

# NSW Spanish EP Curriculum Map

Implementation in 2024

## Stage 5

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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 K-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: ML5-INT-01

Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

**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 UNITS
<p>Exchanging and negotiating meaning to interact in the target language</p>	<p>Socialise with peers to build and maintain relationships</p>	<p><b>Beginner - “Exchange information about themselves”. (NESA)</b>  <b>Unit: "Unit 01: Restaurants and Recipes"</b>  <b>Application:</b> In this unit, students learn to use common phrases when arriving at a restaurant and ordering food. This can be a context for students to exchange information about themselves, such as their food preferences or dietary restrictions.</p> <p><b>Intermediate - “Give and respond to compliments and congratulations”.(NESA )</b>  <b>Unit: "Unit 7: Party Time"</b>  <b>Application:</b> This unit provides an excellent opportunity for students to practise giving and responding to compliments and congratulations. For instance, students can practise congratulating each other on their birthdays or other celebrations. They can also compliment each other on the presents they give or receive.</p>	<p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a>  <a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor’s</a></p>

		<p><b>Advanced - “Express sympathy or regret, and make amends”. (NESA)</b>  <b>Unit: "Unit 10: At the Doctor's"</b>  <b>Application:</b> In this unit, students learn to describe common ailments and injuries, understand a medical professional's treatment recommendations, and ask questions about medical treatment. This can provide a context for expressing sympathy or regret. For example, a student could express sympathy for a classmate who is feeling unwell or regretting an action that led to an injury.</p> <p><i>Remember, the key to aligning these units with the curriculum standards is to encourage students to use the language and concepts they are learning in real-life contexts. This will help them to internalise the language and become more fluent. Teachers can facilitate this by creating scenarios or role-plays that require students to use the language in ways that align with the curriculum standards.</i></p> <p><i>The inclusion of authentic tasks in each unit that require students to interact in spoken or written language further supports the alignment with the curriculum. With Intermediate-level units focusing on students' personal worlds and intermediate units addressing both their own and others' personal worlds, Education Perfect is well-equipped to help students exchange information about themselves, give and respond to compliments and congratulations, and express sympathy or regret, as required by the curriculum.</i></p>	
	<p><b>Make arrangements with peers</b></p>	<p>To assist students in making arrangements with their peers in the target language, EP offers a range of features that can be tailored to different proficiency levels. These features are supported by the platform's comprehensive resources, which enable students to learn and practise essential language skills for making arrangements.</p>	<p><b>Intermediate Spanish Course (all units):</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a></p>

		<p><u>Examples and suggested units</u></p> <p><b>Beginner - “Request and grant permission for an event” (NESA)</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 07: Party Time</b> can be used to meet this content descriptor. In this unit, students learn how to invite someone to a party and ask for details about someone else’s party. This can be used to practise requesting and granting permission for an event. For example, a student could practise asking for permission to attend a party or granting permission for a friend to come to their party.</li> </ul> <p><b>Intermediate - “Give and respond to invitations” (NESA)</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 06: Organising an Outing with Friends</b> is a perfect fit for this content descriptor. In this unit, students learn how to ask someone to join in an activity and arrange a time and place to meet up. They also learn how to accept or turn down an invitation. This can be used to practise giving and responding to invitations. For example, a student could practise inviting a friend to go to the movies and responding to a friend's invitation to go to the park.</li> </ul> <p><b>Advanced - “Establish and negotiate guidelines for the completion of actions” (NESA)</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 08: Daily Routine</b> can be used to meet this content descriptor. In this unit, students learn how to talk about one's own daily routine and ask about somebody else's daily routine. This can be used to practise establishing and negotiating guidelines for the completion of actions. For example, a student could practise establishing a routine for completing homework and negotiate changes to this routine with their parents or teachers.</li> </ul> <p>In each of these examples, students can use the content in the units to apply the content descriptor. Teachers can guide students in using the language and structures learned in each unit to practise the skills outlined in the standard. The interactive and adaptive learning resources provided by Education Perfect can be personalised to meet the needs of each individual student, making it an effective tool for teaching these standards.</p>	<p><a href="#">Unit 06: Organising an Outing with Friends</a></p> <p><a href="#">Unit 07: Party Time</a></p> <p><a href="#">Unit 08: Daily Routine</a></p> <p><a href="#">Unit 09: Teenage Life</a></p> <p><a href="#">Unit 10: At the Doctor's</a></p>
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	<p><b>Understand and reciprocate detailed information about their own and others' personal worlds</b></p>	<p><b>For beginners</b>, the content descriptor focuses on asking for and providing detailed information on topics of personal significance such as friends and lifestyles. In Education Perfect, this can be achieved through:</p> <ul style="list-style-type: none"> <li>• <b>Unit 08: Daily Routine</b>, where students learn to talk about their own daily routines, ask about someone else's routine and understand the differences in routines across different cultures. This unit enables beginners to start a conversation about their day and lifestyle, which is a significant aspect of personal worlds.</li> </ul> <p><b>For intermediate learners</b>, the content descriptor aims to convey facts about events in different time frames such as the past, present, or future. This can be achieved through units like:</p> <ul style="list-style-type: none"> <li>• <b>Unit 05: Past Holidays and Unit 04: Booking a holiday</b> teach students to use different tenses to talk about how and where they spent past holidays, discuss future holiday plans, and ask others about their holiday experiences. The grammar points in these units such as <b>the past tense or the future tense</b> help in conveying information in different time frames.</li> </ul> <p><b>For advanced learners</b>, the content descriptor aims to convey detailed information on a specific topic of interest.</p> <ul style="list-style-type: none"> <li>• <b>Immersion - Unit 01: Restaurants and Recipes</b> is an example in Education Perfect where advanced learners can delve into specific topics in the target language like asking about food, recommending food or restaurant reviews. In this unit, students learn to communicate in a restaurant context, understand and use common words ordering and paying for food. This detailed information allows advanced learners to deeply engage in a topic of personal interest.</li> </ul>	<p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a>  <a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor's</a></p>
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	<p>Express and compare emotions and personal preferences</p>	<p><b>Beginner - “Convey feelings about favourite people, places or things”. (NESA)</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 2: Fashion and Shopping for Clothes:</b> Students can use the vocabulary and grammar points learned in this unit to express feelings about their favourite pieces of clothing and describe what people are wearing.</li> <li>● <b>Unit 04 Booking a Holiday:</b> Students can use the vocabulary and grammar points learned in this unit to discuss holiday plans and express feelings about their favourite destinations or activities.</li> <li>● <b>Unit 6: Organising an Outing with Friends:</b> This unit allows students to talk about their favourite activities and make plans to participate in them.</li> </ul> <p><b>Intermediate - “Share and explain feelings of happiness, pain, or surprise.” (NESA)</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 07: Party Time:</b> Students can use the vocabulary and grammar points learned in this unit to talk about how enjoyable a party is, was, or will be, and share feelings of happiness associated with celebrations.</li> <li>● <b>Unit 10 At the Doctor's:</b> This unit provides students with the language to describe common ailments and injuries, allowing them to express pain and concerns about health.</li> <li>● <b>Unit 05 Past Holidays:</b> Students can use the vocabulary and grammar points learned in this unit to share experiences about their past holidays, including whether they were happy, surprised, or disappointed with certain aspects.</li> </ul> <p><b>Advanced - “Express and justify feelings of concern for other people.” (NESA)</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 10 At the Doctor's:</b> Advanced students can use the language learned to not only describe ailments but also express concern for others’ health and well-being. They can give suggestions for a healthy lifestyle.</li> <li>● <b>Unit 7: Party Time:</b> In this unit, students can express concerns or considerations when planning a party, thinking about the preferences and needs of the guests.</li> <li>● <b>Unit 6: Organising an Outing with Friends:</b> Advanced</li> </ul>	<p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a>  <a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor's</a></p>
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		<p>students can further discuss the implications and considerations in making plans with others, expressing concern for their preferences and availability.</p>	
	<p><b>Ask questions, make requests and explain actions</b></p>	<p><b>Beginner:</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 2: Fashion and Shopping for Clothing</b> : This unit teaches students how to ask for a piece of clothing at a store and inquire about the cost, which falls under the beginner level of asking for and following instructions.</li> <li>● <b>Unit 3: My Town and Giving Directions:</b> Students will learn to ask for and give directions, which aligns with the beginner aspect of giving and following a sequence of instructions.</li> </ul> <p><b>Intermediate:</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 10 At the Doctor's:</b> Students will learn to understand a medical professional's treatment recommendations and ask questions about medical treatment, which falls under asking for and responding to advice.</li> <li>● <b>Unit 6: Organising an Outing with Friends:</b> In this unit, students can ask someone to join in an activity and talk about favourite activities, which involves explaining choices and asking for advice.</li> <li>● <b>Unit 04: Booking a Holiday:</b> Students will learn how to book a hotel and/or train ticket and complain about problems in a hotel. This aligns with the intermediate level of explaining choices and responding to advice.</li> </ul> <p><b>Advanced:</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 10: At the Doctor's:</b> This unit also includes giving suggestions for a healthy lifestyle which can involve persuading someone to change their point of view on health practices.</li> <li>● <b>Unit 7: Party Time:</b> This unit involves inviting somebody to a party and talking about how enjoyable a party is, was, or will be. This could encompass persuading someone to change their point of view regarding attending an event or celebration.</li> </ul>	<p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a>  <a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor's</a></p>



<p>Discuss and justify opinions, ideas and perspectives</p>	<p><b>Beginner - “Ask about and express a point of view” (NESA).</b></p> <ul style="list-style-type: none"> <li>● <b>In Unit 2: Fashion and Shopping for Clothes</b>, students learn to ask for a piece of clothing at a store and give an opinion about a piece of clothing. This helps beginners to ask about and express their views on clothing items, enabling them to participate in basic discussions.</li> </ul> <p><b>Intermediate - “Share and justify satisfaction and dissatisfaction”. (NESA)</b></p> <ul style="list-style-type: none"> <li>● <b>In Unit 04: Booking a Holiday</b>, students learn how to discuss holiday plans, book a hotel, and even complain about problems in a hotel. This aligns with the intermediate level as they need to share and justify their satisfaction or dissatisfaction with the hotel services.</li> <li>● Another example is in <b>Unit 7: Party Time</b>, where students learn to talk about how enjoyable a party is, was, or will be. This also enables them to share and justify their satisfaction or dissatisfaction regarding parties and celebrations.</li> </ul> <p><b>Advanced - “Explain and clarify a personal stance on a specific issue”. (NESA)</b></p> <ul style="list-style-type: none"> <li>● <b>In Unit 10: At the Doctor’s</b>, students learn to describe common ailments and injuries, understand a medical professional’s treatment recommendations, ask questions about medical treatment, and give suggestions for a healthy lifestyle. This allows them to explain and clarify their personal stance on health-related issues, and give advice or suggestions, reflecting a more advanced level of discussion.</li> </ul>	<p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a>  <a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor’s</a></p>
<p>Use and adapt a range of communication strategies to facilitate and sustain interactions in a range of contexts</p>	<p><b>Beginner:</b></p> <ul style="list-style-type: none"> <li>● <b>In Unit 2: Fashion and Shopping for Clothes</b>, learners will communicate and answer basic questions in a shopping context. This aligns with the beginner level, where students learn to ask for clarification or confirmation as they will ask about and request items in a shop.</li> </ul>	<p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a></p>

		<ul style="list-style-type: none"> <li>● <b>Unit 04: Booking a Holiday</b> covers booking a hotel and train ticket, as well as complaining about problems in a hotel. Here, students may ask for clarification regarding booking procedures or confirmation of reservations.</li> <li>● <b>Unit 06: Organising an Outing with Friends</b> focuses on making plans, which includes asking someone to join in an activity and arranging a time and place to meet up. This can involve beginners asking for clarification on plans or providing suggestions.</li> </ul> <p><b>Intermediate:</b></p> <ul style="list-style-type: none"> <li>● <b>In Unit 2: Fashion and Shopping for Clothes</b>, learners learn to describe what people are wearing and to ask for a piece of clothing at a store. They also give opinions about clothing. This can involve managing turn-taking as they interact with store employees and other shoppers.</li> <li>● <b>Unit 7: Party Time</b> covers inviting someone to a party and asking for details about someone else's party, which involves managing turn-taking in a group setting as they talk about party plans and details.</li> </ul> <p><b>Advanced:</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 03: Towns and Directions</b> helps learners describe towns and ask for and give directions. An advanced student can offer to explain or clarify directions to restore communication if there is confusion.</li> <li>● <b>Unit 10: At the Doctor's</b> focuses on naming and listing basic body parts, describing common ailments, understanding a medical professional's treatment recommendations, and asking questions about medical treatment. Advanced learners can offer to explain or clarify medical terms and treatment recommendations to facilitate communication in the context of healthcare.</li> <li>● <b>In Unit 05: Past Holidays</b>, learners are taught to talk about past holidays and ask others about their holiday experiences. Advanced learners can offer to clarify or explain aspects of their holidays to sustain a conversation.</li> </ul>	<p><a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor's</a></p>
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<p>Applying knowledge of language systems to interact in the target language</p>	<p>Use a wide range of features of the sound system in spoken interactions</p>	<ul style="list-style-type: none"> <li>● <b>Interactive Listening Tasks</b> These tasks allow students to listen to native speakers and practise understanding spoken language. This helps students to understand the nuances of pronunciation, intonation, and rhythm in the target language.</li> <li>● <b>Pronunciation Practice</b> Education Perfect provides pronunciation practice activities where students can listen to and repeat words or phrases. This helps students to improve their pronunciation and accent.</li> <li>● <b>Voice Recording</b> Students can record their own voice and compare it with the native speaker's pronunciation. This feature allows students to self-assess and improve their spoken language skills.</li> <li>● <b>Instant Feedback</b> The platform provides instant feedback on students' pronunciation and intonation, helping them to correct and improve their spoken language skills.</li> <li>● <b>Vocabulary Building</b> The platform provides a wide range of vocabulary exercises that help students to expand their vocabulary. This, in turn, helps students to express themselves more effectively in spoken interactions.</li> <li>● <b>Grammar Lessons</b> Education Perfect provides grammar lessons that help students understand the language's structure. This understanding helps students to use the language more effectively in spoken interactions.</li> </ul> <p><b>Intermediate Grammar Index:</b>  Unit 1: Asking questions, the verb ir  Unit 2: Comparisons and superlatives, immediate future, question words  Unit 3: Imperative, prepositions, conjunctions, como, dónde, adónde  Unit 4: Future tense, cuándo &amp; quién  Unit 5: Simple past, por qué &amp; para qué  Unit 6: Conditional tense, conditional questions  Unit 7: Direct object pronouns, indirect object pronouns  Unit 8: Reflexive verbs, the gerund</p>	<p>All Intermediate Listening, speaking and grammar lessons</p> <p><b>Intermediate Spanish Course (Listening, Speaking and Grammar lessons):</b></p> <p><b>Unit 01: Restaurants and Recipes</b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Restaurants and Recipes</a></li> <li>● <a href="#">6. Speaking: Restaurants and Recipes</a></li> <li>● <a href="#">2a. Grammar - Asking Questions: Restaurants and Recipes</a></li> <li>● <a href="#">2b. Grammar - The Verb ir: Restaurants and Recipes</a></li> </ul> <p><b>Unit 02: Fashion and Shopping for clothes</b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: Fashion and Shopping for Clothes</a></li> <li>● <a href="#">6. Speaking: Fashion and Shopping for Clothes</a></li> <li>● <a href="#">2a. Grammar - Comparisons and Superlatives: Fashion and Shopping for Clothes</a></li> <li>● <a href="#">2a. Grammar - Comparisons and Superlatives: Moda y compras de ropa</a></li> <li>● <a href="#">2b. Grammar - Immediate Future: Fashion and Shopping for Clothes</a></li> <li>● <a href="#">2b. Grammar - Immediate Future: Moda y compras de ropa</a></li> <li>● <a href="#">2c. Grammar - Question Words: Fashion and Shopping for Clothes</a></li> <li>● <a href="#">2c. Grammar - Question Words: Moda y compras de ropa</a></li> </ul> <p><b>Unit 3: My Town and Giving Directions</b></p> <ul style="list-style-type: none"> <li>● <a href="#">3. Listening Comprehension: My Town and Giving Directions</a></li> <li>● <a href="#">6. Speaking: My Town and Giving Directions</a></li> <li>● <a href="#">2a. Grammar - The Imperative Mood: My Town and Giving Directions</a></li> <li>● <a href="#">2b. Grammar - Prepositions: My Town and Giving Directions</a></li> <li>● <a href="#">2c. Grammar - Conjunctions: My Town and Giving Directions</a></li> <li>● <a href="#">2d. Grammar - Question Words ¿cómo?, ¿dónde?, ¿adónde?: My Town and Giving Directions</a></li> </ul> <p><b>Unit 04: Booking a Holiday</b></p>
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		<p>Unit 9: Adverbial phrases, se puede &amp; se debe Unit 10: Imperfect tense, subjunctive introduction</p>	<ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Vacaciones y reservas (Updates)</a></li> <li>• <a href="#">6. Speaking: Vacaciones y reservas</a></li> <li>• <a href="#">2a. Grammar - Future Tense: Booking a Holiday</a></li> <li>• <a href="#">2b. Irregular Future Tense: Booking a Holiday</a></li> <li>• <a href="#">2c. Grammar - Question Words ¿cuándo?, ¿quién?: Booking a Holiday</a></li> </ul> <p><b>Unit 5: Holidays You Have Been On</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Vacaciones pasadas (Updated)</a></li> <li>• <a href="#">6. Speaking: Vacaciones pasadas</a></li> <li>• <a href="#">2a. Grammar - Simple Past Tense: Past Holidays</a></li> <li>• <a href="#">2b. Grammar - Irregular Verbs of the Simple Past Tense: Past Holidays</a></li> <li>• <a href="#">2c. Grammar - Question Words ¿por qué?, ¿para qué?: Past Holidays</a></li> </ul> <p><b>Unit 06: Organising an Outing with Friends</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Organizar y salir con los amigos (Updated)</a></li> <li>• <a href="#">6. Speaking: Organizar y salir con los amigos</a></li> <li>• <a href="#">2a. Grammar - The Conditional Tense: Organising an Outing with Friends</a></li> <li>• <a href="#">2b. Grammar - Questions Using the Conditional: Organising an Outing with Friends</a></li> </ul> <p><b>Unit 7: Party Time</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Organising Celebrations</a></li> <li>• <a href="#">6. Speaking: Organising Celebrations</a></li> <li>• <a href="#">2a. Grammar - Direct Object Pronouns: Party Time</a></li> <li>• <a href="#">2b. Grammar - Indirect Object Pronouns: Party Time</a></li> </ul> <p><b>Unit 8: Daily Routine</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Rutinas diarias (Updated)</a></li> <li>• <a href="#">6. Speaking: Rutinas diarias</a></li> <li>• <a href="#">2a. Grammar - Reflexive Verbs: Daily Routine</a></li> <li>• <a href="#">2b. Grammar - The Gerund: Daily Routine</a></li> </ul> <p><b>Unit 9: Teenage Life</b></p> <ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: Vida de adolescente (Updated)</a></li> <li>• <a href="#">6. Speaking: Vida de adolescente</a></li> <li>• <a href="#">2a. Grammar - Adverbial Phrases: Teenage Life</a></li> <li>• <a href="#">2b. Grammar - se puede &amp; se debe: Teenage Life</a></li> <li>• <a href="#">2c. Grammar - Question Word Review: Teenage I 2c. G</a></li> </ul> <p><b>Unit 10: At the Doctor's</b></p>
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			<ul style="list-style-type: none"> <li>• <a href="#">3. Listening Comprehension: At the Doctor's</a></li> <li>• <a href="#">6. Speaking: At the Doctor's</a></li> <li>• <a href="#">2a. Grammar - The Imperfect Tense: At the Doctor's</a></li> <li>• <a href="#">2b. Grammar - Introduction to the Subjunctive: At the Doctor's</a></li> </ul>
	<p><b>Adjust and adapt vocabulary from a wide range of themes to interact</b></p>	<ul style="list-style-type: none"> <li>• <b>Vocabulary Building</b> The platform provides a wide range of vocabulary exercises that help students to expand their vocabulary. This, in turn, helps students to express themselves more effectively in spoken interactions.</li> </ul> <p><b>Beginner Level - “themes such as education, travel, and celebrations” (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 01: Restaurants and Recipes:</b> This unit introduces students to the basics of ordering food in a restaurant, a common scenario in travel. The vocabulary list includes core and extra words related to this theme.</li> <li>• <b>Unit 04: Booking a Holiday:</b> This unit covers the theme of travel, with lessons on discussing holiday plans, booking a hotel, and understanding hotel reviews.</li> <li>• <b>Unit 7: Party Time:</b> This unit focuses on the theme of celebrations, teaching students how to invite someone to a party, talk about presents, and express enjoyment at a party.</li> </ul> <p><b>Intermediate Level - “themes such as personal expression, relationships, and communication” (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 2: Fashion and Shopping for Clothes:</b> This unit helps students communicate and answer basic questions in a shopping context, understand and use common words describing quantities, and understand recipes. It allows students to express personal style and preferences, as they learn to describe what people are wearing, ask for a piece of clothing at a store, and give an opinion about a piece of clothing.</li> <li>• <b>Unit 06: Organising an Outing with Friends:</b> This unit focuses on communication and relationships, as students learn to ask someone to join an activity, arrange a time</li> </ul>	<p><b>Vocabulary Glossary for each Unit</b></p> <p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a>  <a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor's</a></p>

