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring support these challenges. Students are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to their experience in different contexts. They analyse and reflect on texts and intercultural experiences through discussion, documenting and journalling. Continuing focused attention on grammatical and textual features supports learners' development as text producers.

The role of English

Spanish is used in more extended and elaborated ways by both teacher and learners. English may be used for substantive discussion, elaboration, comparison, analysis and reflection.

Years 9 and 10 Content Descriptions

Communicating	
Socialising	Elaborations

Socialise and exchange and compare ideas and opinions in relation to issues relevant to their own lives and interests, such as relationships, events and aspirations

[Key concepts: friendship, relationships, values, youth culture; Key processes: interacting, comparing, responding]

(ACLSPC019)



- expressing, comparing and explaining likes, dislikes and preferences, for example, *Me gusta más el baloncesto que el fútbol, Me encanta la historia porque me parece interesante, Nuestro colegio es grandísimo, es el más grande de la ciudad. Lo que más me gusta hacer los fines de semana es chatear con mis amigos*
- corresponding with peers by using telephone/video calls, SMS or social media to build relationships and share views on aspects of young people's lives such as friends, responsibilities, interests and aspirations
- expressing hopes, opinions and ambitions, giving reasons for plans, for example, *Espero aprobar los exámenes, Creo que ..., Pienso (+ infinitive), prefiero ... ¿y tú?, Y vosotros ¿Qué opináis?, Estoy de acuerdo contigo, ¿Estáis de acuerdo?, En el futuro, me gustaría ser ...*
- sharing past experiences and significant events, such as holidays, special events or travel, for example, *En mis vacaciones, primero fuimos a..., después ... Durante la segunda semana ... y entonces ... Fue fenomenal ... Al final ... Y ¿Qué tal tus vacaciones?*
- discussing personal views on topics such as *acoso escolar, ideal de belleza* and *música*, using expressions such as *de ninguna manera...claro que sí...* to link and elaborate ideas

Negotiate with peers to plan and take action on local and global issues and to engage in different forms of spoken, written and digital transactions

[Key concepts: environment, human rights, fairness; Key processes: discussing, debating, commenting, comparing]

(ACLSPC020)



- participating in collaborative planning and decision-making, such as arranging an event or campaign to promote awareness of an issue such as recycling, using persuasive and descriptive language in spoken, written and digital modes of presentation, for example, posters, stimulus questions, statistics
- producing action-oriented resources such as websites, posters or online features on issues related to the Spanish-speaking world, incorporating declarative language and argument, for example, *¿Qué creéis que tenemos que hacer para ..., creo que primero deberíamos escribir..., sugiero que terminemos, es evidente que...*
- creating promotional and informative texts to support fundraising activities, such as humanitarian initiatives in Spanish-speaking countries
- planning real or virtual activities such as Spanish-language forums, for example by composing and rehearsing possible contributions or questions

Plan and evaluate collaborative activities and tasks that involve expressing and comparing opinions
[Key concepts: community, responsibility; Key processes: expressing, representing, discussing]

(ACLSPC021)



- using appropriate discussion protocols such as acknowledging others' opinions, responding to others' contributions, and elaborating and extending topics, for example, *Perdona, pero no estoy de acuerdo contigo porque ..., me parece mejor ... ¿qué os/les parece si...?*
- using reflective and evaluative language to discuss the experience of learning and using Spanish and to evaluate resources such as textbooks, websites or electronic dictionaries, for example, *Creo que... porque, Prefiero..., Es más útil que..., Tiene menos ...que, En primer lugar, creo... Ahora creo que..., No estoy de acuerdo*
- participating in class discussion by offering own opinions (*Me parece que...*), eliciting and reflecting on those of others (*¿Qué les parece?*), and agreeing (*¡Qué buena idea!*) or disagreeing (*No me parece una buena idea*)

Informing

Analyse and interpret information, ideas and perspectives obtained from a range of spoken, written and digital texts and present these in new forms
[Key concepts: perspective, representation; Key processes: selecting, analysing, interpreting]

(ACLSPC022)



