NSW Spanish EP Curriculum Map

Implementation in 2024

Stage 4

Education Perfect acknowledges the diversity in student language abilities and our course recommendations are designed to accommodate all learning levels. The course levels provided, such as Beginner, Intermediate, and Advanced, are derived from the New South Wales (NSW) curriculum version 9.

Teachers have the flexibility to utilise our lessons in a manner that best suits their students and teaching plans. However, in our course designs, we have ensured that each standard from the NSW curriculum is properly aligned. We provide suggested units for each standard, along with practical examples on how to apply these standards effectively in the classroom.

Education Perfect's aim is to offer educators a rich, adaptable resource that can be customised according to their teaching strategies, while ensuring alignment with the NSW curriculum standards. Through this approach, we strive to support teachers in delivering an optimal language learning experience that caters to the diverse capabilities of their students.

EP Languages can be effectively aligned with the New South Wales (NSW) Modern Languages 7-10 curriculum, as it addresses the curriculum's aims in the following ways:

1. **Empowering students to become effective communicators:**
EP Languages offers a range of interactive activities, quizzes, and multimedia content to help students develop listening, speaking, reading, and writing skills in the target language. The platform also allows teachers to monitor progress, provide feedback, and tailor learning experiences to suit individual student needs, further empowering students to become effective communicators.
2. **Developing linguistic competence:**
The platform provides a comprehensive set of resources that cover grammar, vocabulary, pronunciation, and syntax, enabling students to build a strong foundation in the target language. Additionally, EP Languages offers adaptive learning technology that adjusts the difficulty and content of the activities based on students' performance, ensuring that they are consistently challenged and engaged.
3. **Developing intercultural capability:**
EP Languages includes authentic cultural content, such as videos, articles, and real-world scenarios, which expose students to different perspectives, customs, and traditions. This helps students to develop intercultural understanding and empathy and encourages them to appreciate the diversity of the global community.
4. Learning to interact, understand, and create texts in the target language:

Through a variety of engaging activities and resources, EP Languages helps students practise their language skills in context. Students can participate in dialogues, read authentic texts, and create their own written and spoken texts in the target language. These opportunities for interaction and creation reinforce students' language learning and promote long-term retention.

5.   Reflecting on and understanding languages, cultures, and identity:

EP Languages encourages students to think critically about their own language and culture by comparing and contrasting it with the target language and culture. This fosters a deeper understanding of both their own and others' languages, cultures, and identities, and helps students appreciate the interconnectedness of the global community.

6.   Developing an interest in and enjoyment of language learning:

The variety of activities and resources available on EP Languages caters to diverse learning styles, ensuring that students remain interested and enjoy their language learning experience Additionally, the platform's gamified approach, with rewards and leaderboards, encourages students to stay engaged and motivated in their language learning journey.

Interacting in Spanish:
(Listening, Speaking)

Outcomes: ML4-INT-01

Exchange information and opinions in a range of familiar contexts by using culturally appropriate language (NESA)

Content: Interacting in a language is primarily done through oral language. Where students use other forms of communication to supplement or replace speech, the content should be taught using the student's preferred communication form(s).

Sub strand	Content descriptor	How can EP support this?	EP Suggested Units
Exchanging and negotiating meaning to interact in the target language	**Socialise with peers to build and maintain relationships**	All EP Units have content related to socialising with peers through greetings, introductions, descriptions, and conversations about personal life and preferences. Students participate in lessons that focus on listening and reading comprehension, which provide examples of written and spoken interactions. A variety of speaking questions sections are interspersed throughout the unit to provide timely and specific feedback and ensure students understand concepts before moving on to the next step. This helps students develop their own ability to communicate and socialise in the target language. The speaking lessons are designed to be scaffolded, meaning that they gradually build up in difficulty and complexity, starting with basic pronunciation exercises and gradually moving on to more complex conversations and dialogues. This approach helps students to develop their speaking skills in a structured and supportive way. One of the key features of the speaking lessons is the emphasis on partner practice. Students are encouraged to practise speaking with a partner, either in person or via online tools, to help them build confidence and fluency in conversation. This provides	**Getting Started Course** Unit 1: Greetings and Introductions Unit 2: Asking how you are Unit 3: Colours Unit 4: Numbers and Age Unit 05: Animals Unit 06: Family Unit 07: Food Unit 08: Days of the Week and Weather Unit 09: Classroom Objects Unit 10: Classroom Commands - Usteded **Beginners Course** Unit 01: Greetings and Introductions

an opportunity for students to engage in meaningful and authentic communication, which is essential for developing their speaking skills.

These lessons can also be used in the classroom as a starting point for conversations, role-plays, and dialogues. Teachers can use the lessons to provide a framework for classroom activities and encourage students to practise speaking in a supportive and collaborative environment.

Examples:

Beginner Level: Curriculum standard "Exchange basic information about themselves such as name, age and nationality."
Getting Started with Spanish Course
- Unit 1: Greetings and Introductions
  - Students learn to ask and tell their names, use basic greetings, and understand the usage of titles like Señor, Señora.
- Unit 4: Numbers and Age
  - Learning numbers and how to communicate age, enabling students to share basic personal information.

Beginner Spanish Course
- Unit 01: Greetings and Introductions
  - Further development of greeting skills and introductions, including cultural nuances.
- Unit 04: Dates and Birthdays
  - Enables students to talk about their age and birthdays, enhancing their ability to share basic personal details.

Intermediate Level: Curriculum standard "Initiate relationships such as inviting others to play."
Beginner Spanish Course
- **Unit 09: Leisure Activities**
  - Talking about hobbies and interests, which is crucial for inviting peers to shared activities.
- **Unit 06: Talking About Meals**
  - Discussing food preferences, a common topic for initiating social interactions.
-

		Advanced Level: Curriculum standard "Make arrangements with peers." **Intermediate Course** ● **Unit 6: Organising an Outing with Friends** - Teaches students to plan outings, invite friends, accept and decline invitations, and suggest activities. ● **Unit 7: Party Time** - Focuses on inviting people to parties, planning parties, and discussing different types of celebrations.	**Intermediate Course** <u>Unit 06: Organising an Outing with Friends</u> <u>Unit 07: Party Time</u>
	Understand and reciprocate information about their own and others' personal worlds	These units all involve exchanging information about personal life and interests, including family, pets, birthdays, nationality, food, hobbies, Food and housing. **Beginner Level - "Ask about and describe people, places, and things of personal significance such as family and home." (NESA)** Suggested Units: ● **Getting Started and Beginner Courses: Unit 1 "Greetings and Introductions":** These units help beginners to introduce themselves and ask about others. ● **Getting Started Unit 6 "Family and Pets":** This unit aligns with the curriculum standard as it allows students to ask about and describe their family members and pets, which are of personal significance. ● **Beginner Course, Unit 10 "My House":** This unit allows students to describe their house and the rooms within it, which are of personal significance. **Intermediate Level - "Describe sequences of events or actions such as weekend activities."(NESA)** Suggested Units: ● **Beginner Course, Unit 9 "Leisure Activities":** This unit aligns with the curriculum standard as it allows students to talk about their hobbies and leisure activities, which can include sequences of events or actions they undertake during their weekends. ● **Beginner Course, Unit 6 "Talking about Meals":** This unit could also align with the curriculum standard as it allows students to talk about what they eat for different meals, which could be seen as a sequence of events throughout the day. **Advanced Level - "Ask about, compare and describe differences in neighbourhoods and schools." (NESA)** Suggested Units:	**Getting Started Course** <u>Unit 1: Greetings and Introductions</u> <u>Unit 2: Asking how you are</u> <u>Unit 3: Colours</u> <u>Unit 4: Numbers and Age</u> <u>Unit 05: Animals</u> <u>Unit 06: Family</u> <u>Unit 07: Food</u> <u>Unit 08: Days of the Week and Weather</u> <u>Unit 09: Classroom Objects</u> <u>Unit 10: Classroom Commands - Usteded</u> **Beginners Course** <u>Unit 01: Greetings and Introductions</u> <u>Unit 02: Family and Pets</u> <u>Unit 03: The Classroom</u> <u>Unit 04: Dates and Birthdays</u> <u>Unit 05: Countries and Nationalities</u> <u>Unit 06: Talking about Meals</u> <u>Unit 07: Describing People</u> <u>Unit 08: School Subjects</u> <u>Unit 09: Leisure Activities</u> <u>Unit 10: My House</u>

		• **Beginner Course, Unit 3 "The Classroom":** This unit aligns with the curriculum standard as it allows students to talk about common classroom items and make basic requests to their teacher, which could be used to compare and describe differences in schools. • **Beginner cCourse Unit 8 "School Subjects":** This unit aligns with the curriculum standard as it allows students to talk about what subjects they take and their opinions on different subjects and teachers, which could be used to compare and describe differences in schools. • **Unit 10 "My House":** This unit could also align with the curriculum standard as it allows students to talk about where their house is located, which could be used to ask about and compare differences in neighbourhoods.	
	Express and explain emotions, opinions and personal preferences	**Beginner Level: "Ask about and describe likes and dislikes."** • **Unit 9 Food from the Getting Started Course or Unit 07: Meals and Likes/dislikes of Food** is a perfect fit for this level. The learning outcomes include talking about what food they like or dislike. The unit provides vocabulary practice, listening and reading comprehension topics about food preferences and dislikes. This aligns well with the beginner level requirement of asking about and describing likes and dislikes. **Intermediate Level: "Explain a personal response to a familiar situation."** • **Unit 08: School Subjects** The learning outcomes include expressing opinions about different subjects and teachers. This aligns with the intermediate level requirement of explaining a personal response to a familiar situation, such as expressing their thoughts about a particular subject or teacher. **Advanced Level: "Ask about and explain satisfaction and dissatisfaction."** • **Unit 10: My House** is a good fit for this level. The learning outcomes include describing their house, what rooms their home has, and where their house is located. The listening and reading comprehension topics include expressing opinions about their home and room. This aligns with the advanced level requirement of asking about and explaining satisfaction and dissatisfaction, as students can express their satisfaction or dissatisfaction with their living situation. The units' assessments also provide opportunities for students to demonstrate their understanding and application of the curriculum standard.	**Getting Started Course** Unit 1: Greetings and Introductions Unit 2: Asking how you are Unit 3: Colours Unit 4: Numbers and Age Unit 05: Animals Unit 06: Family Unit 07: Food Unit 08: Days of the Week and Weather Unit 09: Classroom Objects Unit 10: Classroom Commands - Usteded **Beginners Course** Unit 01: Greetings and Introductions Unit 02: Family and Pets Unit 03: The Classroom Unit 04: Dates and Birthdays Unit 05: Countries and Nationalities Unit 06: Talking about Meals Unit 07: Describing People Unit 08: School Subjects

	Ask questions and describe actions	**Beginner Level: "Ask for, give and respond to simple directions."** ● **Unit 4: Numbers and Age (Getting Started with Spanish)** 　○ Alignment for Beginner Level: This unit helps beginners ask for and give information about age, which is a simple form of direction-related communication. ● **Unit 9: Classroom Objects (Getting Started with Spanish)** 　○ Alignment for Beginner Level: This unit teaches students to ask about and identify classroom objects, aligning with the basic direction-related interactions. ● **Unit 10: Classroom Commands - Ustedes (Getting Started with Spanish)** 　○ Alignment for Beginner Level: Understanding and responding to classroom commands gives practical direction-following experience. **Intermediate Level: "Request information about and describe travel plans."** ● **Unit 05: Countries and Nationalities (Beginner Spanish)** 　○ Alignment for Intermediate Level: Discussing countries and nationalities is a step towards conversing about travel plans and geographical information. ● **Unit 06: Talking about Meals (Beginner Spanish)** 　○ Alignment for Intermediate Level: Conversations about meals, common in travel, are practised, including asking for recommendations and describing dining experiences. ● **Unit 08: School Subjects (Beginner Spanish)** 　○ Alignment for Intermediate Level: While indirect, discussing subjects like geography and cultural studies relates to travel discussions. **Advanced Level: "Make and respond to suggestions or requests in formal situations such as in a shop, restaurant or airport."** ● **Unit 06: Talking about Meals (Beginner Spanish)**	**Getting Started Course** **Beginners Course**

<table>
<tr>
<td></td>
<td></td>
<td>

○ This unit teaches students how to order at a café or restaurant, which is a formal situation where they would need to make and respond to requests.
- **Unit 10: My House (Beginner Spanish)**
  ○ This unit teaches students how to describe their house and its location, which could be extended to describing a house or location in a formal situation, such as renting a house or booking a hotel room.

Differentiating within one lesson:
- **In Unit 1, beginner students** learn how to ask and answer basic questions about themselves and others, such as "What's your name?" and "How are you?" **Intermediate and advanced students** can build on the foundational language skills learned at the start of each smart lesson by engaging with the more complex content that is available in the middle to the end of each smart EP lesson.
- For example, **in Unit 1,** beginner students learn basic Spanish greetings and introductions. Intermediate and advanced students can build on this by practising more advanced conversation skills in the extended responses sections of the writing and speaking lessons. Similarly, **in Unit2 ,** beginner students learn common classroom phrases, while intermediate and advanced students can practise more complex dialogue with teachers and classmates, and engage in role-play scenarios that require more sophisticated language skills.
- The scaffolded content in Education Perfect's smart lessons allows intermediate and advanced students to continue building on their language proficiency by completing the more challenging content available in each lesson. This ensures that students of all proficiency levels can work on the same topics, but at a level that is appropriate for their abilities.

</td>
<td></td>
</tr>
<tr>
<td></td>
<td>

Use a range of communication strategies to facilitate interactions in familiar contexts

</td>
<td>

In each EP Languages unit, students encounter a wealth of spoken input that demonstrates effective communication within the context of the unit's topic. This exposure helps them understand how to exchange information using the target language.

