Spanish Stages 4 and 5 scope and sequence – grammar, vocabulary and structures

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# Introduction

This scope and sequence has been developed to support your planning, by summarising the suggested grammar, vocabulary and structures to teach in Stages 4 and 5. It aligns with the Spanish Stages 4 and 5 scope and sequences that are available on the languages [website](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/spanish).

To contextualise the suggested content for each term, you will also find:

* the assessment task
* the skills required to complete the assessment task
* the suggested vocabulary, grammar and language structures required to demonstrate each skill.

**The suggested grammar, vocabulary and structures in this document are neither prescribed nor definitive. They have been developed by practising teachers as a guide only, to support students throughout Stages 4 and 5, and prepare them for the Stage 6 Continuers course.**

# Stage 4 mandatory 100 hours

Table 1 – Stage 4, Term 1

|  |  |
| --- | --- |
| Term 1  My family and my people – *Mi familia y mi gente* | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts (ML4-CRT-01)  Your class is creating an audio file to introduce each student in the class to your sister school in Spain. Record a self-introduction that includes:   * an appropriate greeting * your age * your birthday * a description of yourself (appearance and personality) * who is in your family * a description of each family member’s personality and appearance.   Skills   * Greet people in a manner that is culturally appropriate, at different times of the day and in a range of contexts. * Understand and exchange information about yourself and peers, including your name, age and birthday. * Express who is in your family. * **Describe people** using adjectives for physical appearance and personality. | **Greeting and farewelling:**  *hola*, *buenos días*, *buenas tardes*, *adiós*, *hasta luego/pronto/la vista*  **Discussing name:**  *¿Como te llamas?*; *Me llamo****…***; *Te llamas****…***; *Se llama****…***  **Exchanging information about age:**  *¿Cuántos años tienes/tiene?*; *Tengo/tienes/tiene [*number*] anos*  **Exchanging information about birthday:**  *¿Cuándo es tu/su cumpleaños?*; *Mi/tu/su cumpleaños es el [*number*] [*month*]*  **Identifying family:**  *En mi familia hay [*number*] personas*; *Te presento a…*; *mi/tu/su*, *madre*, *padre*, *hermano/a*, *hijo/a*, *primo/a*, *tio/a*, *abuelo/a*  **Describing appearance:**  *¿Como eres/es?*; *Tengo/tienes/tiene los ojos azules/marrones/verdes/de color avellano*; *el pelo castaño/rubio/moreno/negro/blanco/pelirrojo/largo/corto/liso/rizado/ondulado*, *barba y bigote*, *gafas*, *pecas* |

Table 2 – Stage 4,Term 2

|  |  |
| --- | --- |
| Term 2  ****Let’s go to school! – *¡Vamos al instituto!***** | Suggested grammar, vocabulary and structures |
| Assessment task  ****Part A: Understanding texts (ML4-UND-01)****  You have arrived at your sister school in Spain and have received your timetable[[1]](#footnote-1). Answer questions in English about the timetable to show your understanding.  ****Part B: Interacting (ML4-INT-01)****  Engage in a conversation[[2]](#footnote-2) with your Spanish-speaking classmate about each other’s timetables[[3]](#footnote-3) (from Part A).  Compare your timetables by exchanging information about:   * times, days or frequency of at least 3 subjects * at least 2 subject preferences, with reasons for liking or disliking them * physical and personality descriptions of at least 2 teachers * favourite subject, with reason(s) * favourite teacher, with reason(s).   Include opinions and conjunctions throughout your conversation.  Skills   * Access and exchange information about school subjects. * Express the time and days of the week. * Compare school systems of Spanish-speaking countries to Australia, including the differences between how the days are structured and the subjects offered. * Express opinions and preferences about school subjects and teachers. * Justify opinions about teachers and subjects using the correct form of adjectives. * **Ask and respond to questions about subjects, frequency and times.** * **Create complex sentences using conjunctions.** | **Discussing school subjects:**  *¿Qué estudias?*; *estudio*, *estudias*, *matemáticas*, *inglés*, *español*, *francés*, *ciencias*, *educación física*, *tecnología*, *música*, *plástica*, *informática*, *educación ética y cívica*, *religión*  **Expressing time:**  *es la una y* *[*minutes*]*, *son las [*hour*] y [*minutes*]*, *a la una/las [*hour*]*, *¿Qué hora es?*  **Days of the week:**  *lunes*, *martes*, *miércoles*, *jueves*, *viernes*, *sábado*, *domingo*  **Giving opinions:**  *me gusta*, *no me gusta*, *me encanta*, *no me gusta nada*  **Adjectives:**  *es* *interesante*, *aburrido/a*, *difícil*, *fácil*, *divertido/a*, *importante*, *útil*, *creativo/a*, *desafiante*, *práctico/a*, *son difíciles*, *son* *divertidos/as*  **Asking questions:**  ***¿Te gusta…?*; *¿A qué hora…?*;** *¿Con qué frecuencia*…*?*  **Expressing frequency:**  *nunca*, *a veces*, *siempre*, *a menudo*, *raramente*, *de vez en cuando*, *regularmente*  **Conjunctions:**  *porque*, *pero*, *y* |

