R–10 Languages (Alphabetic)
Teaching Resource
ACKNOWLEDGMENTS

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- R–7 English teaching resource
- 8–10 English teaching resource (Draft Jan 04)
- R–7 Mathematics teaching resource
- 8–10 Mathematics teaching resource (Draft Jan 04)
- R–10 Science teaching resource (Draft Jan 04)
- R–10 Arts teaching resource (Draft Feb 04)
- R–10 Health and Physical Education teaching resource (Draft May 04)
- R–10 Society and Environment teaching resource (Draft May 04)
- R–10 Design and Technology teaching resource (Draft May 04)
- R–10 Languages (Non-alphabetic) teaching resource (Draft July 04)
- R–10 Languages (Australian Indigenous) teaching resource (Draft August 04).
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INTRODUCTION

The South Australian Curriculum, Standards and Accountability (SACSA) Framework elaborates three broad groupings of languages:

- alphabetic (alpha) languages including French, German, Greek, Indonesian, Italian, Spanish and Vietnamese
- non-alphabetic (non-alpha) languages including Chinese and Japanese
- Australian Indigenous languages including Adnyamathanha, Antikirinya, Arabana, Kaurna, Narangga, Ngarrindjeri, Pitjantjatjara, Wirangu and Yankunytjatjara.

This teaching resource is one in a series of companion documents to the SACSA Framework and provides specific support for planning, teaching and learning for the alpha languages. It has been written by junior primary, primary and secondary teachers with the support of and in collaboration with curriculum officers, language specific support services and professional associations.

Support for using the SACSA Framework

The purpose of this document is to provide support for teachers in planning, programming and assessing using the SACSA Framework.

This teaching resource details a sample range of learning descriptors relating to the Key Ideas and Outcomes in languages (alphabetic) R–10. These descriptors, in dot point format:

- make explicit the knowledge, skills and understandings reflected in the Key Ideas and Outcomes
- make consistent the expectations for learning at specific year levels within and across sites
- are written from the learner’s perspective
- help to make explicit the development of Essential Learnings identified within each Key Idea
- help to make explicit the teaching and learning processes of this Learning Area
- make visible the literacy and numeracy practices of the Learning Area
- provide examples for the use of a range of ICTs sequenced developmentally across the Bands.

Assessment to support learning is maintained as a focus throughout the resource.

The learning descriptors are not prescriptive. They describe the possible growth points of learners as they progress towards demonstrating Outcomes to reach a Standard. Learning does not develop in a linear fashion. Teachers will continue to use their professional knowledge, skills and judgment to provide the rich array of learning experiences that cater for all learners in their classrooms. This teaching resource is a tool to support this process.

Planning for teaching and learning

When using this resource for planning teaching and learning, teachers will also need to engage with the following core principles:

- Learning involves building on prior knowledge, with learners active in constructing their own learning as they progress through cycles of growth.
- Linked and integrated learning with other Learning Areas are vital components of program planning and learning development.
- Equity Cross-curriculum Perspectives and Enterprise and Vocational Education are critical considerations.
In the Early Years, when planning for teaching, learning and assessing children’s progress, it is important that teachers refer to the Developmental Learning Outcomes. The Overview of Key Ideas and Developmental Learning Outcomes chart has been included at the beginning of the Early Years section, particularly for use by those teachers of Reception and Year 1 children.

The languages Learning Area

Languages learning is structured around three main interrelated strands of learning:

• communication
• understanding language
• understanding culture.

Communication is further subdivided into the four sub-strands of listening, speaking, reading and writing.

Communication in this document shows a gradual progression to operating successfully in the target language. It involves knowing and using appropriate language to participate in meaningful interactions with increasingly diverse audiences.

Understanding language deals with the complexities of understanding language as a system and learning to manipulate various parts of that system to make meaning. Through learning a language, children and students are encouraged to articulate what they discover about the similarities between their first and second (or more) languages and to move flexibly between them. Through understanding language, learners also develop the basic ability to learn skills, which form a sound foundation for lifelong learning.

In understanding culture learners engage with diverse concepts and values. Through this learning they have the opportunity to identify and examine their own cultural values, to further develop an understanding

and acceptance of similarities and differences and an awareness of the validity of diverse cultural systems.

Format of this resource

The format of this document has been developed:

• for practical use by teachers
• to ensure consistency across Curriculum Bands
• with consideration to the organisation of the SACSA Framework including the following pattern:

<table>
<thead>
<tr>
<th>Year Levels, Key Ideas and Outcomes, and Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
</tr>
<tr>
<td>Key Ideas and Outcomes</td>
</tr>
<tr>
<td>Standards</td>
</tr>
</tbody>
</table>

To meet these purposes the document:

• in Pathway 1A, for second language learners beginning at Reception, is organised in Standards:
  - Reception, Years 1 and 2, working towards and at Standard 1
  - Years 3 and 4 working towards and at Standard 2
  - Years 5 and 6 working towards and at Standard 3
  - Years 7 and 8 working towards and at Standard 4
  - Years 9 and 10 working towards and at Standard 5

• in Pathway 1B, for second language learners beginning at Year 8, is organised in Standards:
  - Years 8 and 9 working at Standard 4 and towards Standard 5
  - Years 9 and 10 working towards and at Standard 5

• shows the interconnectedness of the three strands as well as connecting learning in this area to other Learning Areas
• contains a concept map to illustrate how the three strands are interwoven and how this document has been developed
• provides a focus of achievement for each Essential Learning, which is summarised at the start of each Standard
• demonstrates how language can be developed through an overriding concept (eg the power of language—Pathway 1A, years 7–10), which can then be addressed at particular year levels through a learning cycle (eg the language of advertising—year 7). This structure is supported by assessment tasks at the end of each learning cycle
• provides examples of content at particular levels, while not constraining the possibilities to these examples
• provides language specific pages for French, German, Greek, Italian, Indonesian, Spanish and Vietnamese, describing linguistic items and cultural aspects relevant to some of the suggested content
• includes cross-referencing to allow navigation between Standards and strands
• provides language specific bibliographies with examples of resources, including written, audio, video and electronic texts.

The blend of the three languages strands enables learners to build on their previous knowledge, skills and understandings and to make significant progress in the development of each of the five Essential Learnings.

Both formal and informal assessment strategies are important in languages education. It is essential that assessment is inclusive of all children and students and focuses on the process of learning rather than the product. A range of assessment practices to assess participation, skill development, behaviour, attitude and application in a range of contexts and situations should be used. Methods that could be used include: analysis, anecdotal record sheets, cooking, conferencing, observation checklists, peer assessments, problem solving, role-playing assertiveness and communication skills, rubrics, skills checklists, students’ logs, student self-assessments, and written tests.

To further assist in planning, programming and assessing:
• a copy of this document in Word format is available on the SACSA website. This format allows teachers to cut, paste and modify the document to suit individual needs. Go to <http://www.sacsa.sa.edu.au/companion>
• a professional development package, Planning for teaching and learning, which includes a PowerPoint presentation, has been developed to support use of this and the other SACSA Companion Documents and is available also on the SACSA website. Go to <http://www.sacsa.sa.edu.au/companion>.

Feedback
You are encouraged to trial this draft resource during term 3, 2004. Please refer to the Feedback Form, inserted at the centre of this document. Your feedback will be most appreciated. Workshops involving teacher-writers are also planned for term 4, 2004 to refine this document in response to the feedback.

In the meantime, if you wish to provide feedback or obtain further information, please contact:

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Understanding language is about:

- Reflecting on language in use and the uses of language.
- Generating awareness of the nature of the target language and of first language.
- Understanding how language works as a system.
- Recognising the power of language for people as individuals and as members of society.

Understanding culture is about:

- Developing an understanding of the interrelationship of language and culture, and of the influences which culture has on language.
- Engaging with, and accepting, the diverse concepts and values of another culture.
- Identifying and examining one’s own concepts and cultural values.

Communication is about listening, speaking, reading and writing

Applying knowledge of language concepts in the target language for a range of purposes and in a range of cultural contexts.

Developing and applying communication skills that enable the interpretation of and expression of thought, feeling and experience through a variety of spoken and written texts.

Having direct access to the world of knowledge, ideas and values in the target language.
Overview Of Key Ideas And Developmental Learning Outcomes: BIRTH To AGE 5

Please refer print copy available in schools or the PDF version on this website.
Learning Area: Languages (alpha) Pathway 1A

Band: Early Years (Years R–2)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

Futures
Learners begin to:
• question aspects of their own and the target language culture
• develop an understanding that they live in a world that can be discovered through target language words and images
• appreciate that there are similarities and differences between cultural groups.

Identity
Learners begin to:
• identify personal likes and dislikes about their immediate world
• develop awareness of their social and cultural heritage
• express personal identity in the target language, linking their existence to a wider world.

Interdependence
Learners begin to:
• contribute to shared goals
• explore and compare relationships within their own and other communities
• understand that they are part of a connected world.

Thinking
Learners begin to:
• experiment with the target language
• create meaning in the target language through predicting
• create the target language sounds and concepts using a range of thinking styles.

Communication
Learners begin to:
• use verbal and non-verbal methods of communicating in the target language
• engage in purposeful tasks using the target language within their school community
• evaluate ways they can be active communicators.
Learning Area: Languages (alpha) Pathway 1A
Strand: Communication
Band: Early Years
Standard: 1

KEY IDEAS
(refer page 10 for DLO overview)

LISTENING
(refer p20 for Years 3–4)

OUTCOMES

<table>
<thead>
<tr>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towards Standard 1</td>
<td>Towards Standard 1</td>
<td>Standard 1</td>
</tr>
</tbody>
</table>

Children listen and respond to words, phrases and texts to recognise meaning. They learn about the language by identifying patterns and connections within and between language systems. In T C KC1 KC2 KC5 relating to outcome 1.1

The following sample learning descriptors explore the concept of target language learning communities within a global context.

- Listens and responds to basic greetings in the target language, using rehearsed familiar words and phrases (eg ‘hello’, ‘goodbye’).

- Responds appropriately in the target language to simple questions about their name, age, brother, sister, pet (eg by a puppet).

- Shows understanding of simple requests by listening to and following basic instructions in the target language, aided by non-verbal cues from the teacher (eg stand up, sit down, come here).

- Acknowledges patterns heard in poems, songs and stories by listening in the target language and responding non-verbally (eg clapping when pattern is heard).

- Listens and responds confidently and appropriately to selected greetings in the target language from the teacher and classmates (eg ‘hello’, ‘good morning’, ‘good afternoon’).

- Listens to sentence patterns in the target language and describes them to the teacher in English (eg ‘here is …’ or ‘this is …’).

- Listens and accurately reproduces target language sounds by participating in phonetic activities (eg rhyming words, nonsense words, difficult sounds).

- Responds to a verbal cue in the target language, using a simple language pattern modelled by the teacher, and then provides verbal cue to others (eg plays ‘Toy Box’ game by taking turns).

- Responds appropriately to a variety of greetings in the target language (eg in the morning, in the afternoon, formal, informal).

- Responds to simple personal questions in the target language (eg ‘How are you?’).

- Follows and gives instructions in the target language (eg ‘name’, ‘please sit next to me’, ‘come to the canteen’).

- Responds and makes a connection between a description and an object, in the target language (eg plays the game ‘I spy with my little eye’ as a whole class or in a small group).

SAMPLE ASSESSMENT

- Demonstrates an understanding of the contents of a repetitive song or rhyme in the target language by making appropriate actions or gestures.

- Demonstrates understanding in the target language of simple patterned phrases by correctly matching a description of a toy to its owner.

- Listens for and continues a pattern in a game, song or rhyme in the target language (eg ‘Brown bear, brown bear’ or ‘One, two, buckle my shoe’).