		<p>and place to meet up, and accept or turn down an invitation.</p> <p><b>Advanced Level - themes such as well-being, milestones, and legacy (NESA)</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 10: At the Doctor's:</b> This unit covers the theme of well-being, teaching students to name and list basic body parts, describe common ailments and injuries, understand a medical professional's treatment recommendations, and give suggestions for a healthy lifestyle.</li> <li>● <b>Unit 05: Past Holidays:</b> This unit allows students to discuss milestones and experiences, as they learn to talk about how and where they spent past holidays, ask somebody else about their past holiday(s), and describe various ways of travelling.</li> </ul>	
	<p><b>Control and manipulate a range of structures and features of the grammatical system to interact</b></p>	<p>Each unit in the Intermediate Spanish course strategically incorporates specific grammatical structures that align with the NSW Curriculum descriptor, ensuring students develop the ability to control and manipulate language features effectively for interaction in varied contexts.</p> <p><b>Unit 1: Restaurants and Recipes</b></p> <ul style="list-style-type: none"> <li>● Grammatical Structures: Asking 'yes or no' questions, using question words (¿qué?, ¿cuál?), and the verb "ir" (to go).</li> <li>● Alignment: Students learn to formulate and respond to questions in restaurant contexts, utilising various grammatical structures to interact effectively.</li> </ul> <p><b>Unit 2: Fashion and Shopping for Clothes</b></p> <ul style="list-style-type: none"> <li>● Grammatical Structures: Comparative and superlative adjectives, Immediate Future (ir + a + infinitive), and question words (¿cuánto?, ¿cuántos?).</li> <li>● Alignment: These structures enable students to discuss preferences, make requests, and inquire about items in shopping scenarios, demonstrating control over grammatical features for interaction.</li> </ul> <p><b>Unit 3: Towns and Directions</b></p>	<p><b>Intermediate Spanish Course:</b></p> <p><b>Unit 01: Restaurants and Recipes</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2a. Grammar - Asking Questions: Restaurants and Recipes</a></li> <li>● <a href="#">2b. Grammar - The Verb ir: Restaurants and Recipes</a></li> </ul> <p><b>Unit 02: Fashion and Shopping for clothes</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2a. Grammar - Comparisons and Superlatives: Fashion and Shopping for Clothes</a></li> <li>● <a href="#">2a. Grammar - Comparisons and Superlatives: Moda y compras de ropa</a></li> <li>● <a href="#">2b. Grammar - Immediate Future: Fashion and Shopping for Clothes</a></li> <li>● <a href="#">2b. Grammar - Immediate Future: Moda y compras de ropa</a></li> <li>● <a href="#">2c. Grammar - Question Words: Fashion and Shopping for Clothes</a></li> <li>● <a href="#">2c. Grammar - Question Words: Moda y compras de ropa</a></li> </ul> <p><b>Unit 03: Towns and Directions</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2a. Grammar - The Imperative Mood: My Town and Giving Directions</a></li> </ul>

		<ul style="list-style-type: none"> <li>Grammatical Structures: The imperative mood, prepositions, conjunctions, and question words (¿cómo?, ¿dónde?, ¿adónde?).</li> <li>Alignment: Students use these grammatical tools to ask for and give directions, describe locations, and interact within the context of towns and cities.</li> </ul> <p><b>Unit 4: Booking a Holiday</b></p> <ul style="list-style-type: none"> <li>Grammatical Structures: Simple and irregular future tense, question words (¿cuándo?, ¿quién?).</li> <li>Alignment: The use of future tense and interrogative forms helps students discuss and plan holidays, book accommodations, and interact in travel-related contexts.</li> </ul> <p><b>Unit 5: Past Holidays</b></p> <ul style="list-style-type: none"> <li>Grammatical Structures: Simple past (preterite) tense, irregular verbs in the preterite, and question words (¿por qué?, ¿para qué?).</li> <li>Alignment: Recounting past experiences and discussing preferences about holidays require manipulating past tense structures for effective communication.</li> </ul> <p><b>Unit 6: Organising an Outing with Friends</b></p> <ul style="list-style-type: none"> <li>Grammatical Structures: The conditional tense, questions using the conditional tense.</li> <li>Alignment: Making suggestions, planning, and discussing potential activities with friends involve using the conditional tense for hypothetical interactions.</li> </ul> <p><b>Unit 7: Party Time</b></p> <ul style="list-style-type: none"> <li>Grammatical Structures: Direct and indirect object pronouns.</li> <li>Alignment: Object pronouns are essential for discussing party arrangements, gift-giving, and social interactions in the context of celebrations.</li> </ul> <p><b>Unit 8: Daily Routine</b></p> <ul style="list-style-type: none"> <li>Grammatical Structures: Reflexive verbs, the gerund.</li> <li>Alignment: Describing daily routines and ongoing activities requires control over reflexive verbs and continuous action expressions.</li> </ul> <p><b>Unit 9: Teenage Life</b></p>	<ul style="list-style-type: none"> <li><a href="#">2b. Grammar - Prepositions: My Town and Giving Directions</a></li> <li><a href="#">2c. Grammar - Conjunctions: My Town and Giving Directions</a></li> <li><a href="#">2d. Grammar - Question Words ¿cómo?, ¿dónde?, ¿adónde?: My Town and Giving Directions</a></li> </ul> <p><b>Unit 04: Booking a Holiday</b></p> <ul style="list-style-type: none"> <li><a href="#">2a. Grammar - Future Tense: Booking a Holiday</a></li> <li><a href="#">2b. Irregular Future Tense: Booking a Holiday</a></li> <li><a href="#">2c. Grammar - Question Words ¿cuándo?, ¿quién?: Booking a Holiday</a></li> </ul> <p><b>Unit 05: Past Holidays</b></p> <ul style="list-style-type: none"> <li><a href="#">2a. Grammar - Simple Past Tense: Past Holidays</a></li> <li><a href="#">2b. Grammar - Irregular Verbs of the Simple Past Tense: Past Holidays</a></li> <li><a href="#">2c. Grammar - Question Words ¿por qué?, ¿para qué?: Past Holidays</a></li> </ul> <p><b>Unit 06: Organising an Outing with Friends</b></p> <ul style="list-style-type: none"> <li><a href="#">2a. Grammar - The Conditional Tense: Organising an Outing with Friends</a></li> <li><a href="#">2b. Grammar - Questions Using the Conditional: Organising an Outing with Friends</a></li> </ul> <p><b>Unit 07: Party Time</b></p> <ul style="list-style-type: none"> <li><a href="#">2a. Grammar - Direct Object Pronouns: Party Time</a></li> <li><a href="#">2b. Grammar - Indirect Object Pronouns: Party Time</a></li> </ul> <p><b>Unit 08: Daily Routine</b></p> <ul style="list-style-type: none"> <li><a href="#">2a. Grammar - Reflexive Verbs: Daily Routine</a></li> <li><a href="#">2b. Grammar - The Gerund: Daily Routine</a></li> </ul> <p><b>Unit 09: Teenage Life</b></p> <ul style="list-style-type: none"> <li><a href="#">2a. Grammar - Adverbial Phrases: Teenage Life</a></li> <li><a href="#">2b. Grammar - se puede &amp; se debe: Teenage Life</a></li> <li><a href="#">2c. Grammar - Question Word Review: Teenage L2c. G</a></li> </ul> <p><b>Unit 10: At the Doctor's</b></p> <ul style="list-style-type: none"> <li><a href="#">2a. Grammar - The Imperfect Tense: At the Doctor's</a></li> <li><a href="#">2b. Grammar - Introduction to the Subjunctive: At the Doctor's</a></li> </ul>
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		<ul style="list-style-type: none"> <li>• Grammatical Structures: Adverbial phrases (preposition + noun), verbs poder and deber, comprehensive question words review.</li> <li>• Alignment: Discussing free time, responsibilities, and rules involves manipulating adverbial phrases and modal verbs for effective teenage-centric communication.</li> </ul> <p>Unit 10: At the Doctor's</p> <ul style="list-style-type: none"> <li>• Grammatical Structures: The imperfect tense, introduction to the subjunctive.</li> <li>• Alignment: Discussing health, symptoms, and medical advice necessitates using past tenses and subjunctive mood for nuanced and accurate interactions.</li> </ul>	
<p><b>Applying knowledge of the target language culture(s) to interact</b></p>	<p><b>Adjust and adapt language that is appropriate to cultural practices, values and perspectives to interact</b></p>	<p>Education Perfect provides detailed content on cultural aspects related to each unit. This content serves as a foundational tool, equipping students with the necessary knowledge about cultural practices, values, and perspectives in Spanish-speaking countries.</p> <p>The course content includes language structures and vocabulary that are not only linguistically accurate but also culturally relevant. This means students learn how to use language in a way that is appropriate to the cultural context, such as using polite forms in a restaurant (Unit 1) or understanding the social dynamics of shopping (Unit 2).</p> <p><b>Beginner Level - "Use polite forms and show awareness of politeness conventions." (NESA)</b></p> <p><b>Unit 1: Restaurants and Recipes</b></p> <ul style="list-style-type: none"> <li>• While learning to order food and interact in a restaurant setting, students are exposed to the polite forms and cultural nuances of dining in Spanish-speaking cultures, even if not explicitly stated.</li> </ul> <p><b>Unit 3: Towns and Directions</b></p>	<p><b>In the introduction lesson of each unit:</b></p> <p><b>Intermediate Spanish Course:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">1. Introduction: Restaurants and Recipes</a></li> <li>2. <a href="#">1. Introduction: Fashion and Shopping for Clothes</a></li> <li>3. <a href="#">1. Introduction: My Town and Giving Directions</a></li> <li>4. <a href="#">1. Introduction: Booking a Holiday</a></li> <li>5. <a href="#">1. Introduction: Past Holidays</a></li> <li>6. <a href="#">1. Introduction: Organising an Outing with Friends</a></li> <li>7. <a href="#">1. Introduction: Organising Celebrations</a></li> <li>8. <a href="#">1. Introduction: Daily Routine</a></li> <li>9. <a href="#">1. Introduction: Teenage Life</a></li> <li>10. <a href="#">1. Introduction: At the Doctor's</a></li> </ol>



		<ul style="list-style-type: none"> <li>• Through practising greetings and asking for directions, students are learning the cultural norms of polite interaction in public spaces typical to Spanish-speaking towns.</li> </ul> <p><b>Unit 7: Party Time</b></p> <ul style="list-style-type: none"> <li>• The unit on celebrations and invitations provides an opportunity for students to understand cultural etiquette around social events, learning politeness conventions through modelled dialogues and scenarios.</li> </ul> <p><b>Intermediate Level - "Use appropriate language for avoiding and managing misunderstandings in interactions."(NESA)</b></p> <p><b>Unit 4: Booking a Holiday</b></p> <ul style="list-style-type: none"> <li>• In scenarios like making hotel reservations or discussing travel plans, students are taught the importance of clear communication, which is key to avoiding misunderstandings, a critical aspect of cultural interaction.</li> </ul> <p><b>Unit 6: Organising an Outing with Friends</b></p> <ul style="list-style-type: none"> <li>• Planning activities with friends in Spanish not only builds language skills but also imparts an understanding of the cultural importance of consensus and clear communication in social settings.</li> </ul> <p><b>Unit 9: Teenage Life</b></p> <ul style="list-style-type: none"> <li>• Discussions around rules for teenagers and lifestyle choices in Spanish-speaking cultures subtly teach students how to navigate potential cultural misunderstandings and communicate respectfully.</li> </ul> <p><b>Advanced Level - "Adjust register of language to convey meaning in unfamiliar situations."(NESA)</b></p> <p><b>Unit 5: Past Holidays</b></p> <ul style="list-style-type: none"> <li>• Describing diverse holiday experiences in Spanish-speaking countries, students are learning to</li> </ul>	
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		<p>adjust their language register to suit different contexts and audiences, a key cultural skill.</p> <p><b>Unit 8: Daily Routine</b></p> <ul style="list-style-type: none"><li>• By exploring daily routines in various cultural contexts, students learn to adapt their language use to reflect different cultural norms and practices, enhancing their cultural awareness and adaptability.</li></ul> <p><b>Unit 10: At the Doctor's</b></p> <ul style="list-style-type: none"><li>• Engaging with medical discussions and healthcare-related topics, students are indirectly introduced to the formal and empathetic language necessary for culturally sensitive communication in medical contexts.</li></ul>	
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# Understanding Texts

(Listening, Speaking, Reading, Writing)