EP's interactive features, such as information slides, annotated text, media integration, and embedded external content, are valuable tools in learning key expressions and vocabulary. Information slides introduce new concepts or provide a recap at the end of a lesson, requiring students to spend a minimum of three seconds

</td>
<td>

Getting Started Course

Unit 1: Greetings and Introductions
Unit 2: Asking how you are
Unit 3: Colours
Unit 4: Numbers and Age
Unit 05: Animals
Unit 06: Family
Unit 07: Food

</td>
</tr>
</table>

on each slide before moving forward. Annotated text is useful for providing elaborations or hints, while media integration allows teachers to incorporate audio, images, or videos to engage students or serve as question prompts.

The embed feature enables the integration of external resources, helping students to learn essential expressions and vocabulary for asking for help or clarification when they encounter difficulties with specific concepts or language structures. Additionally, the automatic explanations provided in quizzes when students make errors are valuable learning opportunities for understanding the correct answer and expanding their knowledge.

Example of application:

Beginner Level: "Ask for help or clarification of what is being said or done."
- **Unit 1 Greetings and Introductions"**
- How it aligns: This unit teaches students how to greet someone, introduce themselves, and ask someone else's name. These are basic communication strategies that beginners can use to ask for help or clarification in a familiar context. For example, they can ask "Wie heißt du?" (What is your name?) when they need to clarify someone's name.

Intermediate Level: "Offer to explain or clarify for others."
- **Beginners Course, Unit 03: The Classroom**
- How it aligns: This unit teaches students how to use common classroom phrases, talk about common classroom items, make basic requests to their teacher, and offer apologies. These skills can be used by intermediate students to offer explanations or clarifications to others. For example, they can explain what items are in the classroom or make requests in the classroom.

Advanced Level: "Paraphrase, elaborate on and clarify group contributions."
- **Beginners Course, Unit 09: Leisure Activities**
- How it aligns: This unit teaches students how to talk about what activities they like or dislike, say when they do different activities, and list different activities. Advanced students can use these skills to paraphrase, elaborate on, and clarify group contributions about leisure activities. For example, they can elaborate on why they like or dislike certain activities, or clarify when they do these activities.

| Applying knowledge of language systems to interact in the target language | Use features of the sound system in spoken interactions | EP Languages units are designed to provide students with ample listening and speaking input, which models the exchange of information on the topic of the unit.

EP helps students develop their ability to use the features of the sound system in spoken interactions through its listening comprehension section. In this section of each unit, **students are exposed to 8-10 listening comprehension texts,** recorded by native speakers, that highlight various features of the target language sound system, such as pitch, rhythm, stress, and intonation. By listening to and analysing these texts, students can develop their listening skills and improve their ability to recognise and reproduce these features in their own speech.

Another key feature of EP's language units is the speaking section. In this section, students are required to complete a variety of speaking tasks that enable them to practise and refine their pronunciation skills. For example, students are given exercises to practise word-level and sentence-level pronunciation, which allows them to focus on the different aspects of the target language sound patterns.

One effective technique used in EP's speaking section is the vocabulary list activity. This activity requires students to record their pronunciation of a word, listen back to their recording, and compare it to a native speaker's recording. By repeating the word as many times as necessary, students can perfect their pronunciation of individual words. Similarly, the sentence-level pronunciation activity allows students to practise the correct intonation and stress patterns for sentences, which is essential for effective communication in the target language. | **Getting Started Course**

Unit 1: Greetings and Introductions
Unit 2: Asking how you are
Unit 3: Colours
Unit 4: Numbers and Age
Unit 05: Animals
Unit 06: Family
Unit 07: Food
Unit 08: Days of the Week and Weather
Unit 09: Classroom Objects
Unit 10: Classroom Commands - Usteded

Beginners Course

Unit 01: Greetings and Introductions
Unit 02: Family and Pets
Unit 03: The Classroom
Unit 04: Dates and Birthdays
Unit 05: Countries and Nationalities
Unit 06: Talking about Meals
Unit 07: Describing People
Unit 08: School Subjects
Unit 09: Leisure Activities
Unit 10: My House |
| | Use relevant and familiar vocabulary from a range of themes to create texts | Education Perfect enables students to build a strong vocabulary foundation, which in turn supports their development of reading, writing, listening, and speaking skills in the target language. This comprehensive approach to language learning ensures that students are well-equipped to interact effectively using relevant and familiar vocabulary across a range of themes.EP does this through various activities and resources, including: | **Getting Started Course**

Unit 1: Greetings and Introductions
Unit 2: Asking how you are
Unit 3: Colours
Unit 4: Numbers and Age
Unit 05: Animals |

1. **Comprehensive Vocabulary Glossaries:** EP provides a Vocabulary Glossary for each Languages unit, containing both Core Vocabulary and Extra Vocabulary lists. These glossaries are tailored to the students' specific needs, giving them access to relevant vocabulary for their proficiency level.
2. **Thematic Vocabulary:** EP organises vocabulary by themes, ensuring that students have access to words and phrases that are contextually relevant. For example:
   - Beginner students focus on themes such as family, pets, friends, home, and school.
   - Intermediate students explore themes like the neighbourhood, daily routines, sports, and leisure.
   - Advanced students delve into themes such as music, clothing, travel, and technology.
3. **Multimedia Resources:** EP uses a variety of multimedia resources, including audio and video content, to expose students to authentic language usage in different contexts. This helps students practise listening and comprehension skills, and also familiarise them with the vocabulary used in real-life situations.
4. **Interactive Activities:** The platform offers various interactive activities, such as quizzes and games, which allow students to practise and reinforce their vocabulary knowledge. These activities are designed to be engaging and enjoyable, motivating students to learn and apply new words in different contexts

Beginner Level: Themes such as family, pets, friends, home, and school.
- **Unit 1: Greetings and Introductions (both courses)** - These units introduce students to basic greetings and introductions, which can be used in the context of family, friends, home, and school.
- **Unit 2: Family and Pets (Beginners Course)** - This unit directly aligns with the theme of family and pets, teaching students how to talk about their family members and pets.
- **Unit 3: The Classroom (Beginners Course) -** This unit aligns with the theme of school, teaching students how to use common classroom phrases and talk about common classroom items.

Intermediate Level: Themes such as neighbourhood, daily routines, sports, and leisure.

		● **Unit 5: Countries and Nationalities (Beginners Course)** - This unit can be related to the theme of neighbourhood as it teaches students to talk about which country they live in. ● **Unit 06: Talking about Meals (Beginners Course)** - This unit aligns with the theme of daily routines as it teaches students to talk about what they eat for different meals. ● **Unit 9: Leisure Activities (Beginners Course) -** This unit directly aligns with the themes of sports and leisure, teaching students to talk about what activities they like or dislike. **Advanced Level: Themes such as music, clothing, travel, and technology.** ● **Intermediate Unit 02: Fashion and Shopping for clothes** - Even though this unit is at the Intermediate level, it can be used to challenge Advanced students. The unit covers vocabulary and conversations related to clothing, aligning with the theme of clothing. ● **Advanced Unit 07: Technology** - This unit directly aligns with the theme of technology. It covers vocabulary and conversations related to different aspects of technology. ● **Intermediate Unit 10: Past Holidays** - This unit can align with the theme of travel. It covers vocabulary and conversations related to past holidays and travel experiences. The introductory sections of these units, which are typically more basic, can be particularly useful for challenging Advanced students. As students progress, the units will likely become more complex, allowing students to continue learning and growing within the theme. Again, it's important to note that all of Education Perfect's resources can be edited and customised to suit different school contexts, and the content can be rearranged to suit faculty schemes of work. This allows for flexibility in aligning the platform's content with various curriculum standards.	
	Use structures and features of the grammatical system to interact	In every Education Perfect Languages unit, students are introduced to a dedicated grammar section that covers new concepts for each specific unit. These grammar sections begin with a thorough introduction to the grammar point, explaining it in detail to help students grasp the concept. Following the introduction, a wide range of activities is provided for students to practise the newly introduced grammar point.	**Beginners** Units 1–10 (Grammar sections. Unit 01: Greetings and Introductions Unit 02: Family and Pets Unit 03: The Classroom

The practice activities are structured to progress from recognition-based tasks to activities that involve free production, allowing students to gradually build their mastery of the grammar concept. By engaging in these activities, students can develop their ability to understand both written and spoken texts, as well as create their own spoken, written, and multimodal texts in the target language.

The EP grammar lessons emphasise providing comprehensive explanations for each grammar point, helping students to better understand the similarities and differences between the target language and English grammar. This approach enables students to apply their grammar knowledge more when interacting in the target language, ensuring that they can communicate accurately and confidently.

Getting Started with Spanish:

- **Greetings, Introductions, and Asking How You Are:** These units focus on essential conversational skills. They align well with the descriptor by teaching students to use basic greetings and introductions, which are fundamental structures in the grammatical system for interaction.
- **Colours, Numbers and Age, Classroom Objects:** These units expand vocabulary and introduce sentence structures, enabling students to describe their surroundings and ask questions, thus using grammatical structures to interact.
- **Classroom Commands and Family:** Here, students learn imperative forms and possessive pronouns, crucial grammatical features for giving instructions and discussing family relationships.
- **Animals, Likes and Dislikes, Days of the Week and Weather, Descriptions**: These units further develop students' ability to describe, express opinions, and discuss daily topics, employing various grammatical structures for interaction.

Spanish Beginners Course:

Unit 01: Greetings and Introductions
- Grammar Point: Formality in Spanish.
- Relevance: Understanding the difference between formal and informal language is crucial for social interactions. This unit equips students with the

necessary skills to interact respectfully and appropriately in different contexts.

Unit 02: Family and Pets
- Grammar Points: Pronouns 'Mi' and 'Mis', showing possession.
- Relevance: Being able to talk about one's family and pets using possessive pronouns is a basic yet important aspect of interpersonal communication, allowing students to share personal information in Spanish.

Unit 03: The Classroom
- Grammar Points: Basic articles and gender, the verb 'tener' (to have).
- Relevance: Using articles correctly and understanding gender rules in Spanish are fundamental. The verb 'tener' is essential for expressing possession, a common feature in everyday conversation.

Unit 04: Dates and Birthdays
- Grammar Points: Writing the date, revision of 'tener' and expressing age.
- Relevance: Discussing dates and birthdays requires understanding of numbers and how to express age, which are practical skills in any language.

Unit 05: Countries and Nationalities
- Grammar Points: The verb 'ser' (to be), adjective agreement.
- Relevance: Describing nationalities and countries involves the use of the verb 'ser', a key verb in Spanish, and mastering adjective-noun agreement, crucial for grammatical accuracy.

Unit 06: Talking About Meals
- Grammar Points: Stem change verbs, verbs ending in -er and -ar, articles.
- Relevance: Food is a universal topic. Understanding verb conjugations and articles is essential for students to describe meals and food preferences.

Unit 07: Describing People
- Grammar Points: The verbs 'ser' and 'estar', adjective agreement.
- Relevance: Describing people is a common aspect of conversation. This unit teaches students the nuances between 'ser' and 'estar', both meaning 'to be', and how adjectives must agree with the nouns they describe.

Unit 08: School Subjects
- Grammar Point: The verb 'gustar' (to like).
- Relevance: Expressing likes and dislikes is a foundational communicative skill. Understanding 'gustar' is key to expressing personal preferences.

Unit 09: Leisure Activities
- Grammar Points: The verbs 'hacer' (to do) and 'jugar' (to play).
- Relevance: Talking about hobbies and leisure activities is a relatable way to practise verb forms and engage in more personalised conversations.

		Unit 10: My House ● Grammar Point: Adjective Agreement. ● Relevance: Describing one's house requires the correct use of adjectives in gender and number, fundamental for accurate communication. Both courses comprehensively cover essential grammatical structures and features, progressively guiding students from basic interactions to more complex ones. The gradual building of skills in both vocabulary and grammar ensures that students develop a robust foundation for interaction in Spanish, in line with the content descriptor.	
Applying knowledge of the target language culture(s) to interact	Use language that is appropriate to cultural practices and values to interact	EP includes a cultural lesson that complements each Beginners Course unit. **Beginner Level: "Use verbal and nonverbal language for greetings appropriate to the context, purpose and audience of the interaction."** ● **Example: Unit 1: Greetings and Introductions in the "Getting Started with Spanish Course"** fits perfectly here. Lessons on introductions and greetings, including titles like Señor, Señora, and Señorita, provide students with the tools to use greetings appropriate to different social contexts. The cultural notes on South American turtles can also engage students in understanding cultural nuances. ● **Unit 2: Asking How You Are** also aligns well. Learning to ask and respond to "How are you?" in Spanish is a fundamental aspect of greeting. Cultural facts like those about Toucans can be leveraged to deepen cultural understanding. **Intermediate Level: "Use verbal and nonverbal language for expressing disbelief or surprise appropriate to the context, purpose and audience of the interaction."** ● **Unit 03: The Classroom** can be aligned to this standard. While the unit primarily focuses on common classroom phrases, basic requests, and apologies, it can be expanded to include expressions of disbelief or surprise. 　● **Suggested Implementation:** Teachers could incorporate additional lessons or exercises that specifically target expressions of disbelief or surprise. For example, learning phrases like Really? or I can't believe it!	**Getting Started Course** Unit 1: Greetings and Introductions Unit 2: Asking how you are Unit 3: Colours Unit 4: Numbers and Age Unit 05: Animals Unit 06: Family Unit 07: Food Unit 08: Days of the Week anWeather Unit 09: Classroom Objects Unit 10: Classroom Commands Usteded **Beginners Course** Unit 01: Greetings and Introductions Unit 02: Family and Pets Unit 03: The Classroom Unit 04: Dates and Birthdays Unit 05: Countries and Nationalities Unit 06: Talking about Meals Unit 07: Describing People

can be practised in role-play scenarios simulating classroom interactions.