Table 3 – **Stage 4, Term 3**

|  |  |
| --- | --- |
| Term 3  ****At the table – *¡A la mesa!***** | Suggested grammar, vocabulary and structures |
| **Assessment task**  **Part A: Understanding texts (ML4-UND-01)**  Read a post from the ‘*Nuestros sabores, tus sabores*’ food blog, written by a Spanish-speaking teenager. The post includes details about his family’s eating habits and his own personal preferences. Answer a series of questions in English to demonstrate your understanding of the text.  **Part B: Creating texts (ML4-CRT-01)**  Create a post in response to the teenager in Spanish, outlining your eating habits and some of your food/drink preferences. Include:   * what you typically eat at 2 different mealtimes * at least one food or drink you enjoy, with reason(s), and how often you eat or drink it * at least one food or drink you do not like, with reason(s), and comparing it to another food or drink * one to 2 Spanish foods that you have never eaten and a reason why you would orwould not like to try it.   **Skills**   * Use culturally-appropriate language to order from a menu, including seeking clarification and negotiating meaning. * Express and justify opinions about specific menu items using adjectives in their correct form. * Express preferences and make comparisons between foods, in their own and Spanish-speaking cultures, using adjectives for taste and qualifiers. | **Spanish foods:**  *las croquetas*, *las aceitunas*, *el chorizo*, *las albóndigas*, *las patatas bravas*, *la tortilla de patatas*, *la paella*, *las gambas al ajillo*, *los churros*, *la crema catalana*  **Expressing what you eat and drink:**  *como*, *comes*, *bebo*, *bebes*, *el desayuno*, *el descanso/la pausa de la media mañana*, *la comida*, *la merienda*, *la cena*  **Ordering food:**  *Para mí…*; *¿Qué quiere para comer?*; *¿Qué quiere para beber?*; *Para beber/comer me gustaría*; *de primero plato/de segundo plato/de postre*; *La cuenta por favor*; *¡Oiga camarero/a!*  **Expressing opinions about food:**  ***me parece/n***, ***me gusta/n*,** *no sé*, *nunca he probado*  **Describing food:**  ***es*** *soso/a*, *sabroso/a*, *picante*, *dulce*, *salado/a*, *amargo/a*, *rico/a*; *porque es [*adjective*]*, *son picantes*, *dulces*, *salados/as*  **Expressing agreement/disagreement:**  *a mí no*, *a mí también*, *a mí tampoco*  **Making comparisons:**  ***[*object*]* es** *más/menos [*adjective*] que*, *prefiero*  **Qualifiers:**  *demasiado*, *muy*, *bastante*, *un poco* |