## Outcomes: ML5-UND-01

Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

Sub strand	Content descriptor	How can EP support this?	EP Units
<p>Understanding and responding to spoken, written and multimodal target language texts</p>	<p>Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes</p>	<p>Each unit in EP includes a variety of lessons and activities, such as listening comprehension, reading comprehension, writing, speaking, and authentic tasks. These activities are designed to help students practise and improve their language skills in a real-world context. Additionally, each unit includes a vocabulary list and grammar lessons to help students understand and use the language effectively.</p> <p><b>Beginner Level - (NESA example: a recording to explain a change of plans):</b></p> <p><b>Unit 01: Restaurants and Recipes</b></p> <ul style="list-style-type: none"> <li>Through listening to dialogues about restaurant scenarios, beginners learn to comprehend spoken Spanish, including situations like changing an order or reservation.</li> </ul> <p><b>Unit 02: Fashion and Shopping for Clothes</b></p> <ul style="list-style-type: none"> <li>Reading texts about shopping experiences, such as descriptions of clothes and transactions, helps students understand basic written Spanish in everyday contexts.</li> </ul> <p><b>Unit 03: Towns and Directions</b></p> <ul style="list-style-type: none"> <li>The unit includes tasks on asking and giving directions, where students listen to and read descriptions of towns, enhancing their understanding of spoken and written Spanish.</li> </ul>	<p><b>Intermediate Spanish Course: (Listening and Reading Lessons)</b></p> <p><b>Unit 01: Restaurants and Recipes</b>  <a href="#">3. Listening Comprehension: Restaurants and Recipes</a>  <a href="#">4. Reading Comprehension: Restaurants and Recipes</a></p> <p><b>Unit 02: Fashion and Shopping for clothes</b>  <a href="#">3. Listening Comprehension: Fashion and Shopping for Clothes</a>  <a href="#">4. Reading Comprehension: Fashion and Shopping for Clothes</a></p> <p><b>Unit 03: Towns and Directions</b>  <a href="#">3. Listening Comprehension: My Town and Giving Directions</a>  <a href="#">4. Reading Comprehension: My Town and Giving Directions</a></p> <p><b>Unit 04: Booking a Holiday</b>  <a href="#">3. Listening Comprehension: Booking a Holiday</a>  <a href="#">4. Reading Comprehension: Booking a Holiday</a></p> <p><b>Unit 05: Past Holidays</b>  <a href="#">3. Listening Comprehension: Past Holidays</a>  <a href="#">4. Reading Comprehension: Past Holidays</a></p> <p><b>Unit 06: Organising an Outing with Friends</b>  <a href="#">3. Listening Comprehension: Organising an Outing with Friends</a></p>

		<p><b>Intermediate Level - (NESA example: a multimodal advertisement promoting the benefits of recycling):</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 2: Fashion and Shopping for Clothes</b> can be aligned with this level. Monologues, conversations, and texts offer a framework for introducing language skills, listening exercises, and critical thinking on familiar themes that can be a stepping stone to broader topics like recycling or sustainability.</li> </ul> <p><b>Advanced Level - (NESA example: an article addressing an issue of global significance):</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 04: Booking a Holiday and Unit 05 Past Holidays</b> offer students the linguistic tools to understand discussions on global issues, even if it doesn't directly address them.</li> </ul> <p><b>Listening and Reading Comprehension:</b> The focus on travel allows students to engage with contexts that may have global implications, like sustainability or cultural exchange.</p> <p><b>Grammar Points:</b> Understanding 'Future Tense' can help students grasp future projections related to global issues.</p> <p><b>Cultural Focus:</b> Exposure to monuments and holidays can indirectly prepare students to understand the broader cultural aspects in globally significant articles.</p>	<p><a href="#">4. Reading Comprehension: Organising an Outing with Friends</a></p> <p><b>Unit 07: Party Time</b></p> <p><a href="#">3. Listening Comprehension: Organising Celebrations</a></p> <p><a href="#">4. Reading Comprehension: Organising Celebrations</a></p> <p><b>Unit 08: Daily Routine</b></p> <p><a href="#">3. Listening Comprehension: Daily Routine</a></p> <p><a href="#">4. Reading Comprehension: Daily Routine</a></p> <p><b>Unit 09: Teenage Life</b></p> <p><a href="#">3. Listening Comprehension: Teenage Life</a></p> <p><a href="#">4. Reading Comprehension: Teenage Life</a></p> <p><b>Unit 10: At the Doctor's</b></p> <p><a href="#">3. Listening Comprehension: At the Doctor's</a></p> <p><a href="#">4. Reading Comprehension: At the Doctor's</a></p>
	<p><b>Develop and use comprehension strategies to interpret information, opinions and ideas in texts</b></p>	<p>In all the units, students are building on the comprehension strategies they have developed in previous units or lessons. The platform's design encourages this cumulative learning, allowing students to apply strategies they have learned in one context to new and different contexts.</p> <p><b>Beginner - "Activate, use and share prior knowledge to summarise a text".(NESA)</b></p>	<p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a></p> <p><a href="#">Unit 02: Fashion and Shopping for clothes</a></p> <p><a href="#">Unit 03: Towns and Directions</a></p> <p><a href="#">Unit 04: Booking a Holiday</a></p> <p><a href="#">Unit 05: Past Holidays</a></p> <p><a href="#">Unit 06: Organising an Outing with Friends</a></p>

		<ul style="list-style-type: none"> <li>● <b>Example: In Unit 01: Restaurants and Recipes,</b> students are introduced to the concept of ordering food in a restaurant. They learn common phrases and vocabulary related to this context. The first lessons such as "Introduction: Ordering in a Restaurant" help them activate their prior knowledge about restaurants and food. They can use this knowledge to summarise the text, understand the context better, and share their understanding with others. In each Education Perfect Languages unit, including this one, there are listening and reading lessons where students are presented with a variety of spoken, written and multimodal texts in authentic contexts. They are required to locate, process information and respond in different ways. This helps them develop comprehension strategies that they can reuse in future units or lessons.</li> </ul> <p><b>Intermediate - "Use contextual clues to translate and explain a text".(NESA)</b></p> <p>The units, while diverse in topics, all align with the overarching goal of using contextual clues for text translation and explanation.</p> <ul style="list-style-type: none"> <li>● <b>Unit 01: Restaurants and Recipes or Café:</b> This unit focuses on understanding and utilising essential vocabulary and expressions related to ordering, commenting on food, understanding the menu, and asking about prices. It includes texts like orders and menu requests, which require students to use contextual clues to understand and interpret the language used in these typical dining situations.</li> <li>● <b>Unit 02: Fashion and Shopping for Clothes:</b> In this unit, students engage with texts related to shopping for clothes, asking about items, colours, sizes, and prices. This involves interpreting dialogues and descriptions within shopping contexts, requiring the use of contextual clues to translate and understand the text.</li> </ul>	<p><a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor's</a></p> <p><b>Intermediate Spanish Course: (Listening and Reading Lessons)</b></p> <p><b>Unit 01: Restaurants and Recipes</b>  <a href="#">3. Listening Comprehension: Restaurants and Recipes</a>  <a href="#">4. Reading Comprehension: Restaurants and Recipes</a></p> <p><b>Unit 02: Fashion and Shopping for clothes</b>  <a href="#">3. Listening Comprehension: Fashion and Shopping for Clothes</a>  <a href="#">4. Reading Comprehension: Fashion and Shopping for Clothes</a></p> <p><b>Unit 03: Towns and Directions</b>  <a href="#">3. Listening Comprehension: My Town and Giving Directions</a>  <a href="#">4. Reading Comprehension: My Town and Giving Directions</a></p> <p><b>Unit 04: Booking a Holiday</b>  <a href="#">3. Listening Comprehension: Booking a Holiday</a>  <a href="#">4. Reading Comprehension: Booking a Holiday</a></p> <p><b>Unit 05: Past Holidays</b>  <a href="#">3. Listening Comprehension: Past Holidays</a>  <a href="#">4. Reading Comprehension: Past Holidays</a></p> <p><b>Unit 06: Organising an Outing with Friends</b>  <a href="#">3. Listening Comprehension: Organising an Outing with Friends</a>  <a href="#">4. Reading Comprehension: Organising an Outing with Friends</a></p> <p><b>Unit 07: Party Time</b>  <a href="#">3. Listening Comprehension: Organising Celebrations</a>  <a href="#">4. Reading Comprehension: Organising Celebrations</a></p>
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		<ul style="list-style-type: none"> <li>● <b>Daily Routine:</b> Inferring lifestyle choices, day-to-day priorities.</li> <li>● <b>At the Doctor's:</b> Deciphering medical advice, implied urgency in treatments.</li> <li>● <b>Past Holidays:</b> Inferring emotional tones, deducing experiences from recounts.</li> </ul>	
	<p>Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas</p>	<p><b>Beginner Level - “At this level, students can respond personally to an interview with a well-known person from a target language-speaking country.” (NESA)</b></p> <p><b>Unit 01: Restaurants and Recipes:</b> For example, in the unit "Ordering in a Restaurant," students learn to use appropriate common phrases when arriving at a restaurant, ordering at a restaurant, describing meals, and understanding a Spanish menu. They can use these skills to interpret and respond to an interview with a famous Spanish chef, for instance.</p> <p><b>Intermediate Level - “At this level, students can provide a comparative response to interviews with well-known people from a target language-speaking country.” (NESA)</b></p> <p><b>Unit 01: Restaurants and Recipes</b></p> <ul style="list-style-type: none"> <li>● EP Key Skills: Communication, understanding menus</li> <li>● Suggested Task: Students can compare restaurant etiquette in Spanish-Speaking countries and Australia through interviews with restaurant owners or chefs.</li> </ul> <p><b>Unit 02: Fashion and Shopping for Clothes</b></p> <ul style="list-style-type: none"> <li>● EP Key Skills: Describing clothes, asking for prices</li> <li>● Suggested Task: Students can interpret and compare interviews with fashion designers from Spanish-Speaking countries and local designers.</li> </ul> <p><b>Unit 03: My Town and Giving Directions</b></p> <ul style="list-style-type: none"> <li>● EP Key Skills: Describing towns, asking for and giving directions</li> </ul>	<p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a>  <a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor's</a></p> <p><b>Intermediate Spanish Course: (Listening and Reading Lessons)</b></p> <p><b>Unit 01: Restaurants and Recipes</b>  <a href="#">3. Listening Comprehension: Restaurants and Recipes</a>  <a href="#">4. Reading Comprehension: Restaurants and Recipes</a></p> <p><b>Unit 02: Fashion and Shopping for clothes</b>  <a href="#">3. Listening Comprehension: Fashion and Shopping for Clothes</a>  <a href="#">4. Reading Comprehension: Fashion and Shopping for Clothes</a></p> <p><b>Unit 03: Towns and Directions</b>  <a href="#">3. Listening Comprehension: My Town and Giving Directions</a>  <a href="#">4. Reading Comprehension: My Town and Giving Directions</a></p>

		<ul style="list-style-type: none"> <li>Suggested Task: Compare town planning or tourist attractions through interviews with local authorities or tourism boards.</li> </ul> <p><b>Unit 04: Booking a Holiday</b></p> <ul style="list-style-type: none"> <li>EP Key Skills: Discussing holiday plans, booking hotels</li> <li>Suggested Task: Students could compare travel experiences by interpreting interviews with travel bloggers or tourism experts.</li> </ul> <p><b>Advanced Level - "At this level, students can provide an evaluative response to discuss perspectives in texts and explain their own conclusions based on the information."</b></p> <p><b>NESA</b></p> <ul style="list-style-type: none"> <li><b>Unit 02: Fashion and Shopping for clothes</b> In this unit, students learn to describe what people are wearing, ask for a piece of clothing at a store, ask how much something costs, and give an opinion about a piece of clothing. They can use these skills to evaluate and discuss different perspectives on fashion trends, clothing choices, and shopping habits in various Spanish-speaking countries, based on interviews or articles featuring well-known fashion designers or influencers.</li> </ul>	<p><b>Unit 04: Booking a Holiday</b>  <a href="#">3. Listening Comprehension: Booking a Holiday</a>  <a href="#">4. Reading Comprehension: Booking a Holiday</a></p> <p><b>Unit 05: Past Holidays</b>  <a href="#">3. Listening Comprehension: Past Holidays</a>  <a href="#">4. Reading Comprehension: Past Holidays</a></p> <p><b>Unit 06: Organising an Outing with Friends</b>  <a href="#">3. Listening Comprehension: Organising an Outing with Friends</a>  <a href="#">4. Reading Comprehension: Organising an Outing with Friends</a></p> <p><b>Unit 07: Party Time</b>  <a href="#">3. Listening Comprehension: Organising Celebrations</a>  <a href="#">4. Reading Comprehension: Organising Celebrations</a></p> <p><b>Unit 08: Daily Routine</b>  <a href="#">3. Listening Comprehension: Daily Routine</a>  <a href="#">4. Reading Comprehension: Daily Routine</a></p> <p><b>Unit 09: Teenage Life</b>  <a href="#">3. Listening Comprehension: Teenage Life</a>  <a href="#">4. Reading Comprehension: Teenage Life</a></p> <p><b>Unit 10: At the Doctor's</b>  <a href="#">3. Listening Comprehension: At the Doctor's</a>  <a href="#">4. Reading Comprehension: At the Doctor's</a></p>
<p>Demonstrate understanding of the context, purpose and audience in predictable texts</p>		<p><b>Beginner Level - "Identify and explain how vocabulary, phrases and gestures are used to emphasise key points in texts in order to achieve purpose."(NESA)</b></p> <p><b>Unit 01: Restaurants and Recipes or Café</b></p> <ul style="list-style-type: none"> <li>Vocabulary and phrases: Students learn essential expressions for ordering and commenting on food, like "vorrei" (I would like) and "prendo" (I will have). This directly helps them identify how language is used to emphasise key points in texts, fulfilling the NSW descriptor.</li> <li>Grammar: Understanding formal and informal address and verb forms supports their ability to recognize</li> </ul>	<p><b>Intermediate Spanish Course: (Listening and Reading Lessons)</b></p> <p><b>Unit 01: Restaurants and Recipes</b>  <a href="#">3. Listening Comprehension: Restaurants and Recipes</a>  <a href="#">4. Reading Comprehension: Restaurants and Recipes</a></p> <p><b>Unit 02: Fashion and Shopping for clothes</b>  <a href="#">3. Listening Comprehension: Fashion and Shopping for Clothes</a>  <a href="#">4. Reading Comprehension: Fashion and Shopping for Clothes</a></p>



		<p>how language choices influence the purpose of communication</p> <p><b>Intermediate Level - “Identify cultural references in texts and examine their effect on the audience.”(NESA)</b>          These units offer a multi-faceted exploration of Spanish culture and language. While teaching linguistic skills, they provide context, enabling students to better understand cultural nuances.</p> <p><b>Unit 02: Fashion and Shopping for Clothes</b></p> <ul style="list-style-type: none"> <li>● Cultural Focus: By learning about Spanish clothing sizes, etiquettes in shopping, and seasonal weather patterns, students gain insights into cultural references, aligning with the NSW descriptor.</li> <li>● Reading &amp; Listening Texts: The descriptions of typical Spanish clothing and shopping scenarios offer real-world contexts where students can identify and examine cultural elements.</li> </ul> <p><b>Advanced Level - “Identify and analyse language techniques used in texts in order to achieve purpose.”(NESA)</b>          The units offer rich content that naturally lends itself to developing students' skills in understanding language techniques. Teachers can use the themes and learning outcomes as a foundation to extend advanced skills like identifying and analysing language techniques.</p> <p><b>Unit 10: At the Doctor's</b></p> <ul style="list-style-type: none"> <li>● Grammar: The use of different verb tenses and constructing questions enhances students' ability to analyse language techniques used in texts.</li> <li>● Cultural Focus: Understanding the significance of health in Spanish culture and familiarising with health practices aids in analysing how language techniques</li> </ul>	<p><b>Unit 03: Towns and Directions</b>  <a href="#">3. Listening Comprehension: My Town and Giving Directions</a>  <a href="#">4. Reading Comprehension: My Town and Giving Directions</a></p> <p><b>Unit 04: Booking a Holiday</b>  <a href="#">3. Listening Comprehension: Booking a Holiday</a>  <a href="#">4. Reading Comprehension: Booking a Holiday</a></p> <p><b>Unit 05: Past Holidays</b>  <a href="#">3. Listening Comprehension: Past Holidays</a>  <a href="#">4. Reading Comprehension: Past Holidays</a></p> <p><b>Unit 06: Organising an Outing with Friends</b>  <a href="#">3. Listening Comprehension: Organising an Outing with Friends</a>  <a href="#">4. Reading Comprehension: Organising an Outing with Friends</a></p> <p><b>Unit 07: Party Time</b>  <a href="#">3. Listening Comprehension: Organising Celebrations</a>  <a href="#">4. Reading Comprehension: Organising Celebrations</a></p> <p><b>Unit 08: Daily Routine</b>  <a href="#">3. Listening Comprehension: Daily Routine</a>  <a href="#">4. Reading Comprehension: Daily Routine</a></p> <p><b>Unit 09: Teenage Life</b>  <a href="#">3. Listening Comprehension: Teenage Life</a>  <a href="#">4. Reading Comprehension: Teenage Life</a></p> <p><b>Unit 10: At the Doctor's</b>  <a href="#">3. Listening Comprehension: At the Doctor's</a>  <a href="#">4. Reading Comprehension: At the Doctor's</a></p>
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		<p>achieve a purpose, such as offering advice or expressing discomfort.</p> <p>Each unit's structured approach, incorporating listening, reading, writing, and speaking activities, caters to the different proficiency levels within the same classroom. This structure ensures that all students, regardless of their level, engage with the content meaningfully and align with the NSW descriptors. The variety of texts, contexts, and grammar points in each unit offers a comprehensive approach to understanding the nuances of the Spanish language and culture, directly contributing to students' ability to meet the NSW content descriptors.</p>	
<p><b>Applying knowledge of language systems to understand and respond to target language texts</b></p>	<p><b>Use knowledge of a wide range of features of the sound system to understand texts</b></p>	<p>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.</p> <p><b>Grammar Focus:</b> Each unit emphasises specific grammar points, such as verb conjugations, interrogatives, and sentence construction. This approach directly supports students in applying their understanding of Spanish language systems, enhancing their ability to comprehend and respond to various texts.</p> <p><b>Listening and Reading Comprehension:</b> The units include diverse listening and reading texts, such as conversations in restaurants, fashion-related dialogues, and discussions about towns and directions. This variety exposes students to different contexts and vocabulary, aiding in understanding and responding to Spanish texts effectively.</p> <p><b>Sound System Knowledge:</b></p>	<p><b>Intermediate Spanish Course: (Listening and Reading Lessons)</b></p> <p><b>Unit 01: Restaurants and Recipes</b>  <a href="#">3. Listening Comprehension: Restaurants and Recipes</a>  <a href="#">4. Reading Comprehension: Restaurants and Recipes</a></p> <p><b>Unit 02: Fashion and Shopping for clothes</b>  <a href="#">3. Listening Comprehension: Fashion and Shopping for Clothes</a>  <a href="#">4. Reading Comprehension: Fashion and Shopping for Clothes</a></p> <p><b>Unit 03: Towns and Directions</b>  <a href="#">3. Listening Comprehension: My Town and Giving Directions</a>  <a href="#">4. Reading Comprehension: My Town and Giving Directions</a></p> <p><b>Unit 04: Booking a Holiday</b>  <a href="#">3. Listening Comprehension: Booking a Holiday</a>  <a href="#">4. Reading Comprehension: Booking a Holiday</a></p> <p><b>Unit 05: Past Holidays</b>  <a href="#">3. Listening Comprehension: Past Holidays</a>  <a href="#">4. Reading Comprehension: Past Holidays</a></p>