- **Unit 06: Talking about Meals** This unit can be adapted to focus on expressions of surprise or disbelief in the context of discussing food preferences.
    - **Suggested Implementation:** Students could learn to express surprise at unusual food combinations or disbelief at someone's dislike of a popular dish.

Advanced Level: "Use appropriate idioms in interactions."

- While EP units may not explicitly focus on idioms, they can be seamlessly integrated into various units.
    - **Unit 08: School Subjects:** Although primarily focused on school subjects, this unit can incorporate Spanish idioms related to learning and education. Teachers could introduce idioms that students might use in a school context, blending them into conversations or written exercises.
    - **Unit 10: My House:** Here, idiomatic expressions related to home and daily life could be introduced. Students could learn idioms that are commonly used in discussions about household activities, family dynamics, or descriptions of one's living space.

Unit 08: School Subjects
Unit 09: Leisure Activities
Unit 10: My House

Understanding Texts:

(Listening, Speaking, Reading,Writing)

Outcome: ML4-UND-01

Interprets and responds to information, opinions and ideas in texts to demonstrate understanding

Sub strand	Content descriptor	How can EP support this?	EP Suggested Units
Understanding and responding to spoken, written and multimodal target language texts	Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes	In the Beginner Language units, EP provides comprehensive listening and reading comprehension sections in each unit. Each unit comprises ten listening comprehension texts and ten reading comprehension texts, exposing students to diverse text types such as blog entries, emails, comics, phone messages, online messages, articles, reviews, recipes, menus, signs, and brochures. Students are required to answer various comprehension questions based on these texts, which include multiple-choice, identification of specific vocabulary, fill-in-the-gaps, drag and drop, and long answer questions. The questions within each unit are designed to test higher-level thinking skills. Students are not only required to answer simple comprehension questions but also give their own opinions and ideas based on the text, and compare and contrast ideas from the texts. **Listening and Reading Topics** across all units are designed to enhance comprehension skills within a controlled vocabulary range, ensuring that students are gradually exposed to new language in a familiar and predictable context. **Blended Approach:**	**Beginners Units 1-10 (Listening and Reading comprehension sections)** 3. Listening Comprehension: Greetings and Introductions 4. Reading Comprehension: Greetings and Introductions 3. Listening Comprehension: Family and Pets 4. Reading Comprehension: Family and Pets 3. Listening Comprehension: The Classroom 4. Reading Comprehension: The Classroom 3. Listening Comprehension: Dates and Birthdays 4. Reading Comprehension: Dates and Birthdays 3. Listening Comprehension: Countries and Nationalities 4. Reading Comprehension: Countries and Nationalities 3. Listening Comprehension:

		Combining elements from both courses allows for a more comprehensive learning experience. For instance, the "Getting Started with Spanish" course lays a strong foundational vocabulary which can be further explored and expanded in the "Spanish Beginners Course." **Video Content** at the beginner level can also complement the courses, offering visual and auditory stimuli that reinforce the learning objectives and make the learning experience more dynamic and engaging. **Authentic Visual Texts Lessons:** In these lessons, students explore three visual texts they may encounter while using Spanish in real-life scenarios related to each topic. Students are also introduced to some strategies to help you understand a visual text.	Liking/Disliking Meals and Food 4. Reading Comprehension: Liking/Disliking Meals and Food 3. Listening Comprehension: Describing People 4. Reading Comprehension: Describing People 3. Listening Comprehension: School Subjects 4. Reading Comprehension: School Subjects 3. Listening Comprehension: Leisure Activities 4. Reading Comprehension: Leisure Activities 3. Listening Comprehension: My House 4. Reading Comprehension: My House
	Content descriptor: Develop and use comprehension strategies to interpret information, opinions and ideas in texts	These units focus on discussing personal information such as family, pets, countries of residence, nationality, and personal descriptions. Through a comprehensive approach, EP ensures that students at all levels, from beginners to advanced learners, can effectively develop and use comprehension strategies to better understand and interpret texts. Beginner students activate, use, and share prior knowledge to understand texts, while intermediate students rely on contextual clues. Advanced students are expected to summarise and explain the main ideas in extended response sections. Education Perfect helps students develop comprehension strategies by offering: ● Listening and reading lessons with authentic spoken, written, and multimodal texts. ● A large bank of video lessons and activities to locate and process information and ideas.	**Beginners Units 1-10 (Listening and Reading comprehension sections)** 3. Listening Comprehension: Greetings and Introductions 4. Reading Comprehension: Greetings and Introductions 3. Listening Comprehension: Family and Pets 4. Reading Comprehension: Family and Pets 3. Listening Comprehension: The Classroom 4. Reading Comprehension: The Classroom 3. Listening Comprehension: Dates and Birthdays 4. Reading Comprehension: Dates and Birthdays 3. Listening Comprehension: Countries

		● Introduction lessons that introduce key language concepts. ● Over 300 original listening and reading comprehension texts per language, scaffolded to cater to different skill levels. **Authentic Visual Texts Lessons:** In these lessons, students explore three visual texts they may encounter while using Spanish in real-life scenarios related to each topic. Students are also introduced to some strategies to help you understand a visual text.	
	Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas	EP supports students in responding appropriately to texts in the target language or English. The platform offers a range of resources, activities, and methods to ensure students can practise listening, reading, writing, and speaking skills while interpreting information, opinions, and ideas.EP enhances students' comprehension and engagement with genuine content by providing diverse resources. The platform accommodates different proficiency levels, ensuring that all students benefit from interacting with authentic texts. *Example:* Beginner students create English responses based on target language narrative texts, while intermediate students can develop target language responses in the immersion smart lessons. Advanced students can focus	**Beginners Units 1-10 (Listening and Reading comprehension sections)**

<table>
<tr>
<td></td>
<td></td>
<td>on classifying and presenting data extracted from target language factual texts, such as websites or other text types.

Authentic Visual Texts Lessons:

In these lessons, students explore three visual texts they may encounter while using Spanish in real-life scenarios related to each topic. Students are also introduced to some strategies to help you understand a visual text.</td>
<td>3. Listening Comprehension: Dates and Birthdays
4. Reading Comprehension: Dates and Birthdays
3. Listening Comprehension: Countries and Nationalities
4. Reading Comprehension: Countries and Nationalities
3. Listening Comprehension: Liking/Disliking Meals and Food
4. Reading Comprehension: Liking/Disliking Meals and Food
3, Listening Comprehension: Describing People
4. Reading Comprehension: Describing People
3. Listening Comprehension: School Subjects
4. Reading Comprehension: School Subjects
3. Listening Comprehension: Leisure Activities
4. Reading Comprehension: Leisure Activities
3. Listening Comprehension: My House
4. Reading Comprehension: My House</td>
</tr>
<tr>
<td></td>
<td>**Demonstrate understanding of the context, purpose and audience in predictable texts**</td>
<td>By using EP's Listening and Reading Comprehension Sections, teachers can guide students through various stages of language learning, gradually introducing them to more complex language structures, text types, and cultural elements. This approach helps students develop a well-rounded understanding of the context, purpose, and audience in predictable texts, ultimately improving their overall language proficiency.
Example:</td>
<td>**Beginners Units 1-10 (Listening and Reading comprehension sections)**

3. Listening Comprehension: Greetings and Introductions
4. Reading Comprehension: Greetings and Introductions</td>
</tr>
</table>

- **Beginner:** At this stage, teachers can ask beginner students to identify and use different structures and linguistic features from a range of text types offered by EP. This helps students gain familiarity with the building blocks of language and develop a solid foundation for further learning.
- **Intermediate:** As students progress throughout the smart lesson and get more challenging content, teachers can challenge them to identify and explain how texts are constructed, including text features such as greetings in correspondence. This level of analysis allows students to develop a deeper understanding of language use in different contexts and appreciate the nuances of communication.
- **Advanced:** At this stage, teachers can ask advanced students to identify cultural references in texts and explain their effect on the audience. This higher-order thinking skill enables students to recognise the impact of culture on language and communication, fostering a more profound understanding of the target language

Authentic Visual Texts Lessons:

In these lessons, students explore three visual texts they may encounter while using Spanish in real-life scenarios related to each topic. Students are also introduced to some strategies to help you understand a visual text.

Applying knowledge of language systems to understand and respond to target language texts	Use knowledge of features of the sound system to understand texts	EP Languages units include listening comprehension sections with 8-10 listening comprehension texts recorded by native speakers. These activities expose students to the target language's sound system, including pitch, rhythm, stress, and intonation, which helps them better understand spoken texts.	**Beginners Units 1-10 (Listening comprehension sections)** 3. Listening Comprehension: Greetings and Introductions 3. Listening Comprehension: Family and Pets 3. Listening Comprehension: The Classroom 3. Listening Comprehension: Dates and Birthdays 3. Listening Comprehension: Countries and Nationalities 3. Listening Comprehension: Liking/Disliking Meals and Food 3, Listening Comprehension: Describing People 3. Listening Comprehension: School Subjects 3. Listening Comprehension: Leisure Activities 3. Listening Comprehension: My House
	Use knowledge of sound–symbol correspondences to understand and respond to texts	The listening section of each EP unit contains exercises that help students practise understanding spoken word and sentence with authentic native pronunciation. As they listen to a native speaker, students can improve their understanding of sound-symbol correspondences and respond more accurately to spoken texts.	**Beginners Units 1-10 (Listening comprehension sections)** 3. Listening Comprehension: Greetings and Introductions 3. Listening Comprehension: Family and Pets 3. Listening Comprehension: The Classroom

	Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts	**Getting Started with Spanish** focuses on fundamental Spanish language skills. It begins with basics like greetings, introductions, feelings, and progresses to more complex topics like family, pets, and daily activities. Each unit is designed to build vocabulary and understanding progressively, starting from simple greetings and moving towards more elaborate descriptions and conversations. For instance: **Unit 1 (Greetings and Introductions) and Unit 2 (Asking How You Are)** lay the foundation for understanding and responding to simple texts. **Units like Classroom Commands and Colours** involve more specific vocabulary and context, aiding students in comprehending and responding to a wider range of texts. **The Spanish Beginners Course** further expands on these foundations. It delves deeper into culturally relevant themes and everyday contexts, such as school subjects, leisure activities, and descriptions of family and pets. The progression from greetings to more personal topics like family and preferences allows students to build a comprehensive vocabulary base.	**Beginners Units 1-10 (Listening and Reading comprehension sections)**

		For example: **Units on School Subjects and Leisure Activities** provide thematic vocabulary that is essential for understanding and responding to texts about daily life and personal interests. **Units on Describing People and Family and Pets** emphasise descriptive language, enhancing students' ability to understand and create more detailed texts. Both courses emphasise practical language use, cultural insights, and varied linguistic structures. The integration of listening, reading, speaking, and writing activities ensures a holistic learning experience. By covering a broad spectrum of topics and gradually increasing complexity, these courses effectively support students in developing their ability to understand and respond to a variety of Spanish texts, aligning with the curriculum requirements for Years 7 and 8.	4. Reading Comprehension: Countries and Nationalities 3. Listening Comprehension: Liking/Disliking Meals and Food 4. Reading Comprehension: Liking/Disliking Meals and Food 3. Listening Comprehension: Describing People 4. Reading Comprehension: Describing People 3. Listening Comprehension: School Subjects 4. Reading Comprehension: School Subjects 3. Listening Comprehension: Leisure Activities 4. Reading Comprehension: Leisure Activities 3. Listening Comprehension: My House 4. Reading Comprehension: My House
	Use knowledge of structures and features of the grammatical system to understand and respond to texts	Both courses offer a comprehensive pathway for students in Years 7 and 8 to master the fundamental aspects of the Spanish grammatical system. Through a mix of practical tasks, authentic tasks, and varied linguistic focus, these courses empower students to to understand and respond to texts. **Getting Started with Spanish** **Unit 1: Greetings and Introductions** ● Focus: Basic vocabulary, greetings, and introductions. ● Alignment: Teaches foundational grammar like question marks (¿), double "L," and "ñ," essential for understanding written Spanish. **Unit 2: Asking How You Are** ● Focus: Expressing and asking about feelings. ● Alignment: Introduces basic verb conjugations and sentence structure, fostering comprehension and response skills.	**Beginners Units 1-10 (Listening and Reading comprehension sections)** 3. Listening Comprehension: Greetings and Introductions 4. Reading Comprehension: Greetings and Introductions 3. Listening Comprehension: Family and Pets 4. Reading Comprehension: Family and Pets 3. Listening Comprehension: The Classroom 4. Reading Comprehension: The Classroom 3. Listening Comprehension: Dates and Birthdays

Unit 3: Colours
- Focus: Naming and asking about colours.
- Alignment: Reinforces adjective-noun agreement in Spanish, a critical grammatical structure.

Unit 4: Numbers and Age
- Focus: Counting and discussing age.
- Alignment: Introduces numbers and age-related vocabulary, enhancing understanding of basic numerical and personal information.

Unit 5: Animals
- Focus: Vocabulary related to pets and animals.
- Alignment: Builds vocabulary and understanding of simple descriptive sentences.

Unit 6: Family
- Focus: Vocabulary for family members, asking about siblings.
- Alignment: Introduces family-related vocabulary and structures for describing relationships, essential for comprehension and dialogue about family dynamics.

Unit 7: Food
- Focus: Discussing preferences for sweet and savoury foods.
- Alignment: Teaches expressions of likes and dislikes, essential for understanding and expressing opinions about food.

Unit 8: Days of the Week and Weather
- Focus: Learning days of the week, discussing weather.
- Alignment: Introduces time-related vocabulary and weather expressions, crucial for understanding and discussing daily routines and conditions.