Elaborations

- analysing and comparing information obtained from different sources on topics of social and cultural interest, such as *el cine latinoamericano contemporáneo, el efecto del turismo en las tortugas de las Islas Galápagos or los refugiados en España*, and summarising and presenting information to peers in conversation or on a shared website
- synthesising and summarising a variety of texts such as announcements, reports, interviews and conversations on topical issues such as *Las corridas de toros* or *La influencia del internet en la música*, classifying and cross-referencing key ideas and associated language for use in own texts
- identifying perspectives and context in texts such as articles and reports by distinguishing between facts and opinion, for example, by identifying the author, intended audience and purpose of a text
- researching and classifying social, historical and cultural aspects of Spanish-speaking communities by gathering information from a range of sources, including personal commentaries by Spanish-speaking peers and adults

Organise and present critical perspectives on information obtained from different sources to a variety of audiences
[Key concepts: audience, perspective, fact, opinion, interconnections; Key processes: constructing, presenting, reporting]

(ACLSPC023)



- researching, presenting and taking a position on questions relating to contemporary topics such as *Los efectos de las redes sociales en la vida de los jóvenes*
- producing a brochure to identify aspects of their city/town/region likely to be of interest to Spanish-speaking visitors of the same age
- presenting a personal or shared perspective on topics such as fashion, music, cinema or social media, using formats such as displays, online posts or oral presentations to provide critical or explanatory commentary
- researching and presenting information about social and environmental issues affecting Spanish-speaking regions of the world, for example, *consecuencias de la deforestación en el Amazonas*



Creating

Elaborations

Respond to a range of imaginative oral, print and digital texts by interpreting or modifying them to express own ideas and feelings

[Key concept: imagination; Key processes: comparing, connecting, relating]

(ACLSPC024)



- using examples of popular rap forms to create and perform versions that express their own feelings and values
- expressing individual responses to imaginative and expressive multimedia texts, including performance and visual arts, using modelled and scaffolded language, for example, *demasiado triste, ¡tan cómico!, horrible, era muy entretenido porque ..., me fascina la manera de ..., me encantó cuando ...fue trágico el final de ..., para mí las imágenes representan..., personalmente prefiero...*
- engaging with rhythm, intonation and imagery to create mood and meaning in own poems, songs or performances, experimenting with language, voice and gesture to create specific effects
- responding to imaginative texts by modifying key elements, for example, incorporating a new character or event, creating a different mood, parodying an advertisement or devising a new ending to a story

Express creative ideas and imagined experiences that relate to the cultures of Spanish-speaking communities using a variety of texts

[Key concepts: creativity, adventure, expression; Key processes: creating, expressing, experimenting, entertaining]

(ACLSPC025)



- reinterpreting familiar stories or fictional characters, referencing cultural characteristics while creating new situations or different effects, for example, incorporating alternative text into popular cartoons such as *Mafalda*
- composing adapted or simplified versions of classic stories such as *Caperucita Verde* or *Los doce enanos* for a younger audience
- composing performance texts such as skits, raps or poems to amuse, entertain and engage other learners of Spanish
- creating a video clip or digital story involving imaginary persona or avatar in a Spanish-speaking fantasy world, incorporating communicative styles and behaviours observed in texts from Spanish-speaking contexts

Translating

Elaborations

Translate texts from Spanish into English and vice versa, noticing and explaining words or expressions that are culturally specific and difficult to translate

[Key concepts: equivalence, representation; Key processes: translating, interpreting, comparing, explaining]

(ACLSPC026)



- analysing Spanish translations of familiar English-language texts, identifying aspects that got 'lost in translation', for example, comparing the English subtitles of a movie dubbed in Spanish with the original English speaking version
- translating texts such as signs, product instructions, notices or advertisements, comparing versions and considering how to convey culturally embedded references and concepts
- evaluating the effectiveness of electronic translators, for example, by doing a back translation of a well-known text
- identifying challenges associated with the translation of simple texts such as short letters or conversations, deciding whether different information is required in the translated version, for example, deciding if 'you' should become *tú*, *usted* or *vosotros*, depending on the social relationship being conveyed in the letter or exchange

Create bilingual texts such as displays, explanatory or promotional material or performances for immediate and virtual environments

[Key concepts: interpretation, bilinguality; Key processes: constructing, composing, explaining]