		<p><b>Pronunciation and Intonation:</b> The audio components in the listening exercises provide students with exposure to the Spanish sound system. They can hear and practise pronunciation, intonation, and rhythm, crucial for understanding spoken Spanish.</p> <p><b>Cultural Nuances:</b> The units incorporate cultural elements, such as Spanish dining etiquette, shopping practices, and town landmarks. Understanding these cultural references can enhance students' ability to infer meanings and nuances in spoken and written Spanish.</p> <p><b>Alignment with NSW Content Descriptor:</b></p> <p><b>Application of Language Knowledge:</b> By engaging with structured lessons and diverse language exercises, students apply their knowledge of Spanish grammar and vocabulary in practical scenarios, meeting the NSW descriptor's objective.</p> <p><b>Comprehension Skills:</b> The comprehension sections, both listening and reading, challenge students to understand texts on various topics, using their knowledge of Spanish language systems. This aligns with the NSW goal of understanding and responding to target language texts.</p>	<p><b>Unit 06: Organising an Outing with Friends</b>  <a href="#">3. Listening Comprehension: Organising an Outing with Friends</a>  <a href="#">4. Reading Comprehension: Organising an Outing with Friends</a></p> <p><b>Unit 07: Party Time</b>  <a href="#">3. Listening Comprehension: Organising Celebrations</a>  <a href="#">4. Reading Comprehension: Organising Celebrations</a></p> <p><b>Unit 08: Daily Routine</b>  <a href="#">3. Listening Comprehension: Daily Routine</a>  <a href="#">4. Reading Comprehension: Daily Routine</a></p> <p><b>Unit 09: Teenage Life</b>  <a href="#">3. Listening Comprehension: Teenage Life</a>  <a href="#">4. Reading Comprehension: Teenage Life</a></p> <p><b>Unit 10: At the Doctor's</b>  <a href="#">3. Listening Comprehension: At the Doctor's</a>  <a href="#">4. Reading Comprehension: At the Doctor's</a></p>
	<p><b>Use knowledge of a wide range of sound-symbol correspondences to understand and respond to texts</b></p>	<p>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.</p> <p><b>Unit 01: Restaurants and Recipes or Café</b></p> <ul style="list-style-type: none"> <li>Pronunciation of Key Vocabulary: Sounds of essential words and expressions related to dining, like menu items and phrases used in restaurants, are crucial.</li> </ul>	<p>All the Listening and Video Lessons in the Units</p> <p><b>Unit 01: Restaurants and Recipes</b>  <a href="#">3. Listening Comprehension: Restaurants and Recipes</a></p> <p><b>Unit 02: Fashion and Shopping for clothes</b>  <a href="#">3. Listening Comprehension: Fashion and Shopping for Clothes</a></p>

		<p>This assists in the accurate pronunciation and comprehension of these words in spoken Spanish.</p> <ul style="list-style-type: none"> <li>• Listening Texts: Texts involving orders and interactions in dining settings provide practical exposure to the way Spanish sounds correlate with written words.</li> </ul> <p><b>Unit 02: Fashion and Shopping for Clothes</b></p> <ul style="list-style-type: none"> <li>• Verb Pronunciation: The pronunciation of verbs like "Indossare" (to wear) and related vocabulary enhances the understanding of how these words are represented in written texts.</li> <li>• Listening Examples: Descriptions of attire and shopping dialogues offer exposure to the pronunciation of fashion-related terms, aiding in sound-symbol recognition.</li> </ul> <p><b>Unit 03: Towns and Directions</b></p> <ul style="list-style-type: none"> <li>• City Names and Directions: Pronunciation of Spanish city names and direction terms helps in correlating spoken words with their written forms.</li> <li>• Listening Comprehensions: Descriptions of towns and directions provide practical exposure to the sounds of the Spanish language in the context of geography and navigation.</li> </ul> <p><b>Unit 04: Booking a Holiday</b></p> <ul style="list-style-type: none"> <li>• Travel Vocabulary: Focusing on the pronunciation of words related to travel, accommodations, and time expressions aids in connecting these sounds with their written counterparts.</li> <li>• Listening Activities: Conversations about travel plans offer real-life examples of how these terms sound in spoken Spanish.</li> </ul> <p><b>Unit 05: Party Time and Celebrations</b></p> <ul style="list-style-type: none"> <li>• Event-Specific Vocabulary: Pronouncing words related to parties and celebrations helps in understanding their written forms.</li> <li>• Audio Texts: Dialogues about party planning and celebrations provide exposure to the sounds of relevant Spanish vocabulary.</li> </ul>	<p><b>Unit 03: Towns and Directions</b>  <a href="#">3. Listening Comprehension: My Town and Giving Directions</a></p> <p><b>Unit 04: Booking a Holiday</b>  <a href="#">3. Listening Comprehension: Booking a Holiday</a></p> <p><b>Unit 05: Past Holidays</b>  <a href="#">3. Listening Comprehension: Past Holidays</a></p> <p><b>Unit 06: Organising an Outing with Friends</b>  <a href="#">3. Listening Comprehension: Organising an Outing with Friends</a></p> <p><b>Unit 07: Party Time</b>  <a href="#">3. Listening Comprehension: Organising Celebrations</a></p> <p><b>Unit 08: Daily Routine</b>  <a href="#">3. Listening Comprehension: Daily Routine</a></p> <p><b>Unit 09: Teenage Life</b>  <a href="#">3. Listening Comprehension: Teenage Life</a></p> <p><b>Unit 10: At the Doctor's</b>  <a href="#">3. Listening Comprehension: At the Doctor's</a></p>
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		<p><b>Unit 06: Organising an Outing with Friends</b></p> <ul style="list-style-type: none"> <li>• Social Planning Vocabulary: Emphasis on the pronunciation of words used in making plans, like “venire” (to come), reinforces their written forms.</li> <li>• Listening Scenarios: Conversations about social arrangements provide practical listening experience, linking spoken words to their written forms.</li> </ul> <p><b>Unit 10: At the Doctor’s</b></p> <ul style="list-style-type: none"> <li>• Medical Terminology: Accurate pronunciation of body parts and ailments is vital in linking these words to their written representations.</li> <li>• Listening Passages: Descriptions of medical scenarios and discussions about health issues offer real-world examples of sound-symbol relationships in medical Spanish.</li> </ul> <p><b>Unit 08: Past Holidays</b></p> <ul style="list-style-type: none"> <li>• Pronunciation of Past Tense Forms: Understanding the sounds of past participle forms helps in correlating these sounds with their written forms.</li> <li>• Listening to Holiday Descriptions: Narratives about past holidays provide exposure to the pronunciation of words used in describing past events.</li> </ul> <p><b>Unit 08: Daily Routine</b></p> <ul style="list-style-type: none"> <li>• Routine Vocabulary Pronunciation: Focusing on the sounds of words related to daily routines enhances their recognition in written texts.</li> <li>• Listening to Daily Descriptions: Dialogues about daily activities provide practical examples of how these words are pronounced in spoken Spanish.</li> </ul> <p><b>Unit 10: Past Holidays</b></p> <ul style="list-style-type: none"> <li>• Pronunciation of Holiday Terms: Emphasis on the sounds of words related to holidays and past experiences aids in their written comprehension.</li> <li>• Listening to Holiday Recollections: Narratives and discussions about past holidays offer examples of sound-symbol relationships in the context of holiday experiences.</li> </ul>	
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	<p><b>Use knowledge of vocabulary from a wide range of themes to understand and respond to texts</b></p>	<p>Languages units cover a wide range of themes and topics, providing students with a rich vocabulary. This extensive vocabulary enables them to understand and respond to texts effectively.</p> <p><b>Examples per unit</b></p> <p><b>Ordering in a Restaurant or Café (Unit 01):</b> Students learn vocabulary and expressions for dining scenarios. This unit enhances their ability to understand and engage with texts related to food, dining customs, and prices. The grammar and cultural points focus on practical, everyday interactions, directly building vocabulary within a specific context.</p> <p><b>Fashion, Shopping for Clothes, and Weather (Unit 02):</b> This unit equips learners with language skills for discussing clothing, shopping, and weather. Understanding and using colour adjectives, asking for assistance, and talking about weather are directly linked to a wide range of themes, improving comprehension and response capabilities in these contexts.</p> <p><b>Towns and Directions (Unit 03):</b> Students learn to describe towns, give directions, and discuss various activities. The cultural focus on Spanish towns and activities expands their vocabulary related to geography, landmarks, and daily life in Spanish-Speaking countries.</p> <p><b>Booking a Holiday (Unit 04):</b> Vocabulary for travel plans, accommodations, and time expressions is covered. This directly relates to understanding and responding to travel-related texts, including conversations about reservations and accommodations.</p> <p><b>Party Time and Celebrations (Unit 05):</b> This unit teaches vocabulary for parties and celebrations, enhancing students' ability to understand and respond to texts about social events, invitations, and cultural nuances in celebrations.</p>	<p><b>Every unit has a vocabulary folder related to the topic of the course</b></p> <p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a>  <a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor's</a></p>
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		<p><b>Organising an Outing with Friends (Unit 06):</b> It focuses on making plans and discussing activities, which helps students understand informal dialogues and texts involving social planning.</p> <p><b>At the Doctor's (Unit 07):</b> Learning to describe ailments and health-related advice expands vocabulary related to health and wellbeing, allowing students to comprehend and respond to medical texts or conversations.</p> <p><b>Past Holidays (Unit 08 and 10):</b> These units focus on describing past experiences and holidays, using past tense and linking expressions. This is vital for understanding narratives and personal recounts in Spanish.</p> <p><b>Daily Routine (Unit 09):</b> Covering daily activities and time-telling, this unit aids in understanding texts related to daily life, schedules, and habits.</p>	
	<p><b>Use knowledge of a range of structures and features of the target language writing system to understand and respond to texts</b></p>	<p><b>Understanding of Grammar Structures:</b></p> <p>The course's comprehensive coverage of Spanish grammar, including verb tenses, sentence structures, and the use of interrogatives, directly aids in reading comprehension. Students learn to decode complex sentences and understand their meaning. For instance, in Unit 01, understanding the use of formal and informal address and verb conjugations helps students comprehend written dialogues in restaurant scenarios.</p> <p><b>Reading Comprehension Skills:</b></p> <p>Each unit incorporates reading texts that challenge students to apply their understanding of Spanish grammar and vocabulary. This exposure is crucial for developing the ability to comprehend a wide range of written materials. Units like "<b>Fashion and Shopping for Clothes</b>" include texts with specific vocabulary and expressions, enhancing</p>	<p><b>(Listening, reading and grammar sessions of each unit below)</b></p> <p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a>  <a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor's</a></p>

		<p>students' ability to understand and interpret written information in these contexts.</p> <p><b>Vocabulary Development:</b></p> <p>A rich vocabulary is fundamental for reading comprehension. The course provides targeted vocabulary in each unit, relevant to the unit's theme, which helps students better understand and respond to texts they read. For example, in "<b>Towns and Directions</b>," the specific vocabulary related to locations helps students comprehend texts involving descriptions of towns or directions.</p> <p><b>Cultural Context and Text Interpretation:</b></p> <p>Understanding the cultural context is essential for interpreting texts accurately. The course integrates cultural insights, allowing students to understand texts within their cultural significance. In units like "<b>At the Doctor's</b>," the cultural nuances in health-related conversations in Spanish-Speaking countries are explored, aiding students in understanding and interpreting related texts.</p> <p><b>Engagement with Various Text Types:</b></p> <p>The course exposes students to a variety of text types, from dialogues and narratives to descriptions and instructions. This variety is crucial in developing a broad reading comprehension skill set. Units such as "<b>Booking a Holiday</b>" offer a mix of practical dialogues and descriptions, enhancing students' ability to understand different types of texts.</p> <p><b>Application in Authentic Contexts:</b></p> <p>Application of reading skills in authentic contexts is emphasised through tasks that mimic real-life scenarios. This</p>	
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		<p>approach ensures that students are not only reading texts but also interpreting and responding to them as they would in real-life situations.</p> <p>For instance, in "<b>Party Time and Celebrations</b>," students might read invitations or descriptions of events, practising their comprehension and response in a context they might encounter outside the classroom.</p>	
	<p><b>Use metalanguage to reflect on and evaluate target language structures and features in texts</b></p>	<p><b>Beginner Level - "Use metalanguage to reflect on how grammatical choices influence meaning and establish register in texts." (NESA)</b></p> <p>Each unit uses various grammar and terminology (the language system) to build skills in understanding and responding to Spanish language contexts (the target language texts), such as ordering in a restaurant or asking for directions. The metalanguage (grammar points in each unit) enables reflection and evaluation of the Spanish language structures used in those specific situations. For example, the comprehension topics in unit one enable students to reflect on and evaluate how the polite form of nouns and cases function within the context of conversations in a restaurant.</p> <p><b>Unit 01: Restaurants and Recipes or Café</b></p> <p>Alignment: This unit provides a foundation for students to learn about grammatical choices that influence meaning and register in texts. They will experience the use of formal and informal language, understand verb conjugations, and the use of interrogatives, pivotal for comprehending and interpreting texts of varying formality.</p> <p><b>Unit 02: Fashion and Shopping for Clothes</b></p> <p><b>Alignment:</b> Students will explore how grammar and text features determine the nature of formal and informal texts. The unit focuses on gender and number agreement in</p>	<p><b>Intermediate Spanish Course:</b></p> <p><b>Unit 01: Restaurants and Recipes</b></p> <ul style="list-style-type: none"> <li>• <a href="#">2a. Grammar - Asking Questions: Restaurants and Recipes</a></li> <li>• <a href="#">2b. Grammar - The Verb ir: Restaurants and Recipes</a></li> </ul> <p><b>Unit 02: Fashion and Shopping for clothes</b></p> <ul style="list-style-type: none"> <li>• <a href="#">2a. Grammar - Comparisons and Superlatives: Fashion and Shopping for Clothes</a></li> <li>• <a href="#">2a. Grammar - Comparisons and Superlatives: Moda y compras de ropa</a></li> <li>• <a href="#">2b. Grammar - Immediate Future: Fashion and Shopping for Clothes</a></li> <li>• <a href="#">2b. Grammar - Immediate Future: Moda y compras de ropa</a></li> <li>• <a href="#">2c. Grammar - Question Words: Fashion and Shopping for Clothes</a></li> <li>• <a href="#">2c. Grammar - Question Words: Moda y compras de ropa</a></li> </ul> <p><b>Unit 03: Towns and Directions</b></p> <ul style="list-style-type: none"> <li>• <a href="#">2a. Grammar - The Imperative Mood: My Town and Giving Directions</a></li> <li>• <a href="#">2b. Grammar - Prepositions: My Town and Giving Directions</a></li> <li>• <a href="#">2c. Grammar - Conjunctions: My Town and Giving Directions</a></li> </ul>

