Spanish Stage 5 – sample scope and sequence (200 hours)

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# Rationale

All NSW public schools need to plan curriculum and develop teaching programs consistent with the Education Act 1990 (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards, and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

Developing a robust scope and sequence has many benefits and may help teachers and schools to:

* plan learning activities that are inclusive, accommodating the needs of all students in their class from the beginning
* promote high expectations for student learning
* identify opportunities for explicit teaching
* create opportunities for students to receive feedback on their learning
* systematically plan for and undertake assessment
* collect and use data to monitor achievements and identify gaps in learning
* differentiate curriculum delivery to meet the needs of students at different levels of achievement
* collaborate with other teachers to plan for quality teaching and learning.

# Spanish Stage 5 – sample scope and sequence for 200-hour elective

## Year 9

Table – Spanish 200-hour scope and sequence (Year 9)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/  duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **Making connections**  Conectando  Students share information about themselves and their family members, including pets.  **Students discuss their interests and express preferences, with reasons.** | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Exchange personal information, including 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**, for example,** Prefiero mi tío porque es simpático y divertido; Mi tía es muy antipática y estricta. * Use adjectives to justify opinions and choices, for example, Prefiero jugar al deporte porque es sano y divertido; No me gusta nada leer, es aburrido. * Describe influential people in your circle using adjectives of physical appearance, job description and personality**, for example,**Mi padre es ingeniero; Es una persona muy inteligente y grande; Es bastante amable, pero es un poco severo también. | **Part A: Understanding texts (ML5-UND-01)**  Read the applications[[1]](#footnote-2) 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[[2]](#footnote-3) 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. |
| Term 2  10 weeks | **My house is yours**  Mi casa es tu casa  Students exchange information about where they live, their home and things to do in the neighbourhood[[3]](#footnote-4).  Students ask for and give directions, and describe the location of nearby facilities.  Students express opinions about facilities in their neighbourhood. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Describe the location of your hometown using prepositions, for example, Vivo en una ciudad grande, no lejos de la costa. * Discuss activities you can do and facilities available in your local area using En mi barrio se puede…; En mi barrio hay muchos parques. * Ask for and give directions to locations around your local area using verbs in the imperative, for example**,**sigue todo recto, está a la izquierda, tome la primera derecha. * Express preferences and justify opinions about your ideal place to live using the conditionalme gustaría vivir en**with conjunctions such as**porque**and** pero***.*** | **Interacting (ML5-INT-01)**  You call[[4]](#footnote-5) your host sibling[[5]](#footnote-6) 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. |
| Term 3  10 weeks | **Hobbies and interests**  Pasatiempos y aficiones  Students exchange information relating to hobbies, interests, likes and dislikes.  Students access information relating to cultural and sporting activities and events in the Spanish-speaking world, making comparisons with other cultures. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Exchange information and make comparisons between their own hobbies and interests, and those of peers and family members, using comparatives. For example,Prefiero jugar al fútbol; A mi hermano le gusta jugar al baloncesto. * Create detailed texts about hobbies, interests and experiences, for example, Juego al fútbol desde hace ocho años; El fútbol es mas divertido que el tenis; El baloncesto es más complicado que el tenis y menos interesante. * Access, analyse and respond to information about sporting and activity preferences in Spanish-speaking countries, using se structures. For example, En España se juega mucho al fútbol para niños, hombres y mujeres; Es el deporte más popular de toda España. | **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. |
| Term 4  10 weeks | **Let’s celebrate!**  ¡Vamos a celebrar!  Students interact and negotiate while shopping for clothing to wear to a celebration.  Students arrange to attend a celebration together. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Invite friends to attend a celebration, and accept or decline and invitation, for example, ¿Quieres venir a la fiesta conmigo?; Lo siento, no puedo; Claro que sí, me encantaría. * Exchange information about a celebration, including when and where it will take place, what you are going to wear and do there, for example, ¿Qué/Cuándo/Dónde celebramos?; ¿Qué vas a llevar/hacer? * Access texts relating to clothes shopping, including sizes and designs, for example, una blusa a rayas/lunares, una camiseta roja/amarilla/azul, mi talla es… * Make comparisons between items, for example, El rojo es más barato que el amarillo; La camisa de rayas es tan cara como la camisa de lunares. | **Part A: Understanding texts (ML5-UND-01)**  You and your visiting exchange student have been exchanging text messages[[6]](#footnote-7) 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-INT-01)**  You are talking with your friend[[7]](#footnote-8) about an upcoming celebration that you are both attending. Using the clothing catalogue provided[[8]](#footnote-9), 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. |