(ACLSPC027)



- providing bilingual captions that represent cultural elements or references to accompany images from the Spanish-speaking world or from regional Australia, for example, los nazarenos en las procesiones de Semana Santa, el sombrero mexicano y el sombrero de los corchos australiano, el 'vegemite' y las tortillas españolas, el canguro y el cóndor, el rodeo y los toros, bailes y ceremonias indígenas
- producing bilingual instructional or explanatory texts such as glossaries, for example to explain the rules of Australian games, activities or sports, such as cricket, netball, Australian Rules football, bushwalking or surf lifesaving
- creating and contributing to a shared online bilingual word bank of Spanish and English colloquial and idiomatic words that are difficult to translate, for example, *comadre*, *compadre*, *qué metida de pata*, 'schoolies', 'School of the Air', 'sickie'
- performing a virtual guided tour for intending exchange students, including dramatisations of potential miscommunication between Spanish and English speakers

Reflecting

Elaborations

Consider own reactions when engaging with Spanish speakers and resources and how these may reflect aspects of own language and culture

[Key concepts: standpoints, intraculturality; Key processes: making connections, questioning assumptions, reflecting]

(ACLSPC028)



- keeping a record such as a journal, log or online posting of critical incidents and observations in the course of intercultural language learning, such as breakdowns or breakthroughs in communication, and considering why or how they occurred and were repaired
- finding examples of how language reflects cultural concepts and values across the Spanish-speaking world, for example, religious references in sayings such as *Al que madruga Dios le ayuda*, *Bendito sea ... Adiós*; and changes to language forms that reflect changes in social values, such as the adoption of some feminine forms of professional titles (*La doctora/el doctor*, *la abogada/el abogado*, *la jefa/el jefe*)
- recognising differences in the nature and function of some elements of communication in Spanish compared to English, for example, the enjoyment of debate, disagreement and argument as social rather than confrontational activities, or greater directness in exchanges such as making requests using the direct imperative form
- discussing how intercultural communication involves being flexible, responsive and open to differences in ways of communicating views or emotions, for example, the less explicit expression of appreciation or thanks in Spanish, variation in attitudes to time

Consider and discuss the relationship between language, culture and identity

[Key concepts: identity, culture, communication; Key processes: observing, connecting, reflecting, explaining]

(ACLSPC029)



- reflecting on own sense of identity, considering whether it is fixed or fluid, for example, whether they communicate and present themselves in different ways, in different contexts or with different people
- examining how identity is expressed through language, with reference to languages spoken by themselves, their peers, family or community members
- composing a 'cultural ID profile' to share online with Spanish-speaking friends, making decisions about what points of information will be of most interest
- monitoring own ways of communicating and expressing their sense of identity in different contexts and interactions, including when using Spanish, noticing whether they have a different sense of themselves when using a different language
- critically examining the impact of cultural stereotypes and expectations in relation to cultural identity and intercultural communication, for example, by reflecting on changes in perceptions of or attitudes towards other languages and cultures as a result of learning Spanish

Understanding

Systems of language

Elaborations

Recognise and apply rules of Spanish pronunciation, stress and intonation, demonstrating awareness of differences in accent and pronunciation across the Spanish-speaking world, and use appropriate writing conventions

[Key concepts: rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, reproducing]

(ACLSPU030)



- recognising the importance of appropriate stress, pronunciation and spelling for meaning-making, for example, *estudio* versus *estudió*
 - understanding variation in pronunciation across the Spanish-speaking world, for example, the pronunciation of *ce* and *ci* in different regions (*ceceo* or *seseo*) for example in the words *gracias*, *Cecilia*, and the soft *sh* pronunciation of the letters *ll* and *y* in Argentine Spanish (*calle/cashe*)
 - adapting the tone, intonation and rhythm of language to their own expressive needs and to the nature of the interaction, for example, calming a child or attracting attention
 - using the Spanish alphabet to spell out names or expressions, noticing similarities and differences to English and using correct terminology for accents and marks (*tilde*, *acento*, *diéresis*)
 - listening to and reciting texts such as poems, stories or song lyrics to familiarise themselves with the rhythm and musicality of the language, for example, *Proverbios y cantares de Antonio Machado*, *Guantanamera de José Martí*
-