- Makes connections between words and phrases and their meanings in spoken texts.
## LEARNING AREA: LANGUAGES (ALPHA) PATHWAY 1A

**Strand: Communication**  
**Band: Early Years**  
**Standard: 1**

### KEY IDEAS

(Refer page 10 for DLO overview)

- Children engage in action-related talk to share meaning. They learn to use the language in the context of everyday experience and routines.  
- SPEAKING

### OUTCOMES

<table>
<thead>
<tr>
<th>Reception Towards Standard 1</th>
<th>Year 1 Towards Standard 1</th>
<th>Year 2 Standard 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPEAKING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops an understanding that letter and sound blends vary in different languages (eg explores sounds and words in English and the <strong>target language</strong> through songs, games and stories).</td>
<td>Develops pronunciation skills and confidence in using the <strong>target language</strong> by experimenting with the sounds of the <strong>target language</strong> and using them to make up words.</td>
<td>Uses the names in the <strong>target language</strong> of two animals and combines them to make an imaginary animal, illustrating and labelling the imaginary animal (eg the <strong>target language</strong> equivalent to a ‘cog’ and a ‘dow’).</td>
</tr>
<tr>
<td>Speaks, using a simple language structure in the <strong>target language</strong> to describe an aspect of themselves (eg name, age, pet).</td>
<td>Confidently answers simple questions using one or more sentences in the <strong>target language</strong> (eg ‘My name is …’, ‘I live in …’).</td>
<td>Asks and answers simple questions in the <strong>target language</strong> to exchange personal information (eg ‘How are you?’, ‘Where do you live?’).</td>
</tr>
<tr>
<td>Demonstrates spoken <strong>target language</strong> skills by performing songs with appropriate actions.</td>
<td>Introduces themselves to the class using given language structures in the <strong>target language</strong> (eg uses an animal puppet).</td>
<td>Uses rehearsed <strong>target language</strong>, naming objects and introducing themselves (eg presents a puppet show to the class with a partner).</td>
</tr>
<tr>
<td>Demonstrates awareness of specific sounds of the <strong>target language</strong> by teaching a simple song or rhyme to an adult, who records phonetically what is heard.</td>
<td>Reproduces sounds and intonations in the <strong>target language</strong> (eg mimicks the teacher).</td>
<td>Experiments with rehearsed spoken <strong>target language</strong> to change meaning within a known structure (eg ‘I like dogs’, ‘I like ice cream’).</td>
</tr>
</tbody>
</table>

### SAMPLE ASSESSMENT

<table>
<thead>
<tr>
<th>Reception Towards Standard 1</th>
<th>Year 1 Towards Standard 1</th>
<th>Year 2 Standard 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAMPLE ASSESSMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works in pairs to present in the <strong>target language</strong> a celebratory song or rhyme from the <strong>target language</strong> culture, and takes turns to perform words and actions.</td>
<td>Creates a presentation in the <strong>target language</strong> and uses it to introduce themselves to the class (eg a drama scene, a Kid Pix presentation, a PowerPoint presentation).</td>
<td>Demonstrates, in the <strong>target language</strong>, how to initiate social interaction with someone new (eg ‘Hello. How are you? My name is …’).</td>
</tr>
</tbody>
</table>

1.2 Uses words and phrases to identify or name objects, in social interaction and action-related talk.  
C KC1 KC2 relating to outcome 1.2
## Learning Area: Languages (alpha) Pathway 1A
### Strand: Communication
#### Band: Early Years
#### Standard: 1

### KEY IDEAS
(Refer page 10 for DLO overview)

### READING
(Refer p22 for Years 3–4)

<table>
<thead>
<tr>
<th>Reception Towards Standard 1</th>
<th>Year 1 Towards Standard 1</th>
<th>Year 2 Standard 1</th>
</tr>
</thead>
</table>
| Children view, read and interact with multimodal texts to recognise and make meaning. They learn about the language by identifying patterns and connections within and between language systems. In TC KC1 KC5 relating to outcome 1.3 | - Demonstrates understanding of word meanings in the target language (e.g., reads and matches target language word flash cards to pictures of celebrations from the target language culture).  
- Recognises different symbols in the target language written alphabet (e.g., reads them in order from a poster and then from random flash cards).  
- Shows understanding of simple repetitive text (e.g., reads along with the class and predicts what happens next).  
- Makes connections between words, symbols and pictures (e.g., by playing reading games with flash cards—Hidden Treasure, Which One’s Missing?). | - Uses picture clues to understand target language written text read aloud by the teacher (e.g., using a target language culture picture book).  
- Identifies symbols and letter combinations of target language text (e.g., participates in discussion and shared reading of a Big Book).  
- Shows awareness of meaning of a repetitive text in the target language by participating in a shared reading of a Big Book and contributing to discussion about what it means.  
- Differentiates between words in the target language by locating appropriate information within charts, tables and posters (e.g., repeated words, capital letters). |

### OUTCOMES

<table>
<thead>
<tr>
<th>1.3 Makes connections between words and phrases and their meanings in written texts. In TC</th>
</tr>
</thead>
</table>

### SAMPLE ASSESSMENT

- Identifies, from a group of words in the target language, words associated with specific celebrations (e.g., birthdays, name days).

### SAMPLE ASSESSMENT

- Places the appropriate words in phrases (e.g., by playing a memory game where a key word card is matched with a picture phrase card that has the key word in the phrase removed).

### SAMPLE ASSESSMENT

- Conveys meaning by reading to the teacher, using appropriate intonation, a short familiar text of up to three sentences, predicting key missing words.
## Learning Area: Languages (alpha) Pathway 1A
### Strand: Communication  
**Band: Early Years**  
**Standard: 1**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>WRITING</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reception</strong></td>
<td><strong>Towards Standard 1</strong></td>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td><strong>Children develop writing skills, moving from tracing or copying to self-constructed writing of key words or phrases to share meaning.</strong></td>
<td><strong>Learns vocabulary relating to family celebrations by tracing and attempting to copy words in the target language.</strong></td>
<td><strong>Learns by writing target language vocabulary through accurately copying words from a variety of sources (eg from books, posters, whiteboard).</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Practises writing words in the target language by using various media and tools (eg paint, keyboard, chalk, plasticine, felt pens).</strong></td>
<td><strong>Selects appropriate target language words from texts and writes labels for objects (eg labels for body parts).</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Traces a noun in the target language and demonstrates its meaning (eg labels work by tracing a noun and drawing a line from it to the relevant picture).</strong></td>
<td><strong>Writes words in the target language to complete rehearsed sentences and illustrates them to demonstrate meaning (eg ‘I have a …’).</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Uses target language written text in context (eg traces greetings in speech bubbles and then cuts and sticks them onto the appropriate characters on a sheet).</strong></td>
<td><strong>Writes meeting and greeting phrases in the target language and illustrates them to demonstrate meaning (eg creates a cartoon strip with speech bubbles that shows characters meeting and greeting).</strong></td>
</tr>
<tr>
<td><strong>SAMPLE ASSESSMENT</strong></td>
<td><strong>Writes relevant target language cultural event words in the target language, contributing labels to a class display (eg wedding, festival, family celebration).</strong></td>
<td><strong>SAMPLE ASSESSMENT</strong></td>
</tr>
</tbody>
</table>

1.4 Shares meaning by selecting words and phrases to create a text.  
In T C KC2
### Learning Area: Languages (alpha) Pathway 1A

**Strand: Understanding language**  
**Band: Early Years**  
**Standard: 1**

#### KEY IDEAS
- Children interact with each other using language to understand that meaningful language learning and use develops through questioning and recognising patterns and relationships in language. They learn to appreciate that diversity exists between language systems.

**In T C KC1 KC5 KC6 relating to outcome 1.5**

#### OUTCOMES

<table>
<thead>
<tr>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
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<tbody>
<tr>
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<td>Towards Standard 1</td>
<td>Standard 1</td>
</tr>
</tbody>
</table>

**SAMPLE ASSESSMENT**

**Acknowledges similar sounds or rhyming words in the target language that are heard in a song or rhyme (eg identifies sounds by raising hand).**

**SAMPLE ASSESSMENT**

**Demonstrates, in the first person and using a prop, use of given structures in the target language (eg uses a puppet/toy animal to make introductions—‘Hello. I am … I live in … I am … years old’).**

**SAMPLE ASSESSMENT**

**Demonstrates use of language conventions by creating an imaginary friend from the target language culture and introducing them with an appropriate greeting, including personal information such as name, age and nationality.**

**SAMPLE ASSESSMENT**

**Recognises similarities in language conventions in the target language and English by identifying, with support, words that look and/or sound the same.**

**SAMPLE ASSESSMENT**

**Practises and completes patterns used in the target language (eg ‘I live in …’, ‘I am … years old’) and demonstrates understanding by constructing own patterns in new contexts.**

**SAMPLE ASSESSMENT**

**Distinguishes new sounds of the target language (eg by listening to the sounds and recording the appropriate letters).**

**SAMPLE ASSESSMENT**

**Recognises similarities between English and the target language (eg lists shared words from an authentic text such as a poem, label or list).**

**SAMPLE ASSESSMENT**

**Practises and demonstrates use and knowledge of the target language (eg practises with a partner meaningful dialogue in the target language and presents the interaction to a class audience).**

**SAMPLE ASSESSMENT**

**Recognises that words and concepts do not directly translate from English into the target language (eg practises patterns of speech in the target language that do not directly translate from English to the target language—‘She calls herself’, ‘She is called’).**

**SAMPLE ASSESSMENT**

**Recognises similarities between English and the target language (eg lists shared words from an authentic text such as a poem, label or list).**

**SAMPLE ASSESSMENT**

**Distinguishes key features of the language system, and connections between languages.**

**In T C KC1**
### Key Ideas

Children analyse specific cultural practices and values, and how to relate learning to their own experience. They develop self-awareness and a sense of self-worth and potential, and appreciate the diversity of cultures to which people belong. **Id In T KC1**

### Outcomes

<table>
<thead>
<tr>
<th>Reception Towards Standard 1</th>
<th>Year 1 Towards Standard 1</th>
<th>Year 2 Standard 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children</strong> analyse specific cultural practices and values, and how to relate learning to their own experience. They develop self-awareness and a sense of self-worth and potential, and appreciate the diversity of cultures to which people belong.<strong>Id In T KC1</strong> relating to outcome 1.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Identifies shared practices between their own culture and the target language culture (eg through participation in cultural dances, rhymes, songs and games).</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recognises diversity of cultures in the world through exposure to authentic texts, materials and realia (eg puppets, models, food packaging, clothing labels).</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Identifies places where the target language is spoken through exposure to texts and people representative of the target language culture.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recognises that when communicating in the target language culture there is appropriate non-verbal behaviour when talking to peers, teachers and parents.</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Recognises that people communicate in culturally specific non-verbal ways such as hand actions, nodding and shrugging (eg observes behaviour of individuals in the class, on video).</strong></td>
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</tr>
<tr>
<td><strong>Uses developing cultural knowledge to demonstrate similarities and differences between aspects of the target language culture and Australian culture (eg uses pictures to demonstrate similarities and differences).</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sample Assessment

**Reception Towards Standard 1**

- Realises that people from a variety of cultural backgrounds live together in Australia (eg makes a selection of images of children from different cultural backgrounds and constructs a class collage on a map of Australia).

**Year 1 Towards Standard 1**

- Observes similarities and differences in the target language culture and own culture (eg views pictures, videos, objects).

**Year 2 Standard 1**

- Imitates appropriate gestures used by target language speakers (eg bowing, air kissing, shaking hands).

- Shares knowledge of the target language culture by illustrating a page for a class shared storybook about a cultural event (eg birthday, wedding, festival).

- Identifies places where the target language is spoken through exposure to texts and people representative of the target language culture.

- Recognises that when communicating in the target language culture there is appropriate non-verbal behaviour when talking to peers, teachers and parents.

- Recognises that people communicate in culturally specific non-verbal ways such as hand actions, nodding and shrugging (eg observes behaviour of individuals in the class, on video).

- Develops understanding of target language cultural practices by listening to and discussing an account of a child’s experience of a celebration in a target language country.

- Makes connections between own lives and children of a target language country (eg uses books, videos, electronic resources to compare cultural experiences such as birthdays and Christmas).

**Sample Assessment**

- Acknowledges similarities and differences between cultures by drawing and labelling cultural symbols relevant to the target language culture and their own.

