Spanish Stage 4 – sample unit of work

To the table! – *¡A la mesa!*

Contents

[Unit description and duration 4](#_Toc148106387)

[Student prior learning 5](#_Toc148106388)

[Syllabus outcomes and content 6](#_Toc148106389)

[Summative assessment task – end of unit 7](#_Toc148106390)

[Learning sequence 8](#_Toc148106391)

[Weeks 1–3 – what I like to eat 9](#_Toc148106392)

[What we eat 10](#_Toc148106393)

[Talking about preferences 12](#_Toc148106394)

[Justifying opinions 13](#_Toc148106395)

[Mini task – progress checkpoint 16](#_Toc148106396)

[Weeks 4–6 – a week of food 20](#_Toc148106397)

[Meals and mealtimes 21](#_Toc148106398)

[How often? 23](#_Toc148106399)

[Making comparisons 25](#_Toc148106400)

[Weeks 7–10 – eating out and summative assessment task 30](#_Toc148106401)

[What’s on the menu? 31](#_Toc148106402)

[At the restaurant 33](#_Toc148106403)

[Mini task – progress checkpoint 36](#_Toc148106404)

[Evaluation and variation 39](#_Toc148106405)

[Registration 39](#_Toc148106406)

[Appendix A 40](#_Toc148106407)

[Sample summative assessment task 40](#_Toc148106408)

[Outcomes and content 40](#_Toc148106409)

[Task 41](#_Toc148106410)

[Stimulus text 41](#_Toc148106411)

[Comprehension questions 42](#_Toc148106412)

[Marking guidelines 44](#_Toc148106413)

[Sample student response 48](#_Toc148106414)

[Part A 48](#_Toc148106415)

[Part B 50](#_Toc148106416)

[Appendix B – unit of work infographic for students 51](#_Toc148106417)

[About this resource 52](#_Toc148106418)

[How to use this resource 52](#_Toc148106419)

[Supporting students with disability 52](#_Toc148106420)

[Additional support for EAL/D students 54](#_Toc148106421)

[Evidence base 55](#_Toc148106422)

[Further information 55](#_Toc148106423)

[References 56](#_Toc148106424)

# Unit description and duration

This 10-week (25-hour) unit introduces students to foods and drinks, meals and dietary preferences. Spanish people love to celebrate their cuisine and enjoy sharing their diverse range of culinary delights with travellers from abroad. Understanding how to interact using culturally-appropriate language when dining out adds to the experience of travelling through the Spanish-speaking world. Students will learn the language skills and intercultural capability related to foods and drinks, including expressing preferences, comparing and explaining food choices and discussing mealtimes. Students will explore the connections between food and cultural events and will learn how to order in a restaurant.

In this unit, students are provided with opportunities to:

* explain and justify food and drink preferences
* describe their eating habits, including mealtimes and frequency
* making simple comparisons between foods and drinks
* practise ordering food in a restaurant.

# Student prior learning

Before engaging in these teaching and learning activities, students would benefit from prior experience with:

* expressing preferences using *me gusta/me gustan*
* justifying a choice using *porque*
* noun + adjectival agreement – for example, *el helado es delicioso, la paella es deliciosa*
* days of the week
* time
* definite and indefinite articles and gender of nouns.

# Syllabus outcomes and content

This unit addresses the following outcomes.

* **ML4-INT-01** exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
* **ML4-UND-01** interprets and responds to information, opinions and ideas in texts to demonstrate understanding
* **ML4-CRT-01** creates a range of texts for familiar communicative purposes by using culturally appropriate language

The relevant syllabus content points are included after each teaching and learning activity. These are suggested only and may vary according to how you use and/or adapt each activity for your context.

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

# Summative assessment task – end of unit

**This is an overview only. Further details, including content dot points and marking guidelines, can be found in** [Appendix A](#_Appendix_A_–)**.**

**Outcomes:**

* **ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding**
* **ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language**

**Part A: Understanding texts (ML4-UND-01)**

Read a post from the ‘*Nuestros sabores, tus sabores*’ food blog, written by a Spanish-speaking teenager. The post includes details about his family’s eating habits and his own personal preferences. Answer a series of questions in English to demonstrate your understanding of the text.

**Part B: Creating texts (ML4-CRT-01)**

Create a post in response to the teenager outlining your eating habits and some of your food or drink preferences in Spanish. Include:

* what you typically eat at 2 different mealtimes
* at least one food or drink you enjoy, with reason(s), and how often you eat or drink it
* at least one food or drink you do not like, with reason(s), and comparing it to another food or drink
* 1–2 Spanish foods that you have never eaten and a reason why you would or would not like to try them.

# Learning sequence

The information below outlines sample learning sequences for this unit of work. Timeframes, formative and summative assessment tasks, teaching and learning activities and reflection and feedback opportunities should be adjusted to suit your context, including the specific strengths and needs of students.

**Anchor chart** – this unit of work includes a [class anchor chart](https://www.weareteachers.com/anchor-charts-101/), which is a visual summary of learning. Anchor charts can be created collaboratively as a class or individually for a personalised summary of useful vocabulary and structures for the unit. Anchor charts can be set out with various categories, such as foods, preferences, adjectives, expressions of frequency, restaurant phrases and so on.

**Online flashcards** – throughout the unit, provide students with opportunities to create vocabulary and play games to practise new vocabulary and structures. Use a platform such as [Quizlet](https://quizlet.com/en-gb), [Kahoot!](https://kahoot.com/), [Gimkit](https://www.gimkit.com/) or similar.

**Mini whiteboards** – this unit includes activities with mini whiteboards. If you do not have access to mini whiteboards, you can use A4 paper in plastic sleeves, with whiteboard markers and paper towel.

## Weeks 1–3 – what I like to eat

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 1 – learning intentions and success criteria for Weeks 1–3

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * vocabulary has a gender which must be considered when describing food and justifying preferences * there are different ways to express likes and dislikes * justifications for food preferences are personal * foods and drinks differ around the world. | Students can:   * name a range of foods and drinks, using the appropriate article * describe a range of foods and drinks, with adjective agreement * express what they eat and drink * express which foods and drinks they like and dislike * justify preferences for food choices. |

**Suggested vocabulary and grammatical structures:**

**Food and drink:** *los cereales, la tostada, la fruta, la leche, el zumo de naranja, el té, el café, el bocadillo, la ensalada, la carne, el pollo, las verduras, el yogur, el agua, los refrescos, el helado, el pan, el pescado, el jamón, la carne, las galletas*