Table 4 – Stage 4, Term 4

|  |  |
| --- | --- |
| Term 4  ****Yay the holidays! – *¡Que vivan las vacaciones!***** | Suggested grammar, vocabulary and structures |
| Understanding texts (ML4-UND-01)  You are visiting a family in a Spanish-speaking country for the holidays. You have received introductory emails[[4]](#footnote-4) from 3 prospective host families describing their holiday plans.  Read the 3 texts and answer the comprehension questions[[5]](#footnote-5) in English, giving the reasons for and against staying with each family. Write a concluding statement in Spanish, identifying which family you have chosen to stay with, explaining why, with reference to the texts.  Skills   * Access and understand information about seasonal activities and festivals, including where and when they take place and what activities to do there. * Access and exchange information about the weather and seasons. * Express opinions and preferences when discussing activities and events, including a justification*.* * Describe what activities you will do in the near future using the structure *voy a* *[*infinitive*]*. | **Weather and seasons:**  *hace calor*, *hace sol*, *hace frío*, *hace viento*, *hace fresco*, *hace buen/mal tiempo*, *hay tormenta*, *nieva*, *llueve*, *en verano/invierno/primavera/otoño*, *¿Qué tiempo hace?*  **Describing events:**  *Hay [*festival/event*]*; *Se celebra en [*month/season*]*  **Describing your plans for the near future:**  *voy/vas/va/vamos a [*infinitive*]*, *bailar*, *cantar*, *comer*, *beber*, *escuchar/tocar música*, *pasarlo bien*  **Expressing and justifying opinions:**  *me gusta(n) mucho*, *me encanta(n)*, *no me gusta(n) nada*, *Prefiero [*activity*] porque es [*adjective*]*; *divertido*, *interesante*, *relajante*, *familiar*, *soleado*, *descansado*, *inolvidable* |

# Stage 5 elective 200 hours

## Year 9

Table 5 – Year 9, Term 1

|  |  |
| --- | --- |
| Term 1  ****Making connections –** Conectando** | Suggested grammar, vocabulary and structures |
| Assessment task  ****Part A: Understanding texts (ML5-UND-01)****  Read the applications[[6]](#footnote-6) of 2 Spanish-speaking exchange students who are seeking host families at your school. In their applications, the students describe themselves and their families. Answer questions[[7]](#footnote-7) about the applications in English, then decide which student you would like to host. Justify your choice by providing 3 reasons, with reference to the texts.  ****Part B: Creating texts (ML5-CRT-01)****  Email your chosen applicant in Spanish, to prepare them for their stay in Australia. In your email, describe yourself and your family, including interests. Include:   * an appropriate greeting with a short personal introduction of yourself and who is in your family * a description of yourself * an activity you like to do, with reason(s) * a description of one other family member, including their profession and at least 2 of their characteristics * at least one reason you have chosen this student, with reference to the text.   Skills   * Exchange personal information, including your name, age and birthday. * Share information about family members, including pets. * Describe people and pets. * Express likes, dislikes and preferences with regard to family and friends**.** * Use adjectives to justify opinions and choices. * Describe influential people in your circle using adjectives for physical appearance, job description and personality**.** | For greetings and personal information such as your name, age, family and descriptions, refer to Term 1 Stage 4 grammar vocabulary and structures for revision or introduce as new content.  **Pets:**  *¿Tiene* *mascotas?*; *Tengo [*animal(s)*]*; *un perro*, *un gato*, *un pájaro*, *un pez/unos peces*, *un conejo*, *una cobaya*, *un hámster*, *una tortuga*  **Describing pets:**  *Mi [*animal*] es juguetón/a*, *fiel*, *cariñoso/a*, *divertido/a*, *inteligente*, *amigable*, *obediente*, *peludo/a*, *afectuoso/a*  **Adjectives to describe family:**  *Es una persona* *[*adjective*]*; *amable*, *generoso/a*, *divertido/a*, *paciente*, *creativo/a*, *organizado/a*, *simpático/a*, *trabajador/a*, *responsable*, *optimista*, *alegre*, *respetuoso/a*, antipático/a, estricto/a  **Expressing preferences (as new content or revision):**  *prefiero*, *prefieres*, *prefiere*, *me/te/le encanta*, *(no) me/te/le gusta (mucho)*, *no me/te/le gusta nada*, *odio/odias/odia*  **Occupations:**  *soy/eres/es ama de casa*, *médico/a*, *profesor/a*, *abogado/a*, *ingeniero/a*, *enfermero/a*, *contador/a*, *diseñador/a*, *chef/cocinero/a*, *policía*, *bombero/a*, *empresario/a*, *agricultor/a*, *obrero/a*, *administrativo/a*  **Hobbies or pastimes:**  *leer*, *escuchar*, *música*, *bailar*, *hacer deporte*, *cocinar*, *pintar*, *hacer ejercicio/jardinería/manualidades/fotografía*, *viajar*, *ver películas*, *jugar videojuegos*, *ir de compras*  **Adjectives to describe pastimes:**  *sano/a*, *peligroso/a*, *fascinante*, *emocionante*, *caro/a*, *barato/a* |