- Makes comparisons and connections between the target language culture and their own culture (eg views images and symbols, famous buildings, markets, celebrations, national dress, food).

- Recognises and highlights patterns across cultures in relation to their own experience. **Id In T KC1**
Learning Area: Languages (alpha) Pathway 1A

<table>
<thead>
<tr>
<th>Band: Early Years</th>
<th>Standard: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception Towards Standard 1</td>
<td>Year 1 Towards Standard 1</td>
</tr>
<tr>
<td>Listens to and sings a traditional <strong>target language</strong> song following the lyrics on a chart. Makes up actions to go with the lyrics. Traces a key word from the lyrics of the song and draws a picture to show understanding about the song.</td>
<td>Collaborates in a group of 3 to 4 peers to create a memory card game. Creates four memory cards using two <strong>target language</strong> words and two corresponding pictures. Creates the corresponding pictures, choosing from a variety of media to create them (eg <em>Kid Pix</em>, <em>Clip Art</em>, paint, felt pens). Plays the memory game with 3 or 4 classmates, reading words aloud and naming the pictures in the <strong>target language</strong>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Criteria</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Participates in group singing.</td>
<td>- Selects correct <strong>target language</strong> words.</td>
<td>- Uses correct <strong>target language</strong> greeting.</td>
</tr>
<tr>
<td>- Attempts to approximate <strong>target language</strong> sounds.</td>
<td>- Selects <strong>target language</strong> culturally appropriate pictures (eg food, sport, icons, clothes).</td>
<td>- Approximates correct pronunciation and intonation in the <strong>target language</strong>.</td>
</tr>
<tr>
<td>- Displays actions consistent with the meaning of the song.</td>
<td>- Matches words with pictures.</td>
<td>- Copies and correctly selects modelled <strong>target language</strong>.</td>
</tr>
<tr>
<td>- Traces a key word accurately.</td>
<td>- Approximates correct pronunciation in the <strong>target language</strong>.</td>
<td>- Uses culturally appropriate gestures.</td>
</tr>
<tr>
<td>- Illustrates the song to demonstrate <strong>target language</strong> cultural understanding.</td>
<td>- Spells modelled words correctly.</td>
<td>- Responds appropriately in the <strong>target language</strong>.</td>
</tr>
</tbody>
</table>
Learning Area: Languages (alpha) Pathway 1A

Band: Primary Years (Years 3 and 4)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

Futures
Learners:
• recognise patterns and connections across languages and cultures, including the target language culture
• develop skills and understandings of language and culture that enable active participation in a global community.

Identity
Learners:
• consider how their world is similar to and different from the target language culture
• relate to others in a range of learning, working and social contexts.

Interdependence
Learners:
• develop an understanding of their place in the world
• contribute as a member of a team to achieve goals.

Thinking
Learners:
• recognise patterns in the target language
• take risks in thinking, using creative and imaginative processes
• explore and respond to questions in the target language.

Communication
Learners:
• develop understanding of different forms of communication and their purpose
• receive and share meaning through a variety of texts in the target language
• use technology and appropriate tools and resources to research and organise information and share findings with others in the target language.
Learning Area: Languages (alpha) Pathway 1A  
Strand: Communication  
Band: Primary Years  
Standard: 2

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>LISTENING</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to, and interact with, others to make meaning and to learn about the target language. They research, collect, analyse and organise information, and share findings with others.</td>
<td>Year 3 Towards Standard 2</td>
<td>Year 4 Standard 2</td>
</tr>
</tbody>
</table>

### OUTCOMES

- **Year 3**: Towards Standard 2
  - Students listen to, and interact with, others to make meaning and to learn about the target language. They research, collect, analyse and organise information, and share findings with others.

#### KEY TO SYMBOLS

- **Essential Learnings:**
  - F Futures
  - Id Identity
  - In Interdependence
  - T Thinking
  - C Communication

#### KEY COMPETENCIES:

- **KC1** collecting, analysing and organising information
- **KC2** communicating ideas and information
- **KC3** planning and organising activities
- **KC4** working with others in teams
- **KC5** using mathematical ideas and techniques
- **KC6** solving problems
- **KC7** using technology

---

### THE FOLLOWING SAMPLE LEARNING DESCRIPTORS EXPLORE THE CONCEPT OF TRANSMISSION OF CULTURAL VALUES AND BELIEFS.

- Shares understanding of meaning when listening to a song or rhyme in the **target language** (eg listens to a song or rhyme about an animal or animals and responds orally in English).
- Portrays understanding of words in the **target language** to others by creating appropriate actions (eg shows understanding of a **target language** song with a partner; presents the song with actions to the class).
- Demonstrates recognition of meaning in spoken phrases in the **target language** by listening to classmates’ descriptions and recording responses (eg listens to classmates describe their favourite animals, records the findings and makes a bar graph representing popularity of animals).
- Listens to a story in the **target language** with a repetitive structure and connects spoken text with visual images (eg numbers in the correct order jumbled pictures related to the text).
- Listens for information to an oral text in the **target language** and responds to questions in English or the **target language** (eg a text about animals in which students listen for size, colour, number).
- Listens to a folk tale in the **target language** and interprets and presents own version (eg listens to a folk tale told by the teacher and uses key words to work with a group to present own version of the story to the class).
- Listens for information in the **target language** and records (eg conducts an individual survey of classmates asking type of pet kept—feather, fur or fin—and age of pet, recording findings on a chart, and reporting results to the class).
- Listens to a short section of a familiar text in the **target language** and records the main idea (eg listens to a peer read and records by drawing the key action being described).

### SAMPLE ASSESSMENT

**LISTENING**

- Listens to a repetitive song in the **target language** and demonstrates understanding of meaning by sequencing a series of captions from the song in the correct order as they are heard.

**SAMPLE ASSESSMENT**

- Listens to a description of an animal in the **target language**, recognises the meaning and records it in written text with illustrations (eg “It is big. It is orange. It has four legs. It is furry”).

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### POSSIBLE YEARS 3 AND 4 LEARNING CYCLE:

- Examining and comparing animal representations in traditional **target language** cultural stories and contemporary culture.
**Learning Area: Languages (alpha) Pathway 1A**  
**Strand: Communication**  
**Band: Primary Years**  
**Standard: 2**

### KEY IDEAS

Students engage in interactions in familiar settings to exchange meaning and to explore different purposes of communication.  
Id C KC2 relating to outcome 2.2

### SPEAKING

#### Year 3  
**Towards Standard 2**

- Interacts with others in the **target language** asking and answering simple questions (eg finds out more about another person—‘How are you feeling?’—and responds appropriately—‘I am feeling …’).
- Demonstrates, in the **target language**, the differences between exclamations, questions and statements through speaking with attention to pronunciation and intonation to communicate expression (eg ‘It’s blue!’, ‘It’s blue.’, ‘It’s blue?’).
- Selects information, with teacher support, and presents the information orally to the class, in the **target language** (eg selects information to greet the class and presents the weather and date as part of the daily classroom routine).
- Uses the **target language** in familiar classroom routines (eg asks to go to the toilet, asks to borrow something).
- Initiates conversation with other students in the **target language** through the use of greetings (eg ‘Hello. How are you?’).

#### Year 4  
**Standard 2**

- Surveys, records and shares information in the **target language** (eg shares information about preferences for different animals as team mascots by surveying classmates—‘Do you like dogs? Do you like rabbits?’—and records data on a chart).
- Transfers strategies to new contexts in the **target language** by using questions, exclamations and statements (eg experiments in the **target language** with pronunciation and intonation of unfamiliar words).
- Selects information independently and presents the information orally to the class in the **target language** (eg selects information to present the daily routine charts, greeting, date, weather).
- Directs rehearsed questions to students in the class about a current topic (eg pets, feelings).
- Experiments with the **target language** by describing an object (eg describes an animal to the class as part of a *What am I?* guessing game—‘I am big. I have wings. I have feathers. I eat …’).

### SAMPLE ASSESSMENT

**Year 3**  
Selects from a series of rehearsed sentences in the **target language** and inserts relevant words to create a short presentation on a familiar topic such as pets or favourite sports teams (eg ‘I like football. I like the Crows. The colours are red, blue and yellow.’).  

**Year 4**  
Analyses and interprets findings of the animal mascot survey and shares conclusions orally in the **target language** with the class, using two or three modelled sentence structures (eg ‘Three children like dogs. One child likes rabbits.’).

---

2.2 Responds to interactions and experiments with language to make meaning with others.  
Id C
### KEY IDEAS

Students view, read and interact with texts to interpret meaning in diverse contexts. They make connections between concepts across Learning Areas as they research, collect, analyse and organise information and share findings with others.

**KC1 KC2**

2.3

**OUTCOMES**

#### Year 3

Towards Standard 2

- Deciphers overall meaning in *target language* texts by identifying key words in written texts.
- Analyses information through examining a simplified text in the *target language* and checks predictions of meaning of words (e.g., examines with a partner a simplified *target language* traditional cultural story and checks word meanings in a bilingual picture dictionary).
- Reads and sequences flash cards with key phrases drawn from a *target language* traditional cultural story with a repetitive text pattern.
- Reads and recognises in the *target language* pairs of rhyming words (e.g., in a word list or a poem) and reproduces them (e.g., copies pairs, underlining the letters in the words that make the words rhyme).

#### Year 4

Standard 2

- Reads and predicts meaning of unknown words in a *target language* text by using the familiar words and looking at the pictures to decipher unfamiliar parts of the text.
- Identifies and predicts meaning of unknown words in a *target language* text (e.g., checks meaning and accuracy of *target language* words in an electronic dictionary).
- Reads and analyses a text in the *target language* to distinguish key events and presents findings (e.g., examines a *target language* folk tale with a partner and presents key events in the story to the class as a mime).
- Reads a *target language* story as a class and discusses the cultural meaning in English (e.g., reads a *target language* folk tale).
- Shares understanding of a text (e.g., *target language* folk tale) by reading as a class and discussing its cultural meaning in English.

### SAMPLE ASSESSMENT

**READING**

#### Year 3

- Reads and orders jumbled captions of a familiar story in the *target language* and sequences captions with pictures.

#### Year 4

- Demonstrates recognition of features and meaning of sentences in the *target language* by rearranging familiar jumbled sentences to make a short, correctly sequenced story and illustrating it.
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3</strong> Towards Standard 2</td>
<td><strong>Year 4</strong> Standard 2</td>
</tr>
<tr>
<td><em>Students begin to write their own texts independently to communicate ideas and explore different forms of communication including the use of digital and electronic technologies.</em>&lt;br&gt;&lt;br&gt;<em>T C KC2 relating to outcome 2.4</em></td>
<td><strong>OUTCOMES</strong>&lt;br&gt;&lt;br&gt;<strong>2.4</strong> Communicates by writing words and phrases to complete sentences or interactions using different formats.&lt;br&gt;&lt;br&gt;<em>T C KC2</em></td>
</tr>
</tbody>
</table>

- Varies meaning of **target language** sentences through substitution of words (eg substitution of words with opposite meaning—‘The bear is big. The bear is small’).
- Uses written **target language** independently, supported by a picture dictionary (eg writes labels for body parts of an animal).
- Writes appropriate **target language** words to complete a given model text (eg selects appropriate words from a given word list to complete a model text that describes a picture of an animal).
- Uses knowledge of familiar nouns and adjectives to write and create cards in the **target language** (eg contributes to making a class memory card game with pictures on one set and words on the other).

- Sequences a set of **target language** words to make up a phrase or sentence to match a familiar written text (eg a familiar **target language** cultural story) and uses it as a model to write own sentence, substituting a different noun).
- Contributes to a class picture dictionary by adding **target language** vocabulary as it is learned.
- Describes attributes of a chosen character in simple sentences (eg an animal character, including features such as shape, size, colour).
- Completes, in writing, a cloze exercise in the **target language** taken from a familiar story where key words have been removed.

**SAMPLE ASSESSMENT**<br>Describes in writing in the **target language** an imaginary animal team mascot in terms of name, size and colour in simple first person sentences (eg ‘I am a lizard. I am big. I am green’).  