**Adjectives to describe taste:** *sabroso/a, rico/a, salado/a, dulce, picante, soso/a. amargo/a*

**Expressing likes and dislikes:** *me gusta/n, me gusta/n mucho, no me gusta/n, no me gusta/n nada + [*food/drink*]*

**Asking for and justifying an opinión:** *¿Por qué?; porque es [*adjective*]*

**Using verbs to say what I and you eat and drink:** *como, comes, bebo, bebes*

### What we eat

* Introduce the final summative assessment task which students will do at the end of term. Discuss the expectations of the task and the marking guidelines. Explain that all activities completed this term will build the students’ skills to help them complete the task. Check for understanding and encourage students to ask questions.
* Ask students to suggest vocabulary and language structures they already know related to foods and drinks, including likes and dislikes and adjectives to describe food. Use known language to form the basis of the class anchor chart to be displayed in the classroom and added to as the unit progresses. Identify vocabulary and structures they will need to learn, such as mealtimes and providing reasons.
* Introduce food items using slides 2–21 of the [*‘¿Qué comemos y bebemos?’* resource [PPTX 19 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx). These images can also be printed as flashcards or smaller cards for use later in the unit, with or without text (depending on context) – this also allows easy shuffling. Firstly, students listen to the vocabulary. Focus specifically on the article of each noun, emphasising the relationship between the article and the end of the nouns: ***el*** *poll****o***(m),***la*** *tostad****a***(f),***los*** *cereale****s***(m,pl),***las*** *verdura****s*** (f,pl). Repeat the vocabulary list, this time eliciting choral repetition of each item. For variation, have half the class repeat the item first, then the other half. Repeat the activity a third time by asking students to correctly identify the item by offering 2 choices – for example, *¿Esto es el pollo o el pescado?* Elicit answers from student volunteers, then have the whole class repeat the correct answer. Repeat the vocabulary again, without the slides and images, and ask how many the class can remember. Try to elicit the whole list and write it on the board or display the pictures to prompt recall – see if students can remember all 20 items. Finally, ask if anyone can remember all the items (or all the masculine or feminine or plural nouns if the entire list is too long). Prompt the student with the first sound of a word if they are stuck or encourage classmates to help. Students record new vocabulary in books or devices or are provided with vocabulary. **Use features of the sound system to create spoken texts (ML4-CRT-01)**
* Play a game of ‘Beat the teacher’ to consolidate vocabulary. Using the images in the [*‘¿Qué comemos y bebemos?’* resource [PPT 19 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx), show students different pictures of food items without the text. Say a word aloud as you point to the image. The students repeat after you if you have used the word that identifies the image correctly. If the word is different from the item in the image, they remain silent to win a point. If the word does not match the picture and anyone in the class makes a sound, you take the point. The first to 7 points is the winner. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Students complete [‘Food and drink’ resource [DOCX 1058 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-food-and-drink.docx) to reinforce vocabulary and relationship between articles and masculine or feminine nouns. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Play a ‘step right-step left’ game to further reinforce the correct articles. Call out the vocab items one by one (without the article). Students take one step to the right if the article should be *la* or one step to the left if the article should be *el*. This game can be teacher or student led and/or played in teams. A winner is determined by how quickly and/or accurately students indicate the correct article. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Introduce the verbs *como* (I eat) and *bebo* (I drink) by showing pictures of food and drink from the [*‘¿Qué comemos y bebemos?’* resource [PPTX 19 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx), demonstrating eating and drinking so the students can associate the correct verbs with each picture. Continue to show pictures and ask students to say whether they eat or drink the item in the picture by asking *¿Comes o bebes esto?* Students consolidate vocabulary and structures by playing card games using the [*‘La comida y las bebidas’* resource [DOCX 1055 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-la-comida-y-las-bebidas.docx). Students identify food and drink items and state whether they drink or eat it. **Use features of the sound system to create spoken texts (ML4-CRT-01)**
* Students record new structures in books or devices. Add relevant vocabulary and structures to the anchor chart, asking students for input.

### Talking about preferences

* To begin familiarising students with structures to describe and justify preferences, ask students to draw a 3x3 grid in their books or devices with the names of 9 of the food or drink items in Spanish. Call out these items in a basic sentence, asking students to identify the food or drink word in each sentence, for example, *Me gusta* ***el pollo*** or ***El pollo*** *es rico* until one student has connected 3 squares in a line. Ask the winning student to name each of the items in their line to reinforce correct pronunciation. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Introduce the use of likes and dislikesby using slides 2–21 fromthe[*‘¿Qué comemos y bebemos?’* resource [PPTX 19 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx) and expressing preferences using *me gusta/n, me gusta/n mucho, no me gusta/n* or *no me gusta/n nada* for each picture*.* Model correct pronunciation and ask students to identify what determines the use of *me gusta* or *me gustan* (whether the noun is singular or plural). Write several examples on the board, for example, *me gusta el jamón, no me gusta el café, me gustan las verduras*. Ask students to respond with a raised hand if they also like or dislike the food or drink item. Students practise the use of *me gusta/n* by completing Activities 1–3 in the [*‘Me gusta’* resource [DOCX 533 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-me-gusta.docx). Students consolidate their understanding of *gusta* and *gustan* using slide 2 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 350 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-sentence-builders-and-conversation-scaffolds.pptx) to create 6 sentences based on their own preferences. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Introduce the question forms *¿Te gusta/n…?* Model the pronunciation ensuring that students are using the rising intonation to indicate a question. Call on choral and then individual repetition to practise. Reinforce the question-answer form by choosing one student to ask the student next to them a question *¿Te gusta/n [*food/drink*]?* That student must reply in a full sentence, *Sí, me gusta/n [*food*]* or *No, no me gusta/n [*food*]*. They then ask a question with a different food item to the next student and so on until the whole class has asked and answered a question, with the final student in the chain asking the question back to the teacher. Alternatively, introduce a ‘walk and talk’ as a brain break activity. Print the images from slides 2–21 of the [*‘¿Qué comemos y bebemos?’* resource [PPTX 19 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx) and have them ready to show students. Direct students to walk around the room. After a few moments direct them to stop and ‘talk’ with the nearest person. Indicate which person in the pair (closest to the board, closest to the window and so on) must ask the question *¿Te gusta/n [*food/drink*]?* Their partner uses the image you display to respond appropriately. **Express and explain emotions, opinions and personal preferences; Socialise with peers (ML4-INT-01)**
* Students complete Activity 4 in the [‘*Me gusta’* resource [DOCX 533 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-me-gusta.docx) to practise creating questions about preferences regarding food and drink items. Students also complete a ‘Find someone who’ activity by circulating around the room asking their classmates the questions they have prepared. Explain that if the other student responds with the same opinion as theirs, they respond with the phrase *a mí, también* (me too) and write the other student’s name in the table. This phrase will be further explored later in the unit. **Understand and reciprocate information about their own and others’ personal worlds; Socialise with peers (ML4-INT-01)**
* Students record new structures in books or devices. Add relevant vocabulary and structures to the anchor chart, asking students for input.

### Justifying opinions

* Using slides 22–28 of the [*‘¿Qué comemos y bebemos?’* resource [PPTX 19 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx), introduce adjectives to describe food. Model the pronunciation of the words and elicit choral repetition of the adjectives only, then model pronunciation of the sentences to describe each food. Focus on the different forms of adjectives in the examples given in the slides that reflect the gender and number of nouns. Using slides 29–30, interact with students to practise using the correct form of the adjectives to describe the items shown. Begin by asking them if they like the food on the slide using *¿Te gusta/n* *[*food/drink*]?* then asking *¿Por qué?* to allow students to justify their opinion with the phrase *Porque* *es* *[*adjective*]*, using the correct form of the adjectives. Add the new vocabulary to the anchor chart as students add them to their books or devices. **Express and explain emotions, opinions and personal preferences;** **Use features of the sound system in spoken interactions (ML4-INT-01)**
* Students complete the activities on the [‘Adjectives’ resource [DOCX 82 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-adjectives.docx) to consolidate understanding of adjectival agreement when using masculine, feminine and plural nouns and express what they like with a justification. **Use knowledge of features of the sound system to understand texts; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01)**
* Using slide 3 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 350 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-sentence-builders-and-conversation-scaffolds.pptx), students create 8 sentences (using the full range of likes and dislikes) about their own preferences for different foods and drinks. **Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**
* Students complete the [‘*Me gusta mucho, no me gusta nada*’ resource [DOCX 84 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-me-gusta-mucho-no-me-gusta-nada.docx), including a listening slalom, translation and class survey. **Use knowledge of the features of the sound system to understand texts (ML4-UND-01); Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Using slide 3 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 350 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-sentence-builders-and-conversation-scaffolds.pptx), play a game of ‘Mind reader’. Write a sentence on a mini whiteboard or somewhere else concealed from the students. The students must work as a team to guess your sentence in as few tries as possible. Call on volunteers to construct a meaningful sentence and say it out loud. Repeat the sentence back to the student, correcting any pronunciation errors. Tell the class whether the guess for each column of the sentence builder is correct or not by providing a grid on the board to represent each column of the sentence builder and ticking and crossing the appropriate columns. For example, if your sentence is *Me gusta el jamón porque es sabroso* and the student guesses *Me gusta la tostada porque es deliciosa* you place a tick in the first column, and place crosses in columns 3–4. Knowing which columns are correct and which are not will allow the following student to make a more educated guess and will encourage the students to listen to each other to be able to complete the activity. For variation, the activity can be student led or completed in groups**.** **Use features of the sound system to create spoken texts; Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Using the [‘Spot the mistake’ resource [DOCX 72 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-spot-the-mistake.docx), students work in pairs to read sentences aloud to each other, identifying the error in each sentence. **Use knowledge and features of the sound system to understand texts;** **Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01)**
* Using the [‘*¿Qué te gusta comer?*’ resource [DOCX 120 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-te-gusta-comer.docx), students read the texts about what people like to eat and drink and complete the table. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**
* Students work in groups of 2–3 to complete an interaction using the [*‘La comida y las bebidas* – activity cards*’* resource [DOCX 1054 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-la-comida-y-las-bebidas-activity-cards.docx). Students exchange information in Spanish about the food items on each card, including identifying the food or drink, stating a like or dislike and justifying their opinion. **Express and explain emotions, opinions and personal preferences (ML4-INT-01)**
* Add relevant vocabulary and structures to the anchor chart, asking students for input.
* **Exit ticket** – students are shown a food and a drink from the flashcards. They must identify the item, state whether they eat or drink it and give their opinion. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate this learning sequence for a range of learners. Adapt or design alternatives to meet the needs of students in your class. For high potential and gifted students, and students with advanced proficiency, activities may be completed in addition to, or in place of, planned activities.