Table 6 – Year 9, Term 2

|  |  |
| --- | --- |
| Term 2  ****My house is yours –** Mi casa es tu casa** | Suggested grammar, vocabulary and structures |
| Assessment task  Interacting (ML5-INT-01) You call[[8]](#footnote-8) your host sibling[[9]](#footnote-9) to prepare for your upcoming exchange. Share information about where you live. In your conversation, each student includes:   * a self-introduction * the location of their hometown * a description of the area (for example, suburb or town) where they live, including its location, facilities and their personal opinion about the area * questions about each other’s homes and neighbourhoods * additional clarifying questions to elicit details * negotiation of meaning such as ¿Puedes repetir? Perdón, no entiendo.   Skills   * Describe the location of your hometown using prepositions. * Discuss activities you can do and facilities available in your local area. * Ask for and give directions to locations around your local area using verbs in the imperative. * Express preferences and justify opinions about your ideal place to live using the conditional using **conjunctions.** | **Describing where you live:**  Vivo/vives/vive/vivimos en [place]; una ciudad grande, un pueblo, *las afueras*, *las montañas*, *el campo*, *Está cerca/lejos de [*place*]*; *Está al lado de/delante de/detrás de…*  **Discussing facilities and activities:**  En mi barrio (no) hay…; un plaza, una iglesia, una escuela, un centro de salud, una biblioteca, un parque, un mercado, una cafetería, un restaurante, un gimnasio, un centro deportivo, una oficina de correos, un supermercado, una estación de tren, una estación de autobuses, un teatro, un museo, un centro cultural, un hotel, En mi barrio se puede…; *jugar/practicar deportes*, *hacer ejercicio*, *comer*, *beber*, *socializar*, *ver una película*, *ir de compras*, *visitar*, *descansar*, *participar en eventos*, *celebrar*, *practicar música*, *disfrutar de la naturaleza*  **Asking for and giving directions:**  *doble a la derecha/izquierda*, *tome la primera/segunda/tercera calle a la izquierda/derecha*, *sigue todo recto*, *¿Hay una farmacia por aquí?*; *¿Cómo se va a [*place*]?*  **Describe your ideal place to live:**  *M*e gustaría vivir en…porque es tranquilo/a, acogedor/a, moderno/a, antiguo/a, seguro/a, espacioso/a, luminoso/a, limpio/a, cómodo/a, agradable, ruidoso/a, pintoresco/a, residencial, económico/a, lujoso/a, rural, urbano/a, conveniente |