**SAMPLE ASSESSMENT**<br>Writes short sentences in the **target language**, substituting a picture for the noun (eg uses a word processor and *Clip Art*) and exchanges with a classmate to supply the missing word in the **target language**.
Learning Area: Languages (alpha) Pathway 1A  
Strand: Understanding language  
Band: Primary Years  
Standard: 2

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p16 for Early Years)</th>
<th>(refer p32 for Years 5–6)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3</strong></td>
<td><strong>Towards Standard 2</strong></td>
<td><strong>Year 4</strong></td>
<td><strong>Standard 2</strong></td>
</tr>
<tr>
<td>Students learn to identify patterns and understand the interdependence of concepts about language. They understand that language is used for exchanging meaning and for learning, and is the medium through which knowledge and values develop, and future possibilities are expressed.</td>
<td><strong>F T C KC5</strong></td>
<td><strong>KC5</strong></td>
<td><strong>relating to outcome 2.5</strong></td>
</tr>
<tr>
<td><em>Reads and writes texts in the target language</em>, recognising that the presentation of the text varies according to its purpose (eg labels, speech bubbles, greeting cards).</td>
<td><em>Presents written information in the target language according to the purpose and audience (eg letter, poster, identity card, advertisement, conversation).</em></td>
<td><em>Identifies patterns in language and compares how meaning is conveyed across languages.</em></td>
<td></td>
</tr>
<tr>
<td><em>Compares punctuation in English and the target language, identifying similarities and differences (eg use of quotation marks, question marks).</em></td>
<td><em>Uses correct punctuation in own target language writing (eg full stops at the end of sentences, capital letters, question marks, quotation marks).</em></td>
<td><em>In T C KC1 KC5</em></td>
<td></td>
</tr>
<tr>
<td><em>Understands that two words that rhyme in English do not necessarily rhyme in the target language by exploring a range of texts (eg selects from a list of words in the target language to create rhyming combinations).</em></td>
<td><em>Understands that words do not always have literal translations and that patterns used in the target language have specific purposes (eg describing age).</em></td>
<td></td>
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</tr>
<tr>
<td><em>Identifies and practises unfamiliar sound blends in the target language (eg identifies and circles sound blends in the target language to practise unfamiliar sounds).</em></td>
<td><em>Recognises that there are variants in voices, accents and dialects in the target language (eg listening to oral texts and experiencing different speakers of the target language).</em></td>
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</tbody>
</table>

**SAMPLE ASSESSMENT**
Shows understanding of correct sentence structure in conveying an accurate message (eg by ordering a series of words to create a simple sentence that has correct noun–adjective word order).

**SAMPLE ASSESSMENT**
Creates a comic strip in the target language of a familiar story using speech bubbles and sound effects, as identified in target language comics previously studied (eg ‘Bang! Bbang!’, ‘Wow!’, ‘zzzzzzzz’).
**Learning Area: Languages (alpha) Pathway 1A**  
**Strand: Understanding culture**  
**Band: Primary Years**  
**Standard: 2**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3</strong> Towards Standard 2</td>
<td><strong>Year 4</strong> Standard 2</td>
</tr>
<tr>
<td>Students recognise and analyse connections between cultural values and practices and language use. They recognise how relationships between individuals, families and communities contribute to forming identity in diverse cultural settings. Id In Kc1 relating to outcome 2.6</td>
<td></td>
</tr>
<tr>
<td>• Communicates in the target language using culturally appropriate non-verbal gestures.</td>
<td>• Explores and reports information about target language cultural symbols (eg explores electronic media, books and pictures to learn about animals represented as target language cultural symbols and reports findings to the class).</td>
</tr>
<tr>
<td>• Identifies cultural values and practices within target language culture stories (eg through class discussion explores folk tales, fairytales, myths, fables, stories).</td>
<td>• Compares contemporary cultural values and practices of own culture with that of the target language culture (eg discusses and compares types of sports team mascots in order to reflect on particular cultural values and practices).</td>
</tr>
<tr>
<td>• Compares target language cultural values and practices by comparing elements of an Australian cultural story and/or an Australian Indigenous cultural story with those identified in a cultural story of the target language, and discusses the actions of particular characters in each of the stories reflecting particular cultural values and practices.</td>
<td>• Analyses how and why group identities are formed (eg explores why groups choose mascots and colours to represent sports teams and Olympic mascots).</td>
</tr>
</tbody>
</table>

**SAMPLE ASSESSMENT**  
Identifies and describes in the target language an animal character from a target language cultural story representative of a specific target language cultural group’s identity and values.

**SAMPLE ASSESSMENT**  
Compares two animal characters representing the target language culture and own culture by selecting target language vocabulary that describes features of animal characters to complete given sentence structures (eg describes original habitat, physical attributes, preferred food, special features such as fast/slow/nocturnal).
## Learning Area: Languages (alpha) Pathway 1A

### Band: Primary Years

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Towards Standard 2</strong></td>
<td><strong>Standard 2</strong></td>
</tr>
</tbody>
</table>

**CULMINATING ASSESSMENT TASKS**

**Year 3 Towards Standard 2**

- Collaborates with a small group to create a short comic strip or Big Book in the **target language**, writing about and illustrating the key events in a traditional **target language** culture story, including relevant cultural information (e.g., names of characters, dress, buildings, animals).
- Selects from modelled **target language** sentences to retell the story in sequence.
- Reads to the class or another group in the **target language**, with attention to pronunciation and intonation, the comic strip or Big Book.
- Listens attentively to the story read in the **target language** by another group, answering three specific questions set by the teacher about the story (e.g., what are the names of the characters?, where does the story take place?, how does the story end?).

**Criteria**

- Selects appropriate **target language** modelled sentences.
- Incorporates aspects of the **target language** culture visually and in writing.
- Attempts correct pronunciation and intonation in the **target language**.
- Attempts correct punctuation in the **target language** (e.g., question mark, full stop).
- Works collaboratively in a small group.
- Understands and retells in the **target language** key aspects of the story that is heard.
- Retells the story accurately in writing and orally, in the **target language**.

**Year 4 Standard 2**

- Working with a partner and using rehearsed **target language**, records in writing a role-play in which one learner pretends to be from a **target language** country and the other is from Australia, describing their respective country’s favourite sports team and mascot.
- Presents conversation to the class in the **target language**, with attention to pronunciation and intonation, with use of visuals as appropriate.
- Listens attentively to one of the other conversations and records two or three details from it in English (e.g., where does the conversation take place?, where are the speakers from?, what aspect of the **target language** culture are they discussing?).

**Criteria**

- Uses **target language** rehearsed sentences correctly in own writing and in speaking.
- Includes accurate cultural information.
- Speaks with correct pronunciation and intonation in the **target language**.
- Uses correct punctuation in the **target language** written version.
- Works collaboratively with a partner.
- Understands key aspects of what is heard in the **target language** and accurately records them.
Learning Area: Languages (alpha) Pathway 1A
Band: Primary Years (Year 5) and Middle Years (Year 6)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

Futures
Learners:
• recognise patterns and connections across their own language and culture, the target language culture and other languages and cultures
• develop skills and understandings of language and culture that enable active participation in a global community.

Identity
Learners:
• consider how their world is similar to and different from the target language culture
• relate to the target language culture in a range of learning, working and social contexts.

Interdependence
Learners:
• develop an understanding of their place in the world in the context of learning about the target language culture
• contribute as a member of teams to achieve individual and shared goals.

Thinking
Learners:
• recognise patterns in the target language
• take risks in thinking, using creative and imaginative processes
• explore and respond to questions about the target language.

Communication
Learners:
• develop understanding of different forms of communication in the target language and their purpose
• receive and share meaning through a variety of texts in the target language
• use technology and appropriate tools and resources to research about the target language
• organise information and share findings with others in the target language.
### Learning Area: Languages (alpha) Pathway 1A
#### Strand: Communication
##### Band: Primary–Middle Years

**Standard: 3**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>LISTENING</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 5</strong> Towards Standard 3</td>
<td><strong>Year 6</strong> Standard 3</td>
<td></td>
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</tbody>
</table>

**The following sample learning descriptors explore the concept of transmission of cultural values and beliefs.**

- Listens and responds to the teacher’s instructions in the **target language** (eg miming daily routine activities).
- Listens to information in the **target language** about people’s routine activities from **target language** communities and compares with similar activities in own culture (eg matches pictures to sentences spoken by the teacher about people engaged in daily routine activities—the baby waking up, the family shopping, children doing homework on the computer) and discusses in English.
- Listens and responds to sentences spoken by the teacher or from an audiovisual text in the **target language** (eg listens and completes missing information in a text—‘My mother is ... years old, she ... every day’).
- Listens to rehearsed questions in the **target language** and responds to them (eg converses about daily routines—‘What time do you eat breakfast?’).
- Listens and responds in the **target language** to a description of the daily routine of a child from the **target language** culture (eg listens to the teacher’s description and records the activities in sequence).
- Listens to text in the **target language** and connects appropriate **target language** text (eg listens three times to the soundtrack of a video segment without the vision about children participating in a leisure activity in the **target language** culture and responds to simple questions related to the text—How many people are there?, Where are they?—and checks interpretation in the final playing of the video, which includes the vision).
- Practises a dialogue of several interchanges in the **target language** (eg rehearses in a group dialogue needed for a survey—likes and dislikes of sport or music).
- Listens and responds in the **target language** to dialogue about time (eg records times on blank clock faces after listening to a series of times read out in the **target language**).

**SAMPLE ASSESSMENT**

Demonstrates recognition of meaning in text through listening several times to a short description of a person in the **target language** culture that describes their daily routine, and marking on a chart the descriptions/activities that are mentioned.

**SAMPLE ASSESSMENT**

Surveys classmates in the **target language** about leisure activities and listens to and records the responses, and presents findings to the class on a concept map, diagram, graph, or in a **PowerPoint** presentation (eg ‘Anna likes tennis but not rugby’. ‘I like swimming best’. ‘I prefer soccer’).

**KEY TO SYMBOLS**

| Essential Learnings: |
| F Futures | Id Identity | In Interdependence | T Thinking | C Communication |

**Key Competencies:**

- KC1 collecting, analysing and organising information
- KC2 communicating ideas and information
- KC3 planning and organising activities
- KC4 working with others in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology

**In T KC2 KC6 relating to outcome 3.1**

**POSSIBLE YEARS 5 AND 6 LEARNING CYCLE:**

- People in **target language** communities and their lifestyles
## Learning Area: Languages (alpha) Pathway 1A
### Strand: Communication
#### Band: Primary–Middle Years
##### Standard: 3