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## Year 10

Table – Spanish 200-hour scope and sequence (Year 10)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/  duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **Back to school**  De vuelta al colegio  Students discuss daily routines on school days and weekends, including responsibilities they have at home.  Students explore how daily routines of teenagers in Spanish-speaking cultures may differ to their own. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Discuss household chores and daily routines, including frequency and preference, for example, Tengo que sacar la basura el jueves; Alimento al perro todos los días. * Describe ways to help at home using the past tense, for example, Hice las tareas domésticas; Pasé la aspiradora. * Compare daily routines from other cultures and draw conclusions, for example, En Australia se cena más temprano que en España. Pienso que cenar más tarde/temprano es mejor porque… | **Part A: Understanding texts (ML5-UND-01)**  To understand the lifestyle of the Spanish exchange students coming to your school, listen to a podcast[[9]](#footnote-10) about students from Spanish-speaking countries discussing their daily routine on a typical school day. Answer questions[[10]](#footnote-11) 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. |
| Term 2  10 weeks | **What I did on holidays**  Lo que hice en las vacaciones  Students discuss what they did during their holidays, while at home or away.  Students explore a variety of holiday activities and destinations. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Describe holiday experiences, including duration (por una semana/un mes/tres días, el fin de semana), location (a la costa, en el campo, en *[*country*]*, *a [*town or city*]*) and reasoning (porque me gusta/prefiero/me interesa),and modes of transport (en barco, en avión)*.* * Describe events using verbs in the past tense, including where you went (fui *a [*place or event*]*), what you did (compré/vi/hice); how it was (fue *[*adjective*]*) and people you met (Conocí a una chica muy amable, con los ojos azules). | **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. |
| Term 3  10 weeks | **Taking care of yourself**  ¿Cómo te cuidas?  Students discuss how to care for their wellbeing and maintain a healthy lifestyle.  Students identify illness and injuries.  Students give lifestyle advice.  Students compare approaches to healthy lifestyles across cultures. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Exchange information and opinions relating to symptoms, illnesses and injuries, for example,Me duele ***[*body part*];*** No me encuentro bien; Estoy enfermo/a; Me rompí mi ***[*body part*]*.** * Give advice about treatments, justifying suggestions, for example**,** Tienes que…; Te necesitas…;Debes…para… * **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, for example,** Es importante/necesario hacer ejercicio tres veces por semana y comer sano. | **Interacting (ML5-INT-01)**  Have a conversation[[11]](#footnote-12) 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. |
| Term 4  10 weeks | **When I grow up…**  Cuando sea mayor…  Students discuss how they balance study, work and leisure.  Students discuss skills and experience with regard to future plans. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Use comparatives and superlatives to discuss the importance of balancing study, work **and leisure, for example,** La salud es más importante que el dinero; Estudiar es más beneficioso que trabajar. * Describe skills and experiences, strengths and weaknesses in relation to work and study opportunities, for example,Soy bueno/a en …***[***activity***];*** No se me da bien ***[***activity***]*,** Trabajo en un restaurant desde hace ***[***number***]*** años. * Express preferences in relation to careers, with reasoning and qualifiers (bastante, muy, un poco), for example, Lo que más me interesa es; Mi trabajo tiene que ser…; el trabajo perfecto para mí es… * Explain future hopes and plans using the conditional tense, for example, Me gustaría ser/estudiar/entrar. * **Access and respond to texts about employment opportunities.** | **Part A: Understanding texts (ML5-UND-01)**  **You’re interested in weekend work while in Spain. Read a series of job advertisements**[[12]](#footnote-13) **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[[13]](#footnote-14) 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. |

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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).