Table 7 – Year 9, Term 3

|  |  |
| --- | --- |
| Term 3  Hobbies and interests – *Pasatiempos y aficiones* | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts (ML5-CRT-01)  Your sister-school class wants to know about typical hobbies and sports in Australia. Create an audio-visual presentation for them, comparing typical hobbies or activities in Australia with those in a Spanish-speaking country. In the presentation:   * describe a hobby or activity that is known or played in both countries * make a comparison between the activity’s popularity in both countries * include a personal opinion about the activity, including whether you participate in the activity and why or why not * include at least one of your own favourite activities, including how long you have been doing it and why you like it.   Skills   * Exchange information and make comparisons between their own hobbies and interests, and those of peers and family members, using comparatives. * Create detailed texts about hobbies, interests and experiences. * Access, analyse and respond to information about sporting and activity preferences in Spanish-speaking countries, using *se* structures. | **Using conjunctions to justify:**  *porque*, *pero*, *Prefiero [*activity*] porque es muy [*adjective*] pero también es [*adjective*]* – for example, *Prefiero jugar al tenis porque es muy divertido pero también es caro*  **Comparing preferences between family members:**  Prefiero jugar al fútbol; A mi hermano le gusta jugar al baloncesto; A mis padres les gusta cenar fuera más que quedarse en casa  **Describing hobbies and leisure activities:**  *escribir*, *dibujar*, *cantar*, *tocar un instrumento*, *coleccionar*, *meditar*, *practicar yoga*, *hacer rompecabezas/teatro/turismo/camping/bricolaje/senderismo*, *aprender idiomas*, *jugar a las cartas/juegos de mesa*, *navegar por internet*, *asistir a conciertos*, *disfrutar de la naturaleza*  ***G*iving details about preferred hobbies and interests:**  Juego al fútbol desde hace ocho años; He asistido a conciertos desde los 10 años; El fútbol es más divertido que el tenis; El baloncesto es más complicado que el tenis y menos interesante; Mi pasatiempo favorito es…; *En España se juega mucho al fútbol para niños, hombres y mujeres*; *Es el deporte más popular de toda España* |

Table 8 – Year 9, Term 4

|  |  |
| --- | --- |
| Term 4  Let’s celebrate! – *¡Vamos a celebrar!* | Suggested grammar, vocabulary and structures |
| **Part A: Understanding texts (ML5-UND-01)**  You and your visiting exchange student have been exchanging text messages about an upcoming celebration. To help your parent or carer understand the details of the event, answer a series of questions in English relating to what to wear, and where, when and with whom the celebration will take place.  **Part B: Interacting (ML5-CRT-01)**  You are talking with your friend about an upcoming celebration that you are both attending. Using the clothing catalogue provided, discuss the event and what you are going to wear. In your conversation include:   * information about when and where the celebration will take place * what you are going to do at the celebration * opinions and descriptions of at least 2 items that you plan to wear from the catalogue, including designs and colours * at least one comparison between items in the catalogue * a decision on at least one item you are intending to buy.   **Skills**   * Invite friends to attend a celebration and accept or decline an invitation. * Exchange information about a celebration, including when and where it will take place, what you are going to wear and do there. * Access texts relating to clothes shopping, including sizes and designs. * Make comparisons between items. | **Accepting and declining an invitation:**  *Me gustaría invitarte a…*; *¿Te gustaría venir a mi fiesta?*; *Te quería invitar a.…*; *Quiero invitarte…*; *¿Quisieras venir?*; *¿Vas a venir?*; *¿Quieres venir a la fiesta conmigo?*; *¡Claro que sí!*; *Me encantaría*; *Muchas gracias por la invitación*; *Perfecto*; *Lo siento, no puedo*; *Ese día ya tengo otros planes*; *Tengo que [*infinitive*]*; *¡No veo la hora!*; *¡Nos vemos!*; *¡Qué divertido!*; *¡Qué emocionante!*; *Espero con ansias nuestro encuentro*  **Exchanging detailed information about an event:**  *¿Qué/Cuándo/Dónde celebramos?*; *¿Qué vas a llevar/hacer?*  **Discussing clothing:**  *¿Qué llevas?*; *llevo*, *voy a llevar [*clothing*]*, una camisa, una falda, una chaqueta, una camiseta, una blusa, una camisa, una gorra, una corbata, un vestido, un jersey, un suéter, un mono, un vestido, un traje, un traje de baño, un uniforme, unos zapatos, unos vaqueros, unos pantalones, unos tacones, unas mallas, unos shorts, unas botas, unas sandalias, unas chancletas  **Describing clothing:**  es bonito/a, feo/a, elegante, brillante, lujoso, cómodo/a, anticuado/a, largo/a, corto/a, caro/a, barato/a, rojo, azul, verde, amarillo, blanco, negro, de rayas, de lunares, floreado/a, estampado/a, liso/a  **Expressing preferences for specific items:**  *¿Cuál prefieres?*; *Prefiero este/esta/estos/estas [*item*] porque es/son bastante/demasiado/muy/un poco [*adjective*]*  **Using shopping phrases:**  *Necesito [*clothing item*] para [*event*]*; *Quiero…*; *¿Puedo pagar en efectivo/con tarjeta de crédito?*; *¿Qué desea?*; *¿Cuánto cuesta?*; *¿De qué talla?*; *¿De qué número?*; *Mi talla es…* |