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>SPEAKING</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 5</strong></td>
<td><strong>Towards Standard 3</strong></td>
<td><strong>Year 6</strong></td>
</tr>
<tr>
<td><strong>Students engage in conversations to share information, demonstrating appropriate ways of establishing and maintaining relationships, and working with others, in diverse cultural settings.</strong></td>
<td></td>
<td><strong>3.2</strong></td>
</tr>
<tr>
<td>In C KC2 KC4 relating to outcome 3.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Engages in dialogue in the <strong>target language</strong> based on a short script created in the <strong>target language</strong> (eg creates a series of short statements in the <strong>target language</strong> for a Who am I? game—‘I am famous. I am tall. I am blond. I am a woman. I like tennis. Who am I?’) and engages in dialogue, with classmates, responding with appropriate answers.</td>
<td></td>
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<tr>
<td></td>
<td>• Speaks and listens to access cultural information about lifestyles, through using models to formulate questions for the <strong>target language</strong> culture group (eg ‘Are you Vietnamese?’ ‘What does your family eat for breakfast?’).</td>
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<td></td>
<td>• Expands dialogue in the <strong>target language</strong> by adding phrases of time, place and frequency (eg works with a partner to discuss daily routines or favourite pastimes—<strong>Student A:</strong> I play tennis. <strong>Student B:</strong> When? <strong>Student A:</strong> I play tennis on Monday.)</td>
<td></td>
</tr>
<tr>
<td><strong>SAMPLE ASSESSMENT</strong></td>
<td>Interviews a classmate in the <strong>target language</strong> about their daily routine using modelled sentence structures (eg ‘What do you do in the morning/afternoon/evening?’) and reports information gained in the <strong>target language</strong> to a peer assessor or the teacher.</td>
<td><strong>SAMPLE ASSESSMENT</strong></td>
</tr>
<tr>
<td><strong>Year 6</strong></td>
<td><strong>Standard 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Students engage in conversations to share information, demonstrating appropriate ways of establishing and maintaining relationships, and working with others, in diverse cultural settings.</strong></td>
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<tr>
<td>In C KC2 KC4 relating to outcome 3.2</td>
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<tr>
<td></td>
<td>• Engages in dialogue in the <strong>target language</strong> and, for emphasis, applies language specific affirmations and negations to sentences (eg engages in dialogue with another student about pastimes—‘Do you like to eat at …?’, ‘Do you like to play …?’, ‘Do you listen to …?’—Partner replies with ‘yes’ or ‘no’ statements and roles are then reversed).</td>
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<tr>
<td></td>
<td>• Interviews, and is interviewed, demonstrating understanding of formal language use, using modelled <strong>target language</strong> patterns (eg role-plays with a partner an interview of a sports person, a music star or exchange student from a <strong>target language</strong> country).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conveys information orally in the <strong>target language</strong> by connecting short sentences with conjunctions (eg relates personal information by connecting sentences with conjunctions such as and, but and because in a description about own life—‘I visit my grandparents, on Saturday and my grandparents live near the beach’).</td>
<td></td>
</tr>
</tbody>
</table>
### Learning Area: Languages (alpha) Pathway 1A

#### Strand: Communication

**Band: Primary–Middle Years**

**Standard: 3**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>Towards Standard 3</td>
</tr>
<tr>
<td>Year 6</td>
<td>Standard 3</td>
</tr>
</tbody>
</table>

#### KEY IDEAS

- Students read and respond to texts to develop their capability to interpret meaning and use the language in new contexts. They develop thinking skills, making connections between ideas, and using processes of inquiry in seeking solutions to problems. T C KC1 KC2 KC6 relating to outcome 3.3

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>SAMPLE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 Organises and analyses specific information in texts. T KC1</td>
<td>Reads a description in the target language and presents the information in a different format to show understanding of the text (eg reads a description of a family from a target language country and presents the information in a family tree).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>SAMPLE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 Organises and analyses specific information in texts. T KC1</td>
<td>Reads known target language in a written description and applies it in a new context (eg uses key language from a written description of the daily routine of a child in the target language culture to make a book for junior primary students describing the daily routine of an animal character).</td>
</tr>
</tbody>
</table>

#### READING

- Year 5 Towards Standard 3
- Year 6 Standard 3

**Sample Assessment**

Reads a short description in the target language and demonstrates understanding of the text (eg views a picture of a family, sport, house or sports person and then reads two short descriptions in the target language and selects the correct description of the picture).

Reads in the target language and demonstrates comprehension by extracting key information (eg reads a simple text of approximately two paragraphs in the target language on a familiar theme such as daily routine, family members, eating habits or clothing, and answers true or false questions relating to the text, and extracts key information for presentation in a chart or table in the target language).

Reads known target language and applies it in new contexts (eg reads a text in the target language about a target language country—leisure activities, popular sports, the arts, crafts, hobbies—and draws text from it to write and illustrate an article for a class magazine).

**Sample Assessment**

Reads a simple text of approximately one to two paragraphs in the target language, analyses and selects key information to present in another format (eg a description of a famous person using key information to create an identification card for the person).

Reads in English a description about popular foods, dishes or eating in the target language culture, together with a related vocabulary list in the target language and uses this information to create a dinner menu and an invitation in the target language for a group of friends.
### KEY IDEAS

Students write their own texts to share ideas about aspects of personal and group identity and to present points of view on issues of interest or concern.

**KC2 relating to outcome 3.4**

### WRITING

#### Year 5

Towards Standard 3

- Reads a model text in the **target language** about a child’s daily routine, substitutes words relevant to themselves to personalise the text, and rewrites the paragraph.
- Creates an invitation in the **target language** for a special event, writing in the appropriate format (e.g., creates an invitation with headings and illustrations, for a birthday party, including date, time, and location).
- Presents opinions through writing in the **target language** (e.g., writes short sentences describing why they agree or disagree with animals being used by humans in circuses—’I like/dislike animals performing. It is fun/cruel’).

#### Year 6

Standard 3

- Writes a personal profile in the **target language** using modelled sentences (e.g., in print or electronic format describing name, age, family, place of residence, physical appearance, pets, and hobbies).
- Writes detailed information in the **target language** and illustrates an advertisement for a specific cultural event (e.g., designs a public notice or school newsletter advertisement for a **target language** culture event in Australia, such as Carnevale, the Spanish Fiesta or Glendi and includes title, place, date, time, activities, foods).
- Expresses in writing, in the **target language**, opinions about group interests and uses modelled sentence structures to support personal views (e.g., music, leisure activities, film stars, heroes, clothing, environmental issues).

### SAMPLE ASSESSMENT

**Year 5**

- Shares information in the **target language** about personal preferences by creating a booklet of five or more pages, either in print or electronically—‘My daily routine’, ‘What I like to wear on weekends’, ‘What I do after school’.

**Year 6**

- Writes a brief description of themselves and their interests in the **target language** for a pen pal column in a **target language** country magazine.

### OUTCOMES

**Year 5**

Towards Standard 3

- Reads a model text in the **target language** about a child’s daily routine, substitutes words relevant to themselves to personalise the text, and rewrites the paragraph.
- Creates an invitation in the **target language** for a special event, writing in the appropriate format (e.g., creates an invitation with headings and illustrations, for a birthday party, including date, time, and location).
- Presents opinions through writing in the **target language** (e.g., writes short sentences describing why they agree or disagree with animals being used by humans in circuses—’I like/dislike animals performing. It is fun/cruel’).

**Year 6**

Standard 3

- Writes a personal profile in the **target language** using modelled sentences (e.g., in print or electronic format describing name, age, family, place of residence, physical appearance, pets, and hobbies).
- Writes detailed information in the **target language** and illustrates an advertisement for a specific cultural event (e.g., designs a public notice or school newsletter advertisement for a **target language** culture event in Australia, such as Carnevale, the Spanish Fiesta or Glendi and includes title, place, date, time, activities, foods).
- Expresses in writing, in the **target language**, opinions about group interests and uses modelled sentence structures to support personal views (e.g., music, leisure activities, film stars, heroes, clothing, environmental issues).

**3.4**

- Writes texts to convey personal messages, information or ideas.
  - Id T C KC2
# Learning Area: Languages (alpha) Pathway 1A

## Strand: Understanding language

### Band: Primary–Middle Years

### Standard: 3

#### KEY IDEAS

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Towards Standard 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore diverse forms of communication, including information and communication technologies and use models to represent and analyse systems in language, and apply these in constructing their own meaning.</td>
<td></td>
</tr>
</tbody>
</table>

- Examines how messages are presented and elaborated in the **target language** and uses modelled sentence structures to present messages in the **target language** (eg presents messages using the computer—word processing, e-mail).

- Uses affirmative and negative sentence structures in the **target language** to answer a series of questions presented on a topic of interest (eg questions about sports, music, food).

- Discusses different ways of expressing preference in the **target language** culture and uses given models to talk about preferences in the **target language** and records the dialogue in hard copy or electronically.

- Researches different ways time is expressed by comparing its use in a **target language** country with the Australian context (eg uses ICTs to research use of the clock in a **target language** country and in Australia and the use of sentence structures to describe time).

#### OUTCOMES

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Standard 3</th>
</tr>
</thead>
</table>
| Compares simple sentence structures in the **target language** and English to examine how a message is elaborated (eg uses a role-play—‘Dinner is served.’, ‘Your dinner is served.’, ‘Your dinner is served and its getting cold!’).

- Compares affirmative and negative sentence structures in the **target language** (eg creates a group video of an interview role-play for an Australian television audience, to practise using affirmative and negative model sentence structures in the **target language** and English:
  - one student takes on the role as a film or sports star in the **target language** country
  - another student interviews the film or sports star in English
  - a third student is the translator for both).

- Uses English to describe leisure activities in a **target language** country and investigates how these activities are expressed in the **target language**, supported by a **target language** children’s monolingual dictionary, electronic or book, as a tool to extend **target language** vocabulary.

#### SAMPLE ASSESSMENT

**SAMPLE ASSESSMENT**

Creates a new text, incorporating how time is expressed in a **target language** country and uses features such as adverbs, verbs and adjectives modelled on a text previously analysed by the class.

**SAMPLE ASSESSMENT**

Reads a short, simple text about some aspects of lifestyle in a **target language** country with deliberately made grammatical errors and works with a partner to identify and correct the errors and give reasons (eg adjective must follow noun).
# Learning Area: Languages (alpha) Pathway 1A

**Strand: Understanding culture**  
**Band: Primary–Middle Years**  
**Standard: 3**

## KEY IDEAS

<table>
<thead>
<tr>
<th>OUTCOMES</th>
</tr>
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<tbody>
<tr>
<td><strong>Year 5</strong> Towards Standard 3</td>
</tr>
<tr>
<td><strong>Year 6</strong> Standard 3</td>
</tr>
</tbody>
</table>

Students learn to understand and demonstrate respect for the values and practices of diverse groups; in past, present and future contexts. They recognise connections between identity and cultural values, and how these are expressed in language.  

**3.6** Reflects personally on cultural practices and compares how these are expressed across cultures.  

### SAMPLE ASSESSMENT

Show an understanding of cultural values and practices by writing in English from a target language country, to a friend in Australia, describing what life is like in that country compared to Australia and describing similarities and differences and how they are adapting to their new lifestyle.

### SAMPLE ASSESSMENT

Identifies and compares aspects of lifestyle between the target language culture and own culture (eg views videos or a series of pictures showing a range of eating places, markets, social events, formal ceremonies) and lists in English or in the target language those items that are culturally specific to the target language culture, writing a description next to four of the items and explaining differences from own culture.
Learning Area: Languages (alpha) Pathway 1A

Band: Primary–Middle Years

Standard: 3

### Year 5 Toward Standard 3
- Collaborates with a small group to design a board game that includes lifestyle and leisure activities in the **target language** culture.
- Uses the language structures and vocabulary learned to write simple instructions in the **target language** for playing the game (e.g., start, finish, lose/miss a turn, pick up a card, go back 1 space, go back 3 spaces, go forward 5 spaces).
- Incorporates **target language** words and images related to daily routines and culturally relevant information (e.g., “It’s 7.00 am and you’re late for school”).
- Repeats the instructions aloud in the **target language** while playing the game, demonstrates to one other group how to play the game, and completes a peer assessment after playing another group’s game (e.g., clear instructions, easy to play, interesting).

### Year 6 Standard 3
- Selects in pairs or small groups a particular aspect of lifestyle in a **target language** country and researches information related to this aspect of life.
- Prepares a bilingual, interactive PowerPoint presentation or web page giving tourists to a **target language** country information and key language about the chosen theme (e.g., bullfighting, French breakfasts, Schutzenfests, traditional clothing).
- Presents their work as part of a class cultural expo and explains it to visiting groups from within the class.
- Visits other presentations and completes a peer evaluation of different sites at the expo.

### Criteria
- Works collaboratively.
- Contributes to decision making.
- Pronounces words correctly in the **target language**.
- Demonstrates cultural inclusivity by incorporating aspects of the **target language** culture visually and in writing.
- Spells words correctly in the **target language**.
- Follows the instructions given in the **target language** and responds appropriately while playing the game.
- Uses imperatives correctly.
- Responds to both simple and more complex instructions.