**High potential and gifted students** – students include ‘*muy*’ and ‘*-ísimo*’ into their descriptions of food and describe their top 8 favourite foods, using a different structure each time; students design an online survey for the class to complete, to find out the most and least popular foods and create a digital poster with the findings.

**Advanced proficiency** – students independently identify a wider range of vocabulary and adjectives to discuss their preferences and give justifications for these. Students identify food preferences of family or friends, using the structure *‘le gusta/n’*; students write a message to a Spanish-speaking friend, describing what they and a friend like to eat, giving reasons and using a range of conjunctions.

**Students requiring additional support** – provide students with a printed and laminated copy of the vocabulary in the [‘*¿Qué comemos* *y bebemos?’* resource [PPTX 19 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx) for them to use through the learning sequence (print slides 2–21 in ‘6 Slides Horizontal’ mode). For resources such as ‘Food and drink’ and ‘*Me gusta*’, provide answers on colour-coded sticky notes for students to place in the table. For example, different colours for different genders, or different colours for singular or plural. During games, sit with students to model play and structures; students complete [‘*¿Qué te gusta comer?*’ [DOCX 120 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-te-gusta-comer.docx) resource as a cloze activity, with a bank of words in Spanish OR provide them with a list of words and ask them to identify the order in which they are said for each text.

### Mini task – progress checkpoint

Table 2 – mini task – progress checkpoint 1

|  |
| --- |
| Mini task – food preferences survey |
| **Note – we have provided 2 options. Choose the one which best suits your context. You can use the other as a teaching and learning activity.**  **Option 1:** as a formative assessment task, to ensure they are on track to succeed in the final summative assessment task, students identify the most common foods and drinks the class eats at dinner time, to share with a Spanish-speaking class.  Students work in groups of 3–4. On a piece of paper, each student writes one food and one drink they commonly have at dinner. Students then take turns to find out how the other members of their group feel about what they have chosen.  For each food item, each student asks the other students:   * Do you eat [item]? * Do you like [item]? * Why do you like/not like [item]?   For each drink item, each student asks:   * Do you drink [item]? * Do you like [item]? * Why do you like/not like [item]?   Ensure that each student has the opportunity to ask and answer the questions. For students who require more support, provide a copy of slides 2 and 3 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 350 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-sentence-builders-and-conversation-scaffolds.pptx).  **Socialise with peers; Ask questions and describes actions; Express and explain emotions, opinions and personal preferences (ML4-INT-01)**  **Teacher feedback** – move around to each group, observing the interactions and giving feedback on students’ language choices and pronunciation. Engage in group and individual discussions to support language and ideas which could be included and give advice to students needing support. When all groups have completed the activity, use slides 2–21 of the [‘*¿Qué comemos* *y bebemos?*’ resource [PPTX 19 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx) to identify the most common foods and drinks the class has at dinner.  **Option 2:** as a formative assessment task, to ensure they are on track to succeed in the final summative assessment task, students listen to 3 Spanish exchange students discussing their food and drink preferences in order to plan for a surprise farewell dinner.  Using the [‘Mini task 1 understanding task’ resource [DOCX 71 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-mini-task-progress-checkpoint-1.docx), students listen to the conversation and complete a table with information for each person.  **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01)**  **Teacher and self feedback** – correct the task together, as a class. Then provide students with the written transcript to support them to identify any errors and why they may have made these errors, discussing with teacher where required. |

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Alternatively, students apply the ‘**rose** (a highlight, success or something positive), **bud** (something I look forward to learning), **thorn** (something I need more support with)’ method to reflect on their learning in this sequence.

 **Teacher reflection and evaluation** – *reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.*

## Weeks 4–6 – a week of food

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 3 – learning intentions and success criteria Weeks 4–6

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * Spanish mealtimes may differ to those in other cultures * there is a range of ways to express frequency * there is a language structure used to express ‘more…than’ * there are expressions to use when agreeing and disagreeing * the blog text type has particular structure and features. | Students can:   * identify typical Spanish mealtimes and foods * discuss how often they eat certain foods * make comparisons between foods * express agreement and disagreement * understand information from a blog. |

**Suggested vocabulary and grammatical structures**:

**Mealtimes:** *el desayuno, el descanso/la pausa de la media mañana, la comida, la merienda, la cena*

**Expressing frequency:** *todos los días, siempre, nunca, a veces, a menudo, les fines de semana, todos los lunes/martes/miércoles/jueves/sábados/domingos*

**Days of the week:** *lunes, martes, miércoles, jueves, viernes, sábado, domingo*

**Making comparisons:** *prefiero,* *es más [*adjective*] que*

**Expressing agreement/disagreement:** *a mí no, a mí también, a mí tampoco*

### Meals and mealtimes

* Introduce names of different meals and what the Spanish typically eat by watching [*Las horarias de las comidas* (3:03)](https://www.youtube.com/watch?v=9blRj277H1o). Add the new vocabulary to the anchor chart while students complete Activities 1 and 2 of [‘*Las horarias de las comidas*’ resource [DOCX 88 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-las-horarias-de-las-comidas.docx), filling in the table with the times, names and food items for each meal and completing the vocabulary activity. Revise pronunciation of the mealtimes by showing foods from the [‘*¿Qué comemos* *y bebemos?*’ resource [PPTX 19 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx) and offering students a likely choice for when each food would be eaten according to the video they have just watched. As an example, show a picture of toast and write the question *¿La tostada es para el desayuno o la cena?* on the board. Elicit a response from the students and model the answer with correct pronunciation as you write it on the board: *Es para el desayuno.* Change the image and ask a volunteer to respond to a similar question, modelling the correct pronunciation and structure as necessary. Model more examples if necessary, before calling on students to respond individually. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**
* Write headings for each meal on the board in Spanish. Distribute cards (printed from the [‘*¿Qué comemos* *y bebemos?*’ resource [PPTX 19 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx)) around the class. When called upon, students come to the board and place their card under the correct heading, identifying which mealtime the food or drink relates to, as per the previous activity. For example, a student has the card with a picture of meat, and places the card under lunch or dinner, saying *Es para la comida* or *Es para la cena.* Ask each student, as they come to the board, *Comes o bebes esto?* with students replying *Como [*food*]* or *Bebo [*drink*]*. Once you have modelled the interaction a few times, the students can then lead the interaction, calling upon the next student and asking the modelled questions. Students complete Activity 3 of the [‘*Las horarias de las comidas’* resource [DOCX 88 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-las-horarias-de-las-comidas.docx) to express what they eat and drink for each meal in their own family. **Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**
* To consolidate learning, students work in small groups to create conversations using the [‘Story cubes’ resource [DOCX 101 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-story-cubes.docx). Provide a set of cubes to each pair or group. With the students, brainstorm the questions that would be needed to create a conversation, using the cues on each cube and writing the questions on the board. For example, *¿Qué es esto?¿Comes o bebes esto?¿Cuándo comes/bebes esto?* *¿Te gusta/n?* Using the questions, co-create a conversation with students and write the responses on the board to model a sample interaction. Students then use the cubes to interact, asking and answering questions, based on each roll of the cubes. **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate this activity for a range of learners. Adapt or design alternatives to meet the needs of students in your class.