## Year 10

Table 9 – Year 10, Term 1

|  |  |
| --- | --- |
| Term 1  Back to school – *De vuelta al colegio* | Suggested grammar, vocabulary and structures |
| Part A: Understanding texts (ML5-UND-01)  To understand the lifestyle of the Spanish exchange students coming to your school, listen to a podcast about students from Spanish-speaking countries discussing their daily routine on a typical school day. Answer questions in English.  Part B: Creating texts (ML5-CRT-01)  Write an email to prepare your future exchange student for life in your home. Include details on:   * 2 common routines on weekdays * 2 common routines on the weekend * one way you help at home (or not) * how your routine may differ to theirs.   Skills   * Discuss household chores and daily routines, including frequency and preference. * Describe ways to help at home using the past tense. * Compare daily routines from other cultures and draw conclusions. * Create texts that describe contributions to the household and/or the local community in the present and past tense. | **Household chores:**  *preparar la comida*, *lavar los platos*, *hacer la colada*, *planchar*, *hacer jardinería*, *hacer la limpieza*, *lavar el coche*, *limpiar las ventanas*, *pasear al perro*, *pasar la aspiradora*, *sacar la basura*, *vaciar el lavavajillas*, *ocuparse de los animales*, *alimentar al perro*  **Frequency and preference:**  *¿Te gusta [*chore*]?*; *¿Con qué frecuencia lo haces?*; (*No) me/le/te/les gusta [*chore*]*; *(No) me/le/te/les gusta (nada) hacerlo/las/los*; *siempre*, *casi siempre*, *a menudo*, *frecuentemente*, *a veces*, *de vez en cuando*, *raramente*, *casi nunca*, *nunca*, *lo hago todos los días*, *los lavo cada noche*  **Describing helping at home in the past tense:**  *hice* *la limpieza/*las tareas domésticas, *pasé la aspiradora*, *saqué la basura*, *lavé el coche*, *hice la colada*, *planché la ropa*  **Making comparisons of daily routines between cultures:**  *En Australia se cena más temprano que en España*; *Pienso que cenar más tarde/temprano es mejor porque…*  **Describing contributions using present and past tense:**  *Yo contribuyo/contribuí al medio ambiente plantando árboles*; *Nosotros participamos en actividades de limpieza en el parque*; *Ella ayuda/ayudó a los niños en las tareas escolares* |