---

### Year 5 Toward Standard 3
- Selects in pairs or small groups a particular aspect of lifestyle in a **target language** country and researches information related to this aspect of life.
- Prepares a bilingual, interactive PowerPoint presentation or web page giving tourists to a **target language** country information and key language about the chosen theme (e.g., bullfighting, French breakfasts, Schutzenfests, traditional clothing).
- Presents their work as part of a class cultural expo and explains it to visiting groups from within the class.
- Visits other presentations and completes a peer evaluation of different sites at the expo.

### Criteria
- Works collaboratively within a group.
- Identifies key words and phrases in the **target language** that meet the intended purpose.
- Uses correct syntax in the **target language**.
- Spells words correctly in the **target language**.
- Writes coherent and accurate descriptions in the **target language**.
- Avoids cultural stereotyping by choosing an appropriate mix of cultural images.
- Presents work to others in a clear, interesting manner.
Learning Area: Languages (alpha) Pathway 1A

Band: Middle Years (Years 7 and 8)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

Futures
Learners:
• understand the connections between community values, cultural practices and behaviour
• examine ways of living and the difference between needs and wants
• relate learning to own experience.

Identity
Learners:
• recognise the impact of contemporary media and communication technologies in the shaping of identities
• demonstrate appropriate ways of relating to others
• understand the ways in which cultures contribute to forming identities
• examine cultural and gender stereotyping.

Interdependence
Learners:
• demonstrate respect for, and a deeper understanding of, diverse cultural and social practices
• enhance intercultural competence by developing language skills
• understand the impact of the target audience on the ways they choose to express themselves.

Thinking
Learners:
• reflect and make connections to arrive at opinions and informed decisions
• classify, prioritise and predict to show understanding of concepts
• make meaning from context
• use creative and imaginative processes to generate ideas.

Communication
Learners:
• understand the power of language to persuade and influence
• identify the conventions of different text types and make use of them to communicate with different audiences, in different contexts and for different purposes
• use a variety of means of communication and research tools to present information and arrive at solutions to problems.
Learning Area: Languages (alpha) Pathway 1A
Strand: Communication
Band: Middle Years
Standard: 4

KEY IDEAS
(Student listen and respond to texts to interpret meaning and use the target language in new contexts. They develop thinking skills, making connections between ideas, and using processes of inquiry in seeking solutions to problems.
In T KC2 KC6 relating to outcome 4.1)

KEY TO SYMBOLS
Essential Learnings:
F Futures
I Id Identity
In Interdependence
T Thinking
C Communication

Key Competencies:
KC1 collecting, analysing and organising information
KC2 communicating ideas and information
KC3 planning and organising activities
KC4 working with others in teams
KC5 using mathematical ideas and techniques
KC6 solving problems
KC7 using technology

LISTENING
Year 7
Towards Standard 4
Year 8
Standard 4

The following sample learning descriptors explore the concept of the power of language.

- Listens to authentic target language with and without supporting images to identify the content of messages and the intended audience (eg identifies products being advertised and the intended audiences by listening to examples of authentic spoken advertisements — advertising food, cars, household items and toys).
- Focuses on listening skills for interpretation of messages in the target language by comparing the difference in the power of the message (eg advertisements with and without visual support).
- Listens to various messages in the target language to identify and list key phrases associated with particular product types (eg as a class activity, listens and classifies phrases associated with types of products that are advertised).
- Listens and identifies, through class discussion and questioning, key words in the target language that promote a product (eg makes connections between the significance of words used and the actual product — most popular, best, smoothest).

SAMPLE ASSESSMENT
(POSSIBLE YEAR 7 LEARNING CYCLE:
- The language of advertising

Views and listens to an advertisement in the target language and develops a checklist, which details reasons for and against purchasing the product according to own needs, and assesses information and communicates the reasons for purchasing or not purchasing the product.

POSSIBLE YEAR 8 LEARNING CYCLE:
- Tourism promotion

- Listens in the target language to information about places of significance in a target language country (eg listens to short descriptions of places of interest in a target language country — buildings, monuments, natural land forms) and responds by illustrating graphically what has been described.
- Listens, views and classifies information from authentic target language texts (eg uses travel advertisements in order to identify popular destinations and their features and records them graphically).
- Listens to and shows understanding of target language linguistic items (eg listens to a series of clues in a ‘What am I?’ game to identify places in a target language country).
- Listens to and analyses specific terms used in the target language (eg analyses target language terms used in travel advertisements by recording the most common and emphasised words used in spoken texts and, as a class, discusses their likely impact on consumers).

SAMPLE ASSESSMENT
Provides reasons for choosing a holiday destination in a target language country by listening to descriptions in the target language of three tourist destinations, that have been explored previously, and uses all available information to provide reasons and make an informed choice.)
Learning Area: Languages (alpha) Pathway 1A

Strand: Communication     Band: Middle Years      Standard: 4

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p29 for Years 5–6)</th>
<th>SPEAKING</th>
<th>(refer p46 for Years 9–10)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students engage in conversations to share information, demonstrating appropriate ways of establishing and maintaining relationships, and working with others, in diverse cultural settings.</td>
<td></td>
<td></td>
<td>Year 8 Standard 4</td>
<td>4.2 Presents information and opinions on issues in social interactions. In C KC2</td>
</tr>
<tr>
<td><strong>Year 7</strong> Towards Standard 4</td>
<td><strong>Year 8</strong> Standard 4</td>
<td></td>
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</tr>
<tr>
<td>- Discusses similarities and differences in the way the mass media is used in a target language country and Australia (eg discusses similarities and differences of advertising similar products in the target language country and Australia by commenting on the main features of the advertisements).</td>
<td>- Shares and presents information about a target language country (eg works with a partner to develop a one-day itinerary visiting places of interest in a target language country, and presents orally to the class accompanied by an overhead transparency or data show).</td>
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<tr>
<td>- Expresses opinions in the target language about how an advertisement from a target language country would influence their choice to purchase a particular product (eg ‘I don’t like …’, ‘I prefer … because …’).</td>
<td>- Researches and orally presents information about an important place in a target language country, detailing its historical and contemporary significance.</td>
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</tr>
<tr>
<td>- Expresses views to others by using teacher modelled sentence patterns in a target language (eg creates slogans, messages or advertisements in the target language about a selected product).</td>
<td>- Presents own views and opinions in the target language by selecting from modelled target language structures (eg presents opinions on tourist destinations in the target language country).</td>
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<tr>
<td>- Engages in a conversation in the target language using appropriate adjectives (eg practises a role-play with a partner in which an advertising agent is trying to convince the customer to buy their product, by using appropriate adjectives to describe the product’s qualities).</td>
<td>- Practises oral target language skills through sharing knowledge about a target language country (eg role-plays a scenario in which a tourist asks for information about and directions to a site of interest in the target language country).</td>
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</table>

**SAMPLE ASSESSMENT**

Engages in discussion in the target language with other students by presenting two similar products (eg brought from home), promoting each product and then asking other students to respond by choosing which product they would buy and why (eg ‘I am going to buy ...(noun) because it is ...(adjective)’).

**SAMPLE ASSESSMENT**

Demonstrates in the target language knowledge of and preference for particular tourist destinations in a target language country by taking on the role of a travel agent to persuade potential tourists of the merits of one site in preference to another, and reflects on target language use by recording the presentation on cassette and listening to it.
Learning Area: Languages (alpha) Pathway 1A
Strand: Communication     Band: Middle Years      Standard: 4

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p30 for Years 5–6)</th>
<th>READING</th>
<th>(refer p47 for Years 9–10)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read and respond to texts to develop their capability to interpret meaning and use the language in new contexts. They develop thinking skills, making connections between ideas, and using processes of inquiry in seeking solutions to problems. T C KC1 KC2 KC6 relating to outcome 4.3</td>
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</table>

### Year 7
Towards Standard 4

- Reads in the **target language** and demonstrates comprehension of written texts (eg reads classifieds or print advertisements, with the images removed, and illustrates what is being promoted).
- Reads, recognised and discusses, supported by modelled sentence structures, features of **target language** texts (eg reads several print advertisements in English and the **target language** and discusses similarities and differences between the texts).
- Reads and makes predictions about texts in the **target language** by reading key phrases and discusses reasons for the predictions (eg reads selected advertisements, predicting what is being advertised and discussing reasons to show that language is not always literal—use of simile or metaphor in ‘Flies like a bird’ or ‘Has lots of bite’).
- Expresses opinions on what makes effective advertising in the **target language** (eg matches a series of jumbled captions with their products, prioritising which captions best represent the product).

### Year 8
Standard 4

- Reads in the **target language** and demonstrates comprehension of written texts (eg reads an abstract from a tourist brochure of a holiday destination in a **target language** country, graphically illustrating the place, based on the information provided).
- Reads in the **target language** and expresses opinions based on comprehension of key points of information (eg reads in small groups a selection of travel brochures in a **target language** and expresses opinions about the advertised costs and value for money).
- Reads in the **target language** and recognises features of language used to advertise holiday destinations in the **target language** country and creates own advertisement (eg reads a series of advertisements, prioritising phrases that appeal most to a potential holiday maker, and selecting key words to create own advertisement).
- Reads in the **target language** and classifies information by researching possible travel destinations in a **target language** country (eg uses print and electronic media to research possible travel destinations for a study tour for the class and sorts findings under **target language** headings—city sites, rural sites, historic places).

### SAMPLE ASSESSMENT

**Reads and views in a group to classify types of language and graphics used in a **target language** country advertisement, that demonstrate the way words and graphics are used for persuasion, and demonstrates understanding by discussing in English.**

**SAMPLE ASSESSMENT**

Demonstrates understanding that some tourist destinations are more popular than others by reading instructions in the **target language** that takes them on a ‘virtual visit’ to an urban or rural area marked with interesting sites, and records the route on own map, selecting three favourite sites to place on a class chart to ascertain the overall favourite places.

### OUTCOMES

4.3 Synthesises key points of information in texts to form an opinion on an issue.

T KC1
### Learning Area: Languages (alpha) Pathway 1A

**Strand: Communication**  
**Band: Middle Years**  
**Standard: 4**

#### KEY IDEAS

<table>
<thead>
<tr>
<th>(refer p31 for Years 5–6)</th>
<th>WRITING</th>
<th>(refer p48 for Years 9–10)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7</strong></td>
<td><strong>Towards Standard 4</strong></td>
<td><strong>Year 8</strong></td>
<td><strong>Standard 4</strong></td>
</tr>
</tbody>
</table>

- **Students write their own texts to share ideas about aspects of personal and group identity and to present points of view on issues of interest or concern.**  
  - **Id T C KC2 relating to outcome 4.4**

#### Writing

- **Towards Standard 4**
  - **Year 7**
    - **Key Ideas**:
      - Writes in the **target language** for a specific purpose, supported by a table of words, phrases and expressions (eg develops an advertising slogan in the **target language**, selecting from words, phrases and expressions that support a persuasive message).
      - Identifies features that make text, graphics and sound appealing to a targeted audience (eg using a range of advertisements in the **target language**, identifies features that appeal to them as individuals—use of colours, graphics, images, language, animation, music).
      - Creates text in the **target language** suited to the intended audience (eg selects an image and writes an advertisement in the **target language** that is targeted at a particular audience).
      - Identifies gender stereotyping in **target language** advertisements and re-works advertisements using gender inclusive language and images.

#### Year 8

- **Outcomes**
  - **Key Ideas**:
    - **4.4**
      - **Id T C KC2**

#### SAMPLE ASSESSMENT

- **Show**s understanding of the language of persuasion by writing and illustrating an A4 advertisement of 4 to 5 sentences in the **target language** for their school or a local facility (eg swimming pool, library, canteen) using the models and structures met in this learning cycle as a guide.

#### SAMPLE ASSESSMENT

- **Show**s understanding of the language of persuasion by writing and illustrating an A4 advertisement of 4 to 5 sentences in the **target language** for their school or a local facility (eg swimming pool, library, canteen) using the models and structures met in this learning cycle as a guide.