**Advanced proficiency and high potential and gifted students** – students take turns to roll the cubes and create sentences using the information shown, for example *Para el desayuno como pollo y bebo refrescos. No me gusta el pollo para el desayuno, pero me gustan mucho los refrescos.*

**Students requiring additional support** – include the Spanish vocabulary on the story cubes, and/or provide sentence scaffolds.

* Students complete the survey in Activity 4 on the [‘*Las horarias de las comidas’* resource [DOCX 88 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-las-horarias-de-las-comidas.docx). From the food and drink vocabulary they have learnt so far, students identify 5 foods or drinks of their choosing and survey 3 class members about when they drink or eat the item using the question *¿Cuándo bebes/comes* *[*food/drink*]?* **Understand and reciprocate information about their own and others’ personal worlds (ML4-CRT-01)**
* **Exit ticket** – students are shown 3 foods or drinks. They must state which mealtime the item is usually consumed. **Use features of the sound system in spoken interactions (ML4-INT-01)**

### How often?

* To revise days of the week in Spanish, show students the [*Días de la semana* (0:42)](https://www.youtube.com/watch?v=C4fREj60Crk) clip. Encourage students to sing along. Ask the students to review how the school day is different in Spanish schools compared their own school or previous school experiences as discussed in the *‘Al colegio’* unit. Provide students with the [‘*Menú semanal’* resource [DOCX 669 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-menu-semanal.docx) to discuss the menu at a school cafeteria. Students complete Activity 1 to demonstrate their understanding of the text. Students then complete the menu planner in Activity 2 with typical foods that they would eat in a week of school to begin to explore expressions of frequency. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**
* Students complete Activity 1 on the [‘*Menú semanal’* resource [DOCX 669 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-menu-semanal.docx), identifying menu items on a school menu. **Develop and use comprehension strategies to interpret information, opinions and ideas in texts (ML4-UND-01)**
* Introduce expressions of frequency using the [‘*Menú semanal’* resource [DOCX 669 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-menu-semanal.docx). Write examples on the board using *todos los días* (every day), *a menudo* (often), *siempre* (always), *una vez por semana* (once a week), *dos veces por semana* (twice a week), *nunca* (never), *a veces* (sometimes), *los lunes* (on Mondays). For example: *lentejas – dos veces por semana; helado – nunca.* Ask the students to guess the meaning of each expression of frequency by referring to the menu. Add the new phrases to the anchor chart while students add the expressions to their books or devices, including the English translations. **Develop and use comprehension strategies to interpret information, opinions and ideas in texts (ML4-UND-01)**
* Introduce the structure ‘*se come*’ (‘one eats’, although often translated into English as you/we/they eat, depending on context) – this structure is for recognition only. Co-create questions and answers with ‘*se come*’ that demonstrate how often different foods are served each week, for example: *Con qué frecuencia se come arroz?* *Se come arroz una vez por semana.* Point out to students that the article is omitted when constructing these sentences and that the verb will change to *se comen if the food is in the plural form, for example las verduras* Ask a range of questions, based on the menu in the [‘*Menú semanal’* resource [DOCX 669 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-menu-semanal.docx), to practise frequency. Students complete Activities 2–7 on the [‘*Menú semanal’* resource [DOCX 669KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-menu-semanal.docx), consolidating terms of frequency. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01); Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Students choose one sentence they created in Activity 7 of the [‘*Menú semanal’* resource [DOCX 669 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-menu-semanal.docx) to participate in a ‘Find your match’ activity. When directed, students move around the room, reading their chosen sentence to different classmates. When they find a match, they stand together. Vary the game by matching only certain elements of the sentence like the food or drink, the expression of frequency or the mealtime. Play a number of rounds, choosing different sentences from the text they have written each time. **Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**
* Play a game of ‘Pac-Man’ to consolidate vocabulary. All students stand and spread out at arm’s length from each other. Call out vocabulary and/or phrases from the unit so far, for example, foods and drinks, likes and dislikes, adjectives, frequency words and so on. The first student to correctly translate the word or phrase steps and taps one of the students closest to them, who will then be out and must sit down. Continue until there is one student standing. **Use features of the sound system to create spoken texts (ML4-CRT-01)**
* Using the [‘*Acorazado*’ resource [DOCX 91 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-acorazado.docx)*,* students play a game of ‘Battleship’ to practise formulating sentences using expressions of frequency and mealtimes. **Understand and reciprocate detailed information about their own and others’ personal worlds (ML4-UND-01)**
* Students participate in a sentence building activity in groups of 4–6. Each group is given a blank piece of paper or a mini whiteboard and marker. Each student in the group must add an element to the sentence as directed, using the options they are given and pass the paper or whiteboard to the next student. For example, direct students to begin with a mealtime (for example *Para el desayuno)*, add an expression of frequency (*siempre),* add a form of the verb *beber/comer* (*bebo)*, add a food or drink as appropriate (*leche)*, start a new sentence and add a preference (*Me gusta)*, and add a justification for the preference (*porque es sabrosa*). Encourage a group discussion for peer review and feedback at the completion of each round to check for grammatical errors. At the conclusion of each round, one student from each group reads their sentences aloud to the class. Ensure each student has a turn. Students requiring additional support may use slide 4 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 350 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-sentence-builders-and-conversation-scaffolds.pptx). **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**