**Alignment to system priorities and/or needs**: [Curriculum planning and programming, assessing and reporting to parents K-12](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290)

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

**Alignment to Australian Professional Standards for Teachers**: This resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2, 3.2.2.

**Consulted with**: Curriculum and Reform, Multicultural Education and subject matter experts

**NSW syllabus**: Modern Languages K–10 Syllabus

**Syllabus outcomes**: ML5-INT-01, ML5-UND-01, ML5-CRT-01

**Author**: Languages and Culture

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

**Resource**: Scope and sequence

**Related resources**: Further resources to support Modern Languages Stage 5 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) (staff only).

**Universal Design for Learning**: Support the diverse learning needs of students using inclusive teaching and learning strategies. Some students may require more specific adjustments to allow them to participate on the same basis as their peers. For further advice see [Inclusive practice resources for secondary school](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/secondary-school).

**Differentiation**: When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should use students’ Personalised Learning Pathways to support individual student needs and goals.
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning.
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students.

## Additional support for EAL/D students

When using this scope and sequence, consider the needs of EAL/D students’ backgrounds when adapting teaching and learning activities. Considerations may include:

* building background knowledge (cultural and linguistic) for what may be considered ‘common’ terms as students may not have a conceptual understanding of a sister-school, exchange school or host family. These terms may not exist in their home language or culture
* 'family' can be a sensitive topic for many students, particularly those from refugee backgrounds. Teachers' knowledge of their students' family backgrounds is essential to adapt the task appropriately
* EAL/D students could require background knowledge and explicit teaching of particular text types (audience, purpose, structure, register, language). EAL/D students may be unfamiliar with a blog or an email. They should have multiple authentic examples or models to read and opportunities to practise writing responses prior to the task
* questions in English must be posed using language that is accessible for EAL/D students. These students will have varying levels of proficiency in English and will need to process and make meaning across 2 languages different from their own
* EAL/D learners may require scaffolding to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. [View some samples of differentiating through scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2).

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# Evidence base

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NESA (NSW Education Standards Authority) (2022) ‘[Advice on scope and sequences](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences)’, Programming, NESA website, accessed 21 December 2022.

NESA (2022) ‘[Proficient Teacher: Standard descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher)’, The Standards, NESA website, accessed 21 December 2022.

State of New South Wales (Department of Education) (2022) ‘[Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning)’, Refining practice, NSW Department of Education website, accessed 21 December 2022.

Wiliam D (2013) ‘[Assessment: The bridge between teaching and learning](https://www.researchgate.net/publication/258423377_Assessment_The_bridge_between_teaching_and_learning)’, *Voices from the Middle*, 21(2):15–20, accessed 21 December 2022.

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1. Teacher to provide text(s). [↑](#footnote-ref-2)
2. 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-3)
3. This may be a sensitive topic for some students learning English as an additional language (EAL/D) and it is not uncommon to be unfamiliar with their neighbourhood and available facilities. Offer options to discuss their home in their home countries or an imaginary home. [↑](#footnote-ref-4)
4. 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-5)
5. One student plays the role of the host sibling. [↑](#footnote-ref-6)
6. Text provided with related unit of work. [↑](#footnote-ref-7)
7. 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)
8. Text provided with related unit of work. [↑](#footnote-ref-9)
9. EAL/D learners may not be familiar with podcasts and may need to be conceptually prepared. [↑](#footnote-ref-10)
10. 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-11)
11. 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-12)
12. Teacher to provide text(s). [↑](#footnote-ref-13)
13. 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-14)