- **Key Ideas**:
  - **4.4**
    - **Id T C KC2**

- **Key Ideas**:
  - **4.4**
    - **Id T C KC2**

- **Key Ideas**:
  - **4.4**
    - **Id T C KC2**

- **Key Ideas**:
  - **4.4**
    - **Id T C KC2**
Learning Area: Languages (alpha) Pathway 1A
Strand: Understanding language
Band: Middle Years
Standard: 4

**KEY IDEAS**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Students explore diverse forms of communication, including information and communication technologies and use models to represent and analyse systems in language, and apply these in constructing their own meaning. In T C KC1 KC2 KC6 KC7 relating to outcome 4.5</td>
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</table>

- Identifies the power of messages through recognising language features in the **target language** (e.g., accents, tone, pronunciation, use of imperative, questions, statements, repetition).
- Communicates persuasive messages in the **target language** by using questions and statements or expressing opinions with verbs (e.g., to prefer, to like) or through subordination (e.g., because, so that).
- Appreciates that advertisements in the **target language** use features (e.g., acronyms, jargon, slang and regional differences to capture attention) and deduce meaning of some new words from their context.
- Constructs own meaning in the **target language** about the linguistic features of persuasive language (e.g., uses appropriate language structures in both oral and written forms to communicate succinctly—imperatives, adjectives, agreements, comparisons, register).

**OUTCOMES**

- Applies new strategies to decipher meaning of new words in the **target language** from context and textual resources (e.g., uses online dictionaries, standard dictionaries and teamwork).
- Varies and extends structures in the **target language** for asking questions, making positive and negative statements and expressing feelings and opinions (e.g., practises role-plays and writes dialogues).
- Uses more complex language structures in the **target language** (e.g., conditional, past and future tenses; time markers; adverbs; clauses of reason in writing; formal use of address in writing).
- Makes comparisons with known language to identify and describe patterns and features of the **target language** (e.g., questions, positive/negative statements).

**SAMPLE ASSESSMENT**

Demonstrates rules regarding a negotiated language feature (e.g., place of adjective, verb tense) by designing a learning aid in the **target language** in a particular form (e.g., an advertisement, webpage, mobile, game, toy or **PowerPoint presentation**) and uses the aid to teach others.

Uses knowledge of language patterns and features in the **target language** to participate in a cross-age tutoring program, where understanding of language concepts are shared and enhanced through teaching and learning with younger students.
### Learning Area: Languages (alpha) Pathway 1A
#### Strand: Understanding culture
##### Band: Middle Years

**Standard: 4**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
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</table>
| Students learn to understand and demonstrate respect for the values and practices of diverse groups; in past, present and future contexts. They recognise connections between identity and cultural values, and how these are expressed in language. | Year 7: Towards Standard 4  
**Identifies cultural messages of advertisements through viewing and responding to visual texts that express elements of the target language culture (eg architecture, food types, appearance of people, features of the land and humour).**  
**Draws on personal knowledge and experiences about the target language culture to share with others in the class target language cultural identity, values and practices presented in advertisements (eg in a small group, identifies and analyses cultural stereotypes in 3 or 4 target language country advertisements, recording and discussing how accurately they appear to portray the culture’s identity, values and practices).**  
**Demonstrates understanding of linguistic and cultural features of the target language that are used in persuasive writing (compares and contrasts advertising writing techniques used in Australia and a target language country).**  
**Recognises the importance of values and beliefs in the target language culture and demands for a particular product (eg assesses within an historical context the interdependence between a product and the target language culture in which it is used).** | Year 8: Standard 4  
**Challenges attitudes towards the target language culture expressed within texts (eg listens to descriptions of places in a target language country—best beaches in the world, oldest university).**  
**Analyses target language cultural values as presented in written texts (eg discusses in English target language cultural icons and their cultural importance as presented in target language country brochures or information sheets).**  
**Reflects on different cultural practices, identifying similarities and differences between a target language country and Australia (eg records aspects of culture such as food, dress and behaviour, on a comparative chart that shows the level of importance these aspects play in varying contexts such as school, work, parties, home and special events).**  
**Makes connections between target language cultural practices and values through exploring and promoting a particular target language cultural event (eg selects information from various sources, such as books and the internet, describing a community event in the target language culture, and promoting its cultural significance through a presentation in English to the class).** |

**SAMPLE ASSESSMENT**  
Demonstrates understanding of how cultural identity, values and practices are often portrayed in advertising through use of cultural stereotypical images, which can result in inaccurate assumptions being made about a culture (eg creates in cartoon style a typical ‘Australian’, compares with others in the class, identifies and records common characteristics, and discusses the accuracy of assumptions being made about Australian culture.)

**SAMPLE ASSESSMENT**  
Challenges assumptions about cultural identity by presenting a role-play in the target language that portrays a stereotypical viewpoint about an aspect of their own or the target language culture and then deconstructing it in a class discussion in English.
Learning Area: Languages (alpha) Pathway 1A

Band: Middle Years

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<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
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<td>Towards Standard 4</td>
<td>Standard 4</td>
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A. Group task—Target language  
Works collaboratively with others to create a television, webpage (with sound) or radio advertisement (1–3 minutes) for a new product for a target language country, and presents the advertisement to peers in order to persuade them of the value of their product.

**Criteria**
- Uses a presentation method appropriate to the advertisement.
- Uses appropriate oral and written language structures (e.g., imperative, adjectives, agreements, comparisons, register).
- Demonstrates skills in drafting and editing.
- Communicates a clear message.
- Uses repetition for emphasis.
- Demonstrates ability to work in a team.
- Expresses cultural values that reflect the target language culture.

A. Group task—Target language  
Role-plays a tour guide in a target language country and prepares with others a written virtual tour (5–7 minutes) (using PowerPoint, Webquests, information place cards) of a number of places of interest, describing in the target language what there is to see and do, and including information on appropriate cultural protocols and practices in the target language culture.

**Criteria**
- Uses appropriate style of speaking for role as guide to motivate and inform listeners.
- Expresses and reflects on cultural practices, communicating these with concise knowledge and cultural understanding.
- Uses appropriate language structures (e.g., simple present, past and future tenses/markers with teacher support as necessary) to describe buildings and places and their significance, providing historical data and informing listeners of the itinerary.
- Works with others to select, share and elaborate on information for publishing.
- Demonstrates skills in drafting and editing.
### B. Individual task—English

**Year 7**  
Towards Standard 4

- Surveys peers to determine the effectiveness of the advertisement and interprets and analyses the results in a written report, including graphs and tables, to be published as a contribution to a class book, a website or *PowerPoint* presentation.

**Criteria**
- Uses effective questions in survey.
- Records student responses to own survey in clear, explicit language.
- Reports clear analysis of responses in full sentences.
- Interprets reasons for peer responses to their advertising by writing in well structured sentences.

**Year 8**  
Standard 4

- Observes the virtual tours, selects a favourite and writes an account in English to express feelings about what it would be like to visit and experience the place if they were really there.

**Criteria**
- Expresses opinions clearly, giving reasons for personal choices.
- Expresses well informed thinking about possible tour using the conditional tense in English (eg ‘I would like …’).
- Explains realistic experiences appropriate to a target language culture visit.
Learning Area: Languages (alpha) Pathway 1A

Band: Middle Years (Year 9) and Senior Years (Year 10)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

**Futures**
Learners:
- transfer and transform current knowledge of communication modes
- build future scenarios based on insights of past and present trends.

**Identity**
Learners:
- develop a critical awareness of self and others
- develop an understanding of personal and group identity as expressed through song and other ways of communication.

**Interdependence**
Learners:
- understand issues of community wellbeing
- understand how the ability to communicate electronically and with music impacts on lifestyle.

**Thinking**
Learners:
- use multiple ways of thinking to discover ways of constructing and deconstructing messages in music and communication with peers.

**Communication**
Learners:
- receive and share meaning through a range of increasingly complex and extended modes of communication in formal and informal contexts.
**Learning Area: Languages (alpha) Pathway 1A**  
**Strand: Communication**  
**Band: Middle–Senior Years**  
**Standard: 5**

### KEY IDEAS

*Students listen and respond to texts to analyse and interpret meanings in diverse media. They make connections between ideas and perspectives expressed in texts, and consider their implications for audiences of diverse backgrounds.*

### OUTCOMES

#### Year 9 Towards Standard 5

- **Listening**
  - **Outcomes**: Year 9
  - **Towards Standard 5**

#### Year 10 Standard 5

- **Listening**
  - **Outcomes**: Year 10

### The following sample learning descriptors explore the concept of the power of language.

- **Sample Assessment**
  - **Demonstrates ability in the target language**, to follow aural instructions and an understanding of one-way, relevant, abbreviated and repetitive sentence patterns (eg listens to pre-recorded business message in the target language according to a pre-determined context—paying a bill, speaking to particular person/department—and follows the appropriate prompts, recording their ‘prompt’ decisions on a card).

### KEY TO SYMBOLS

- **Essential Learnings:**
  - **F** Futures
  - **Id** Identity
  - **In** Interdependence
  - **T** Thinking
  - **C** Communication

- **Key Competencies:**
  - **KC1** collecting, analysing and organising information
  - **KC2** communicating ideas and information
  - **KC3** planning and organising activities
  - **KC4** working with others in teams
  - **KC5** using mathematical ideas and techniques
  - **KC6** solving problems
  - **KC7** using technology

### POSSIBLE YEAR 9 LEARNING CYCLE:
- The language of the 21st century

### POSSIBLE YEAR 10 LEARNING CYCLE:
- The language of music
Learning Area: Languages (alpha) Pathway 1A  
Strand: Communication     Band: Middle–Senior Years     Standard: 5

### KEY IDEAS

Students interact to exchange ideas, information and opinions, and demonstrate ways of working toward collaborative goals.

### OUTCOMES

#### Year 9
Towards Standard 5

- Uses **target language** patterns to record and respond to voice-mail/answering machine messages (eg listens as a group to recorded personal voice-mail/answering machine messages, identifying language patterns and, individually, records personal messages and responds to others’ messages).

- Interacts with a peer, in the **target language**, in a conversation using contextually and culturally appropriate language (eg role-plays telephone conversations in the **target language**).

- Listens and identifies information from a spoken text in the **target language** and responds orally in the **target language**, using appropriate language (eg responds appropriately to a recorded voice message according to the information left by the caller).

#### Year 10
Standard 5

- Surveys class members orally in the **target language** to make observations and classify preferences (eg composes and asks questions in the **target language** about likes and opinions on local youth issues—music skills, favourite music, parental attitudes to modern music).

- Uses spoken **target language** to share and compare experiences (eg reports in the **target language** in groups and shares and compares results of one or more aspects of the survey.)

- **SAMPLE ASSESSMENT**
  Records a message in the **target language** for the teacher, explaining why they haven’t completed an assessment task and asking for an extension.

- **SAMPLE ASSESSMENT**
  Role-plays an Australian journalist and interviews, based on background research, a singer from a **target language** country about one of their songs’ lyrics, drawing out issues and comparing attitudes between both cultures.

  (See Reading p47 for complementary task.)

5.2
Works cooperatively to share information and ideas, and present opinions on issues of local and global significance.

In C KC2 KC4

In C KC2 KC4
Learning Area: Languages (alpha) Pathway 1A
Strand: Communication
Band: Middle–Senior Years
Standard: 5

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>READING</th>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td>Students read and respond to texts to analyse and interpret meanings, to make connections between ideas and perspectives, and to consider their implications for audiences of diverse backgrounds.</td>
<td><strong>Year 9</strong> Towards Standard 5</td>
<td>5.3 Recognises connections between language and contrasting values and perspectives in texts. In T C KC1 KC2 KC6 relating to outcome 5.3</td>
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<td><strong>Year 10</strong> Standard 5</td>
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**READING**

- Reads and discusses in a group short texts in English and the **target language** about an aspect of contemporary communication (eg reads short texts in English and the **target language** about the phenomenon of mobile phone text messaging in the 21st century and discusses in groups the implications for communication).
- Explores how language has evolved to accommodate new communication models (eg deciphers text messages in the **target language** and reconstructs the full messages and comments on how language has evolved to accommodate new communication modes).
- Uses **target language** e-mail conventions to experiment with the **target language** written conventions (eg reads a series of e-mails sent by the teacher in the **target language** and responds in the **target language**).