Extend knowledge of and use more complex features and patterns of the Spanish grammatical system, including possessive, demonstrative, object and relative pronouns; comparative and superlative adjectives; irregular verbs in the present tense, compound and simple past tenses, future and conditional tenses; and an introduction to the imperative mood
[Key concepts: tense, mood, modality; Key processes: analysing, classifying, applying, explaining]

(ACLSPU031)



- understanding and using definite and indefinite articles, including omission and gender-change cases, for example, *me gusta mucho el cuadro del salón, me gusta mucho un cuadro del salón, ¿tienen cuadros de paisajes?, el agua está fría*
- understanding and using *indefinite adjectives and pronouns* such as *alguno/a/os/as, ninguno/a/os/as, otros/as, todos/as, alguien, nadie, nada, algo, todo*, noticing the constructions with a double negative, for example, *No hay nadie en clase, no tenemos nada*
- using collective nouns such as *gente* and *familia*, and noticing the use of singular verbs, for example, *la gente en Australia pasa mucho tiempo al aire libre, mi familia tiene una casa en la playa*
- noticing the differences in meaning when the adjective precedes the noun, for example, *un pobre hombre/un hombre pobre*
- expressing comparisons using comparatives and superlatives, including some irregular forms, for example, *mejor que ..., peor que ..., el mayor, el menor, más ... que, menos ... que, el más ..., ...ísimo/a, tan ... como*
- understanding and using possessive and demonstrative pronouns (*aquel es el tuyo, este es el mío*) and the use of neutral demonstratives (*¿qué es esto?, me gustó aquello que dijo*)
- understanding the form and function of personal object pronouns, and differentiating between direct and indirect objects in the third person, for example, *me, te, lo, la/le, nos, os, los, las/les*
- understanding the function and use of relative pronouns, for example, *que, el/la/los/las que, quien/es, el/la cual, los/las cuales, donde*
- understanding and using the different past tense forms for regular and irregular verbs (*pretérito perfecto, pretérito indefinido and pretérito imperfecto*), and comparing the uses with English past tense forms, for example, *hemos estudiado los tiempos pasados, Marcos nació en Filipinas, ayer mi amigo estaba contento*
- using appropriate temporal markers, for example, *hace ..., desde hace ..., durante ..., en 2011 ..., esta mañana ..., cuando era pequeño ..., desde ... hasta..., ayer ...*
- understanding and using the future and conditional tenses of regular and irregular verbs, for example, *mañana iremos de excursión al zoo, me gustaría visitar México, saldría con vosotros pero tengo tarea*
- using some set expressions that require the use of the present subjunctive, for example, *¡que aproveche! ¡que te mejores! espero que estés bien*
- expressing agreement, disagreement and opinions using adverbs and expressions such as *Yo también ..., yo tampoco ..., a mí sí ..., a mí no ...*
- indicating rules and giving instructions using expressions such as *hay que ..., se puede/no se puede ..., and tener que + infinitive*, and regular imperative affirmative forms, for example, *cantad conmigo, pase el dado, toma mi*

bolígrafo, abran las ventanas, repita más despacio

- understanding the function of impersonal expressions such as *se necesita ...*, *se habla ...*, *se dice ...*, *se puede ...*
- using cohesive devices to link elements of complex sentences, for example, *por lo tanto, además, sin embargo, al contrario de, de la misma manera*
- expanding the use of prepositions such as *por, para, con, sin, contra, hacia* to provide more detail or information
- understanding how to form adverbs from adjectives, for example, *normalmente, seguramente, probablemente*
- understanding and using an increasing range of prefixes and suffixes (*anónimo, antibiótico, despeinado, supermercado, claustrofobia, lavadora, navideño, hermanito*) and building lexical families (*árbol, arbolito, arboleda, arbusto, arborícola, arbóreo, arboricultura, enarbolar*)
- developing awareness of the presence of 'false friends' in Spanish and English, for example, *actualmente / currently, realizar / carry out, embarazada / pregnant, constipado / a cold*
- developing metalanguage to talk in Spanish about elements such as sentence structure (*sujeto, verbo, objeto*), verb tenses (*pretérito, futuro, tiempo compuesto, participio pasado*) and other linguistic features (*sinónimo, concordancia, párrafo*)