		<p>adjectives, question formation, and specific vocabulary for shopping, aiding in their understanding of diverse text types.</p> <p><b>Unit 03: Towns and Directions</b></p> <p><b>Alignment:</b> In this unit, students will learn imperative verb forms, prepositions, and descriptive sentences, equipping them with the skills to describe towns and directions. This practical application helps them understand and analyse language structures in real-life contexts.</p> <p><b>Unit 04: Booking a Holiday</b></p> <p><b>Alignment:</b> The unit enables students to grasp grammar related to travel and holidays. It includes lessons on using prepositions for destinations, formulating questions, and understanding time expressions, enhancing their comprehension of language used in travel contexts.</p> <p><b>Unit 05: Party Time and Celebrations</b></p> <p><b>Alignment:</b> Focusing on celebrations, students will encounter verb forms for invitations and learn to formulate questions about party details. This practical approach aids in their understanding of language use in celebratory contexts.</p> <p><b>Unit 06: Organising an Outing with Friends</b></p> <p><b>Alignment:</b> Students will engage with various verb forms and expressions to learn how to make plans. The unit's focus on social interactions provides a relatable context for understanding language use.</p> <p><b>Unit 10: At the Doctor's</b></p> <p><b>Alignment:</b> This unit helps students name body parts, describe ailments, and offer advice using specific</p>	<ul style="list-style-type: none"> <li>• <a href="#">2d. Grammar - Question Words ¿cómo?, ¿dónde?, ¿adónde?: My Town and Giving Directions</a></li> </ul> <p><b>Unit 04: Booking a Holiday</b></p> <ul style="list-style-type: none"> <li>• <a href="#">2a. Grammar - Future Tense: Booking a Holiday</a></li> <li>• <a href="#">2b. Irregular Future Tense: Booking a Holiday</a></li> <li>• <a href="#">2c. Grammar - Question Words ¿cuándo?, ¿quién?: Booking a Holiday</a></li> </ul> <p><b>Unit 05: Past Holidays</b></p> <ul style="list-style-type: none"> <li>• <a href="#">2a. Grammar - Simple Past Tense: Past Holidays</a></li> <li>• <a href="#">2b. Grammar - Irregular Verbs of the Simple Past Tense: Past Holidays</a></li> <li>• <a href="#">2c. Grammar - Question Words ¿por qué?, ¿para qué?: Past Holidays</a></li> </ul> <p><b>Unit 06: Organising an Outing with Friends</b></p> <ul style="list-style-type: none"> <li>• <a href="#">2a. Grammar - The Conditional Tense: Organising an Outing with Friends</a></li> <li>• <a href="#">2b. Grammar - Questions Using the Conditional: Organising an Outing with Friends</a></li> </ul> <p><b>Unit 07: Party Time</b></p> <ul style="list-style-type: none"> <li>• <a href="#">2a. Grammar - Direct Object Pronouns: Party Time</a></li> <li>• <a href="#">2b. Grammar - Indirect Object Pronouns: Party Time</a></li> </ul> <p><b>Unit 08: Daily Routine</b></p> <ul style="list-style-type: none"> <li>• <a href="#">2a. Grammar - Reflexive Verbs: Daily Routine</a></li> <li>• <a href="#">2b. Grammar - The Gerund: Daily Routine</a></li> </ul> <p><b>Unit 09: Teenage Life</b></p> <ul style="list-style-type: none"> <li>• <a href="#">2a. Grammar - Adverbial Phrases: Teenage Life</a></li> <li>• <a href="#">2b. Grammar - se puede &amp; se debe: Teenage Life</a></li> </ul>
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		<p>grammatical structures. It provides a practical application of language in health and wellbeing contexts.</p>	<ul style="list-style-type: none"> <li>• <a href="#">2c. Grammar - Question Word Review: Teenage L2c. G</a></li> </ul> <p><b>Unit 10: At the Doctor's</b></p> <ul style="list-style-type: none"> <li>• <a href="#">2a. Grammar - The Imperfect Tense: At the Doctor's</a></li> <li>• <a href="#">2b. Grammar - Introduction to the Subjunctive: At the Doctor's</a></li> </ul>
<p>Developing intercultural understanding through target language texts</p>	<p><b>Respond to texts by reflecting on how identity is shaped by language(s), culture(s), practices, values and perspectives</b></p>	<p>In each unit, the approach to language learning is not just about acquiring linguistic skills but also about understanding how language is a critical tool in shaping and reflecting cultural identity. Through various texts and communicative contexts, students are prompted to reflect on the interplay of language, culture, practices, values, and perspectives, and how these elements collectively contribute to shaping individual and communal identities. This approach aligns well with the NSW content descriptor, ensuring that language learning is an avenue for broader cultural and self-awareness.</p> <p><b>Unit 01: Restaurants and Recipes or Café</b></p> <p>Reflection on Identity: Encourages students to consider how dining practices reflect Spanish identity, values, and the role of language in shaping these cultural norms.</p> <p><b>Unit 02: Fashion, Shopping for Clothes, and Weather</b></p> <p><b>Cultural Identity:</b> Offers insights into Spanish fashion and shopping customs, prompting students to reflect on the relationship between language, clothing choices, and cultural identity.</p> <p><b>Unit 03: Towns and Directions</b></p> <p><b>Language and Urban Identity:</b> Students explore Spanish towns, understanding how language shapes perceptions of urban spaces and cultural identity.</p>	<p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a>  <a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor's</a></p>

		<p><b>Unit 04: Booking a Holiday</b></p> <p><b>Travel and Cultural Values:</b> Discusses how language used in travel and holidays reflects Spanish values, leisure preferences, and the collective national identity.</p> <p><b>Unit 05: Party Time and Celebrations</b></p> <p><b>Festive Identity:</b> Provides a basis for students to consider how language and celebration practices are central to the Spanish communal and familial identity.</p> <p><b>Unit 06: Organising an Outing with Friends</b></p> <p><b>Social Interaction and Identity:</b> Examines the role of language in Spanish social life, allowing students to reflect on how social interactions shape cultural identity.</p> <p><b>Unit 10: At the Doctor's</b></p> <p><b>Health Language and Practices:</b> Enables students to see how language used in health contexts reflects cultural attitudes towards well-being and community care in Spanish-Speaking countries.</p> <p><b>Unit 08: Past Holidays</b></p> <p><b>Holiday Narratives and Identity:</b> Engages students in considering how discussing past holidays in Spanish can reflect personal and cultural identities.</p> <p><b>Unit 08: Daily Routine</b></p> <p><b>Routine and Identity:</b> Through describing daily routines, students can reflect on how these routines, and the language used to describe them, shape individual and cultural identities.</p>	
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		<p><b>Unit 10: Past Holidays</b></p> <p><b>Cultural Reflections and Identity:</b> Encourages students to see how discussing past holiday experiences in Spanish relates to cultural and personal identity formation.</p>	
	<p>Respond to texts by reflecting on the relationship between language and culture in communication</p>	<p><b>Beginner - "Develop the capability to reflect on and engage with difference." (NESA)</b></p> <p><b>Unit 1: "Ordering in a Restaurant"</b> In this unit, beginners can learn about the cultural differences in dining etiquette and food preferences between their own culture and the Spanish culture. For example, they can reflect on the differences in common phrases used when arriving at a restaurant, ordering food, and asking for the bill. They can also engage with these differences by practising these phrases and understanding a Spanish menu.</p> <p><b>Intermediate - "Question and discuss stereotypes found in texts." NESA</b></p> <p><b>Unit 02: "Fashion, Shopping for Clothes, and Weather"</b> Intermediate students can use this unit to question and discuss stereotypes found in texts about style and fashion choices in Spanish-Speaking countries. They can compare these with their own culture and discuss why these stereotypes exist. They can also reflect on how language is used to describe clothing and fashion in different cultures.</p> <p><b>Advanced - "Develop a metalanguage for discussing the relationship between language and culture." (NESA)</b></p> <p><b>Unit 07: "At the Doctor's"</b> Advanced students can use this unit to develop a metalanguage for discussing the relationship between language and culture. They can analyse how language is used to describe health problems, visits to a</p>	<p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a>  <a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor's</a></p>

		<p>doctor or pharmacy, and giving advice on health issues in Spanish culture. They can also compare this with how these topics are discussed in their own culture. This can help them understand the deeper cultural meanings and values that are embedded in language.</p>	
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# Creating Texts

(Speaking, Writing)

## Outcomes: ML5-CRT-01

Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Sub strand	Content descriptor	How can EP support this?	EP Units
Creating spoken, written and multimodal texts in the target language appropriate to context, purpose and audience	Create informative texts to describe experiences and share information about their own and others' personal worlds	<p><b>Beginner Level - "A presentation about a prominent Aboriginal and/or Torres Strait Islander person to outline successes and achievements." (NESA)</b></p> <p><b>Suggested Unit - "Unit75: Party Time"</b> Application: Although the unit does not directly cover Aboriginal and/or Torres Strait Islander persons, it provides students with the necessary language skills to describe celebrations and achievements. Students can use these skills to create a presentation about a prominent Aboriginal and/or Torres Strait Islander person, focusing on their successes and achievements.</p> <p><b>Intermediate Level - "An account of a visit to a NSW site of cultural or historical significance such as a local Aboriginal site or virtual tour." (NESA)</b></p> <p><b>Suggested Unit - "Unit 03: Towns and Directions"</b> Application: This unit teaches students how to describe a town, including its features and attractions, and how to give directions. Students can use these skills to write an account of a visit to a cultural or historical site in New South Wales, describing the site and the route they took to get there.</p>	<p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a>  <a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor's</a></p> <p><b>Intermediate Spanish Course - Writing lessons:</b></p> <p><a href="#">5. Writing: Restaurants and Recipes</a>  <a href="#">5. Writing: Fashion and Shopping for Clothes</a>  <a href="#">5. Writing: Ciudades e indicaciones (Updated)</a>  <a href="#">5. Writing: Booking a Holiday</a>  <a href="#">5. Writing: Vacaciones pasadas (Updated)</a>  <a href="#">5. Writing: Organising an Outing with Friends</a>  <a href="#">5. Writing: Organizar celebraciones (Updated)</a>  <a href="#">5. Writing: Rutina diaria (Updated)</a>  <a href="#">5. Writing: Vida de adolescente (Updated)</a>  <a href="#">5. Writing: At the Doctor's</a></p>

		<p><b>Advanced Level - "A presentation to outline the similarities and differences of a cultural practice or celebration such as marriages, used by the target language culture(s) and Aboriginal and/or Torres Strait Islander cultures." (NESA)</b></p> <p><b>Suggested Unit: "Unit 7: Party Time"</b> Application: This unit focuses on how to talk about parties and celebrations. Students can use these skills to create a presentation comparing and contrasting a cultural practice or celebration, such as marriages, in the target language culture and in Aboriginal and/or Torres Strait Islander cultures.</p>	
<p>Create imaginative texts</p>		<p><b>Beginner - "a picture book to recount a past holiday".(NESA)</b></p> <p><b>"Unit 05: Past Holidays"</b></p> <ul style="list-style-type: none"> <li>Students can use the vocabulary and grammar lessons to learn how to describe their past holidays. They can then apply this knowledge to create a picture book. For example, they can use past tenses to describe what they did on their holiday. The vocabulary lists can help them find the right words to describe the places they visited, the food they ate, and the people they met.</li> </ul> <p><b>Intermediate - "a short film to entertain on a topic of global significance."(NESA)</b></p> <p><b>"Unit 04: Booking a Holiday"</b></p> <ul style="list-style-type: none"> <li>The content learnt in this unit can be used to create a short film about the importance of sustainable tourism, a topic of global significance. Students can use the vocabulary and grammar lessons to script dialogues and narrations for their film. The future tense grammar lessons can be particularly useful</li> </ul>	<p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a>  <a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor's</a></p> <p><b>Intermediate Spanish Course - Writing lessons:</b></p> <p><a href="#">5. Writing: Restaurants and Recipes</a>  <a href="#">5. Writing: Fashion and Shopping for Clothes</a>  <a href="#">5. Writing: Ciudades e indicaciones (Updated)</a>  <a href="#">5. Writing: Booking a Holiday</a>  <a href="#">5. Writing: Vacaciones pasadas (Updated)</a></p>



		<p>for describing future plans for sustainable tourism. The cultural focus on Spanish hotels and holidays can provide a context for the film.</p> <p><b>Advanced - “a short story to describe a day in the life of a typical student.”(NESA)</b></p> <p><b>"Unit 08: Daily Routine"</b></p> <ul style="list-style-type: none"> <li>This unit provides the necessary vocabulary and grammar to describe a typical day in a student's life. The "Reflexive Verbs" grammar lessons and the past tense versions of daily activity questions can be used to describe daily activities, and the vocabulary lists can help students describe the specifics of their routines.</li> </ul> <p><i>In all these cases, teachers can guide students on how to apply the content from the units to create their texts. They can also use the "Authentic Tasks" lessons to allow students to practise real-world applications of their language skills, which can further enhance their text creation abilities by uploading them into EP.</i></p>	<p><a href="#">5. Writing: Organising an Outing with Friends</a>  <a href="#">5. Writing: Organizar celebraciones (Updated)</a>  <a href="#">5. Writing: Rutina diaria (Updated)</a>  <a href="#">5. Writing: Vida de adolescente (Updated)</a>  <a href="#">5. Writing: At the Doctor's</a></p>
<p><b>Create persuasive texts</b></p>		<p><b>Beginner - “a tourist brochure to attract travellers to Australia.”(NESA)</b></p> <ul style="list-style-type: none"> <li><b>Suggested "Unit 03: Towns and Directions"</b>  Example: Students can use the vocabulary and grammar learned in this unit to describe a town, its features, attractions, and activities it has to offer. They can then apply this knowledge to create a persuasive tourist brochure for a town in Australia, using descriptive language to highlight its attractions and activities. For instance, they could use directions and prepositions to give directions to popular tourist spots.</li> </ul>	<p><b>Intermediate Spanish Course - Writing lessons:</b></p> <p><a href="#">5. Writing: Restaurants and Recipes</a>  <a href="#">5. Writing: Fashion and Shopping for Clothes</a>  <a href="#">5. Writing: Ciudades e indicaciones (Updated)</a>  <a href="#">5. Writing: Booking a Holiday</a>  <a href="#">5. Writing: Vacaciones pasadas (Updated)</a>  <a href="#">5. Writing: Organising an Outing with Friends</a>  <a href="#">5. Writing: Organizar celebraciones (Updated)</a>  <a href="#">5. Writing: Rutina diaria (Updated)</a>  <a href="#">5. Writing: Vida de adolescente (Updated)</a>  <a href="#">5. Writing: At the Doctor's</a></p>

		<p><b>Intermediate - “an advertisement to encourage people to adopt a healthy lifestyle.”(NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Suggested "Unit 2: Fashion and Shopping for Clothes" and "Unit 10: At the Doctor's"</b> Example: Students can use the vocabulary and grammar learned in these units to discuss shopping, common ailments, and suggestions for a healthy lifestyle. They can then apply this knowledge to create a persuasive advertisement encouraging people to adopt a healthy lifestyle, using compelling language to highlight the benefits of healthy eating and regular check-ups.</li> </ul> <p><b>Advanced - “a speech or an article to bring attention to a topic of personal significance.”(NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Suggested Unit: "Unit 06: Organising an Outing with Friends"</b> Example: Students can use the vocabulary and grammar learned in this unit to discuss their favourite activities and plans. They can then apply this knowledge to create a persuasive speech or article about a topic of personal significance, using persuasive language to highlight the importance of the topic and encourage others to take action.</li> </ul>	
<p><b>Plan, construct and edit texts</b></p>		<p><b>Beginner - “ Plan, construct and edit texts” (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Suggested Unit: "Unit 01: Restaurants and Recipes"</b> Learning outcomes for this unit include using appropriate common phrases when arriving at a restaurant, ordering at a restaurant, describing meals, and understanding a Spanish menu. Students can practise using cohesive devices to sequence and link ideas and actions in these contexts. Please note that while this unit may not explicitly teach cohesive devices, students can still</li> </ul>	<p><b>Intermediate Spanish Course - Writing lessons:</b></p> <p><a href="#">5. Writing: Restaurants and Recipes</a>  <a href="#">5. Writing: Fashion and Shopping for Clothes</a>  <a href="#">5. Writing: Ciudades e indicaciones (Updated)</a>  <a href="#">5. Writing: Booking a Holiday</a>  <a href="#">5. Writing: Vacaciones pasadas (Updated)</a>  <a href="#">5. Writing: Organising an Outing with Friends</a>  <a href="#">5. Writing: Organizar celebraciones (Updated)</a>  <a href="#">5. Writing: Rutina diaria (Updated)</a></p>