Unit 9: Classroom Objects
- Focus: Vocabulary for classroom items, asking to borrow things.
- Alignment: Reinforces the structure of questions and responses, vital for interacting in a classroom setting.

Unit 10: Classroom Commands
- Focus: Understanding and using classroom commands.

4. Reading Comprehension: Dates and Birthdays
3. Listening Comprehension: Countries and Nationalities
4. Reading Comprehension: Countries and Nationalities
3. Listening Comprehension: Liking/Disliking Meals and Food
4. Reading Comprehension: Liking/Disliking Meals and Food
3, Listening Comprehension: Describing People
4. Reading Comprehension: Describing People
3. Listening Comprehension: School Subjects
4. Reading Comprehension: School Subjects
3. Listening Comprehension: Leisure Activities
4. Reading Comprehension: Leisure Activities
3. Listening Comprehension: My House
4. Reading Comprehension: My House

GRAMMAR LESSONS:
7a. Grammar - Formality: Greetings and Introductions
7b. Grammar - Personal Pronouns: Greetings and Introductions
7. Grammar - Possession: Family and Pets
7. Grammar - Articles: The Classroom
7a. Grammar - Dates: Dates and Birthdays
7b. Grammar - Verbs (tener): Dates and Birthdays
7a. Grammar - Ser: Countries and

- Alignment: Develops listening and response skills through command recognition and usage, essential for classroom interaction.

Beginner Course:

Unit 01: Greetings and Introductions
- Focus: Formal and informal greetings, self-introductions.
- Alignment: Highlights formality in Spanish, crucial for appropriate communication.

Unit 02: Family and Pets
- Focus: Describing family and pets.
- Alignment: Introduces possessive pronouns and basic family-related vocabulary, essential for constructing and understanding personal descriptions.

Unit 03: The Classroom
- Focus: Classroom phrases, vocabulary for classroom items.
- Alignment: Teaches articles and the verb "tener" (to have), laying the groundwork for understanding object descriptions and requests.

Unit 04: Dates and Birthdays
- Focus: Discussing dates and birthdays.
- Alignment: Covers writing dates and using "tener" for ages, key for understanding and creating date-related texts.

Unit 05: Countries and Nationalities
- Focus: Discussing nationalities and countries.
- Alignment: Introduces the verb "ser" and adjective agreement, crucial for describing origin and identity.

Unit 06: Talking About Meals
- Focus: Discussing meal preferences and orders.
- Alignment: Introduces food vocabulary and structures for expressing preferences, crucial for conversational skills in social contexts.

Unit 07: Describing People
- Focus: Describing physical appearance and personality.

- Alignment: Teaches adjective agreement and the use of "ser" and "estar," fundamental for describing people and emotions.

Unit 08: School Subjects

- Focus: Discussing school subjects, likes and dislikes.
- Alignment: Introduces the verb "gustar" and related structures, essential for discussing academic preferences.

Unit 09: Leisure Activities

- Focus: Talking about hobbies and weekend plans.
- Alignment: Covers verbs like "hacer" and "jugar," important for discussing activities and scheduling.

Unit 10: My House

- Focus: Describing homes and rooms.
- Alignment: Teaches vocabulary for house and furniture, and adjective agreement, key for describing living spaces.

The listening and reading comprehension topics about home and living situations provide students with practical contexts to apply their grammatical knowledge.

The course materials provide comprehensive coverage of the topics, and the vocabulary lists help students understand and use the key terms and phrases. The assessments provide opportunities for students to demonstrate their understanding and application of the grammatical structures and features. The manually marked assessments also provide opportunities for personalised feedback and guidance.

Moreover, the platform's interactive nature and immediate feedback system allow students to learn at their own pace and understand their strengths and weaknesses. This helps them to focus on areas that need improvement, thus enhancing their understanding and application of the grammatical system.

| | Recognise and use structures and features of the target language writing system to understand and respond to texts | Through its structured lessons, EP effectively guides students in recognizing and using key structures and features of the Spanish language, aligning with the NSW content descriptor. The focus on varied linguistic elements, from basic grammar to complex sentence constructions, ensures that students develop a comprehensive understanding of the language, enabling them to comprehend and respond to texts effectively.

Getting Started with Spanish Course
  Unit 1: Greetings and Introductions
    Focus on basic greetings, introductions, and use of polite forms (Señor, Señora, Señorita).
    Emphasises question forms, responses, and basic vocabulary.
  Unit 2: Asking How You Are
    Introduction to expressing and asking about feelings.
    Basic verb conjugations like 'estar' (to be).
  Unit 3: Colours
    Vocabulary on colours and their agreement in gender and number.
    Simple sentence structures.
  Unit 4: Numbers and Age
    Numbers 1-20 and expressions related to age.
    Use of the verb 'tener' (to have).
  Unit 5: Animals
    Vocabulary related to pets and farm animals.
    Simple descriptive sentences.
  Unit 6: Family
    Family-related vocabulary and possessive pronouns.
    Descriptive sentences focusing on family members.
  Unit 7: Food
    Vocabulary on various foods and expressions of liking/disliking.
    Use of verbs like 'gustar' (to like).
  Unit 8: Days of the Week and Weather
    Vocabulary for days and basic weather expressions.
    Sentence structures for talking about daily routines.
  Unit 9: Classroom Objects
    Vocabulary on classroom items.
    Simple requests and responses.
  Unit 10: Classroom Commands - Ustedes | **Beginners Units 1-10 (Listening and Reading comprehension sections)**

4. Reading Comprehension: Greetings and Introductions
4. Reading Comprehension: Family and Pets
4. Reading Comprehension: The Classroom
4. Reading Comprehension: Dates and Birthdays
4. Reading Comprehension: Countries and Nationalities
4. Reading Comprehension: Liking/Disliking Meals and Food
4. Reading Comprehension: Describing People
4. Reading Comprehension: School Subjects
4. Reading Comprehension: Leisure Activities
4. Reading Comprehension: My House |

Focus on classroom commands and expressions.
Introduction to the formal 'you' (ustedes) in commands.

Beginner Spanish Course

Unit 01: Greetings and Introductions
Deeper exploration of greetings and introductions.
Formality and body language in Spanish-speaking cultures.
Unit 02: Family and Pets
Extended family vocabulary and possessive forms.
Conversational structures about family and pets.
Unit 03: The Classroom
Classroom phrases and vocabulary for items.
Basic articles and gender agreement.
Unit 04: Dates and Birthdays
Expressing and asking about age and birthdays.
Writing dates in Spanish.
Unit 05: Countries and Nationalities
Vocabulary on countries and nationalities.
Use of the verb 'ser' (to be) for nationality.
Unit 06: Talking About Meals
Food vocabulary and expressions of preference.
Introduction to stem-changing verbs.
Unit 07: Describing People
Descriptive vocabulary for physical and personality traits.
Use of 'ser' and 'estar' for descriptions.
Unit 08: School Subjects
Vocabulary about school subjects and preferences.
Use of 'gustar' for expressing likes.
Unit 09: Leisure Activities
Vocabulary on hobbies and leisure activities.
Introduction to verbs 'hacer' (to do) and 'jugar' (to play).
Unit 10: My House
Descriptions of houses and rooms.
Adjective agreement in descriptions of places

Overall Integration:

- **Vocabulary and Grammar:** Both courses systematically build vocabulary and grammatical understanding, essential for recognising and using the structures of the Spanish language.
- **Practical and Cultural Contexts**: By incorporating cultural insights and practical applications, students gain a deeper understanding of how the language functions in various contexts, aiding in comprehension and response.
- **Progressive Complexity:** The courses and lessons progress from simple to more complex topics, gradually equipping students with the skills to understand and respond to a range of texts.

| **Use familiar metalanguage to compare target language structures and features with English** | EP Languages units often use familiar metalanguage to help students understand the differences and similarities between the target language and English. This comparative approach facilitates a deeper understanding of the target language's structures and features, which, in turn, aids comprehension and response to texts. Teachers can delve deeper into how some of these Spanish language structures can be compared to English using metalanguage:

1. "Getting Started with Spanish Course"

- **Vocabulary and Phrases:** Each unit introduces basic Spanish vocabulary and phrases (e.g., greetings, feelings, colours). The presentation of these elements in a straightforward, context-based manner promotes an inherent comparison with their English equivalents. For example, learning "¿Cómo estás?" (How are you?) alongside its English translation facilitates understanding of the structure and usage differences between Spanish and English.
- **Grammar and Sentence Structure:** Lessons focusing on sentence structure, such as forming questions (Unit 1.1) or stating preferences (Unit 7.1), offer students a direct comparison between Spanish and English grammar. This comparison is critical in | **Beginners Units 1-10 (Listening and Reading comprehension sections)**

[3. Listening Comprehension: Greetings and Introductions](#)
[4. Reading Comprehension: Greetings and Introductions](#)
[3. Listening Comprehension: Family and Pets](#)
[4. Reading Comprehension: Family and Pets](#)
[3. Listening Comprehension: The Classroom](#)
[4. Reading Comprehension: The Classroom](#)
[3. Listening Comprehension: Dates and Birthdays](#)
[4. Reading Comprehension: Dates and Birthdays](#)
[3. Listening Comprehension: Countries and Nationalities](#) |

understanding language features such as the use of "¿" for questions or the adjective placement in Spanish.

- **Cultural Aspects:** Cultural notes in each unit (e.g., South American turtles, Toucans, Colour expressions) provide a contextual backdrop for language learning, inviting students to compare cultural nuances expressed through language.

2. "Beginner Spanish Course":

- **Advanced Vocabulary and Phrases:** Building on the foundational knowledge from the "Getting Started" course, this course dives into more complex vocabulary and phrases, such as describing people (Unit 07) or talking about meals (Unit 06). Students learn to compare the nuanced differences in expression and vocabulary usage between the two languages.

- **Grammar Expansion:** With more advanced grammar topics, such as articles and verb conjugations (Units 03 and 04), students can directly compare the complexity and variations in language structures. For instance, understanding the use of "el/la" (the) in Spanish versus "the" in English can illuminate differences in gendered language usage.

- **Cultural Integration:** The cultural focus in each unit (e.g., Spanish National Day, Family life in Spanish-speaking countries) further encourages students to compare and understand how language and culture are interwoven, enhancing their overall language comprehension.

Inherent Comparison:
While the lessons may not explicitly ask students to compare Spanish with English, the structure and content of the courses naturally guide students towards making these comparisons. The juxtaposition of new Spanish vocabulary and phrases with their English counterparts, the gradual introduction of grammatical concepts, and the integration of cultural insights all serve as implicit comparative tools. These aspects encourage students to reflect on both the similarities and differences between the two languages, enhancing their understanding and appreciation of Spanish as a distinct language system.

4. Reading Comprehension: Countries and Nationalities
3. Listening Comprehension: Liking/Disliking Meals and Food
4. Reading Comprehension: Liking/Disliking Meals and Food
3, Listening Comprehension: Describing People
4. Reading Comprehension: Describing People
3. Listening Comprehension: School Subjects
4. Reading Comprehension: School Subjects
3. Listening Comprehension: Leisure Activities
4. Reading Comprehension: Leisure Activities
3. Listening Comprehension: My House
4. Reading Comprehension: My House

| Developing intercultural understanding through target language texts | Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity | The two courses effectively blend language learning with cultural exploration, allowing students to understand not just the "what" of language, but the "why" behind its use in different cultural contexts. This approach not only enhances linguistic skills but also fosters a deeper appreciation and respect for the diversity of cultures within the Spanish-speaking world.

Example form the Getting Started with Spanish Course:

Unit 1: Greetings and Introductions
Language and Culture: Students learn greetings and titles like Señor, Señora, and Señorita, reflecting respect and formality in Spanish culture.
Responding to Texts: Comprehension exercises based on greetings deepen understanding of social interactions.
Suggested Comparative Practices: Comparing formal titles in Spanish with those in their own culture highlights differences in formality.
Unit 2: Asking How You Are
Language and Culture: Phrases expressing feelings link language to emotional expressions in Spanish culture.
Responding to Texts: Activities on expressing and asking about feelings enhance cultural empathy.
Suggested Comparative Practices: Reflecting on how emotions are expressed differently in various cultures.
Unit 3: Colours
Language and Culture: Learning colour expressions introduces students to the vibrant and symbolic use of colours in Spanish-speaking countries.
Responding to Texts: Recognizing colours in texts links language learning with cultural artefacts.
Suggested Comparative Practices: Understanding cultural significance of colours compared to their own cultures.

Beginner Spanish Course
Unit 01: Greetings and Introductions
Language and Culture: Focus on body language and formality during greetings offers insight into cultural norms. | **Beginners Units 1-10 (Listening and Reading comprehension sections)**

3. Listening Comprehension: Greetings and Introductions
4. Reading Comprehension: Greetings and Introductions
3. Listening Comprehension: Family and Pets
4. Reading Comprehension: Family and Pets
3. Listening Comprehension: The Classroom
4. Reading Comprehension: The Classroom
3. Listening Comprehension: Dates and Birthdays
4. Reading Comprehension: Dates and Birthdays
3. Listening Comprehension: Countries and Nationalities
4. Reading Comprehension: Countries and Nationalities
3. Listening Comprehension: Liking/Disliking Meals and Food
4. Reading Comprehension: Liking/Disliking Meals and Food
3. Listening Comprehension: Describing People
4. Reading Comprehension: Describing People
3. Listening Comprehension: School Subjects
4. Reading Comprehension: School Subjects
3. Listening Comprehension: Leisure Activities |

Responding to Texts: Comprehension tasks with greetings and introductions in various social settings.
Suggested Comparative Practices: Comparing greeting customs in Spanish-speaking countries with their own.