### Making comparisons

* Using the [‘*¿Qué comemos* *y bebemos?*’ resource [PPTX 19 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx) resource, ask students if they like the item using *¿Te gusta/n [*food/drink*]?* When students answer, respond with the phrases *a mí también* (me too*)*, *a mi no* (I don’t), or *a mi tampoco* (me neither)to demonstrate how to agree or disagree with another opinion. Continue to ask *¿Te gusta/n [*food/drink*]?* until all 3 of the phrases have been demonstrated. Write each phrase on a separate piece of A4 paper and stick them on the wall in 3 different locations around the room. Make a statement about a food or drink in Spanish using *me gusta/n, no gusta/n, me gusta/n mucho, no me gusta/n nada.* Students must move to the sign that reflects their opinion to demonstrate their agreement or disagreement with the statement. Once they are standing in front of the correct sign, practise exchanging the information by repeating the statement and asking individual students to confirm their opinion matches the sign they are standing at. Students then complete the activities in the [‘*A mí también*’ resource [DOCX 872 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-a-mi-tambien.docx) to consolidate their understanding and practise agreeing and disagreeing with another opinion. **Understand and reciprocate information about their own and others’ personal worlds (ML4-INT-01)**
* Students form 5–6 circles in the classroom. Give one person in each circle the deck of food/drink cards printed from slide 2–21 of the [‘*¿Qué comemos* *y bebemos?*’ resource [PPTX 19 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx), face down. When directed, the student turns the top card and states whether they like the food or drink or not to the next student in the circle. That student agrees or disagrees with the statement. The next student then agrees or disagrees, and so on, until all students have spoken. The first student then places their card on the bottom of the pile and hands the deck to the student to their right, and play continues. Each circle of students can compete against each other to complete the round first. The activity ends either when everyone has had a turn, or the cards have all been used. **Express and explain emotions, opinions and personal preferences (ML4-INT-01)**
* Discuss with the class what a blog is, including possible language features (such as register), and structure. Provide students with the [*‘¿Qué te gusta comer?* blog*’* resource [DOCX 250 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-te-gusta-comer-blog.docx), in which they explore a blog post about what a Spanish teenager likes to eat. Review the concept of cognates and how they assist in comprehension. Ask students to identify key structures that they already know – for example, *Me gusta/n mucho porque...* Discuss with students what other information might be included in the text, such as comparing different foods, using prior and general knowledge and cognates. Students complete the comprehension questions in the activity. **Develop and use comprehension strategies to interpret information, opinions and ideas in texts (ML4-UND-01)**
* Focus on how comparisons are made in the blog text. Write the comparative statements from the text on the board. Discuss how the adjective must agree in gender and number with the first noun in the sentence, regardless of the gender of the second noun, for example, *Los refrescos son más dulce****s*** *que el zumo de naranja; El café es más amarg****o*** *que la leche.* Place a food or drink item on the board either using a flashcard or a written word. Ask students to make a statement about the food, for example*, El pescado es salado*. Place a second food (for example ham) on the board and ask students to compare them in English using the same adjective, for example, 'ham is saltier than fish’*.* Write a second sentence on the board, demonstrating the structure of a comparative sentence, for example, *El jamón es* ***más*** *salado* ***que*** *el pescado.* Repeat the process to co-create another comparative sentence using two different food or drink items. Continue this process until students are confident to create sentences without teacher input. This structure will be used in the next activity. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Discuss the meaning of the phrase *prefiero* from the blog text. Show the students two foods or drinks at a time and ask *¿Prefieres [A] o [B]?* Model a response using the phrase *Prefiero [A/B]* then call on students to respond. Repeat this process a number of times. Write the structure *[*Food/drink A*]* *es más* *[*adjective*]* *que* *[*food/drink B*]* on the board. Show students another pair of foods or drinks and ask them *¿Prefieres [A] o [B]?* Ask students to justify their opinion by asking *¿Por qué?* Demonstrate how to compare the foods using the structure on the board, for example, to compare ham with chicken: *El jamón es más sabroso que el pollo*. Repeat this process with pairs of foods or drinks, writing the comparative sentence on the board. Students complete the activity in the [*‘Es más…que’* resource [DOCX 993 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-es-mas-que.docx). **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Distribute the food and drink flashcards to pairs or groups or 3, which they divide equally amongst them. Each student places a card in front of them, image facing upward. Students use the cards shown to compare the items, making statements that compare them. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* To consolidate their learning, students work in pairs or small groups to create a comic strip of a conversation between 2–3 characters using a platform like [Canva for Education](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653?clearCache=c7a8f932-a1b2-26be-543f-cc913cc3dcbb), discussing what they like to eat and drink and why, when they eat and drink certain items, and making a comparison between 2 foods or drinks. **Create imaginative texts (ML4-CRT-01)**
* **Exit ticket** – show each student 2 cards with images of foods or drinks. They must make a sentence comparing them. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**

Table 4 – mini task – progress checkpoint 2

|  |
| --- |
| Mini task – email |
| As a formative assessment task, to ensure they are on track to succeed in the final summative assessment task, students compose an email to send to their Spanish-speaking visitor, outlining the meals they can expect for their week-long visit. Students include:   * an appropriate greeting * a description of at least 2 items they typically eat and/or drink for breakfast, lunch and dinner * at least 2 foods or drinks they like with a different reason for each * a statement of how frequently they eat or drink the items * a food/drink they don’t like with a reason using the conjunction *porque* * a comparison between one of the foods or drinks they like and one they don’t like.   **Create informative texts to describe and share information about themselves and their personal world; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**  **Teacher feedback** – while students are writing their email, engage in group and individual discussions to support language and ideas which could be included and give advice to students needing support. |

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate this task for a range of learners. Adapt or design alternatives to meet the needs of students in your class.

**High potential and gifted students** – students include questions about their visitor’s food preferences.

**Advanced proficiency** – students include ‘we’ forms of the verb (instead of just ‘I’ forms), and comment on preferences of at least one family member.

**Students requiring additional support** – provide students with a copy of the [‘Mini task 2 scaffold’ resource [DOCX 71 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-mini-task-2-scaffold.docx) to support them when constructing sentences.

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in Spanish that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and when you need it by.

 **Teacher reflection and evaluation** – *reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence*.

## Weeks 7–10 – eating out and summative assessment task

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 5 – learning intentions and success criteria Weeks 7–10

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * there are dishes unique to Spain * they use the perfect tense to express what they have not tried * there is a structure to say what things look like, depending on whether the noun is singular or plural * there is specific language used to order food and drink * there is a range of communication strategies to facilitate interactions in Spanish. | Students can:   * identify typical Spanish dishes * discuss foods they have not tried * describe how foods and drinks look * order food and drinks from a menu * use appropriate conversation fillers, gestures and language to demonstrate culturally-appropriate language. |

**Suggested vocabulary and grammatical structures:**

**Traditional Spanish dishes:** *las croquetas, las aceitunas, el chorizo, las albóndigas, las patatas bravas, la tortilla de patatas, la paella, las gambas al ajillo, los churros, la crema catalana*

**Expressing that you have not tried a food or drink:** *No sé, nunca he probado*

**Describing how things look**: *me parece/n*

**Interacting to order food when dining out:** *¿Qué quiere para comer?; ¿Qué quiere para beber?; Para beber/comer me gustaría, de primero plato/de segundo plato/de postre; La cuenta por favor; ¡Oiga camarero/a!*