		<p>practise using them in these activities. For example, they can use words like "first," "next," and "finally" to sequence ideas in their restaurant dialogue, or words like "therefore" and "as a result" to link ideas in their persuasive essay.</p> <p><b>Intermediate - "Use appropriate language register, style and effective layout to achieve purpose." (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Suggested Unit: "Unit 03: Towns and Directions"</b> The learning outcomes for this unit include describing a town, including its features and/or attractions, asking for directions, giving directions, and describing the kinds of activities a town has to offer. Students can practise using appropriate language register and style in these contexts. For example, they can write a formal letter asking for directions or create an informal dialogue between friends discussing places to visit. The effective layout can be practised by organising their writing in a logical manner, such as starting with an introduction, followed by the main content, and ending with a conclusion or a request.</li> </ul> <p><b>Advanced - "Use factual evidence to support an argument." (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit: "Unit 10: At the Doctor's"</b> The learning outcomes for this unit include naming and listing basic body parts, describing common ailments and injuries, understanding a medical professional's treatment recommendations, asking questions about medical treatment, and giving suggestions for a healthy lifestyle. Students can practise using factual evidence to support an argument in these contexts. For example, they can write a persuasive essay on the importance of regular health check-ups, using facts and statistics as evidence to</li> </ul>	<p><a href="#">5. Writing: Vida de adolescente (Updated)</a> <a href="#">5. Writing: At the Doctor's</a></p>
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		<p>support their argument. They can also use the information learned in the unit about common ailments and treatments to provide factual evidence in their writing.</p>	
<p><b>Applying knowledge of language systems to create spoken, written and multimodal texts</b></p>	<p><b>Use a wide range of features of the sound system to create spoken texts</b></p>	<p><b>Practising Speaking Skills:</b> The EP units offer extensive speaking exercises, crucial for mastering Spanish's sound system. For instance, the "Ordering in a Restaurant" unit immerses students in practical speaking situations, honing pronunciation and intonation. This aligns with the NSW descriptor's emphasis on using sound system features in spoken texts.</p> <p><b>Diverse Speaking Activities:</b> The course's varied speaking tasks, like formulating questions and engaging in dialogues, as seen in the "Fashion and Shopping for Clothes" unit, foster comprehensive language use. This variety aids in understanding and applying sound-symbol correspondences, crucial for spoken Spanish proficiency.</p> <p><b>Incremental Learning Support:</b> The course's structure, with introductory sections and vocabulary glossaries, reinforces foundational knowledge. This approach, particularly beneficial in units like "Towns and Directions," aids in building confidence and competence, crucial for creating effective spoken texts.</p> <p><b>Practical Application of Grammar and Vocabulary:</b> Units like "Booking a Holiday" encourage applying grammar and vocabulary in real-world contexts, enhancing students' ability to create coherent spoken texts that adhere to Spanish cultural norms.</p> <p>Teachers can maximise the effectiveness of these units by:</p>	<p>All the Listening and Video Lessons in the Units</p> <p><b>Unit 01: Restaurants and Recipes</b>  <a href="#">3. Listening Comprehension: Restaurants and Recipes</a></p> <p><b>Unit 02: Fashion and Shopping for clothes</b>  <a href="#">3. Listening Comprehension: Fashion and Shopping for Clothes</a></p> <p><b>Unit 03: Towns and Directions</b>  <a href="#">3. Listening Comprehension: My Town and Giving Directions</a></p> <p><b>Unit 04: Booking a Holiday</b>  <a href="#">3. Listening Comprehension: Booking a Holiday</a></p> <p><b>Unit 05: Past Holidays</b>  <a href="#">3. Listening Comprehension: Past Holidays</a></p> <p><b>Unit 06: Organising an Outing with Friends</b>  <a href="#">3. Listening Comprehension: Organising an Outing with Friends</a></p> <p><b>Unit 07: Party Time</b>  <a href="#">3. Listening Comprehension: Organising Celebrations</a></p> <p><b>Unit 08: Daily Routine</b>  <a href="#">3. Listening Comprehension: Daily Routine</a></p> <p><b>Unit 09: Teenage Life</b></p>

		<ul style="list-style-type: none"> <li>• Encouraging students to practise speaking through role-play, presentations, or group discussions using vocabulary and grammar introduced in each unit.</li> <li>• Assigning writing tasks that correlate with the units, such as restaurant reviews, shopping lists, or holiday plans.</li> <li>• Utilising the listening comprehension lessons to deepen students' grasp of pronunciation, intonation, and rhythm.</li> <li>• Incorporating cultural elements to give students a broader understanding of the context in which the language is used.</li> </ul>	<p><a href="#">3. Listening Comprehension: Teenage Life</a></p> <p><b>Unit 10: At the Doctor's</b>  <a href="#">3. Listening Comprehension: At the Doctor's</a></p> <p><b>Intermediate Spanish Course - Speaking lessons:</b></p> <p><a href="#">6. Speaking: Restaurants and Recipes</a>  <a href="#">6. Speaking: Fashion and Shopping for Clothes</a>  <a href="#">6. Speaking: My Town and Giving Directions</a>  <a href="#">6. Speaking: Booking a Holiday</a>  <a href="#">6. Speaking: Past Holidays</a>  <a href="#">6. Speaking: Organising an Outing with Friends</a>  <a href="#">6. Speaking: Organising Celebrations</a>  <a href="#">6. Speaking: Rutinas diarias</a>  <a href="#">6. Speaking: Teenage Life</a>  <a href="#">6. Speaking: Vida de adolescente</a></p>
<p><b>Use a wide range of sound-symbol correspondences to create written texts</b></p>		<p><b>Vocabulary and Grammar Integration:</b> The units cover a range of themes and topics, such as fashion, shopping, towns, directions, booking holidays, and daily routines. This variety exposes students to a wide range of vocabulary, enhancing their ability to use different sound-symbol correspondences in written texts.</p> <p><b>Creating Texts:</b> Many units include activities focused on creating texts, such as writing emails, narratives, and descriptions. These tasks require students to apply their understanding of sound-symbol correspondences in Spanish, translating their auditory knowledge of the language into accurate written forms.</p> <p><b>Listening and Reading Comprehension:</b> Units include listening and reading exercises, such as listening to dialogues or reading descriptions and narratives. These activities reinforce the connection between sounds and their corresponding written symbols, aiding students in developing a more intuitive understanding of Spanish orthography.</p>	<p>All the Listening and Video Lessons in the Units</p> <p><b>Unit 01: Restaurants and Recipes</b>  <a href="#">3. Listening Comprehension: Restaurants and Recipes</a></p> <p><b>Unit 02: Fashion and Shopping for clothes</b>  <a href="#">3. Listening Comprehension: Fashion and Shopping for Clothes</a></p> <p><b>Unit 03: Towns and Directions</b>  <a href="#">3. Listening Comprehension: My Town and Giving Directions</a></p> <p><b>Unit 04: Booking a Holiday</b>  <a href="#">3. Listening Comprehension: Booking a Holiday</a></p> <p><b>Unit 05: Past Holidays</b>  <a href="#">3. Listening Comprehension: Past Holidays</a></p>

		<p><b>Grammar Points and Writing Exercises:</b> Specific grammar points, such as verb conjugations, adjective agreement, and the use of pronouns, directly contribute to understanding how sounds are represented in written Spanish. Writing exercises that follow these grammar lessons allow students to practise and consolidate their learning.</p> <p><b>Feedback and Revision:</b> Units often involve writing tasks followed by feedback, which provides students with opportunities to understand and correct their errors in sound-symbol correspondence, thereby reinforcing their learning.</p>	<p><b>Unit 06: Organising an Outing with Friends</b>  <a href="#">3. Listening Comprehension: Organising an Outing with Friends</a></p> <p><b>Unit 07: Party Time</b>  <a href="#">3. Listening Comprehension: Organising Celebrations</a></p> <p><b>Unit 08: Daily Routine</b>  <a href="#">3. Listening Comprehension: Daily Routine</a></p> <p><b>Unit 09: Teenage Life</b>  <a href="#">3. Listening Comprehension: Teenage Life</a></p> <p><b>Unit 10: At the Doctor's</b>  <a href="#">3. Listening Comprehension: At the Doctor's</a></p> <p><b>Intermediate Spanish Course - Writing lessons:</b></p> <p><a href="#">5. Writing: Restaurants and Recipes</a>  <a href="#">5. Writing: Fashion and Shopping for Clothes</a>  <a href="#">5. Writing: Ciudades e indicaciones (Updated)</a>  <a href="#">5. Writing: Booking a Holiday</a>  <a href="#">5. Writing: Vacaciones pasadas (Updated)</a>  <a href="#">5. Writing: Organising an Outing with Friends</a>  <a href="#">5. Writing: Organizar celebraciones (Updated)</a>  <a href="#">5. Writing: Rutina diaria (Updated)</a>  <a href="#">5. Writing: Vida de adolescente (Updated)</a>  <a href="#">5. Writing: At the Doctor's</a></p>
<p><b>Adjust and adapt vocabulary from a wide range of themes to create texts</b></p>		<p>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</p>	<p><b>Vocabulary Glossary in each unit</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a></p>

		<p>familiar vocabulary across a range of themes. EP does this through various activities and resources, including:</p> <ol style="list-style-type: none"> <li><b>1. Comprehensive Vocabulary Glossaries:</b> 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.</li> <li><b>2. Thematic Vocabulary:</b> EP organises vocabulary by themes, ensuring that students have access to words and phrases that are contextually relevant.</li> <li><b>3. Multimedia Resources:</b> 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.</li> <li><b>4. Interactive Activities:</b> 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</li> </ol>	<p><a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor's</a></p> <p><b>Intermediate Spanish Course - Writing lessons:</b></p> <p><a href="#">5. Writing: Restaurants and Recipes</a>  <a href="#">5. Writing: Fashion and Shopping for Clothes</a>  <a href="#">5. Writing: Ciudades e indicaciones (Updated)</a>  <a href="#">5. Writing: Booking a Holiday</a>  <a href="#">5. Writing: Vacaciones pasadas (Updated)</a>  <a href="#">5. Writing: Organising an Outing with Friends</a>  <a href="#">5. Writing: Organizar celebraciones (Updated)</a>  <a href="#">5. Writing: Rutina diaria (Updated)</a>  <a href="#">5. Writing: Vida de adolescente (Updated)</a>  <a href="#">5. Writing: At the Doctor's</a></p>
	<p><b>Control and manipulate a range of structures and features of the grammatical system to create texts</b></p>	<p><b>Integrated Grammar Learning:</b> Grammar is not taught in isolation but is integrated into the context of each lesson. This means that grammatical concepts are presented as part of broader language skills development, such as within conversations, reading passages, or writing tasks.</p> <p><b>Contextual Application:</b> By embedding grammar into lessons, students learn to apply grammatical rules within specific contexts, such as in conversations about daily</p>	<p><b>GRAMMAR LESSONS:</b></p> <p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a></p> <ul style="list-style-type: none"> <li>• <a href="#">2a. Grammar - Asking Questions: Restaurants and Recipes</a></li> </ul>

		<p>routines, describing people, or discussing activities. This contextual approach helps students understand how grammar functions in real-life language use.</p> <p><b>Reinforcement Through Practice:</b> Grammar concepts are reinforced through various exercises and activities within each unit. This repeated practice, embedded within the lessons, aids in solidifying students' understanding and ability to manipulate grammatical structures.</p> <p><b>Cultural Relevance:</b> In lessons that incorporate cultural elements, grammar is taught in a way that reflects its use in culturally appropriate contexts. This approach helps students understand the nuances of grammar in different social and cultural settings.</p> <p>In each unit, the guided writing tasks encourage students to manipulate a range of grammatical structures and features to create coherent and contextually relevant texts. This aligns with the NSW syllabus goal of empowering students to become effective communicators by developing their ability to use the target language in diverse writing tasks.</p> <ul style="list-style-type: none"> <li>● <b>Unit 1: Restaurants and Recipes</b> <ul style="list-style-type: none"> <li>○ Objectives focus on spontaneous written conversations and presentations about restaurants and recipes. Students are required to ask and answer questions and communicate information, aligning with creating context-specific texts using varied grammatical structures.</li> </ul> </li> <li>● <b>Unit 2: Fashion and Shopping for Clothes</b> <ul style="list-style-type: none"> <li>○ Emphasis is on writing about fashion and shopping, where students participate in conversations and make presentations, requiring manipulation of language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">2b. Grammar - The Verb ir: Restaurants and Recipes</a></li> </ul> <p><b>Unit 02: Fashion and Shopping for clothes</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2a. Grammar - Comparisons and Superlatives: Fashion and Shopping for Clothes</a></li> <li>● <a href="#">2a. Grammar - Comparisons and Superlatives: Moda y compras de ropa</a></li> <li>● <a href="#">2b. Grammar - Immediate Future: Fashion and Shopping for Clothes</a></li> <li>● <a href="#">2b. Grammar - Immediate Future: Moda y compras de ropa</a></li> <li>● <a href="#">2c. Grammar - Question Words: Fashion and Shopping for Clothes</a></li> <li>● <a href="#">2c. Grammar - Question Words: Moda y compras de ropa</a></li> </ul> <p><b>Unit 03: Towns and Directions</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2a. Grammar - The Imperative Mood: My Town and Giving Directions</a></li> <li>● <a href="#">2b. Grammar - Prepositions: My Town and Giving Directions</a></li> <li>● <a href="#">2c. Grammar - Conjunctions: My Town and Giving Directions</a></li> <li>● <a href="#">2d. Grammar - Question Words ¿cómo?, ¿dónde?, ¿adónde?: My Town and Giving Directions</a></li> </ul> <p><b>Unit 04: Booking a Holiday</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2a. Grammar - Future Tense: Booking a Holiday</a></li> <li>● <a href="#">2b. Irregular Future Tense: Booking a Holiday</a></li> <li>● <a href="#">2c. Grammar - Question Words ¿cuándo?, ¿quién?: Booking a Holiday</a></li> </ul> <p><b>Unit 05: Past Holidays</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2a. Grammar - Simple Past Tense: Past Holidays</a></li> <li>● <a href="#">2b. Grammar - Irregular Verbs of the Simple Past Tense: Past Holidays</a></li> <li>● <a href="#">2c. Grammar - Question Words ¿por qué?, ¿para qué?: Past Holidays</a></li> </ul>
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		<p>structures to describe, inquire, and express opinions.</p> <ul style="list-style-type: none"> <li>● <b>Unit 3: My Town and Giving Directions</b> <ul style="list-style-type: none"> <li>○ The writing activities involve describing towns and giving directions. This requires students to effectively use language structures for clear communication and detailed description in their texts.</li> </ul> </li> <li>● <b>Unit 4: Booking a Holiday</b> <ul style="list-style-type: none"> <li>○ Tasks include writing about holiday plans, bookings, and suggestions. Students need to control various grammatical features to convey plans, preferences, and arrangements in written form.</li> </ul> </li> <li>● <b>Unit 5: Past Holidays</b> <ul style="list-style-type: none"> <li>○ Students engage in writing about past holidays, necessitating the use of past tense structures and descriptive language to recount experiences and express opinions.</li> </ul> </li> <li>● <b>Unit 6: Organising an Outing with Friends</b> <ul style="list-style-type: none"> <li>○ The focus is on writing about organising social events. This involves using conditional structures and other language features to plan, suggest, and discuss outing details.</li> </ul> </li> <li>● <b>Unit 7: Party Time</b> <ul style="list-style-type: none"> <li>○ Writing tasks revolve around party planning and experiences. Students must use language structures to invite, describe, and express thoughts about celebrations.</li> </ul> </li> <li>● <b>Unit 8: Daily Routine</b> <ul style="list-style-type: none"> <li>○ Students write about daily routines, requiring the use of reflexive verbs and present tense structures to describe regular activities and personal habits.</li> </ul> </li> <li>● <b>Unit 9: Teenage Life</b></li> </ul>	<p><b>Unit 06: Organising an Outing with Friends</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2a. Grammar - The Conditional Tense: Organising an Outing with Friends</a></li> <li>● <a href="#">2b. Grammar - Questions Using the Conditional: Organising an Outing with Friends</a></li> </ul> <p><b>Unit 07: Party Time</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2a. Grammar - Direct Object Pronouns: Party Time</a></li> <li>● <a href="#">2b. Grammar - Indirect Object Pronouns: Party Time</a></li> </ul> <p><b>Unit 08: Daily Routine</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2a. Grammar - Reflexive Verbs: Daily Routine</a></li> <li>● <a href="#">2b. Grammar - The Gerund: Daily Routine</a></li> </ul> <p><b>Unit 09: Teenage Life</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2a. Grammar - Adverbial Phrases: Teenage Life</a></li> <li>● <a href="#">2b. Grammar - se puede &amp; se debe: Teenage Life</a></li> <li>● <a href="#">2c. Grammar - Question Word Review: Teenage L2c. G</a></li> </ul> <p><b>Unit 10: At the Doctor's</b></p> <ul style="list-style-type: none"> <li>● <a href="#">2a. Grammar - The Imperfect Tense: At the Doctor's</a></li> <li>● <a href="#">2b. Grammar - Introduction to the Subjunctive:</a></li> </ul>
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		<ul style="list-style-type: none"> <li>○ The emphasis is on teenage experiences and perspectives. Writing tasks require students to use varied language structures to discuss hobbies, rules, and lifestyle.</li> <li>● <b>Unit 10: At the Doctor's</b> <ul style="list-style-type: none"> <li>○ Writing about medical scenarios demands the use of specific vocabulary and structures to describe symptoms, give advice, and communicate in a healthcare context.</li> </ul> </li> </ul>	
	<p><b>Use a range of structures and features of the target language writing system to create written texts</b></p>	<p>Each unit's writing activities are designed to engage students in creating texts that require the use of a range of structures and features of the Spanish writing system. These activities directly support the development of students' ability to produce coherent, contextually relevant, and grammatically accurate written texts, aligning with the NSW Curriculum descriptor.</p> <p><b>Unit 1: Restaurants and Recipes</b></p> <p>Activities include spontaneous written conversations, asking and answering questions, and creating presentations about restaurants and recipes.</p> <p>Alignment: Students utilise sentence structure and grammatical features to create coherent texts on the topic, enhancing their ability to write effectively in Spanish.</p> <p><b>Unit 2: Fashion and Shopping for Clothes</b></p> <p>Writing activities focus on fashion and shopping, involving dialogue creation, information communication, and thought expression through connected sentences.</p>	<p><b>Intermediate Spanish Course - Writing lessons:</b></p> <p><a href="#">5. Writing: Restaurants and Recipes</a>  <a href="#">5. Writing: Fashion and Shopping for Clothes</a>  <a href="#">5. Writing: Ciudades e indicaciones (Updated)</a>  <a href="#">5. Writing: Booking a Holiday</a>  <a href="#">5. Writing: Vacaciones pasadas (Updated)</a>  <a href="#">5. Writing: Organising an Outing with Friends</a>  <a href="#">5. Writing: Organizar celebraciones (Updated)</a>  <a href="#">5. Writing: Rutina diaria (Updated)</a>  <a href="#">5. Writing: Vida de adolescente (Updated)</a>  <a href="#">5. Writing: At the Doctor's</a></p>