Unit 02: Family and Pets
Language and Culture: Discussing family life in Spanish-speaking countries connects students with familial values.
Responding to Texts: Texts and conversations about family and pets enhance cultural understanding.
Suggested Comparative Practices: Reflecting on similarities and differences in family structures and relationships.

Unit 03: The Classroom
Language and Culture: Understanding classroom language provides a glimpse into educational culture in Spanish-speaking regions.
Responding to Texts: Interactive classroom dialogues and descriptions.
Suggested Comparative Practices: Comparing student-teacher relationships and classroom etiquette with their own experiences.

Listening Comprehension:
Rich Audio Resources: recorded by native speakers, provides an authentic learning experience.

Scaffolded Learning: The texts are designed to progress in complexity, supporting learners from novice to more advanced levels.

Diverse Question Types: Accompanying questions range from simple recognition to more complex analytical tasks, enhancing listening skills and comprehension.

Reading Comprehension:
Extensive Reading Material: Similarly, there are over 300 original reading comprehension texts. These cover a broad spectrum of topics, ensuring that learners are exposed to a variety of vocabulary and grammatical structures.

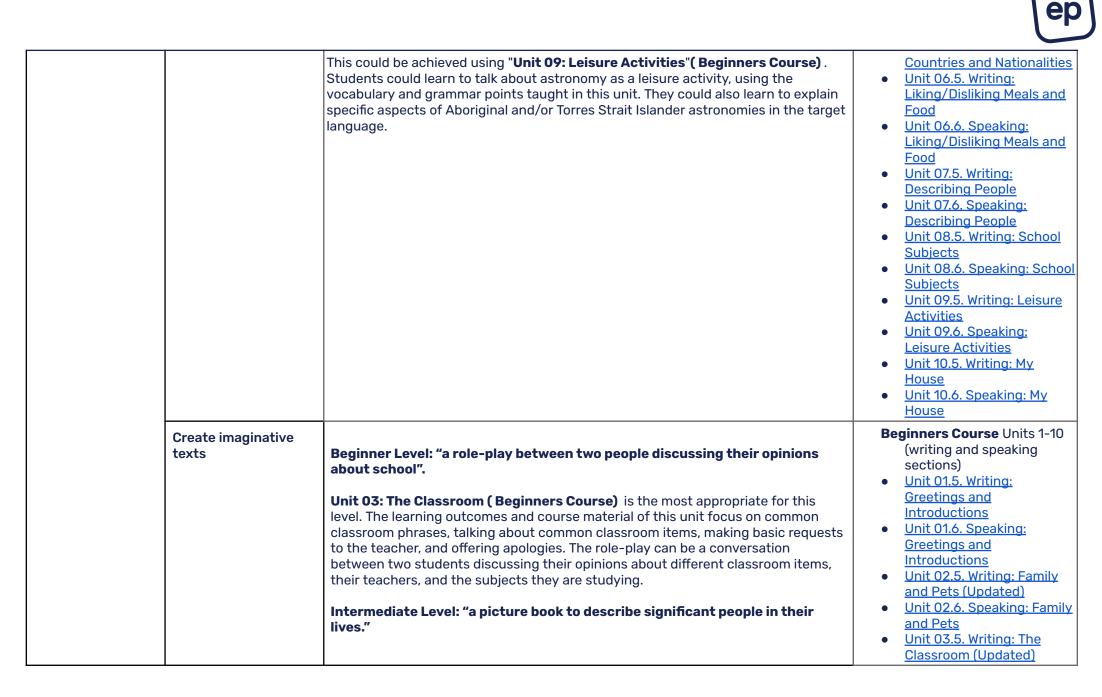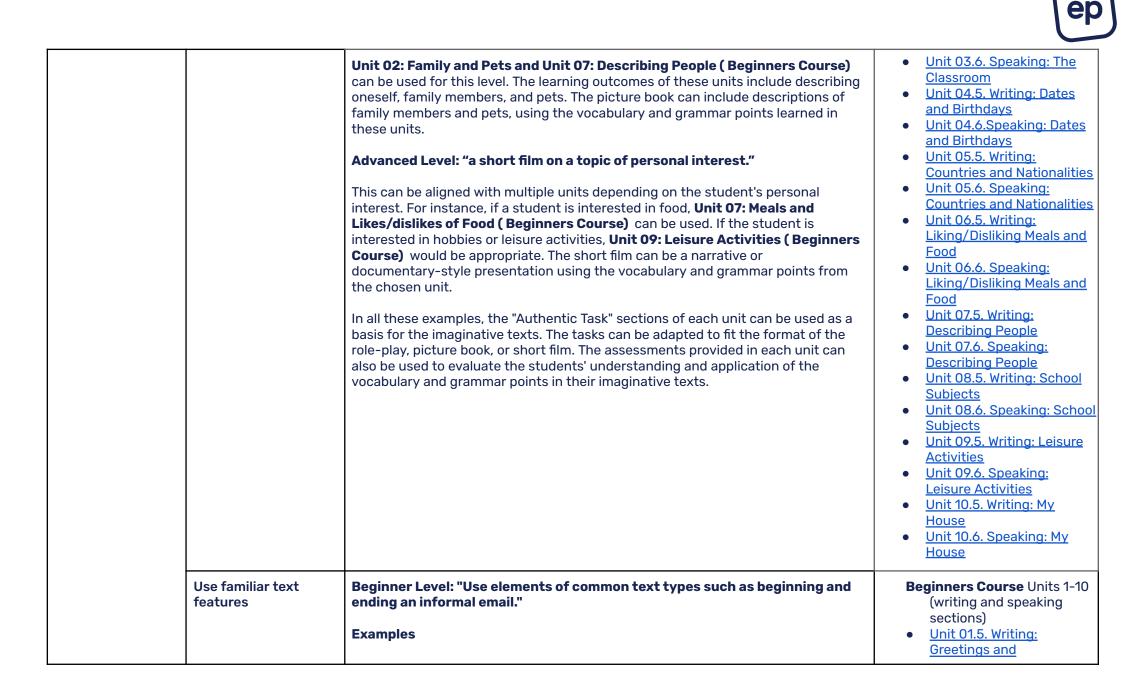| | | **Varied Text Types:** The texts include narratives, dialogues, informational texts, and more, each presenting different aspects of language and culture.
Comprehensive Question Formats: The questions accompanying these texts are diverse, encouraging students to engage with the content critically and reflectively. | |

Creating Texts:

(Speaking, Writing)

Outcomes: ML4-CRT-01

Create a range of texts for familiar communicative purposes by using culturally appropriate language

Sub strand	Content descriptor	How can EP support this?	EP Suggested Units
Creating spoken, written and multimodal texts in the target language appropriate to context, purpose and audience	Create informative texts to describe and share information about themselves and their personal world	**Beginner Level: The curriculum standard for beginners requires students to create a text to describe an Australian animal and its features in the target language, making connections with local Aboriginal Languages of the same animal, such as Kookaburra/Gugubarra (Wiradjuri)** In the context of the Spanish units provided, the **"Unit 02: Family and Pets"(Beginners Course)** could be adapted to meet this standard. Students could learn to describe an Australian animal as if it were a pet, using the vocabulary and grammar points taught in this unit. They could also learn the Aboriginal name of the animal and include it in their description. **Intermediate Level: The curriculum standard for intermediate students requires them to create a text to present an Acknowledgement of Country in the target language.** This could be achieved using **"Unit 05: Countries and Nationalities"(Beginners Course)** . Students could learn to talk about Australia, its Aboriginal heritage, and its place in the world. They could also learn to express their respect for the traditional custodians of the land in the target language. **Advanced Level: The curriculum standard for advanced students requires them to create a text in the target language to explain one or more aspects of Aboriginal and/or Torres Strait Islander astronomies.**	**Beginners Course** Units 1-10 (writing and speaking sections) • Unit 01.5. Writing: Greetings and Introductions • Unit 01.6. Speaking: Greetings and Introductions • Unit 02.5. Writing: Family and Pets (Updated) • Unit 02.6. Speaking: Family and Pets • Unit 03.5. Writing: The Classroom (Updated) • Unit 03.6. Speaking: The Classroom • Unit 04.5. Writing: Dates and Birthdays • Unit 04.6.Speaking: Dates and Birthdays • Unit 05.5. Writing: Countries and Nationalities • Unit 05.6. Speaking:

		This could be achieved using "**Unit 09: Leisure Activities**"**(Beginners Course)** . Students could learn to talk about astronomy as a leisure activity, using the vocabulary and grammar points taught in this unit. They could also learn to explain specific aspects of Aboriginal and/or Torres Strait Islander astronomies in the target language.	Countries and Nationalities • Unit 06.5. Writing: Liking/Disliking Meals and Food • Unit 06.6. Speaking: Liking/Disliking Meals and Food • Unit 07.5. Writing: Describing People • Unit 07.6. Speaking: Describing People • Unit 08.5. Writing: School Subjects • Unit 08.6. Speaking: School Subjects • Unit 09.5. Writing: Leisure Activities • Unit 09.6. Speaking: Leisure Activities • Unit 10.5. Writing: My House • Unit 10.6. Speaking: My House
	Create imaginative texts	**Beginner Level: "a role-play between two people discussing their opinions about school".** **Unit 03: The Classroom (Beginners Course)** is the most appropriate for this level. The learning outcomes and course material of this unit focus on common classroom phrases, talking about common classroom items, making basic requests to the teacher, and offering apologies. The role-play can be a conversation between two students discussing their opinions about different classroom items, their teachers, and the subjects they are studying. **Intermediate Level: "a picture book to describe significant people in their lives."**	**Beginners Course** Units 1-10 (writing and speaking sections) • Unit 01.5. Writing: Greetings and Introductions • Unit 01.6. Speaking: Greetings and Introductions • Unit 02.5. Writing: Family and Pets (Updated) • Unit 02.6. Speaking: Family and Pets • Unit 03.5. Writing: The Classroom (Updated)

		Unit 02: Family and Pets and Unit 07: Describing People (Beginners Course) can be used for this level. The learning outcomes of these units include describing oneself, family members, and pets. The picture book can include descriptions of family members and pets, using the vocabulary and grammar points learned in these units. **Advanced Level: "a short film on a topic of personal interest."** This can be aligned with multiple units depending on the student's personal interest. For instance, if a student is interested in food, **Unit 07: Meals and Likes/dislikes of Food (Beginners Course)** can be used. If the student is interested in hobbies or leisure activities, **Unit 09: Leisure Activities (Beginners Course)** would be appropriate. The short film can be a narrative or documentary-style presentation using the vocabulary and grammar points from the chosen unit. In all these examples, the "Authentic Task" sections of each unit can be used as a basis for the imaginative texts. The tasks can be adapted to fit the format of the role-play, picture book, or short film. The assessments provided in each unit can also be used to evaluate the students' understanding and application of the vocabulary and grammar points in their imaginative texts.	- Unit 03.6. Speaking: The Classroom - Unit 04.5. Writing: Dates and Birthdays - Unit 04.6.Speaking: Dates and Birthdays - Unit 05.5. Writing: Countries and Nationalities - Unit 05.6. Speaking: Countries and Nationalities - Unit 06.5. Writing: Liking/Disliking Meals and Food - Unit 06.6. Speaking: Liking/Disliking Meals and Food - Unit 07.5. Writing: Describing People - Unit 07.6. Speaking: Describing People - Unit 08.5. Writing: School Subjects - Unit 08.6. Speaking: School Subjects - Unit 09.5. Writing: Leisure Activities - Unit 09.6. Speaking: Leisure Activities - Unit 10.5. Writing: My House - Unit 10.6. Speaking: My House
	Use familiar text features	**Beginner Level: "Use elements of common text types such as beginning and ending an informal email."** **Examples**	**Beginners Course** Units 1-10 (writing and speaking sections) Unit 01.5. Writing: Greetings and

Unit 1: Greetings and Introductions and Unit 04: Dates and Birthdays could be aligned with this standard. The unit teaches students how to greet someone, introduce themselves, and ask someone else's name. These are common elements in beginning an informal email. For example, the **"Unit 01.5. Writing: Greetings and Introductions"** lesson could help students learn how to start and end an email in Spanish.

Intermediate Level: "Use cohesive devices such as connectives to sequence actions."

Unit 03: The Classroom could be suitable for this standard. The unit covers common classroom phrases and making basic requests to the teacher, which could involve using connectives to sequence actions. For instance, in the **"Unit 03.6. Speaking: The Classroom"** lesson, the teacher might introduce new connective devices for students to sequence their requests or responses.

Advanced Level: "Use specific structures and features of text types such as style and layout."

Unit 10: My House could align with this standard. The unit teaches students to describe their house, the rooms, and their location. This could involve using specific structures and features of text types. For example, the "Unit 10.5. Writing: My House" lesson could require students to write a detailed description of their house, using specific text structures and features.