Table 10 – Year 10, Term 2

|  |  |
| --- | --- |
| Term 2  What I did on holidays – *Lo que hice en las vacaciones* | Suggested grammar, vocabulary and structures |
| Creating texts (ML5-CRT-01)  You have just returned from your holiday (real or imagined) and contribute to an article in the student magazine. The article is called *¿Quién tuvo mejores vacaciones?*  Write your article, including:   * where you went and who you travelled with * at least 2 activities you did on holidays * a highlight, with reason * a person you met, with description * any items you bought such as souvenirs, food or clothing.   Skills   * Describe holiday experiences, including duration, location and reasoning and modes of transport. * Describe events using verbs in the past tense, including where you went, what you did, how it was and people you met. | **Expressing time and duration:**  *por una semana/un mes/tres días*, *el fin de semana*, *desde [*day/date*] hasta [*day/date*]*, *por un período de [*time*]*, *en el mes de [*month*]*  **Describing modes of transport:**  *en coche*, *en autobús*, *en tren*, *en bicicleta*, *en motocicleta*, *en avión*, *en barco*, *en metro*, *en tranvía*, *en camión*  **Providing reasons for choosing a destination:**  *fuimos/fui a [*destination*] para…*, *disfrutar del clima agradable*, *explorar la cultura*, *visitar atracciones turísticas*, *probar la gastronomía local*, *relajarse en playas hermosas*, *participar en opciones de aventura*, *buscar relajación y tranquilidad*, *seguir recomendaciones de amigos/familia*  **Recount experiences in the past:**  *fui a/en [*place*] con [*person/people*]*, *viajé*, *exploré*, *visité*, *disfruté*, *relajé*, *comí*, *bebí*, *tomé*, *conocí*, *hice*, *compré*, *vi*, *hice*, *conocí a*  **Describing in the past:**  *La gente local era muy amable y acogedora*; *Los paisajes eran impresionantes*; *Siempre había muchas actividades para hacer*; *El clima siempre era agradable*; *La comida fue deliciosa*; *Fue un viaje increíble* |

Table 11 – Year 10, Term 3

|  |  |
| --- | --- |
| Term 3  Taking care of yourself – *¿Cómo te cuidas?* | Suggested grammar, vocabulary and structures |
| Interacting (ML5-INT-01)  Have a conversation with a new student from Spain who is struggling to find a healthy routine in Australia. In your conversation, include:   * identifying the problem, through symptoms * discussing their food choices, daily routine and frequency of physical activities * negotiated advice to help them improve their lifestyle or mental health while living in Australia.   Skills   * Exchange information and opinions relating to symptoms, illnesses and injuries. * Give advice about treatments, justifying suggestions. * **Access and respond to information about lifestyle choices in Spanish-speaking countries.** * **Give advice relating to food choices, daily routine and frequency of physical activities.** | **Identify parts of the body:**  *la cabeza*, *la cara*, *los ojos*, *la nariz*, *la boca*, *las orejas*, *el cuello*, *los hombros*, *los brazos*, *las manos*, *los dedos*, *el pecho*, *el estómago*, *la espalda*, *las caderas*, *las piernas*, *las rodillas*, *los pies*, *los tobillos*  **Expressing illness or injury:**  me duele ***[*body part*]*,** no me encuentro bien, estoy enfermo/a, me rompí ***[*body part*]*, *tengo catarro/un gripe/un resfriado/asma***  **Giving advice about health:**  tienes que…, te necesitas…, ***para sentirte mejor d***ebes…, *descansar mucho*, *beber mucha agua*, *tomar tus medicamentos a tiempo*, *comer alimentos saludables*, *evitar el estrés*, *ir al médico si no te sientes mejor*, *dormir bien por las noches*, *hacer ejercicios*, *mantener una buena higiene*, *seguir las recomendaciones del médico*, Es importante/necesario hacer ejercicio tres veces por semana y comer sano  **Giving advice about healthy lifestyle:**  *es recomendable/tienes que/debes/es importante/es bueno [*infinitive*]*, *hacer ejercicio al menos tres veces a la semana*, *practicar actividad física diariamente*, *incluir ejercicios de fuerza dos veces por semana*, *caminar al menos 30 minutos cada día*, *variar tus actividades físicas para mantener el interés*, *hacer ejercicios cardiovasculares varias veces a la semana*, *escuchar a tu cuerpo y descansar cuando lo necesites*, *practicar deportes o actividades grupales para motivarte*, *establecer un horario regular para tu actividad física* |