		<p>Alignment: These activities require control over linguistic structures to create texts that are relevant to the fashion and shopping context.</p> <p><b>Unit 3: My Town and Giving Directions</b></p> <p>Writing tasks include describing towns, giving directions, and participating in written dialogues.</p> <p>Alignment: Students apply various sentence structures and grammatical elements to accurately describe locations and directions, fostering text creation skills.</p> <p><b>Unit 4: Booking a Holiday</b></p> <p>Activities involve writing about holiday plans, creating conversations on booking accommodations, and presenting travel ideas.</p> <p>Alignment: The use of future tense, interrogatives, and descriptive language in these activities aligns with the creation of meaningful and context-specific texts.</p> <p><b>Unit 5: Past Holidays</b></p> <p>Writing tasks include discussing past holiday experiences, using past tense structures, and creating narratives and reflections.</p> <p>Alignment: The focus on past tenses and narrative creation aligns with the ability to manipulate language features to recount experiences.</p> <p><b>Unit 6: Organising an Outing with Friends</b></p> <p>Activities involve planning outings, writing invitations, and expressing ideas about social events.</p>	
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		<p>Alignment: The use of conditional tense and persuasive language structures in these tasks demonstrates the ability to create varied and purposeful texts.</p> <p><b>Unit 7: Party Time</b></p> <p>Writing tasks focus on party planning, invitations, and discussions about celebrations.</p> <p>Alignment: The use of direct and indirect object pronouns and descriptive language in creating these texts demonstrates control over language structures.</p> <p><b>Unit 8: Daily Routine</b></p> <p>Writing activities include describing daily activities and routines, using reflexive verbs and continuous action descriptions.</p> <p>Alignment: The application of reflexive structures and time expressions in these texts shows effective manipulation of language features.</p> <p><b>Unit 9: Teenage Life</b></p> <p>Writing tasks involve discussions about teenage interests, jobs, and rules, using adverbial phrases and modal verbs.</p> <p>Alignment: The creation of texts that accurately reflect teenage life demonstrates the ability to use varied linguistic structures effectively.</p> <p><b>Unit 10: At the Doctor's</b></p> <p>Writing activities focus on medical conversations, symptoms description, and health advice, using past tenses and subjunctive mood.</p>	
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		<p>Alignment: The manipulation of specialised vocabulary and complex grammatical structures in these texts aligns with creating informative and accurate medical texts.</p>	
<p><b>Applying knowledge of the target language culture(s) to create texts</b></p>	<p><b>Adjust and adapt language that is appropriate to cultural practices, values and perspectives to create texts</b></p>	<p>In each unit, the writing tasks are designed to enable students to adjust and adapt their language use, focusing on culturally relevant content and practices from Spanish-speaking countries. This approach ensures that students develop an understanding of how cultural practices, values, and perspectives influence language use in various contexts.</p> <p><b>Unit 1: Restaurants and Recipes</b></p> <ul style="list-style-type: none"> <li>• Writing Task: Spontaneous written conversations about restaurants and recipes.</li> <li>• Alignment: Students adapt language to reflect Spanish culinary culture, such as traditional dishes and dining etiquette, in their written interactions.</li> </ul> <p>Unit 2: Fashion and Shopping for Clothes</p> <ul style="list-style-type: none"> <li>• Writing Task: Creating texts related to fashion and shopping, engaging in written conversations.</li> <li>• Alignment: Adapts language use to include cultural perspectives on fashion, influenced by Spanish-speaking countries' styles and shopping practices.</li> </ul> <p><b>Unit 3: My Town and Giving Directions</b></p> <ul style="list-style-type: none"> <li>• Writing Task: Spontaneous written conversations on describing a town and giving directions.</li> <li>• Alignment: Involves adjusting language to describe culturally specific landmarks and cultural norms around giving directions in Spanish-speaking locales.</li> </ul> <p><b>Unit 4: Booking a Holiday</b></p> <ul style="list-style-type: none"> <li>• Writing Task: Written dialogues and texts related to holiday planning and booking.</li> </ul>	<p><b>Intermediate Spanish Course:</b></p> <p><a href="#">Unit 01: Restaurants and Recipes</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Past Holidays</a>  <a href="#">Unit 06: Organising an Outing with Friends</a>  <a href="#">Unit 07: Party Time</a>  <a href="#">Unit 08: Daily Routine</a>  <a href="#">Unit 09: Teenage Life</a>  <a href="#">Unit 10: At the Doctor's</a></p>

		<ul style="list-style-type: none"> <li>• Alignment: Students adapt their language to reflect cultural aspects of holidays in Spanish-speaking destinations, such as local customs and popular sites.</li> </ul> <p><b>Unit 5: Past Holidays</b></p> <ul style="list-style-type: none"> <li>• Writing Task: Creating texts about past holidays, including written conversations.</li> <li>• Alignment: Language is adapted to describe culturally unique holiday experiences typical in Spanish-speaking countries, reflecting different traditions and activities.</li> </ul> <p><b>Unit 6: Organising an Outing with Friends</b></p> <ul style="list-style-type: none"> <li>• Writing Task: Spontaneous written conversations about organising outings with friends.</li> <li>• Alignment: Adapts language to incorporate cultural norms and social practices related to group outings and social events in Spanish-speaking cultures.</li> </ul> <p><b>Unit 7: Party Time</b></p> <ul style="list-style-type: none"> <li>• Writing Task: Writing about parties, including invitations and reflections on celebrations.</li> <li>• Alignment: Language adaptation to reflect cultural practices and values associated with celebrations and gatherings in Spanish-speaking cultures.</li> </ul> <p><b>Unit 8: Daily Routine</b></p> <ul style="list-style-type: none"> <li>• Writing Task: Spontaneous written conversations about daily routines.</li> <li>• Alignment: Students adapt language to describe daily routines, integrating cultural specifics of everyday life in different Spanish-speaking regions.</li> </ul> <p><b>Unit 9: Teenage Life</b></p> <ul style="list-style-type: none"> <li>• Writing Task: Written conversations and texts about teenage life.</li> <li>• Alignment: Language is adapted to capture the cultural context of teenage life in Spanish-speaking countries, including cultural norms, values, and perspectives.</li> </ul> <p><b>Unit 10: At the Doctor's</b></p>	
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		<ul style="list-style-type: none"> <li>• Writing Task: Conversations and texts related to visiting the doctor.</li> <li>• Alignment: Adapts language to suit the cultural context of healthcare and medical practices in Spanish-speaking countries, reflecting appropriate etiquette and expressions.</li> </ul>	
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## EP Lesson Recommendations:

For **Year 9-10 Spanish** we would recommend a combination of our **Beginner and Intermediate Spanish courses**. We would also recommend the beginner-Intermediate level video content. Teachers can still assign from higher or lower level content if appropriate.

### General notes:

All units have an introduction section which covers key vocab and phrases for the unit.

All units have distinct separate sections to test listening and reading comprehension, writing and speaking.

Units are available in immersion and non-immersion versions. Immersion means all questions and answers for listening, reading, writing and speaking are in the target language. In Non-immersion mode, questions and answers are in English.

We have vocabulary glossaries in a separate folder to support students wanting to revise their vocabulary. In the Teacher's Guide section you can find unit outlines and comprehension transcripts to save you time.

Please see the course maps below:

# Education Perfect

Curriculum Map

## Spanish

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### Intermediate Spanish:

#### Intermediate Low - Intermediate Mid

[Unit 01: Restaurants and Recipes](#)

[Unit 02: Fashion and Shopping for clothes](#)

[Unit 03: Towns and Directions](#)

[Unit 04: Booking a Holiday](#)

[Unit 05: Past Holidays](#)

[Unit 06: Organising an Outing with Friends](#)

[Unit 07: Party Time](#)

[Unit 08: Daily Routine](#)

[Unit 09: Teenage Life](#)

[Unit 10: At the Doctor's](#)



EP Unit:	Lessons within each unit (linked with a hyperlink)
<p><b>Unit 1: Restaurant and Recipes</b></p> <p><b>Learning outcomes for this unit:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>● Use the appropriate language when arriving at a restaurant.</li> <li>● Be able to order dishes.</li> <li>● Describe their food.</li> <li>● Ask about their meal.</li> <li>● Complaint about an issue.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <p>Monologues, conversations and texts about:</p> <ul style="list-style-type: none"> <li>● People arriving at a restaurant.</li> <li>● Ordering food in a restaurant.</li> <li>● Paying for food in a restaurant.</li> <li>● Asking about food.</li> <li>● Complaining about something.</li> <li>● Recommending food.</li> <li>● Restaurant reviews.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>● Asking ‘yes or no’ questions.</li> <li>● Using questions words: <i>¿qué?</i> and <i>¿cuál?</i></li> <li>● Using the verb “<i>ir</i>” - “to go”: <ul style="list-style-type: none"> <li>○ Answering and asking questions</li> </ul> </li> </ul>	<p><b>Non-immersion lessons</b></p> <ol style="list-style-type: none"> <li><a href="#">1. Introduction: Restaurants and Recipes</a></li> <li><a href="#">3. Listening Comprehension: Restaurants and Recipes</a></li> <li><a href="#">4. Reading Comprehension: Restaurants and Recipes</a></li> <li><a href="#">5. Writing: Restaurants and Recipes</a></li> <li><a href="#">6. Speaking: Restaurants and Recipes</a></li> <li><a href="#">7. Authentic Tasks: Restaurants and Recipes</a></li> <li><a href="#">8. Authentic Visual Text Lesson: Restaurant and Recipes</a></li> </ol> <p><b>Immersion lessons</b></p> <ol style="list-style-type: none"> <li><a href="#">1. Introduction: Restaurantes y recetas</a></li> <li><a href="#">3. Listening Comprehension: Restaurantes y recetas (Updated)</a></li> <li><a href="#">4. Reading Comprehension: Restaurantes y recetas (Updated)</a></li> <li><a href="#">5. Writing: Restaurantes y recetas (Updated)</a></li> <li><a href="#">6. Speaking: Restaurantes y recetas</a></li> <li><a href="#">7. Authentic Tasks: Restaurantes y recetas</a></li> <li><a href="#">8. Authentic Visual text lesson: Restaurants y recetas</a></li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li><a href="#">2a. Grammar - Asking Questions: Restaurants and Recipes</a></li> <li><a href="#">2b. Grammar - The Verb <i>ir</i>: Restaurants and Recipes</a></li> </ol> <p><b>Assessments</b></p> <p><a href="#">Intermediate Unit 01: Restaurantes y recetas</a>  <a href="#">Intermediate Unit 01: Restaurants and Recipes</a></p>

**Cultural focus in this unit:** Restaurant Etiquette.

**Unit 2: Fashion and Shopping for Clothes**

**Learning outcomes for this unit:**

By the end of this unit, students will be able to:

- Describe what people are wearing.
- Ask for an item of clothing at a store.
- Ask how much something costs.
- Ask for the size of a piece of clothing.
- Give their opinion on a piece of clothing.

**Listening and reading comprehension topics:**

Monologues, conversations and texts about:

- Describing clothes and what others are wearing.
- The price of clothing.
- Clothing size.
- Colours of clothes.
- Preferences and dislikes regarding items of clothing.
- Comparing clothing items.
- Trying on clothes and deciding what to buy.
- Buying clothes and means of payment.

**Grammar points:**

**Non-immersion lessons**

- [1. Introduction: Fashion and Shopping for Clothes](#)
- [3. Listening Comprehension: Fashion and Shopping for Clothes](#)
- [4. Reading Comprehension: Fashion and Shopping for Clothes](#)
- [5. Writing: Fashion and Shopping for Clothes](#)
- [6. Speaking: Fashion and Shopping for Clothes](#)
- [7. Authentic Tasks: Fashion and Shopping for Clothes](#)
- [8. Authentic Visual text lesson: Fashion and Shopping for Clothes](#)

**Immersion lessons**

- [1. Introduction: Moda y compras de ropa](#)
- [3. Listening Comprehension: Moda y compras de ropa \(Updated\)](#)
- [4. Reading Comprehension: Moda y compras de ropa \(Updated\)](#)
- [5. Writing: Moda y compras de ropa \(Updated\)](#)
- [6. Speaking: Moda y compras de ropa](#)
- [7. Authentic Tasks: Moda y compras de ropa](#)
- [8. Alternative Listening Comprehension Questions: Moda y compras de ropa](#)
- [9. Authentic Visual Text lesson: Moda y compras de ropa](#)

**Grammar**

- [2a. Grammar - Comparisons and Superlatives: Fashion and Shopping for Clothes](#)
- [2a. Grammar - Comparisons and Superlatives: Moda y compras de ropa](#)
- [2b. Grammar - Immediate Future: Fashion and Shopping for Clothes](#)
- [2b. Grammar - Immediate Future: Moda y compras de ropa](#)

<ul style="list-style-type: none"> <li>Using comparative and superlative adjectives, and their irregulars.</li> <li>Using the Immediate Future (<i>ir</i> (present tense) + <i>a</i> + infinitive verb).</li> <li>Using question words: <i>¿cuánto?</i> and <i>¿cuántos?</i></li> </ul> <p><b>Cultural focus in this unit:</b> Clothes and Shopping.</p>	<p><a href="#">2c. Grammar - Question Words: Fashion and Shopping for Clothes</a>  <a href="#">2c. Grammar - Question Words: Moda y compras de ropa</a></p> <p><b>Assessments</b>  <a href="#">Intermediate Unit 02: Fashion and Shopping for Clothes</a>  <a href="#">Intermediate Unit 02: Moda y compras de ropa</a></p>
<p><b>Unit 3: My Town and Giving Directions</b></p> <p><b>Learning outcomes for this unit:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>Describing a city, and what is in the city.</li> <li>Describe where they live.</li> <li>Ask for directions.</li> <li>Give directions.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <p>Monologues, conversations and texts about:</p> <ul style="list-style-type: none"> <li>Where someone lives.</li> <li>What various cities are like.</li> <li>Asking and giving directions.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>The imperative mood.</li> <li>Prepositions.</li> </ul>	<p><b>Non-immersion lessons</b></p> <p><a href="#">1. Introduction: My Town and Giving Directions</a>  <a href="#">3. Listening Comprehension: My Town and Giving Directions</a>  <a href="#">4. Reading Comprehension: My Town and Giving Directions</a>  <a href="#">5. Writing: My Town and Giving Directions</a>  <a href="#">6. Speaking: My Town and Giving Directions</a>  <a href="#">7. Authentic Tasks: My Town and Giving Directions</a>  <a href="#">8. Authentic Visual Text Lesson: My Town and Giving Directions</a></p> <p><b>Immersion lessons</b></p> <p><a href="#">1. Introduction: Ciudades e indicaciones</a>  <a href="#">3. Listening Comprehension: Ciudades e indicaciones (Updated)</a>  <a href="#">4. Reading Comprehension: Ciudades e indicaciones (Updated)</a>  <a href="#">5. Writing: Ciudades e indicaciones (Updated)</a>  <a href="#">6. Speaking: Ciudades e indicaciones</a>  <a href="#">7. Authentic Tasks: Ciudades e indicaciones</a>  <a href="#">8. Authentic Visual Text lesson: My Town and Giving Directions</a></p> <p><b>Grammar</b></p> <p><a href="#">2a. Grammar - The Imperative Mood: My Town and Giving Directions</a>  <a href="#">2b. Grammar - Prepositions: My Town and Giving Directions</a>  <a href="#">2c. Grammar - Conjunctions: My Town and Giving Directions</a></p>

<ul style="list-style-type: none"> <li>● Conjunctions, including split conjunctions (<i>ni... ni...; o... o...</i>).</li> <li>● Using questions words: <i>¿cómo?</i>, <i>¿dónde?</i> and <i>¿adónde?</i></li> </ul> <p><b>Cultural focus in this unit:</b> Describing towns and cities in the Spanish-speaking countries.</p>	<p><a href="#">2d. Grammar - Question Words ¿cómo?, ¿dónde?, ¿adónde?: My Town and Giving Directions</a></p> <p><b>Assessments</b>  <a href="#">Intermediate Unit 03: Ciudades e indicaciones</a>  <a href="#">Intermediate Unit 03: My Town and Giving Directions</a></p>
<p><b>Unit 4: Booking a Holiday</b>  <b>Learning outcomes for this unit:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>● Talk about what they want to do on a holiday.</li> <li>● Make holiday plans.</li> <li>● Make suggestions about holiday plans.</li> <li>● Book accommodation and transportation.</li> <li>● Book a tour.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <p>Monologues, conversations and texts about:</p> <ul style="list-style-type: none"> <li>● Holiday plans and dates.</li> <li>● Making a hotel or hostel reservation.</li> <li>● Asking for specific requests when booking a hotel.</li> <li>● Bus and plane ticket timetables.</li> <li>● Price for hotels and tickets.</li> <li>● A travel diary.</li> <li>● Travel agencies.</li> <li>● Complaints.</li> </ul>	<p><b>Non-immersion lessons</b></p> <ol style="list-style-type: none"> <li><a href="#">1. Introduction: Booking a Holiday</a></li> <li><a href="#">3. Listening Comprehension: Booking a Holiday</a></li> <li><a href="#">4. Reading Comprehension: Booking a Holiday</a></li> <li><a href="#">5. Writing: Booking a Holiday</a></li> <li><a href="#">6. Speaking: Booking a Holiday</a></li> <li><a href="#">7. Authentic Tasks: Booking a Holiday</a></li> <li><a href="#">8. Authentic Visual Text lesson: Booking a Holiday</a></li> </ol> <p><b>Immersion lessons</b></p> <ol style="list-style-type: none"> <li><a href="#">1. Introduction: Vacaciones y reservas</a></li> <li><a href="#">3. Listening Comprehension: Vacaciones y reservas (Updates)</a></li> <li><a href="#">4. Reading Comprehension: Vacaciones y reservas (Updated)</a></li> <li><a href="#">5 Writing: Vacaciones y reservas (Updated)</a></li> <li><a href="#">6. Speaking: Vacaciones y reservas</a></li> <li><a href="#">7. Authentic Tasks: Vacaciones y reservas</a></li> <li><a href="#">8. Authentic Visual Text Lesson: Booking a Holiday</a></li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li><a href="#">2a. Grammar - Future Tense: Booking a Holiday</a></li> <li><a href="#">2b. Irregular Future Tense: Booking a Holiday</a></li> <li><a href="#">2c. Grammar - Question Words ¿cuándo?, ¿quién?: Booking a Holiday</a></li> </ol> <p><b>Assessments</b>  <a href="#">Intermediate Unit 04: Booking a Holiday</a></p>