			[Unit 09.6. Speaking: Leisure Activities](#) [Unit 10.5. Writing: My House](#) [Unit 10.6. Speaking: My House](#)
Applying knowledge of language systems to create texts in the target language texts	**Use features of the sound system to create spoken texts**	EP Languages units include speaking sections with recordings from native speakers. These activities introduce students to target language sound features such as pitch, rhythm, stress, and intonation. Students are encouraged to mimic these sounds by repeating them or recording their answers. By listening back to their recordings, students can self-assess and adjust their pronunciation. The speaking lessons contain exercises that practise word-level and sentence-level pronunciation, allowing students to focus on different aspects of target language sound patterns. Both courses are strategically designed to enhance students' proficiency in using the Spanish sound system for spoken communication. Through a blend of pronunciation exercises, vocabulary practice, listening comprehension, and cultural insights, students are well-equipped to develop their spoken Spanish skills effectively. This holistic approach ensures that learners not only understand the theory behind the language but can also apply it practically in real-life scenarios. **Getting Started with Spanish Course** This course is structured into multiple units, each focusing on a key aspect of the Spanish language. The units progress from basics like greetings and introductions to more complex topics such as colours, numbers, and family. Here's how they contribute to the development of spoken Spanish: **Vocabulary Speaking Practice:** Each unit includes lessons (e.g., Unit 1.5: Speaking) where students practise pronouncing words, comparing their pronunciation to native speakers. This direct exposure to spoken Spanish helps them understand and replicate the sound system of the language. **Cultural Integration:** Cultural facts (like turtles in South America in Unit 1) provide context to the language, making the learning process more engaging and memorable, aiding in better pronunciation and usage.	**Beginners Course** Units 1-10 (writing and speaking sections) [Unit 01.6. Speaking: Greetings and Introductions](#) [Unit 02.6. Speaking: Family and Pets](#) [Unit 03.6. Speaking: The Classroom](#) [Unit 04.6.Speaking: Dates and Birthdays](#) [Unit 05.6. Speaking: Countries and Nationalities](#) [Unit 06.6. Speaking: Liking/Disliking Meals and Food](#) [Unit 07.6. Speaking: Describing People](#) [Unit 08.6. Speaking: School Subjects](#) [Unit 09.6. Speaking: Leisure Activities](#) [Unit 10.6. Speaking: My House](#)

		● **Listening Comprehension:** Lessons include listening activities where students hear Spanish spoken in various contexts (Unit 1.3: Practice). This exposure to different accents and speaking styles is crucial for understanding the nuances of the sound system. **Beginner Spanish Course** In the Beginner Spanish Course, the focus shifts slightly to more complex linguistic structures while still reinforcing the sound system of Spanish through: ● **Enhanced Listening and Speaking Activities:** Units offer more advanced listening (Unit 01: Listening Comprehension: Greetings and Introductions) and speaking tasks (Unit 01: Speaking: Greetings and Introductions), encouraging students to engage more deeply with the phonetics of the language. ● **Grammar and Vocabulary Integration:** As students learn new grammar points and vocabulary, they are simultaneously encouraged to practise them in spoken form, which reinforces their understanding of the sound system (e.g., using stem change verbs in Unit 06: Talking About Meals). ● **Cultural and Contextual Learning:** Understanding the cultural context, such as family life in Spanish-speaking countries (Unit 02), aids in better grasping the nuances of spoken language. ● **Authentic Tasks:** These tasks provide real-world scenarios for students to apply their learning in speaking, encouraging them to use the sound system in practical situations.	
	Use sound–symbol correspondences to create written texts	EP helps students understand the relationships between sounds and symbols in the target language by providing vocabulary lists with native speaker recordings. Students can practise pronunciation and develop their phonetic awareness by recording and comparing their own pronunciation with that of a native speaker.	Beginners Units 1-10 (vocabulary and speaking sections) ● Unit 01.6. Speaking: Greetings and Introductions ● Unit 02.6. Speaking: Family and Pets ● Unit 03.6. Speaking: The Classroom ● Unit 04.6.Speaking: Dates and Birthdays

	Use relevant and familiar vocabulary from a range of themes to create texts	Education Perfect enables students to build a strong vocabulary foundation, which in turn supports their development of reading, writing, listening, and speaking skills in the target language. This comprehensive approach to language learning ensures that students are well-equipped to interact effectively using relevant and familiar vocabulary across a range of themes.EP does this through various activities and resources, including:
		
		1. **Comprehensive Vocabulary Glossaries:** EP provides a Vocabulary Glossary for each Languages unit, containing both Core Vocabulary and Extra Vocabulary lists. These glossaries are tailored to the students' specific needs, giving them access to relevant vocabulary for their proficiency level.
		2. **Thematic Vocabulary:** EP organises vocabulary by themes, ensuring that students have access to words and phrases that are contextually relevant. For example:
		   • Beginner students focus on themes such as family, pets, friends, home, and school.
		   • Intermediate students explore themes like the neighbourhood, daily routines, sports, and leisure.
		   • Advanced students delve into themes such as music, clothing, travel, and technology.
			Beginners Units 1-10 Vocabulary section of each lesson

3. **Multimedia Resources:** EP uses a variety of multimedia resources, including audio and video content, to expose students to authentic language usage in different contexts. This helps students practise listening and comprehension skills, and also familiarise them with the vocabulary used in real-life situations.
4. **Interactive Activities:** The platform offers various interactive activities, such as quizzes and games, which allow students to practise and reinforce their vocabulary knowledge. These activities are designed to be engaging and enjoyable, motivating students to learn and apply new words in different contexts

Vocabulary lists:
[Unit 01: Greetings and Introductions - Core Vocabulary](#)
[Unit 01: Greetings and Introductions - Extra Vocabulary](#)
[Unit 02: Family and Pets - Core Vocabulary](#)
[Unit 02: Family Pets - Extra Vocabulary](#)
[Unit 03: The Classroom - Core Vocabulary](#)
[Unit 03: The Classroom - Extra Vocabulary](#)
[Unit 04: Dates and Birthday - Core Vocabulary](#)
[Unit 04: Dates and Birthdays - Extra Vocabulary](#)
[Unit 05: Countries and Nationalities - Core Vocabulary](#)
[Unit 05: Countries and Nationalities - Extra Vocabulary](#)
[Unit 06: Talking About Meals - Core Vocabulary](#)
[Unit 06: Talking About Meals - Extra Vocabulary](#)
[Unit 07: Describing People - Core Vocabulary](#)
[Unit 07: Describing People - Extra Vocabulary](#)
[Unit 08: School Subjects - Core Vocabulary](#)
[Unit 08: School Subjects - Extra Vocabulary](#)
[Unit 09: Leisure Activities - Core Vocabulary](#)
[Unit 09: Leisure Activities - Extra Vocabulary](#)
[Unit 10: My House - Core Vocabulary](#)
[Unit 10: My House - Extra Vocabulary](#)

	Use structures and features of the grammatical system to create texts	In every Education Perfect Languages unit, students are introduced to a dedicated grammar section that covers new concepts for each specific unit. These grammar sections begin with a thorough introduction to the grammar point, explaining it in detail to help students grasp the concept. Following the introduction, a wide range of activities is provided for students to practise the newly introduced grammar point.
		
		The practice activities are structured to progress from recognition-based tasks to activities that involve free production, allowing students to gradually build their mastery of the grammar concept. By engaging in these activities, students can develop their ability to understand both written and spoken texts, as well as create their own spoken, written, and multimodal texts in the target language.
		
		The EP grammar lessons emphasise providing comprehensive explanations for each grammar point, helping students to better understand the similarities and differences between the target language and English grammar. This approach enables students to apply their grammar knowledge more when interacting in the target language, ensuring that they can communicate accurately and confidently.
		
		Getting Started with Spanish Course
		
		1. Greetings and Introductions
		  ● Grammar Focus: Basic sentence structures, use of introductions, titles like Señor/Señora.
		  ● Alignment: Introduces basic sentence construction and formal/informal language nuances.
		2. Asking How You Are
		  ● Grammar Focus: Sentence structure using "I am", adjectives for emotions.
		  ● Alignment: Enhances understanding of adjective and verb integration in sentence formation.
		3. Colours
		  ● Grammar Focus: Questions about colours, preference expressions.
		  ● Alignment: Develops skills in question formation and expressing preferences.
		4. Numbers and Age
		  ● Grammar Focus: Number usage, age expressions.
		  ● Alignment: Utilises numerical and question structures, fostering skills in creating informative and age-specific texts.
			Getting Started Course
			
			● Unit 1: Greetings and Introductions
			● Unit 2: Asking how you are
			● Unit 3: Colours
			● Unit 4: Numbers and Age
			● Unit 05: Animals
			● Unit 06: Family
			● Unit 07: Food
			● Unit 08: Days of the Week and Weather
			● Unit 09: Classroom Objects

5. Animals
- Grammar Focus: Nouns for animals, possessive structures.
- Alignment: Builds noun usage and possessive structures for descriptive texts.

6. Family
- Grammar Focus: Family-related vocabulary, possessive adjectives.
- Alignment: Focuses on possessive adjectives and family-related vocabulary for personal descriptions.

7. Food (Unit 7)
- Grammar Focus: Food vocabulary, expressions of preference.
- Alignment: Applies preference expressions and food vocabulary in descriptive language.

8. Days of the Week and Weather
- Grammar Focus: Days and weather expressions.
- Alignment: Integrates temporal and descriptive language for informative texts.

9. Classroom Objects
- Grammar Focus: Nouns for objects, possessive structures.
- Alignment: Enhances noun and adjective usage for descriptive language.

10. Classroom Commands - Ustedes
- Grammar Focus: Commands and classroom-specific language.
- Alignment: Introduces command structures, essential for creating instructional or directive texts.

Beginner Spanish Course

1. Greetings and Introductions
- Grammar Focus: Formality in language, personal pronouns.
- Alignment: Reinforces formal/informal language distinction and personal pronoun usage.

2. Family and Pets
- Grammar Focus: Possessive pronouns, family-related vocabulary.
- Alignment: Applies possessive pronouns in context of family and pet descriptions.

3. The Classroom
- Grammar Focus: Articles and gender, the verb "tener".
- Alignment: Focuses on article and gender agreement, and the verb "to have".

4. Dates and Birthdays
- Grammar Focus: Writing dates, age expressions.
- Alignment: Develops skills in expressing dates and age-related information.

5. Countries and Nationalities
- Grammar Focus: The verb "ser", adjective agreement.
- Alignment: Enhances ability to describe nationality and origin, with focus on adjective agreement.

6. Talking About Meals
- Grammar Focus: Food vocabulary, verbs ending in -er and -ar.
- Alignment: Uses verb forms and food vocabulary for meal-related discussions.

7. Describing People
- Grammar Focus: The verbs "ser" and "estar", adjective agreement.
- Alignment: Develops descriptive abilities, focusing on physical and personality attributes.

8. School Subjects
- Grammar Focus: The verb "gustar".
- Alignment: Teaches expression of likes/dislikes in the context of school subjects.

9. Leisure Activities
- Grammar Focus: Verbs "hacer" and "jugar".
- Alignment: Focuses on verbs related to activities and hobbies.

10. My House
- Grammar Focus: Adjective Agreement.
- Alignment: Applies adjective-noun agreement in describing living environments.

			[Liking/Disliking Meals and Food](#) [7. Grammar - Ser and Estar: Describing People](#) [7. Grammar - Me gusta/n and me encanta/n: School Subjects](#) [7a. Grammar - Hacer: Leisure Activities](#) [7b. Grammar - Jugar: Leisure Activities](#) [7. Grammar - Adjective Agreement: My House](#)
	Use structures and features of the target language writing system to create written texts	EP offers writing exercises that help students practise and master the target language's writing system. By engaging with these activities, students develop the skills necessary to create written texts in the target language. For example: **Getting Started with Spanish:** **Unit 1: Greetings and Introductions and subsequent units** progressively introduce students to basic vocabulary and grammar, laying the foundation for constructing written texts. The focus on greetings, personal details, emotions, and basic sentence structures enables students to start forming simple written expressions in Spanish. **Units like Colors, Numbers, and Classroom Objects** extend the vocabulary base, crucial for written communication. The practice sessions in these units encourage students to rearrange word sequences, an essential skill in writing. **Cultural Insights** across units also provide contextual understanding, which is vital for effective written communication, as it goes beyond mere language mechanics. **Spanish Beginners Course:**	**Getting Started Course** • [Unit 1: Greetings and Introductions](#) • [Unit 2: Asking how you are](#) • [Unit 3: Colours](#) • [Unit 4: Numbers and Age](#) • [Unit 05: Animals](#) • [Unit 06: Family](#) • [Unit 07: Food](#) • [Unit 08: Days of the Week and Weather](#) • [Unit 09: Classroom Objects](#) • [Unit 10: Classroom Commands - Usteded](#) Beginners Units 1-10 (writing sections) **Beginners Course** Units 1-10 (writing and speaking sections)

| | | **Units like Describing People, Family and Pets, and My House** delve deeper into more complex structures. Here, students learn to describe, narrate, and articulate thoughts, which are fundamental skills in written texts.

Grammar Focus in units such as "Dates and Birthdays" and "Meals and Likes/Dislikes of Food" introduces verbs and sentence structures, enhancing students' ability to construct coherent written pieces.

Authentic Tasks and Practical Activities in these units simulate real-life scenarios, encouraging students to apply their learning in writing, thus directly addressing the descriptor.