Analyse textual features of spoken, written and digital texts and consider how they shape meaning and influence responses

[Key concepts: cohesion, language features, register, tenor;
Key processes: analysing, evaluating]

(ACLSPU032)



- comparing language features of Spanish and English versions of different types of texts, such as riddles, weather reports, text messages or horoscopes, noting differences that may be culturally significant
- examining language structures and features used for specific communicative effect, such as to persuade, amuse, sympathise, challenge, include or exclude
- understanding textual elements that provide coherence at a whole text level, such as cohesive devices (*sin, aunque, debido a, según, por otro lado*), linked paragraphs, introductions and summaries, and sequencing of ideas

Language variation and change

Elaborations

Recognise that Spanish is used in a variety of ways to achieve different purposes in different contexts

[Key concepts: formality, register, context; Key processes: observing, comparing, analysing]

(ACLSPU033)



- identifying levels of formality in spoken and written texts, and considering what these convey about social relationships and processes, for example, reflections of status, authority, respect or intimacy (*Disculpe, ¿podría decirme ..., Perdone que le interrumpa, ... Me gustaría invitarte a mi boda, ¡oye tío, he conocido a una tía guay!, eres el amor de mi vida*)
- comparing spoken and written forms of familiar types of texts and language functions, for example, verbal and written apologies or oral storytelling and written reports, noticing differences in grammatical, expressive and textual features
- recognising that language is used differently to achieve different purposes, for example, the use of contractions, emoticons and acronyms in text messages for the purposes of speed and economy; and the use of slang, specialised or inclusive language to establish shared interest or identity
- recognising how grammatical and vocabulary choices shade meaning and establish register, for example, the use of formal or informal pronouns (*usted, ustedes/ tú, vosotros/as*), the use of forms of address (*don Juan, doña Pepa, señor Martínez, señoras y señores, damas y caballeros, Pedro y Sonia*) and the use of abbreviations and slang (*mi cole es guay*)

Examine ongoing changes in Spanish as a language of local and international communication, considering the power of language to both influence and reflect culture

[Key concepts: globalisation, technological change, intercultural contact, popular culture; Key processes: reflecting, analysing, comparing, discussing]

(ACLSPU034)



- identifying Spanish words borrowed from different languages across time and through political, historical and social changes, for example, words of Arabic origin that start with the prefix *al-*, such as *almanaque, alcachofa, algodón, álgebra* and *alcohol*, and some common interjections also derived from Arabic, such as *¡hola!, ¡ojalá!, ¡olé!*
 - identifying the movement of language elements across and between times and contexts, such as words from indigenous languages adopted into Spanish and then exported to other languages, for example, words of Náhuatl origin such as *aguacate, chocolate, cacao, chile, chicle* and *guacamole*
 - noticing components of Spanish language that reflect particular cultural histories and influences, such as technological and scientific terms derived from classical Latin and Greek, for example, *continente, vegetación, bacteria, biología, protocolo* and *mecánico*
 - reflecting on the power of language in terms of their own experience, for example, by identifying comments from friends, teachers or public figures that have influenced or affected them
 - understanding the power of language to influence people's actions and beliefs, such as the language of persuasion in political speeches or community appeals, for example, *puede hacer su donación a la..., ofrezca tu tiempo voluntariamente después del terremoto en Chile*
-

Understand how language diversity reflects local and global variations in social and cultural histories

[Key concepts: regional variation, indigenous languages, power, symbolism; Key processes: exploring issues, identifying, analysing, comparing]

(ACLSPU035)



- recognising that in many Spanish-speaking countries other languages are co-official with Spanish, such as Guaraní in Paraguay, Catalan, Galician and Basque/Euskera in Spain, and Quiché in Guatemala, and investigating the history and issues surrounding such relationships between languages
- investigating the status and function of indigenous languages in Spanish-speaking countries, considering issues such as language rights, language death, and revival and reclamation efforts, and drawing comparisons with Aboriginal languages and Torres Strait Islander languages in Australia