**Conversation fillers:** *¿Y tú?; a ver; no sé; pues*

### What’s on the menu?

* Introduce the concept of ‘tapas’ by showing [a clip about tapas bars in Spain (5:22)](https://www.youtube.com/watch?v=TN2XE6Ca1Rk). Write the names of a range of tapas from the clip on the board, grouping them by gender and singular/plural – *gambas al ajillo* (garlic prawns), *regalito de torito* (beef wrapped in pastry) and *huevos rotos* (‘broken’ eggs with potato and ham). Ask students if they have ever tried ‘*tapas’* and, if yes, what they ate, adding these to the board. As a revision activity, ask students if they like the dishes on the board and why using *¿Te gusta/n [*food*]?* and *¿Porque?* **Use knowledge and features of the sound system to understand texts (ML4-UND-01)**
* Introduce additional vocabulary for typical food[[1]](#footnote-2)in a Spanish restaurant using slides 30–39 of the [‘](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx)*[¿Qué comemos y bebemos?](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx)*[’ resource [PPTX 19 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx). Model pronunciation of the vocabulary, then have students do choral responses. Consolidate vocabulary by playing a game of ‘Beat the teacher’, as in the earlier learning sequence. Introduce the phrases *no sé* (I don’t know) and *nunca he probado* (I’ve never tried it) and *me parece/n* (it/they seem/s…). Using slides 30–39, ask students *¿Te gusta/n [*food*]?* – the new phrases will enable them to give an honest answer. Gradually encourage students to justify their responses with adjectives they have learnt. Provide the students with slide 5 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 350 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-sentence-builders-and-conversation-scaffolds.pptx) as a reference, if necessary. Add new vocabulary to the anchor chart while students add to books or devices. **Use structures and features of the grammatical system to interact (ML4-INT-01)**
* Using slide 6 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 350 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-sentence-builders-and-conversation-scaffolds.pptx) to co-construct sentences about a Spanish food they like, one they don’t like and one they haven’t tried. Write the sample sentences on the board to provide a model for the next activity, for example, *Me gustan* *los churros porque son dulces; No me gustan las aceitunas porque son saladas; Nunca he probado el chorizo. Me parece picante*. Remind students to pay attention to the correct version of each verb and adjective. Students complete the activities in the [‘*Cómo es’* resource [DOCX 329 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-como-es.docx) where they practise asking and answering questions about foods they like, don’t like and haven’t tried. They then ask classmates their opinions on chosen foods. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01); Express and explain emotions, opinions and personal preferences (ML4-INT-01)**
* Play a game of ‘Sentence stealer’. Using slide 5 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 350 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-sentence-builders-and-conversation-scaffolds.pptx), students write 3 sentences, each on a different piece of paper, about a food they like (with a reason), a food they don’t like (with a reason) and a food they don’t know or haven’t tried. When directed, students are given 5–10 seconds to walk around the room and find a partner to talk to. When you direct students to stop, tell them which student will read their sentences first, for example the students closest to the back of the room, or the students wearing long pants or the students whose initial comes first in the alphabet. Students greet each other appropriately and then take turns to read their 3 sentences to the other student. If any sentences match, the student who went first gets to steal the other student’s sentence. Students then thank each other and say goodbye at the end of the interaction. Then direct students to walk again, finding another pair, and so on. The student who has accumulated the most sentences when the game is over wins. The game can be modified so that just the foods have to match, or just the adjectives, depending on context and student ability. **Express and explain emotions, opinions and personal preferences; Socialise with peers (ML4-INT-01)**
* Using the cards in the [‘Describing preferences – card game’ resource [DOCX 1184 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-describing-preferences-card-game.docx), students participate in an interaction where they practise identifying food items, saying whether they like it or not and explaining why. They also have the opportunity to practise the phrases *Nunca he probado* and *me parece/n* to describe what foods they haven’t tried might be like. **Use features of the sound system in spoken interactions; Use structures and features of the grammatical system to interact (ML4-INT-01)**
* Discuss the concept of the ‘*menu del día’* in Spain. Students complete Activities 1 and 2 on the[*‘Menú del día’* resource [DOCX 89 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-menu-del-dia.docx) to learn about dining out at lunch time, as well as some terminology and phrases relevant to dining out. **Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity. (ML4-UND-01)**
* **Exit ticket** – provide students with an image or the Spanish name of a dish or food. Students identify whether the item would typically be consumed *de primer plato*, *de segundo plato* or *de postre.*

### At the restaurant

* Show the students the [*El restaurante dialogue* (5:01)](https://www.youtube.com/watch?v=9ZG91iy2TYg) from 1:35–3:41. Pause the video at 1:47 to discuss the handwritten *menú del día* in the video. Ask the students questions about the menu to revise what they have learnt in the previous learning sequence, for example, what do they think the 1° and 2° represent on the menu? Is it significant that it is a hand-written menu and why? Is the *menú del día* different to a normal menu in a restaurant? Can they recognise the vocabulary? Continue the clip from 4:08 until the end at 5:01 (the segment skipped contains structures not related to this unit). Alternatively, you can show the whole clip, from 1:35 to the end, explaining to students that they do not need to understand everything. Students complete Activity 3 in the [*‘Menu del día’* resource [DOCX 89 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-menu-del-dia.docx). Identify language that models appropriate etiquette such as appropriate greetings and how to order and ask for things. Add these phrases to the anchor chart while students add to their books or devices. **Develop and use comprehension strategies to interpret information, opinions and ideas in texts (ML4-UND-01)**
* Review the phrases that the students have learnt for using in a restaurant in Activity 3 in the [‘*Menu del día’* resource [DOCX 89 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-menu-del-dia.docx). Ask them to consider what else could be added to the vocabulary to use when ordering food or drinks when dining out, specifically ‘I would like’ and ‘What would you like to drink/eat?’. Review the verbs *comer* and *beber* and practise using these verbs in their infinitive form by revising the vocabulary from the [‘*¿Qué comemos y bebemos?*’ resource [PPTX 19 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx). Show a picture of a food or drink and ask ¿*Es para beber o comer*? Students respond with the correct verb in its infinitive form, for example, *El café es para beber; El chorizo es para comer.* Model the question and answer a few more times on the board until students are confident with the modelled structures. Introduce a ‘walk and talk’ as a brain break activity. Direct students to walk around the room and then direct them to stop and ‘talk’ with the nearest person. Indicate which person in the pair (closest to the board, closest to the window and so on) must ask the question ¿*Es para beber o comer*? Their partner uses the image displayed either with a flashcard or from the [‘*¿Qué comemos y bebemos?*’ resource [PPTX 19 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-que-comemos-y-bebemos.pptx) to respond appropriately using the modelled examples. **Use relevant and familiar vocabulary from a range of themes to interact (ML4-CRT-01)**
* Show a typical menu – such as the one from [En casa [PDF 406KB]](https://encasa.com.au/wp-content/uploads/2022/08/Table-Menu-Pitt-Street.pdf) – and discuss, for example asking which items students recognise, which items they have tried and what they think the dishes they haven’t tried will taste like using the phrase *me parece/n [*adjective*]*. Introduce ‘*me gustaría’* in the context of ordering food in a café or restaurant. Write the question *¿Qué quiere para beber/comer?* and the answer *Me gustaría beber/comer* [food/drink]. Using the food/drink cards from the [‘Describing preferences – card game’ resource [DOCX 1184 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-describing-preferences-card-game.docx), demonstrate an interaction with the questions and answers on the board. Draw a food/drink card from the pile, for example, a picture of water and ask the question *¿Qué quiere para beber?* Refer to the modelled response on the board, and co-create the correct answer with the students, *Me gustaría beber agua*. Use a food and a drink when demonstrating the examples so both forms of the sentence are modelled. Students work in pairs or small groups, drawing a card and practising ordering the item on the card using the structures modelled on the board. You could create different cards with different food or drinks.**Use structures and features of the grammatical system to interact (ML4-INT-01)**
* Using slide 7 of the [‘Sentence builders and conversation scaffolds’ resource [PPTX 350 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-sentence-builders-and-conversation-scaffolds.pptx), play a game of ‘Mind reader’. Write a sentence on a mini whiteboard or somewhere else concealed from the students. Call on one student to construct a meaningful sentence from the sentence builder and say it out loud. Repeat the sentence back to the student to reinforce correct pronunciation. Tell the class whether the guess for each column of the sentence builder is correct or not by providing a grid on the board to represent each column of the sentence builder and ticking and crossing the appropriate columns. For example, if your sentence is *Me gustaría* *comer las gambas al ajillo y beber el zumo de naranja* and the student guesses *Me gustaría comer las albóndigas y beber el agua*, you would place a tick in the first, second and fourth columns and a cross in the third and fifth columns. **Use structures and features of the grammatical system to create texts (ML4-CRT0-01)**
* Using the [‘*Me gustaría* – one pen one dice’ resource [DOCX 82 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-me-gustaria-one-pen-one-dice.docx), students play a game of ‘One pen, one dice’ in pairs or small groups, racing each other to translate sentences. **Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01); Socialise with peers (ML4-INT-01)**
* Use the [‘*Una conversación al restaurante’* resource [DOCX 86 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-una-conversacion-al-restaurante.docx) to familiarise students with the format of a conversation for the mini task. Students complete the related activities in the resource. **Develop and use comprehension strategies to interpret information, opinions and ideas in texts (ML4-UND-01)**
* From the dialogue in [‘*Una conversación al restaurante’* resource [DOCX 86 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-una-conversacion-al-restaurante.docx), focus on the conversational fillers *No sé; ¿Y tú?*; *A ver* and *pues.* Discuss why they are useful in a conversation. Play a ‘brain break’ activity to develop a sense of spontaneity and fluency when using conversation fillers. With the students, devise gestures to represent the four expressions for ‘I don’t know’, ‘And you?’, ‘Let’s see’, and ‘Well…’. Students stand in a circle and must call the name of another student and make one of the gestures. The other student must respond with the correct phrase that matches the gesture in Spanish. Continue until all students have had a turn. Recommence the game in reverse, giving the student a phrase that they must match with the correct gesture. Alternatively, play a version of Simon says where the students must do the gestures as you call them out. If they make the incorrect gesture, they must sit down. Play until there is one student standing. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01); Use language that is appropriate to cultural practices and values to interact (ML4-INT-01)**
* Provide the students with the [‘*Una conversación al restaurante’* resource [DOCX 86 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-una-conversacion-al-restaurante.docx) that has been cut into sections to separate it into roles. Have the students work in groups of 3 to reconstruct it, without referring to the original. This can be done digitally as a class, using the interactive whiteboard or similar. Students then practise reading the conversation aloud in their group. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01)**
* Provide students with the [‘Restaurant relay’ resource [DOCX 1386 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-restaurant-relay.docx). Students participate in a relay where they take the role of restaurant servers and customers to practise ordering food or drinks in a restaurant. **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**
* **Exit ticket** – show students a food and a drink. They must place their order in Spanish using the correct phrases for what they would like to eat and drink. **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**