Both courses progressively build language skills starting from the basics to more complex structures. They integrate vocabulary, grammar, cultural context, and practical exercises, all of which are essential components in learning to create written texts in a new language. | • 5. Writing: Greetings and Introductions
• 5. Writing: Family and Pets (Updated)
• 5. Writing: The Classroom (Updated)
• 5. Writing: Dates and Birthdays
• 5. Writing: Countries and Nationalities
• 5. Writing: Liking/Disliking Meals and Food
• 5. Writing: Describing People
• 5. Writing: School Subjects
• 5. Writing: Leisure Activities
• 5. Writing: My House |
| **Applying knowledge of the target language culture(s) to create texts** | **Use language that is appropriate to cultural practices and values to create texts** | Each unit in the Spanish course has a distinct cultural focus that provides students with a broader understanding of Spanish culture and society. This cultural focus can be particularly useful for teachers who want to emphasise cultural aspects that may not be explicitly mentioned in the curriculum standards. Here's the cultural focus for each unit:

Getting Started with Spanish Course:
• Unit 1: Greetings and Introductions
  ○ Cultural facts, like turtles in South America, and the use of titles (Señor, Señora, Señorita) provide insights into cultural norms.
• Unit 2: Asking How You Are
  ○ Cultural elements like Toucans and expressions of feelings incorporate cultural relevance in language use.
• Unit 3: Colours
  ○ Lessons on color expressions in Spanish introduce students to cultural connotations associated with colours.
• Unit 4: Numbers and Age | Getting Started and Beginners Units 1-10

Integrated in the introduction section of each unit

Getting Started Course
• Unit 1.1: Introductions
• Unit 2.1: Asking How Someone is Feeling
• Unit 3.1: Colours
• Unit 4.1: Numbers from 1 to 10, and Age
• Unit 5.1: Pets
• Unit 6.1: My Family
• Unit 7.1: Sweet Food
• Unit 8.1: Days of the Week
• Unit 9.1: Classroom |

- Cultural facts about alpacas in South America are introduced, linking language learning with cultural context.
- Unit 5: Animals
  - Incorporates cultural facts about animals in South America, aiding in the understanding of regional biodiversity and cultural significance.
- Unit 6: Family
  - Cultural insights include animals of South America and flamingos, connecting familial language with cultural content.
- Unit 7: Food
  - Teaches cultural preferences and expressions related to food, reflecting on dietary habits and culinary practices in Spanish-speaking cultures.
- Unit 8: Days of the Week and Weather
  - Includes idiomatic expressions related to weather and time, important in understanding cultural contexts.
- Unit 9: Classroom Objects
  - Introduces cultural facts like monkeys, creating a connection between everyday objects and cultural references.
- Unit 10: Classroom Commands - Ustedes
  - Cultural facts about bulls in Spain offer a cultural perspective on language used in instructional settings.

Beginner Spanish Course:
- Unit 01: Greetings and Introductions
  - Focuses on body language and formality in greetings, essential for understanding and respecting cultural nuances.
- Unit 02: Family and Pets
  - Emphasises family life in Spanish-speaking countries, linking language to family structures and relationships.
- Unit 03: The Classroom
  - Discusses how students address teachers in different Spanish-speaking countries, showing respect and formalities in educational settings.
- Unit 04: Dates and Birthdays
  - Explores cultural events like the Fiesta Nacional de España and Latin American Independence Days, connecting language learning with significant cultural celebrations.

- Unit 05: Countries and Nationalities
  - Highlights the autonomous regions of Spain, enabling students to understand the diversity within Spanish-speaking countries.
- Unit 06: Talking About Meals
  - Focuses on Spanish food, linking language with culinary traditions.
- Unit 07: Describing People
  - Addresses cultural norms around asking personal questions, an important aspect of intercultural communication.
- Unit 08: School Subjects
  - Discusses schooling in Spain, providing context for educational vocabulary.
- Unit 09: Leisure Activities
  - Covers extracurricular activities in Spain, linking hobbies and pastimes with language use.
- Unit 10: My House
  - Explores housing types in Spain, connecting language with living arrangements and cultural norms.

Beginner Level: The curriculum standard for beginners is to "use appropriate forms of greetings and farewells in emails."

- **Unit 1: Greetings and Introductions from the Getting Started course** is ideal. This unit covers basic greetings, goodbyes, and introductions, which are fundamental for writing emails.
- **Unit 1: Greetings and Introductions from the Beginner course** also reinforces these concepts with a focus on culturally appropriate ways to greet and introduce oneself.

Intermediate Level: The curriculum standard for intermediate students is to "use formal and informal language registers to address the reader of a letter."

- **Unit 7: Describing People from the Beginner course,** as it touches on the use of formal and informal language, particularly through the verbs 'ser' and 'estar', which are key to understanding formality in Spanish.

- **Unit 8: School Subjects from the Beginner course** also discusses the verb 'gustar' (to like) and different language registers, which can be applied in letter writing.

Advanced Level: The curriculum standard for advanced students is to "use appropriate references to cultural and social practices such as celebrations."

- **Unit 4: Dates and Birthdays from the Beginner course,** as it covers cultural events like the Fiesta Nacional de España and Latin American Independence Days. This unit would provide advanced students with the language tools to discuss cultural and social practices.
- **Unit 5: Countries and Nationalities from the Beginner** course offers insights into the cultural diversity of Spanish-speaking countries, which is beneficial for discussing cultural practices and celebrations in an advanced context.

EP Lesson Recommendations:

For **Year 7-8 Spanish** we would recommend a combination of our **Getting Started and Beginner Spanish courses**. We would also recommend the beginner level video content. Teachers can still assign from higher level content if appropriate. Please see the course maps below:

Education Perfect

Curriculum Map and Units Outlines

Spanish

Getting Started with Spanish:

Novice Low - Novice Mid

[Unit 1: Greetings and Introductions](#)
[Unit 2: Asking how you are](#)
[Unit 3: Colours](#)
[Unit 4: Numbers and Age](#)
[Unit 05: Animals](#)
[Unit 06: Family](#)
[Unit 07: Food](#)
[Unit 08: Days of the Week and Weather](#)
[Unit 09: Classroom Objects](#)
[Unit 10: Classroom Commands - Usteded](#)

EP Unit:	Lessons within each unit (linked with a hyperlink)

Unit 1: Greetings and Introductions

Unit 1.1 - Introductions:

In this lesson, students will:

- Learn how to ask what someone's name is.
- Learn how to say what their name is.
- Be introduced to using ¿Y tú? to ask "And you?".
- Be introduced to the titles Señor, Señora and Señorita
- Become familiar with the use of "¿", the double "L" and ñ in the Spanish language.
- Work through vocabulary recognition exercises based on what they have learnt.
- Learn a cultural fact: Turtles in South America

Unit 1.2 - Greetings and Goodbyes:

In this lesson, students will:

- Learn common Spanish greeting words.
- Learn common ways of saying goodbye in Spanish.
- Work through vocabulary recognition exercises based on what they have learnt.

Unit 1.3 - Practice:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition.

Unit 1.4 - Extension:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word formation.
- Practice writing skills by writing missing words into a sentence.

Unit 1.5 - Speaking:

In this lesson, students will:

- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Spanish to a question about themselves.

Unit 2: Asking How You Are

Unit 2.1 - Asking How Someone Is Feeling:

In this lesson, students will:
- Learn how to ask "How's it going"/"How are you?".
- Learn how to say "I am well/very well".
- Learn how to say "I'm not well/not very well".
- Use ¿Y tú? to ask "And you?".
- Work through vocabulary recognition exercises based on what they have learnt.
- Practise asking how someone is.
- Practice saying how they are feeling.
- Learn a cultural fact: Toucans.

Unit 2.2 - More Feelings:

In this lesson, students will:
- Learn how to say they are sad/happy.
- Learn how to say "I feel sick" (male and female forms).
- Learn how to say "I am tired" (male and female forms).
- Be introduced to "Gracias" (Thank you) and "Yo también" (Me too)
- Work through vocabulary recognition exercises based on what they have learnt.

Unit 2.3 - Practice:

In this lesson, students will:
- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition.

Unit 2.4 - Extension:

In this lesson, students will:
- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- Answer comprehension questions on a range of (more complex) combined listening and

reading texts.
- Practice writing skills, with particular focus on word formation.
- Practice writing skills by writing missing words into a sentence.

Unit 2.5 - Speaking:
In this lesson, students will:
- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Spanish to a question about themselves.

Unit 3: Colours

Unit 3.1 - Asking How Someone Is Feeling:
In this lesson, students will:
- Learn how to say the primary colours in Spanish.
- Learn how to say the rest of the colours of the rainbow in Spanish.
- Learn how to ask what someone's favourite colour is.
- Learn how to say what your favourite colour is.
- Work through vocabulary recognition exercises based on what they have learnt.
- Learn a cultural fact: Colour expressions in Spanish.

Unit 3.2 - More Colours:
In this lesson, students will:
- Learn the words for "white" and "black" in Spanish.
- Learn the words for "grey", "pink" and "brown" in Spanish.
- Learn how to ask what colour something is in Spanish.
- Work through vocabulary recognition exercises based on what they have learnt.
- Learn a cultural fact: Colour expressions in Spanish.

Unit 3.3 - Practice:
In this lesson, students will:
- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition.

Lessons:

Assessment task:

Unit 3.4 - Extension:

In this lesson, students will:
- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word formation.
- Practice writing skills by writing missing words into a sentence.

Unit 3.5 - Speaking:

In this lesson, students will:
- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Spanish to a question about themselves.

Unit 4: Numbers and Age

Unit 4.1 - Numbers From 1 to 10, and Age:

In this lesson, students will:
- Learn the numbers 1-10 in Spanish.
- Learn how to ask someone how old they are.
- Learn how to say how old they are.
- Work through vocabulary recognition exercises based on what they have learnt.
- Learn a cultural fact: Alpacas in South America.

Unit 4.2 - Numbers From 11 to 20:

In this lesson, students will:
- Learn the numbers 11 to 20 in Spanish.
- Work through vocabulary recognition exercises based on what they have learnt.

Unit 4.3 - Practice:

In this lesson, students will:
- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension

Lessons:

Assessment task:

questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition.

Unit 4.4 - Extension:
In this lesson, students will:
- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word formation.
- Practice writing skills by writing missing words into a sentence.

Unit 4.5 - Speaking:
In this lesson, students will:
- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Spanish to a question about themselves.

Unit 5: Animals
Unit 5.1 - Pets:
In this lesson, students will:
- Learn the words for common pets in Spanish.
- Learn how to ask someone if they have any pets.
- Learn how to say "I have" in Spanish.
- Work through vocabulary recognition exercises based on what they have learnt.
- Learn a cultural fact: Animals of South America.

Unit 5.2 - Farm Animals:
In this lesson, students will:
- Learn the words for common farm animals in Spanish.
- Work through vocabulary recognition exercises based on what they have learnt.
- Learn a cultural fact: Animals of South America.

Unit 5.3 - Practice:
In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition.

Unit 5.4 - Extension:
In this lesson, students will:
- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word formation.
- Practice writing skills by writing missing words into a sentence.

Unit 5.5 - Speaking:
In this lesson, students will:
- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Spanish to a question about themselves.

Unit 6: Family

Unit 6.1 - My Family:
In this lesson, students will:
- Learn the words for your parents in Spanish.
- Be introduced to different word pronunciation.
- Learn the words for siblings in Spanish.
- Learn how to say you are an only child (male and female forms).
- Learn how to say "son" and "daughter" in Spanish.
- Learn how to ask about someone's siblings in Spanish.
- Learn how to talk about what siblings they have.
- Work through vocabulary recognition exercises based on what they have learnt.
- Learn a cultural fact: Animals of South America.

Unit 6.2 - My Extended Family:

Lessons:
Unit 6: Vocabulary List
Unit 6.1: My Family
Unit 6.2: My Extended Family
Unit 6.3: Practice
Unit 6.4: Extension
Unit 6.5: Speaking
Unit 6.6: Authentic Tasks

Assessment task:
Unit 6 – Family: Assessment

In this lesson, students will:
- Learn the words for grandparents in Spanish.
- Learn the words for "uncle" and "aunt" in Spanish.
- Learn the word for "cousin" in Spanish (male and female forms)
- Learn how to talk about the names of family members.
- Work through vocabulary recognition exercises based on what they have learnt.
- Learn a cultural fact: Flamingos.

Unit 6.3 - Practice:
In this lesson, students will:
- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition.

Unit 6.4 - Extension:
In this lesson, students will:
- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word formation.
- Practice writing skills by writing missing words into a sentence.

Unit 6.5 - Speaking:
In this lesson, students will:
- Practice pronunciation by saying words and comparing them to a native speaker.
- Practice speaking by recording an answer in Spanish to a question.

Unit 7: Food	**Lessons:**
Unit 7.1 - Sweet Food:	
In this lesson, students will:	
• Learn the words for some common sweet foods in Spanish.	

- Learn how to ask what someone likes to eat.
- Learn how to ask if someone likes a specific food item..
- Learn how to say "I like" and "I don't like".
- Learn how to say the plural of "I like" and "I don't like".
- Work through vocabulary recognition exercises based on what they have learnt.
- Learn a cultural fact: Fur Seals.

Unit 7.2 - Savoury Food:

In this lesson, students will:
- Learn the words for some common savoury foods in Spanish.
- Learn how to use "I really like" and "I quite like".
- Work through vocabulary recognition exercises based on what they have learnt.

Unit 7.3 - Practice:

In this lesson, students will:
- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition.

Unit 7.4 - Extension:

In this lesson, students will:
- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word formation.
- Practice writing skills by writing missing words into a sentence.

Unit 7.5 - Speaking:

In this lesson, students will:
- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Spanish to a question about themselves.

Assessment task:

Unit 8: Days of the Week and Weather

Unit 8.1 - Days Of The Week:

In this lesson, students will:

- Learn the words for the days of the week in Spanish.
- Learn how to ask what day it is today.
- Learn how to say what day it is today.
- Learn how to say what day it is tomorrow.
- Work through vocabulary recognition exercises based on what they have learnt.

Unit 8.2 - Talking About The Weather:

In this lesson, students will:

- Learn how to ask what the weather will be like on a specific day.
- Learn how to say that the weather is good or bad.
- Learn how to say that the weather is hot or cold.
- Learn how to say that it will be windy, sunny, rainy or snowy.
- Work through vocabulary recognition exercises based on what they have learnt.
- Learn a cultural fact: Idiom

Unit 8.3 - Practice:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition.

Unit 8.4 - Extension:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word formation.
- Practice writing skills by writing missing words into a sentence.

Unit 8.5 - Speaking:

In this lesson, students will:

- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Spanish to a question about themselves.