- exploring the influence of Latin-American popular culture in the United States and the rest of the world, for example, cinema, music and TV channels, *telenovelas*, sport
- considering how the process of moving between standard/national languages and regional languages such as Catalan or Basque reflects personal, social and political histories

Role of language and culture

Understand the role of language and culture in shaping cultural identity and consider how learning a second language encourages a broadening of perspectives

[Key concepts: culture, meaning, change; Key processes: reflecting, analysing]

(ACLSPU036)



Elaborations

- participating in guided discussion and reflection on the nature and role of 'culture' and its relationship with language, noting any shifts in own attitudes or understandings about culture, identity and diversity as a consequence of learning and using Spanish
- talking with bilingual speakers about the experience of using more than one language, for example, by asking questions such as: 'Do you identify more strongly with one language? Do you express yourself differently in each language? Do you feel like the same "you" when speaking each language?'
- discussing ways in which learning a different language can lead to new ways of thinking or interpreting experience, for example, by providing different perspectives on the experience of younger or older people or in relation to family roles and relationships
- developing language for thinking and talking about cultural representation and expression, for example, terms such as 'perspectives', 'values', 'images', 'stereotypes', 'inclusions' and 'exclusions'
- critically analysing texts such as advertisements, brochures, catalogues, graffiti and websites in Spanish that show different representations of culture, reflecting on language use, images and symbols

Years 9 and 10 Achievement Standard

By the end of Year 10, students interact in written and spoken Spanish to communicate about personal experiences, relationships and aspirations, and broader local and global issues such as the environment, social media and tourism, including issues that pertain to Spanish-speaking countries. Learners interact with peers to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language and appropriate protocols (for example, *Perdona, pero no estoy de acuerdo contigo porque ..., me parece mejor ... ¿qué os parece si...?*) to express and compare opinions, share perspectives, and express agreement or disagreement (for example, *Me parece que..., ¿qué les parece?, Que buena idea, me opongo*). They apply rules of pronunciation, stress and intonation to a range of sentence types. They locate, summarise and analyse information from a range of texts, and communicate different perspectives and information in a range of contexts using different modes of presentation. They respond to and create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions. They use grammatical elements including present, imperfect, past and future tenses, reflexive verbs, and the subjunctive mood to express emotion (for example, *Como chocolate todos los días, Fui al parque ayer, Salíamos a bailar los fines de semana, Estudiaré informática en la universidad*). They use appropriate forms of possessive adjectives in own language production, as well as cohesive devices and prepositions to create cohesion and interest. They use relative pronouns (for example, *El programa que miraba era cómico*), relative clauses (for example, *Mi amigo chileno me ha dicho que quiere venir con nosotras al cine*) and adverbial phrases (for example, *a la derecha, con frecuencia*) to extend and elaborate their written texts. They work in Spanish and English to translate and create bilingual texts, explaining words or expressions that are culturally specific such as *tapas, adobe, vaquero, Vive en el quinto pino, ... más largo que un día sin pan*. They describe their own reactions in intercultural exchanges and explain how their own assumptions and identity influence their language use.

Students identify differences in accent and pronunciation across the Spanish-speaking world, such as the use *ceceo* and *seseo* in different regions and countries. They use metalanguage to explain features of language (formal and informal language) and grammar (for example, *las formas negativas, el futuro próximo con el verbo ir, masculino, femenino, singular, plural*), and for reflecting on the experience of Spanish language and culture learning. They identify relationships between parts of words (prefixes and suffixes) and stems of words (for example, *desagradable, la camioneta, la reconciliación*), and how word patterns connect words in semantic families (for example, *mercado, mercancía, feliz, felicidad, felicitaciones*). They analyse the textual features of a range of texts in different modes and identify how these shape responses and influence meaning. They give examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences. Students describe changes in the role of Spanish as a global language and explain how language both influences and reflects culture. They know that Spanish is co-official with many other languages in a range of countries, such as Guaraní in Paraguay; Quechua in Bolivia, Ecuador and Peru; and Basque/Euskera, Catalan and Galician in Spain. They explain how meanings and interpretations vary according to the cultural assumptions that people bring to interactions, and consider how learning a second language provides the opportunity to view oneself from the perspectives of others.