### Mini task – progress checkpoint

Table 6 – mini task – progress checkpoint 3

|  |
| --- |
| Mini task – restaurant role play |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students to create a conversation between 2–3 customers and a restaurant server, working in groups of 3–4. Students refer to the [‘Mini task 3 menu’ resource [DOCX 226 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-mini-task-3-menu.docx) provided to discuss their preferences and order food. Students can perform the dialogue for the class or record the dialogue and submit to the teacher.  The conversation must include:   * 1–2 interactions with their friend about their preferences with justification * a comment about a menu item they haven’t tried * an explanation as to why they would or would not like to eat or drink a certain item * interactions with the restaurant server to place their order * a comparison between dishes on the menu * conversation fillers, appropriate greetings and etiquette.   **Create imaginative texts; Use familiar text features; Use language that is appropriate to cultural practices and values to create texts; Use structures and features of the grammatical system to create texts (ML4-CRT-01)**  Students should consult the marking guidelines for the final summative task, to check for understanding of language and expectations and apply these to the mini task, as well as set future learning goals.  **Peer feedback** – students use the 4-square criteria to give feedback on another group’s conversation script. |

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate this task for a range of learners. Adapt or design alternatives to meet the needs of students in your class.

**High potential and gifted students** – students design an authentic menu for a Spanish restaurant, including a description of the dishes and their prices

**Advanced proficiency**–students create their own conversation, adding more conversation topics from previous units and/or with additional vocabulary that they have independently sourced. Students may also interact using the menu to facilitate a spontaneous interaction with a partner.

**Students requiring additional support** – students can be given a copy of the conversation as a cloze passage with a word bank to complete the passage. Alternatively, provide the [‘Mini task 3 restaurant conversation scaffold’ resource [DOCX 79 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-mini-task-3-restaurant-conversation-scaffold.docx) to support students.

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in Spanish that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and when you need it by.

 **Teacher reflection and evaluation** – *reflect on the unit of work, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.*

# Evaluation and variation

 *Record any variations you implemented, including extensions and adjustments implemented to support student learning, for students with special education needs. The evaluation can include feedback from students.*

# Registration

Teacher name:

Teacher signature:

Date:

# Appendix A

## Sample summative assessment task

### Outcomes and content

**ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding**

* Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas
* Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts
* Use knowledge of structures and features of the grammatical system to understand and respond to texts

**ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language**

* Creates informative texts to describe and share information about themselves and their personal world
* Uses relevant and familiar vocabulary from a range of themes to create texts
* Uses structures and features of the grammatical system to create texts

### Task

**Part A: Understanding texts (ML4-UND-01)**

Read a post from the ‘*Nuestros sabores, tus sabores*’ food blog, written by a Spanish-speaking teenager. The post includes details about his family’s eating habits and his own personal preferences. Answer a series of questions in English to demonstrate your understanding of the text.

### Stimulus text

Access the text and questions from the [‘Summative task stimulus text – *Nuestros sabores, tus sabores* blog post’ resource [DOCX 1107 KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-summative-task-stimulus-text.docx). Alternatively, text and questions are below.

*Hola, me llamo Carlos y tengo dieciséis años. Vivo en Cádiz con mi madre, mi padre y mi hermano menor que se llama Juan. Me gusta mucho la comida española. Para el desayuno, normalmente como tostadas con aceite de oliva. A veces también como cereales con leche y fruta. Siempre bebo un café, me gusta mucho. Como la comida en la escuela en la cafetería. Cuatro veces a la semana como un bocadillo con jamón y tomate y una ensalada. Los jueves como una hamburguesa con patatas fritas y bebo un zumo de naranja. También yo siempre como fruta o yogur en la escuela. Mi amigo Juan come una pizza todos los viernes, pero a mí no me gusta nada la pizza, es más salada que las hamburguesas. En casa como muchos platos diferentes: la paella, la tortilla de patatas, y pollo con verduras. Prefiero la paella, es mi plato favorito. Me gusta la paella porque es muy sabrosa y me gustan el arroz y las gambas. A menudo de primer plato como albóndigas, son ricas. De postre, me gusta mucho comer el helado de vainilla. A veces, como churros con chocolate. Son más dulces y ricos que el helado de vainilla. Los fines de semana como tapas en un restaurante con mi familia. Hay muchas tapas diferentes pero mi favorito es las croquetas. No me gustan nada los refrescos, son muy dulces. Nunca bebo Coca-Cola. Prefiero beber el agua o el zumo. En resumen, me gustan mucho los platos y la variedad de la cocina española.*

### Comprehension questions

Read the text and respond to the questions in English:

1. How often does Carlos drink coffee for breakfast and why?

|  |
| --- |
|  |

1. Outline the foods and drinks that Carlos consumes at school, including how frequently he has them.

|  |
| --- |
|  |
|  |

1. How do Juan and Carlos' taste for pizza differ?

|  |
| --- |
|  |

1. Complete the table with Carlos’ ideal choices. Provide reason(s) with reference to the text.

|  |  |  |
| --- | --- | --- |
| Course | Choice | Reason |
| Entrée |  |  |
| Main meal |  |  |
| Dessert |  |  |
| Drink |  |  |

**Part B: Creating texts (ML4-CRT-01)**

Create a post in response to the teenager, in Spanish, outlining your eating habits and some of your food or drink preferences. Include:

* what you typically eat at 2 different mealtimes
* at least one food or drink you enjoy, with reason(s), and how often you eat or drink it
* at least one food or drink you do not like, with reason(s), and comparing it to another food or drink
* 1–2 Spanish foods that you have never eaten and a reason why you would or would not like to try them.