<p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Simple future tense</li> <li>• Irregular future tense</li> <li>• Using question words: <i>¿cuándo?</i> and <i>¿quién?</i></li> </ul> <p><b>Cultural focus in this unit:</b> Planning holidays in Spanish-speaking countries.</p>	<p><a href="#">Intermediate Unit 04: Vacaciones y reservas</a></p>
<p><b>Unit 5: Holidays You Have Been On</b></p> <p><b>Learning outcomes for this unit:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about how the weather was on a recent holiday.</li> <li>• Talk about past holiday activities.</li> <li>• Describe what they liked and disliked about a past holiday.</li> <li>• Describe their accommodation on a past holiday.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <p>Monologues, conversations and texts about:</p> <ul style="list-style-type: none"> <li>• Describing previous holidays.</li> <li>• Describing the weather.</li> <li>• Weather in different seasons.</li> <li>• Recommendations of activities and places to visit.</li> <li>• Hotel reviews and complaints.</li> <li>• Travel destinations and descriptions.</li> </ul>	<p><b>Non-Immersion lessons</b></p> <p><a href="#">1. Introduction: Past Holidays</a></p> <p><a href="#">3. Listening Comprehension: Past Holidays</a></p> <p><a href="#">4. Reading Comprehension: Past Holidays</a></p> <p><a href="#">5. Writing: Past Holidays</a></p> <p><a href="#">6. Speaking: Past Holidays</a></p> <p><a href="#">7. Authentic Tasks: Past Holidays</a></p> <p><a href="#">8. Authentic Visual Text Lesson: Past Holidays</a></p> <p><b>Immersion lessons</b></p> <p><a href="#">1. Introduction: Vacaciones pasadas</a></p> <p><a href="#">3. Listening Comprehension: Vacaciones pasadas (Updated)</a></p> <p><a href="#">4. Reading Comprehension: Vacaciones pasadas (Updated)</a></p> <p><a href="#">5. Writing: Vacaciones pasadas (Updated)</a></p> <p><a href="#">6. Speaking: Vacaciones pasadas</a></p> <p><a href="#">7. Authentic Tasks: Vacaciones pasadas</a></p> <p><a href="#">8. Authentic Visual Text lesson: Vacaciones Pasadas</a></p> <p><b>Grammar</b></p> <p><a href="#">2a. Grammar - Simple Past Tense: Past Holidays</a></p> <p><a href="#">2b. Grammar - Irregular Verbs of the Simple Past Tense: Past Holidays</a></p>

<ul style="list-style-type: none"> <li>● Exchanging a plane ticket.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>● Simple past (preterite) tense.</li> <li>● Irregular verbs in the simple past (preterite) tense.</li> <li>● Using questions words: <i>¿por qué?</i> and <i>¿para qué?</i></li> </ul> <p><b>Cultural focus in this unit:</b> Past holidays in Spanish-speaking countries.</p>	<p><a href="#">2c. Grammar - Question Words ¿por qué?, ¿para qué?: Past Holidays</a></p> <p><b>Assessments</b></p> <p><a href="#">Intermediate Unit 05: Past Holidays</a></p> <p><a href="#">Intermediate Unit 05: Vacaciones pasadas</a></p>
<p><b>Unit 6: Organising an Outing with Friends</b></p> <p><b>Learning outcomes for this unit:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>● Suggest an outing to friends.</li> <li>● Plan an outing.</li> <li>● Accept and decline invitations.</li> <li>● Putting plans (for several activities) in order.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <p>Monologues, conversations and texts about:</p> <ul style="list-style-type: none"> <li>● Planning an activity.</li> <li>● Deciding where and when to do something.</li> <li>● Inviting someone to do and activity.</li> <li>● Accepting and declining invitations.</li> </ul>	<p><b>Non-Immersion lessons</b></p> <p><a href="#">1. Introduction: Organising an Outing with Friends</a></p> <p><a href="#">3. Listening Comprehension: Organising an Outing with Friends</a></p> <p><a href="#">4. Reading Comprehension: Organising an Outing with Friends</a></p> <p><a href="#">5. Writing: Organising an Outing with Friends</a></p> <p><a href="#">6. Speaking: Organising an Outing with Friends</a></p> <p><a href="#">7. Authentic Tasks: Organising an Outing with Friends</a></p> <p><a href="#">8. Authentic Visual Text Lesson: Organising an Outing with Friends</a></p> <p><b>Immersion lessons</b></p> <p><a href="#">1. Introduction: Organizar y salir con los amigos</a></p> <p><a href="#">3. Listening Comprehension: Organizar y salir con los amigos (Updated)</a></p> <p><a href="#">4. Reading Comprehension: Organizar y salir con los amigos (Updated)</a></p> <p><a href="#">5. Writing: Organizar y salir con los amigos (Updated)</a></p> <p><a href="#">6. Speaking: Organizar y salir con los amigos</a></p> <p><a href="#">7. Authentic Tasks: Organizar y salir con los amigos</a></p>

<ul style="list-style-type: none"> <li>● Suggesting an activity.</li> <li>● Theme parks in Spanish-speaking countries.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>● The conditional tense.</li> <li>● Questions using the conditional tense.</li> </ul> <p><b>Cultural focus in this unit:</b> Planning outings in Spanish-speaking countries.</p>	<p><a href="#">8. Authentic Visual Texts Lesson: Organising an Outing with Friends</a></p> <p><b>Grammar</b></p> <p><a href="#">2a. Grammar - The Conditional Tense: Organising an Outing with Friends</a></p> <p><a href="#">2b. Grammar - Questions Using the Conditional: Organising an Outing with Friends</a></p> <p><b>Assessments</b></p> <p><a href="#">Intermediate Unit 06: Organising an Outing with Friends</a></p> <p><a href="#">Intermediate Unit 06: Organizar y salir con los amigos</a></p>
<p><b>Unit 7: Party Time</b></p> <p><b>Learning outcomes for this unit:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>● Invite people to parties.</li> <li>● Plan a party.</li> <li>● Ask questions about a party.</li> <li>● Greet someone at a party.</li> <li>● Talk about different types of celebrations.</li> <li>● Talk about presents, and present-giving.</li> <li>● Talk about a party after it has taken place.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <p>Monologues, conversations and texts about:</p>	<p><b>Non-Immersion lessons</b></p> <p><a href="#">1. Introduction: Organising Celebrations</a></p> <p><a href="#">3. Listening Comprehension: Organising Celebrations</a></p> <p><a href="#">4. Reading Comprehension: Organising Celebrations</a></p> <p><a href="#">5. Writing: Organising Celebrations</a></p> <p><a href="#">6. Speaking: Organising Celebrations</a></p> <p><a href="#">7. Authentic Tasks: Organising Celebrations</a></p> <p><a href="#">8. Authentic Visual Text Lesson; Organising Celebrations</a></p> <p><b>Immersion lessons</b></p> <p><a href="#">1. Introduction: Organizar celebraciones</a></p> <p><a href="#">3. Listening Comprehension: Organizar celebraciones (Updated)</a></p> <p><a href="#">4. Reading Comprehension: Organizar celebraciones (Updated)</a></p> <p><a href="#">5. Writing: Organizar celebraciones (Updated)</a></p> <p><a href="#">6. Speaking: Organizar celebraciones</a></p> <p><a href="#">7. Authentic Tasks: Organizar celebraciones</a></p> <p><a href="#">8. Authentic Visual Text Lesson: Organising Celebrations</a></p>

<ul style="list-style-type: none"> <li>• Different types of parties, especially birthdays.</li> <li>• Presents.</li> <li>• Invitations.</li> <li>• Attending a party and party activities.</li> <li>• Planning a party.</li> <li>• Holidays in Spanish-speaking countries.</li> <li>• Quinceañera.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Direct object pronouns.</li> <li>• Indirect object pronouns.</li> </ul> <p><b>Cultural focus in this unit:</b> Celebrations in Spanish-speaking countries.</p>	<p><b>Grammar</b></p> <p><a href="#">2a. Grammar - Direct Object Pronouns: Party Time</a></p> <p><a href="#">2b. Grammar - Indirect Object Pronouns: Party Time</a></p> <p><b>Assessments</b></p> <p><a href="#">Intermediate Unit 07: Organizar celebraciones</a></p> <p><a href="#">Intermediate Unit 07: Party Time</a></p>
<p><b>Unit 8: Daily Routine</b></p> <p><b>Learning outcomes for this unit:</b></p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Use language appropriately to describe their daily routine.</li> <li>• Tell the time.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <p>Monologues, conversations and texts about:</p> <ul style="list-style-type: none"> <li>• When people get up and go to bed.</li> <li>• What people in different countries do in the evening.</li> <li>• A typical school day in different countries.</li> </ul>	<p><b>Non-Immersion lessons</b></p> <p><a href="#">1. Introduction: Daily Routine</a></p> <p><a href="#">3. Listening Comprehension: Daily Routine</a></p> <p><a href="#">4. Reading Comprehension: Daily Routine</a></p> <p><a href="#">5. Writing: Daily Routine</a></p> <p><a href="#">6. Speaking: Daily Routine</a></p> <p><a href="#">7. Authentic Tasks: Daily Routine</a></p> <p><a href="#">8. Authentic Visual Text Lesson: Daily Routine</a></p> <p><b>Immersion lessons</b></p> <p><a href="#">1. Introduction: Rutinas diarias</a></p> <p><a href="#">3. Listening Comprehension: Rutinas diarias (Updated)</a></p> <p><a href="#">4. Reading Comprehension: Rutinas diarias (Updated)</a></p> <p><a href="#">5. Writing: Rutina diaria (Updated)</a></p> <p><a href="#">6. Speaking: Rutinas diarias</a></p>



<ul style="list-style-type: none"> <li>• What people do on the weekend.</li> <li>• What people's hobbies are.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs.</li> <li>• The gerund (indicating continuous action).</li> </ul> <p><b>Cultural focus in this unit:</b> Describing daily life, and routine.</p>	<p><a href="#">7. Authentic Tasks: Rutinas diarias</a>  <a href="#">8. Authentic Visual Text Lesson: Rutinas Diarias</a></p> <p><b>Grammar</b>  <a href="#">2a. Grammar - Reflexive Verbs: Daily Routine</a>  <a href="#">2b. Grammar - The Gerund: Daily Routine</a></p> <p><b>Assessments</b>  <a href="#">Intermediate Unit 08: Daily Routine</a>  <a href="#">Intermediate Unit 08: Rutinas diarias</a></p>
<p><b>Unit 9: Teenage Life</b></p> <p><b>Learning outcomes for this unit:</b></p> <p>By the end of this unit, students will be able to use appropriate vocabulary to:</p> <ul style="list-style-type: none"> <li>• Ask about free time/availability.</li> <li>• Discuss part-time and holiday jobs.</li> <li>• Discuss rules for teenagers.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <p>Monologues, conversations and texts about:</p> <ul style="list-style-type: none"> <li>• What people like to do in their spare time.</li> <li>• Different types of jobs: part-time, volunteer and seasonal.</li> <li>• Responsibilities at home.</li> <li>• Youth perspectives.</li> <li>• People's interests.</li> </ul>	<p><b>Non-Immersion lessons</b></p> <p><a href="#">1. Introduction: Teenage Life</a>  <a href="#">3. Listening Comprehension: Teenage Life</a>  <a href="#">4. Reading Comprehension: Teenage Life</a>  <a href="#">5. Writing: Teenage Life</a>  <a href="#">6. Speaking: Teenage Life</a>  <a href="#">7. Authentic Tasks: Teenage Life</a>  <a href="#">8. Authentic Visual Text Lesson: Teenage Life</a></p> <p><b>Immersion lessons</b></p> <p><a href="#">1. Introduction: Vida de adolescente</a>  <a href="#">3. Listening Comprehension: Vida de adolescente (Updated)</a>  <a href="#">4. Reading Comprehension: Vida de adolescente (Updated)</a>  <a href="#">5. Writing: Vida de adolescente (Updated)</a>  <a href="#">6. Speaking: Vida de adolescente</a>  <a href="#">7. Authentic Tasks: Vida de adolescente</a>  <a href="#">8. Authentic Visual Text Lesson: Vide de Adolescente</a></p> <p><b>Grammar</b>  <a href="#">2a. Grammar - Adverbial Phrases: Teenage Life</a>  <a href="#">2b. Grammar - se puede &amp; se debe: Teenage Life</a></p>

<ul style="list-style-type: none"> <li>• Parent's rules.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Adverbial phrases: preposition + (article) noun.</li> <li>• The verbs: <i>poder</i> (to be able/can) and <i>deber</i> (to have to/should).</li> <li>• Questions words review.</li> </ul> <p><b>Cultural focus in this unit:</b> Life for teenagers.</p>	<p><a href="#">2c. Grammar - Question Word Review: Teenage L2c. G</a></p> <p><b>Assessments</b>  <a href="#">Intermediate Unit 09: Teenage Life</a>  <a href="#">Intermediate Unit 09: Vida de adolescente</a></p>
<p><b>Unit 10: At the Doctor's</b></p>	<p><b>Non-Immersion lessons</b></p> <ul style="list-style-type: none"> <li><a href="#">1. Introduction: At the Doctor's</a></li> <li><a href="#">3. Listening Comprehension: At the Doctor's</a></li> <li><a href="#">4. Reading Comprehension: At the Doctor's</a></li> <li><a href="#">5. Writing: At the Doctor's</a></li> <li><a href="#">6. Speaking: At the Doctor's</a></li> <li><a href="#">7. Authentic Tasks: At the Doctor's</a></li> <li><a href="#">8. Authentic Visual Text Lesson: At the Doctor's</a></li> </ul> <p><b>Immersion lessons</b></p> <ul style="list-style-type: none"> <li><a href="#">1. Introduction: Visita al médico</a></li> <li><a href="#">3. Listening Comprehension: Visita al médico (Updated)</a></li> <li><a href="#">4. Reading Comprehension: Visita al médico (Updated)</a></li> <li><a href="#">5. Writing: Visita al médico (Updated)</a></li> <li><a href="#">6. Speaking: Visita al médico</a></li> <li><a href="#">7. Authentic Tasks: Visita al médico</a></li> <li><a href="#">8. Authentic Visual Text Lesson: At the Doctor's</a></li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li><a href="#">2a. Grammar - The Imperfect Tense: At the Doctor's</a></li> <li><a href="#">2b. Grammar - Introduction to the Subjunctive: At the Doctor's</a></li> </ul>

	<p><b>Assessments</b></p> <p><a href="#">Intermediate Unit 10: At the Doctor's</a></p> <p><a href="#">Intermediate Unit 10: Visita al médico</a></p>
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<p><b>Intermediate videos</b></p>	<p><a href="#">Weekly Activities and Schedules - Conversation</a></p>
	<p><a href="#">Weekly Activities and Schedules - Conversation (Immersion)</a></p>
	<p><a href="#">Weekly Activities and Schedules - Vocabulary List</a></p>
	<p><a href="#">Family - Conversation</a></p>
	<p><a href="#">Family - Conversation (Immersion)</a></p>
	<p><a href="#">Family - Vocabulary List</a></p>
	<p><a href="#">Countries and Cultures - Conversation</a></p>
	<p><a href="#">Countries and Cultures - Conversation (Immersion)</a></p>
	<p><a href="#">Countries and Cultures - Vocabulary List</a></p>
	<p><a href="#">Work - Conversation</a></p>
	<p><a href="#">Work - Conversation (Immersion)</a></p>

	<a href="#">Work - Vocabulary List</a>
	<a href="#">The Environment - Conversation</a>
	<a href="#">The Environment - Conversation (Immersion)</a>
	<a href="#">The Environment - Vocabulary List</a>
	<a href="#">Eating Habits - Presentation</a>
	<a href="#">Eating Habits - Presentation (Immersion)</a>
	<a href="#">Eating Habits - Vocabulary List</a>
	<a href="#">At a Restaurant (With Subtitles)</a>
	<a href="#">At a Restaurant (Without Subtitles)</a>
	<a href="#">At the Doctor's (With Subtitles)</a>
	<a href="#">At the Doctor's (Without Subtitles)</a>
	<a href="#">Making an Arrangement (With Subtitles)</a>
	<a href="#">Making an Arrangement (Without Subtitles)</a>
	<a href="#">Asking for Information About a Town (With Subtitles)</a>

	<a href="#">Asking for Information About a Town (Without Subtitles)</a>
	<a href="#">Job Interview (With Subtitles)</a>
	<a href="#">Job Interview (Without Subtitles)</a>