Table 12 – Year 10, Term 4

|  |  |
| --- | --- |
| Term 4  When I grow up… – *Cuando sea mayor…* | Suggested grammar, vocabulary and structures |
| Part A: Understanding texts (ML5-UND-01)  You are interested in weekend work while in Spain. Read a series of job advertisements and write a short reply in Spanish, to one which interests you. **Include:**   * your name, age and contact details * your availability * at least one skill you are good at * at least one thing that interests you.   Part B: Interacting (ML5-INT-01)  Your host sibling is returning to Australia with you at the end of your visit to Spain. You are having a conversation with them about what you plan to do when you return home with regard to study and work.  During the conversation, discuss:   * the structure of the school week * when it may be possible to find part-time work, to fit in with school and study commitments * strengths, weaknesses and interests in relation to possible jobs * future career hopes or plans.   Skills   * Use comparatives and superlatives to discuss the importance of balancing study, work and leisure. * Describe skills and experiences, strengths and weaknesses in relation to work and study opportunities. * Express preferences in relation to careers, with reasoning and qualifiers (*bastante*, *muy*, *un poco*). * Explain future hopes and plans using the conditional tense. * Access and respond to texts about employment opportunities. | **Discussing the importance of work/life balance:**  *La salud es más importante que el dinero*; *Estudiar es más beneficioso que trabajar*; *Disfrutar de tiempo libre es más enriquecedor que estar siempre ocupado con tareas*; *Establecer límites claros es más efectivo que trabajar o estudiar sin descanso*; *Tomar descansos regulares es más saludable que estudiar o trabajar sin parar*  **Describing skills and experience:**  *soy bueno/a en [*activity*]*, *no se me da bien [*activity*]*, *trabajo en un restaurant desde hace [*number*] años*, *soy muy organizado/a*, *lo que me ayuda a…*, *me adapto fácilmente a nuevas situaciones*, *soy creativo/a*, *lo que me permite*…, *a veces, tiendo a procrastinar y dejar las tareas para el último momento*, *a veces, dudo de mis habilidades y esto afecta…*  **Discussing career preferences:**  *lo que más me interesa es…*, *mi trabajo tiene que ser [*adjective*]*, *el trabajo perfecto para mí es…*  **Expressing future hopes and plans:**  *me gustaría ser/estudiar/entrar…*, *en el futuro me encantaría ser…*, *en cinco años, quisiera…*, *espero que encontraré un trabajo que me apasione*, *si tuviera la oportunidad, estudiaría…* |

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# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [assessment task advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Alignment to system priorities and/or needs**: [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468).

**Alignment to the School Excellence Framework**: this resource supports the [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) [3.2.2, 3.3.2].

**Consulted with**: Curriculum and Reform and subject matter experts

**NSW syllabus**: [Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview)

**Author**: Languages and Culture

**Publisher**: State of NSW, Department of Education

**Resource**: Spanish 3 year scope

**Related resources**: Further resources to support Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning**: Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu&wdLOR=cEA84311A-3447-4AD2-B1BB-FA5CACDA69B7) (entry survey link for staff only).

**Creation date**: 21 January 2025

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# References

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1. Teacher to provide text(s). To support Part B, provide 2 different timetable versions in Part A. When students work in pairs for Part B, ensure each student in the pair has a different timetable. [↑](#footnote-ref-1)
2. As this task assesses interaction, students are encouraged to work in pairs or small groups. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-2)
3. Each student has a different timetable – refer footnote 1. [↑](#footnote-ref-3)
4. Teacher to provide text(s). [↑](#footnote-ref-4)
5. To cater to a range of learners, questions should range from comprehension of key information to justifying responses with reference to the text. [↑](#footnote-ref-5)
6. Teacher to provide text(s). [↑](#footnote-ref-6)
7. To cater to a range of learners, questions should range from comprehension of key information to justifying responses with reference to the text. [↑](#footnote-ref-7)
8. As this task assesses interaction, students are encouraged to work in pairs. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). Students may use prompt cards or scaffolds to support spontaneous interaction. [↑](#footnote-ref-8)
9. One student plays the role of the host sibling. [↑](#footnote-ref-9)