### Marking guidelines

Table 7 – marking guidelines for Part A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| ML4-UND-01   * Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas | Responds in English, providing all relevant information relating to:   * meals and mealtimes * frequency * preferences for foods and drinks, with reason(s). | Responds in English, providing most of the relevant information relating to:   * meals and mealtimes * frequency * preferences for foods and drinks, with reason(s). | Responds in English, identifying some relevant information relating to:   * meals and mealtimes * frequency * preferences for foods and drinks, with reason(s). | Responds in English to some information relating to:   * meals and mealtimes * frequency * preferences for foods and drinks and/or reason(s). | Attempts to identify some relevant information. |

Table 8 – marking guidelines for Part B

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| ML4-CRT-01   * Create informative texts to describe and share information about themselves and their personal world * Use relevant and familiar vocabulary from a range of themes to create texts | Creates a detailed text, with a high level of accuracy, that includes:   * what they typically eat for at least 2 mealtimes * at least one food or drink they enjoy, with reason(s) and how often they eat or drink it/them * at least one food or drink they do not like, with reason(s) and a comparison with another food or drink * 1–2 Spanish foods that they have never eaten and a reason why they would/would not like to try it/them * a range of relevant vocabulary. | Creates a detailed text, with minor errors, that includes:   * what they typically eat for at least 2 mealtimes * at least one food or drink they enjoy, with reason(s) and how often they eat or drink it/them * at least one food or drink they do not like, with reason(s) and a comparison with another food or drink * 1–2 Spanish foods that they have never eaten and a reason why they would/would not like to try it/them * a range of relevant vocabulary. | Creates a text, with errors that do not affect meaning, that includes most of the following:   * what they typically eat for 2 mealtimes * one food or drink they enjoy, with reason(s) and how often they eat or drink it * one food or drink they do not like, with reason(s), and a comparison with another food or drink * at least one Spanish food that you have never eaten and a reason why they would/would not like to try it * some relevant vocabulary. | Creates a text, with errors that may affect meaning, that includes some of the following:   * what they eat at mealtimes * a food or drink preference * a food or drink comparison * Spanish food that they would like/not like to try * relevant vocabulary. | Creates a text with simple phrases and/or single words. |
| * Use structures and features of the grammatical system to create texts | Uses a variety of structures and features of the grammatical system, with a high level of accuracy, including:   * adjectives with correct agreement * the verbs *gusta/gustan* and *parece/parecen* * the comparative structure *más…que* * adverbs to express frequency * compound sentences. | Uses a variety of structures and features of the grammatical system, with minor errors, including:   * adjectives with correct agreement * the verbs *gusta/gustan* and *parece/parecen* * the comparative structure *más…que* * adverbs to express frequency * compound sentences. | Uses structures and features of the grammatical system, with some errors, including:   * adjectives with correct agreement * the verbs *gusta/gustan* and *parece/parecen* * the comparative structure *más…que* * adverbs to express frequency * compound sentences. | Uses structures and features of the grammatical system, with errors that may hinder comprehension, including some of the following:   * adjectives with correct agreement * the verbs *gusta/gustan* and *parece/parecen* * the comparative structure *más…que* * adverbs to express frequency * compound sentences. | Attempts to apply structures and features of the grammatical system. |

## Sample student response

This sample is provided as a guide to demonstrate the intentions of the task aligned to the unit and the marking guidelines. Responses will vary and the task, marking guidelines and sample may be adjusted to suit your context.

This is an example of a Grade A response.

### Part A

#### Comprehension questions

1. How often does Carlos drink coffee for breakfast and why? **He always drinks it because he really likes it.**
2. Outline the foods and drinks that Carlos consumes at school, including how frequently he has them.

**Four times a week he eats a sandwich with ham and tomato and a salad. He always eats fruit or yoghurt at school too. On Thursdays he eats a hamburger with fries and he drinks orange juice.**

1. How do Juan and Carlos' taste for pizza differ?

**Carlos doesn’t like pizza at all. He says it’s saltier than hamburgers. Juan likes pizza as he eats it every Friday.**

1. Complete the table with Carlos’ ideal choices. Provide reason(s) with reference to the text.

|  |  |  |
| --- | --- | --- |
| Course | Choice | Reason |
| Entrée | croquettes or meatballs | Croquettes are his favourite tapas and he says that meatballs are delicious. |
| Main meal | paella | It’s his favourite, he likes rice and prawns. |
| Dessert | churros | He says they’re sweeter and more delicious than ice cream. |
| Drink | water or juice | He doesn’t like soft drinks, they’re very sweet. He says he prefers water or juice. |

### Part B

*Hola! Me llamo David y tengo catorce años. Para el desayuno como cereales con leche y bebo zumo de naranja. Para la pausa como un bocadillo, galletas y fruta.*

*Me gusta mucho el pollo con verduras porque es muy sabroso. Como pollo dos veces por semana.*

*No me gustan los refrescos, son muy dulces. Son más dulces que el zumo.*

*Nunca he probado la paella pero me parece salada y sabrosa. Nunca he probado las croquetas. Me parecen muy ricas.*

Translation:

Hello! My name is David and I am 14 years old. For breakfast I eat cereal with milk and I drink orange juice. For recess every day I eat a sandwich, biscuits and fruit.

I really like chicken with vegetables because it’s very tasty. I eat chicken twice a week.

I don’t like soft drinks, they’re very sweet. They are sweeter than juice.

I have never tried paella but it looks salty and tasty. I have never tried croquettes. They look very delicious.

# Appendix B – unit of work infographic for students

To support student engagement in the unit, the [Stage 4 Spanish – ‘To the table!’ infographic [PDF 2.06 MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-spanish-at-the-table.pdf) gives students a visual guide of the unit’s learning pathway. You can also access an [editable version](https://www.canva.com/design/DAFvgB3KuIg/cH-8yI1UO8YWClhWZFoWTA/view?utm_content=DAFvgB3KuIg&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to amend for your own context. Using visual learning journeys also supports [Embedding Aboriginal pedagogies in language teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/embedding-aboriginal-pedagogies-in-language-teaching) through Learning Maps – explicitly mapping or visualising processes.



# About this resource

The target audience for this resource is teachers of Stage 4 Spanish.

* Email questions and feedback about this resource to [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au) using the subject line ‘Stage 4 Spanish’.
* This resource will be reviewed in 12 months’ time as part of ongoing internal evaluation.
* Created/last updated: 25 July 2023

Please complete the [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kd-DQpO7ustDkqkHBLk4v2FUQktWOUQ3UkE5RjRBVkw3STA3WlJOUjVQOC4u) to help us improve our resources and support.

## How to use this resource

This 10-week unit can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration, and differentiating for learning needs and learner groups. You can learn more about differentiation by accessing the department’s [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies). The learning, teaching and assessment strategies and assessment task are suggestions only.

## Supporting students with disability

When using this unit of work, the assessment task and embedded scaffolds, planners and teaching and learning activities consider the needs of students with disability to ensure inclusivity for student access, engagement and expression in lessons.

Considerations may include:

* providing scaffolds as an option for all students to use when needed to guide their response
* providing a visual list of key vocabulary and phrases
* providing options for student expression using their preferred mode of communication
* using closed captions (with English translation setting where appropriate) and/or provide transcripts for deaf or hard of hearing students
* providing documents digitally and/or orally as well as on paper so that they may be accessed by means such as screen readers
* advising students of accessibility options for websites used in the unit such as Quizlet such as large font and voice over options.

Adjustments are recommended to cater to your class’s learning needs. This could include how students will present their work and communicate their understanding.

Appropriate adjustments may include:

* use of explicit instructions and defining key terms or concepts
* simplified or modified practical activities
* use of pictures and diagrams, clearly labelled to support students to access the tasks
* speech-to-text or augmentative communication devices.

Tailoring the mini task – progress checkpoints should provide an equitable opportunity for all students to demonstrate their understanding and receive quality feedback to improve learning outcomes.

## Additional support for EAL/D students

When using this resource, it is important to consider the needs of EAL/D students’ backgrounds when adapting teaching and learning activities. Considerations may include:

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

## Evidence base

This unit of work supports the following themes from [‘What works best’: 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update#Summary1) (CESE 2020):

* high expectations
* explicit teaching
* effective feedback
* assessment.

## Further information

* Aligned to system priorities and/or needs: [NSW Department of Education 2018-2023 Strategic Plan](https://education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan#Downloads5) – *academic achievement*
* Aligned to [School Excellence Framework](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/school-excellence-and-accountability/media/documents/SEF_Document_Version_2_2017_AA.pdf): *Learning domains – curriculum; assessment; Teaching domain – effective classroom practice*
* Consultation: MulticulturalEducation

# References

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1. Resources for this unit are for food typical to Spain, these food items can be adjusted according to the cultural knowledge of the teacher as appropriate. [↑](#footnote-ref-2)