Unit 9: Classroom Objects

Unit 9.1 - Classroom Objects:

In this lesson, students will:

- Learn how to say "In my pencil case, I have…".
- Learn the words for some common classroom items in Spanish.
- Learn how to say "In my bag, I have…".
- Learn how to say what they have in their bag/pencil case.
- Work through vocabulary recognition exercises based on what they have learnt.
- Learn a cultural fact: Monkeys

Unit 9.2 - More Classroom Objects:

In this lesson, students will:

- Learn how to say the words for common electronic objects in Spanish.
- Learn how to ask if someone has a specific object.
- Learn how to ask to borrow something.
- Learn how to say "Yes, here it is" and "No, I don't have a…" in Spanish.
- Learn how to talk about the colour and quantity of objects.
- Work through vocabulary recognition exercises based on what they have learnt.

Unit 9.3 - Practice:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition.

Unit 9.4 - Extension:

In this lesson, students will:
- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word formation.
- Practice writing skills by writing missing words into a sentence.

Unit 9.5 - Speaking:
In this lesson, students will:
- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Spanish to a question about themselves.

Unit 10: Classroom Commands - Ustedes **Unit 10.1 - Classroom Commands - Ustedes:** In this lesson, students will: • Learn how to say simple classroom commands in Spanish. • Work through vocabulary recognition exercises based on what they have learnt. • Learn a cultural fact: Bulls in Spain **Unit 10.2 - More Classroom Commands:** In this lesson, students will: • Learn how to say more complex classroom commands in Spanish. • Work through vocabulary recognition exercises based on what they have learnt. **Unit 10.3 - Practice:** In this lesson, students will: • Be shown a recap of the vocabulary introduced in the unit. • Work through vocabulary recognition for all vocabulary for the unit. • View simple combined listening/reading texts in video form and answer comprehension questions based on the texts. • Practice writing skills, with particular focus on word order and recognition. **Unit 10.4 - Extension:**	

In this lesson, students will:
- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word formation.
- Practice writing skills by writing missing words into a sentence.

Unit 10.5 - Speaking:

In this lesson, students will:
- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Spanish to a question about themselves.

Beginner Spanish:

Novice Mid - Novice High

EP Unit:	Lessons within each unit (linked with a hyperlink)
Unit 01: Greetings and Introductions **Learning outcomes for this unit:** By the end of this unit, students will be able to: ● Greet someone in Spanish in a culturally appropriate way. ● Introduce themselves and ask someone else's name. ● Ask how someone is feeling and say how they are. **Listening and reading comprehension topics:** ● Greeting people. ● Introductions between people ● Asking how someone is. **Grammar points:**	**Lessons:** [1: Introduction (Updated)](#) [2. Vocabulary Practice: Greetings and Introductions](#) [3. Listening Comprehension: Greetings and Introductions](#) [4. Reading Comprehension: Greetings and Introductions](#) [5. Writing: Greetings and Introductions](#) [6. Speaking: Greetings and Introductions](#) [7a. Grammar - Formality: Greetings and Introductions](#) [7b. Grammar - Personal Pronouns: Greetings and Introductions](#) [8. Authentic Tasks: Greetings and Introductions (Updated)](#) **Vocabulary lists:** [Unit 01: Greetings and Introductions - Core Vocabulary](#)

● Formality in Spanish. **Cultural focus in this unit:** ● Body language and formality when people greet each other in Spanish. ● Number of Spanish speaking countries.	Unit 01: Greetings and Introductions - Extra Vocabulary **Assessment tasks:** Beginner U1 Auto-marked Assessment Beginner U1 Manually-marked Assessment Beginner U1 Speaking Assessment
Unit 02: Family and Pets **Learning outcomes for this unit:** By the end of this unit, students will be able to: ● Say how many people are in their family. ● List what family members they have. ● List the different pets they have. ● Ask other people about their families and pets. **Listening and reading comprehension topics:** ● Monologues and conversations describing which family members and pets people have. ● Monologues saying how many siblings they have and their names ● Conversations about what siblings they have. ● Conversations about what animals they have and how many. ● Texts describing who is in their family. ● Texts describing siblings (how many and names). **Grammar points:** ● The pronouns *Mi* and *Mis*. ● Showing possession. **Cultural focus in this unit:** ● Family life in Spanish speaking countries.	**Lessons:** 1. Introduction: Family and Pets (Updated) 2. Vocabulary Practice: Family and Pets 3. Listening Comprehension: Family and Pets 4. Reading Comprehension: Family and Pets 5. Writing: Family and Pets (Updated) 6. Speaking: Family and Pets 7. Grammar - Possession: Family and Pets 8. Authentic Tasks: Family and Pets (Updated) **Vocabulary lists:** Unit 02: Family and Pets - Core Vocabulary Unit 02: Family Pets - Extra Vocabulary **Assessment tasks:** Beginner U2 Auto-marked Assessment Beginner U2 Manually-marked Assessment Beginner U2 Speaking Assessment

Unit 03: The Classroom **Learning outcomes for this unit:** By the end of this unit, students will be able to: ● Use some common classroom phrases. ● Talk about common classroom items. ● Make some basic requests to their teacher. ● Offer apologies. **Listening and reading comprehension topics:** ● Students describing what is in their pencil case. ● Teachers giving instructions to the class. ● Students asking the teacher a simple request. ● Students describing what is in their classroom. ● Students asking other students a simple request. ● Students excusing themselves to the teacher. **Grammar points:** ● Basic articles and gender: el/la/un/una/los/las/unos/unas. ● The verb *tener* (to have). **Cultural focus in this unit:** ● What students call their teachers in different Spanish speaking countries.	**Lessons:** 1. Introduction: The Classroom (Updated) 2. Vocabulary Practice: The Classroom 3. Listening Comprehension: The Classroom 4. Reading Comprehension: The Classroom 5. Writing: The Classroom (Updated) 6. Speaking: The Classroom 7. Grammar - Articles: The Classroom 8. Authentic Tasks: The Classroom (Updated) **Vocabulary lists:** Unit 03: The Classroom - Core Vocabulary Unit 03: The Classroom - Extra Vocabulary **Assessment tasks:** Beginner U3 Auto-marked Assessment Beginner U3 Manually-marked Assessment Beginner U3 Speaking Assessment
Unit 04: Dates and Birthdays **Learning outcomes for this unit:** By the end of this unit, students will be able to: ● Say how old they are. ● Say when their birthday is.	**Lessons:** 1. Introduction: Dates and Birthdays (Updated) 2. Vocabulary Practice: Dates and Birthdays 3. Listening Comprehension: Dates and Birthdays 4. Reading Comprehension: Dates and Birthdays 5. Writing: Dates and Birthdays

- Say the date.
- Ask questions about birthdays, dates and ages.

Listening and reading comprehension topics:
- Texts talking about their own age and birthdays.
- Texts talking about the age and birthdays of others.
- Conversations asking what the date is today.
- Conversations asking when someone's birthday is.

Grammar points:
- Writing the date in Spanish.
- Revision of *tener* and writing your age.

Cultural focus in this unit:
- The *Fiesta Nacional de España* (Spanish National Day).
- Latin American Independence Days.

6.Speaking: Dates and Birthdays
7a. Grammar - Dates: Dates and Birthdays
7b. Grammar - Verbs (tener): Dates and Birthdays
8. Authentic Tasks: Dates and Birthdays (Updated)

Vocabulary lists:
Unit 04: Dates and Birthday - Core Vocabulary
Unit 04: Dates and Birthdays - Extra Vocabulary

Assessment tasks:
Beginner U4 Auto-marked Assessment
Beginner U4 Manually-marked Assessment
Beginner U4 Speaking Assessment

Unit 05: Countries and Nationalities

Learning outcomes for this unit:
By the end of this unit, students will be able to:
- Say what their nationality is.
- Say what nationality someone else is.
- Talk about which country they live or lived in.
- Give opinions on living in different countries.

Listening and reading comprehension topics:
- Texts talking about which countries people live in and nationalities.
- Texts talking about the nationality of others.
- Texts talking about where others come from.

Lessons:
1. Introduction: Countries and Nationalities (Updated)
2. Vocabulary Practice: Countries and Nationalities
3. Listening Comprehension: Countries and Nationalities
4. Reading Comprehension: Countries and Nationalities
5. Writing: Countries and Nationalities
6. Speaking: Countries and Nationalities
7a. Grammar - Ser: Countries and Nationalities
7b. -IR Verbs: Countries and Nationalities
8. Authentic Tasks: Countries and Nationalities (Updated)

Vocabulary lists:
Unit 05: Countries and Nationalities - Core Vocabulary
Unit 05: Countries and Nationalities - Extra Vocabulary

Grammar points:
- The verb *ser* (to be).
- Basic adjective agreement with nationality adjectives.

Cultural focus in this unit:
- The autonomous regions of Spain.

Unit 06: Talking About Meals

Learning outcomes for this unit:

By the end of this unit, students will be able to:
- Name basic food items.
- Say what food they like and dislike.
- Say what they eat for different meals.
- Use simple Spanish to order food in a café or restaurant.

Listening and reading comprehension topics:
- Texts talking about what people like and dislike eating.
- Texts talking about what people eat for certain meals.
- Very simple café dialogues.

Grammar points:
- Stem change verbs.
- Verbs ending in *-er* and *-ar*.
- Articles (el/la/un/una/los/las/unos/unas).

Cultural focus in this unit:
- Spanish food.

Unit 07: Describing People **Learning outcomes for this unit:** By the end of this unit, students will be able to: ● Describe themselves and others including hair/eye colour and basic physical descriptions. ● Describe their own or someone else's personality. ● Ask what someone is like. **Listening and reading comprehension topics:** ● Texts of someone describing themselves and describing others. ● Conversations describing other people and asking what other people are like. **Grammar points:** ● The verb *ser*. ● The verb *estar*. ● Adjective agreement. **Cultural focus in this unit:** ● Asking personal questions.	**Lessons:** 1. Introduction: Describing People (Updated) 2. Vocabulary Practice: Describing People 3. Listening Comprehension: Describing People 4. Reading Comprehension: Describing People 5. Writing: Describing People 6. Speaking: Describing People 7. Grammar - Ser and Estar: Describing People 8. Authentic Tasks: Describing People (Updated) **Vocabulary lists:** Unit 07: Describing People - Core Vocabulary Unit 07: Describing People - Extra Vocabulary **Assessment tasks:** Beginner U7 Auto-marked Assessment Beginner U7 Manually-marked Assessment Beginner U7 Speaking Assessment
Unit 08: School Subjects **Learning outcomes for this unit:** By the end of this unit, students will be able to: ● Say what subjects they study. ● Say what subjects they like and dislike. ● Say what they think of different subjects and teachers. ● Say whether they are good or bad at a certain subject.	**Lessons:** 1. Introduction: School Subjects (Updated) 2. Vocabulary Practice: School Subjects 3. Listening Comprehension: School Subjects 4. Reading Comprehension: School Subjects 5. Writing: School Subjects 6. Speaking: School Subjects 7. Grammar - Me gusta/n and me encanta/n: School Subjects 8. Authentic Tasks: School Subjects (Updated)

Listening and reading comprehension topics:
- Texts talking about what school subjects people do.
- Texts talking about what people's favourite subjects are.
- Texts talking about why people like / dislike a subject.
- Simple texts talking about differences between school in Spain and in an English speaking country.

Grammar points:
- The verb *gustar* (to like).

Cultural focus in this unit:
- Schooling in Spain.

Vocabulary lists:
Unit 08: School Subjects - Core Vocabulary
Unit 08: School Subjects - Extra Vocabulary

Assessment tasks:
Beginner U8 Auto-marked Assessment
Beginner U8 Manually-marked Assessment
Beginner U8 Speaking Assessment

Unit 09: Leisure Activities

Learning outcomes for this unit:
By the end of this unit, students will be able to:
- Talk about what activities they like and dislike.
- Communicate with others about what activities they do and when.
- Communicate about differences between leisure activities in Spain and New Zealand / Australia.

Listening and reading comprehension topics:
- Texts talking about what people like to do in their spare time.
- Conversations about what people like to do during the weekend/after school/when they have spare time.
- Texts/conversations talking about what people are going to do at the weekend.

Lessons:
1. Introduction: Leisure activities (Updated)
2. Vocabulary Practice: Leisure Activities
3. Listening Comprehension: Leisure Activities
4. Reading Comprehension: Leisure Activities
5. Writing: Leisure Activities
6. Speaking: Leisure Activities
7a. Grammar - Hacer: Leisure Activities
7b. Grammar - Jugar: Leisure Activities
8. Authentic Tasks: Leisure Activities (Updated)

Vocabulary lists:
Unit 09: Leisure Activities - Core Vocabulary
Unit 09: Leisure Activities - Extra Vocabulary

Assessment tasks:

- simple texts comparing leisure activities in Spain and in Australia / New Zealand.

Grammar points:
- The verb *hacer* (to do).
- The verb *jugar* (to play).

Cultural focus in this unit:
- Extracurricular activities in Spain.

Unit 10: My House

Learning outcomes for this unit:

By the end of this unit, students will be able to:
- Describe their house.
- Say what rooms are in a house and what's in them.
- Say what type of house they live in.
- Communicate about where their house is located.

Listening and reading comprehension topics:
- Texts where people describe their house, what is in it and where it is.
- Advertisements for houses.
- Simple texts comparing housing in Australia and housing in Spain.
- Conversations about dream houses.

Grammar points:
- Adjective Agreement.

Cultural focus in this unit:

Lessons:
1. Introduction: My House (Updated)
2. Vocabulary Practice: My House
3. Listening Comprehension: My House
4. Reading Comprehension: My House
5. Writing: My House
6. Speaking: My House
7. Grammar - Adjective Agreement: My House
8. Authentic Tasks: My House (Updated)

Vocabulary lists:
Unit 10: My House - Core Vocabulary
Unit 10: My House - Extra Vocabulary

Assessment tasks:
Beginner U10 Auto-marked Assessment
Beginner U10 Manually-marked Assessment
Beginner U10 Speaking Assessment

● Apartments and Houses in Spain.	