**SAMPLE ASSESSMENT**

Researches in English and in the **target language** the mobile phone and text messaging phenomena and their impact on the way people communicate in the **target language** today and possibilities for the future, and presents findings in graphic form, categorising and sharing information with the class.

**SAMPLE ASSESSMENT**

Creates, with the rest of the class, a booklet of favourite **target language** culture song lyrics with accompanying **target language** comments such as why they chose a song, how it makes them feel, and how it relates to their own issues in the Australian context.
Learning Area: Languages (alpha) Pathway 1A

Strand: Communication

Band: Middle–Senior Years

Standard: 5

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<tr>
<th>KEY IDEAS</th>
<th>WRITING</th>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td>Students write their own texts to present ideas and provide personal reflections about the nature of identity, and to apply knowledge and understanding in new contexts. Id T C KC1 KC2 KC6 relating to outcome 5.4</td>
<td><strong>Year 9</strong> Towards Standard 5</td>
<td><strong>Year 10</strong> Standard 5</td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td><strong>OUTCOMES</strong></td>
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<tr>
<td>- Writes and responds to e-mails in the target language to establish and maintain contact with a peer studying the target language in another school (eg writes and responds to e-mails to another class member in Australia studying the target language and/or to a class in a target language country).</td>
<td>- Writes explanatory notes in English to accompany illustrations of own culture’s traditional and contemporary musical instruments (eg researches and classifies own culture’s traditional and contemporary musical instruments and writes explanatory notes to accompany illustrations).</td>
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<tr>
<td>- Writes, sends and responds to SMS messages in the target language for specific purposes negotiated with the teacher (eg making arrangements, conveying information, reporting and following up an accident).</td>
<td>- Writes explanatory notes in the target language to accompany illustrations of the target language culture’s traditional and contemporary musical instruments (eg researches and classifies traditional and contemporary musical instruments of the target language culture and writes explanatory notes to accompany illustrations).</td>
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<tr>
<td>- Practises writing target language prompt type messages used by business to direct incoming calls (eg writes and responds to a message in the target language for a specific type of business, for a class partner to respond), and records a message for others to listen to. (See Listening Sample Assessment.)</td>
<td>- Contributes to a comprehensive classroom graphic display of musical instruments from the target language culture and own culture, arranged in categories with accompanying text in English and the target language.</td>
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**SAMPLE ASSESSMENT**

**Year 9** Towards Standard 5

Write an e-mail in the target language to the teacher, relating information about the class member in another school that they have been corresponding with via e-mail (eg their name, age, where they’re from, hobbies and interests and information about their school life and any other relevant information).

**SAMPLE ASSESSMENT**

**Year 10** Standard 5

Write a pair of hip-hop/rap songs in the target language on an issue important to the class (eg advertising, travel, relationships, identity) and performs as negotiated (eg as puppeteers).
Learning Area: Languages (alpha) Pathway 1A
Strand: Understanding language   Band: Middle–Senior Years   Standard: 5

**KEY IDEAS**

(Refer p40 for Years 7–8)

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<th>Year 9</th>
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<td><strong>Towards Standard 5</strong></td>
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- Students recognise the power of language by analysing the ways in which it can be used to portray or influence others, or to create a desired impact. In **TC KC 1 KC 6 relating to outcome 5.5**

**OUTCOMES**

- Investigates how socio-linguistic coding (eg SMS and e-mail) in English and the **target language** varies according to the nature of the message and the intended audience (eg negotiates a subject/topic with the teacher and constructs written text messages for SMS or e-mail for two specific audiences such as a peer, parent, teacher or younger sibling, in both English and the **target language** and explores as a class how socio-linguistic coding varies according to the desired impact of each message, cultural context, language and audience).

- Investigates popular e-mail symbols in the **target language** culture and compares the similarities and differences between the **target language** culture and Australian culture and, as a class group, analyses what cultural values are expressed through the use of specific symbols.

- Recognises language used, the ways it is used in **target language** song lyrics, and how it provides insights into cultural values and practices (eg uses **target language** song lyrics as a basis to brainstorm words and phrases: of local significance, of youth language, that are abbreviated, have double meaning).

- Analyses the language patterns and special song writing techniques used in **target language** culture songs, which convey cultural values and practices (eg in a small group, selects a **target language** song which conveys cultural values and practices and analyses the language patterns—verb tense, adjectives and special song writing techniques such as repetition).

**SAMPLE ASSESSMENT**

Constructs a bilingual SMS symbol dictionary to show understanding of the sentiments that are most used in the **target language** culture and the equivalent used in an Australian context.

**SAMPLE ASSESSMENT**

Analyses the relationship formed between singer and audience through recording words and phrases in **target language** song lyrics and music that convey emotion, tension, mood and so on.

5.5 Analyses how cultural values and practices are expressed in literature and media texts. In **TC KC 1**
## KEY IDEAS

**Students identify and respond to challenges for the future through analysis of diverse world views. They develop an awareness that texts are socially constructed in response to the needs of specific groups in particular times and places.**

**F 1d In T KC1 KC2 relating to outcome 5.6**

### OUTCOMES

**Year 9**

**Towards Standard 5**

- Explores the ethics relating to communicating electronically (e.g., participates in a formal–parliamentary debate about the ethics of electronic communication within and across cultures—e-mail, SMS).
- Develops an understanding of the impact of technology on forms of communication in both English and the target language (e.g., explores sending mail in the past, present and future).
- Understands that the needs of certain groups in society contribute to the development, change and construction of the target language and English (e.g., explores the impact on language by groups such as sporting groups/the sports industry, the fashion industry, fast food chains).
- Understands that global trends and lifestyle changes brought about by technology are not universally available or embraced by all cultures.
- Forms opinions about the effectiveness of electronic communication in a target language country and Australia (e.g., forms opinions about the effectiveness of the internet).

**Year 10**

**Standard 5**

- Examines the similarities and differences of celebratory songs that cross cultural boundaries (e.g., using Christmas carols/Happy Birthday compares the similarities and differences between these songs and songs in the target language culture that celebrate the same events).
- Explores lyrics of national anthems and discusses historical perspectives (e.g., what national events influenced content) and how a target language country is perceived by others through these lyrics.
- Experiences musical performances from the target language culture and shares one's perspective of the performances with others (e.g., visits or views a local festival to experience the music from a target language culture, prepares and delivers an oral report to another target language class—Year 8/feeder primary school—to promote the festival as a local target language cultural experience).

### SAMPLE ASSESSMENT

**Tracks the number of SMS, e-mail, telephone messages and letters they receive over one week and records, graphs, analyses and interprets the data to recognise the cultural impact of 21st century communication modes compared to a previous generation.**

**SAMPLE ASSESSMENT**

Identifies the impact of traditional music of target language culture on modern music trends and produces an illustrated paragraph to add to the classroom graphic display.
## Learning Area: Languages (alpha) Pathway 1A

### Band: Middle–Senior Years

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<td>Towards Standard 5</td>
<td>Standard 5</td>
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### CULMINATING ASSESSMENT TASKS

1. **Conducts field research to locate information about changes in the modes of communication from 20th to 21st centuries from a global perspective, including a target language country and Australia, and creates a timeline in the target language showing results and then writes predictions in the target language of possible future developments and displays research findings graphically.**

2. **Investigates the phenomenon of World Music by researching websites, program booklets or conducting field research at WOMADelaide (e.g., writes a profile in the target language about a popular WOMAD artist from the target language culture; lists words from promotional material used to describe the music styles and makes a corresponding target language list using the selected words to write in the target language a review of a chosen target language song).**

### Criteria

- Provides evidence of research including notes, images, articles and appendices.
- Includes a bibliography.
- Shows evidence of drafting and editing.
- Demonstrates understanding of cross-cultural perspectives.
- Includes a timeline that shows change and growth in information and communication technologies.
- Uses correct language (e.g., ‘invented in/by …’) and future tense.

- Provides evidence of research including notes, images, articles, appendices and transcripts of interviews.
- Includes a bibliography.
- Shows evidence of drafting and editing.
- Demonstrates accuracy and range of language structures and vocabulary.
- Provides evidence and demonstrates understanding of cross-cultural perspectives.
- Demonstrates understanding of the connection between the music and the culture from which it comes, and the audience.
Learning Area: Languages (alpha) Pathway 1B

Band: Middle Years (Years 8 and 9)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

Futures
Learners:
• transfer and transform knowledge about themselves
• transfer and transform knowledge about global political stability
• critically examine diverse world views, relationships and values to build future scenarios based on insights of the past and present.

Identity
Learners:
• identify issues of power, justice and injustice to explore issues about global food supply and demand.

Interdependence
Learners:
• understand, critique and demonstrate respect for social and cultural constructs.

Thinking
Learners:
• understand how to create personal relevance through reflection
• extend the complexity of connections among ideas in technological, social, economic and cultural environments.

Communication
Learners:
• communicate their knowledge powerfully and persuasively using a variety of media.
Learning Area: Languages (alpha) Pathway 1B  
Strand: Communication  
Band: Middle Years  
Standards: 4 & 5

### KEY IDEAS

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<thead>
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<th>Year 8</th>
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<tr>
<td><strong>LISTENING</strong></td>
<td><strong>Outcomes</strong></td>
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#### OUTCOMES

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<th>Standards:</th>
<th>4 &amp; 5</th>
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<tr>
<td><strong>LISTENING</strong></td>
<td>(refer p63 for Year 10)</td>
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</table>

### Sample Assessment

#### SAMPLE ASSESSMENT

**Year 8**

- **Standard 4**

**Students listen and respond to texts to interpret meaning, and to learn about the target language.**

- **KC1** They develop thinking skills and make connections between form and meaning in language to learn how meaning is conveyed in a range of contexts.

**KC2** **KC7 relating to outcome 4.1**

- Students listen and respond to texts to develop their capability to interpret meaning and use the language in new contexts. They develop thinking skills, making connections between ideas in text, and using processes of inquiry in seeking solutions to problems.

**In T C KC1 KC2 KC6 relating to outcome 5.1**

**POSSIBLE YEAR 8 LEARNING CYCLES:**

- From tweens to teens
- Challenge and growth
- Relating to my world
- Building relationships

**POSSIBLE YEAR 9 LEARNING CYCLE:**

- Clothing—a cultural icon

---

**The following sample learning descriptors explore the concept of reading the world.**

- **Listeners to a conversation in the target language** to interpret meaning (eg listens to a conversation in the target language between two class members role-playing and discussing plans for a family celebration—birthday, name day, saint’s day, family reunion and records, on a checklist of family terms, who will be present and, on another checklist, key aspects of the arrangements).

- **Students distinguish the difference between formal and informal register** (eg listens to two dialogues: one between adults, such as between a parent and teacher, in the target language, and the other between a parent greeting a child on return from school, and compares the target language used with English).

- **Students listen to a biography in the target language and identifies main points about the person in a spoken response in the target language** (eg listens to a biography of a famous person from the target language culture).

- **Listens to and interprets dialogue in the target language** (eg listens to dialogue in the target language and ticks off items worn/purchased for particular events in the target language culture).

- **Listens to a conversation in the target language and interprets dialogue** (eg listens to a recorded/role-played phone conversation in the target language between two people about appropriate clothing to pack for a holiday/camping trip in a target language country, and discusses reasons for choices made).

- **Listens to a description of a series of items in the target language and makes connections between them** (eg listens to a description of clothing items, recognising, matching and categorising the items for different purposes).

- **Listens to and interprets an advertisement or conversation in the target language about clothing, and identifies items for sale/out of stock/prices and ranks personal preferences, justifying choices in the target language.**

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**POSSIBLE YEAR 9 LEARNING CYCLE:**

- Clothing—a cultural icon

---

**POSSIBLE YEAR 9 LEARNING CYCLE:**

- Clothing—a cultural icon
Learning Area: Languages (alpha) Pathway 1B
Strand: Communication     Band: Middle Years      Standards: 4 & 5

KEY IDEAS

SPEAKING

OUTCOMES

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Students engage in conversations to exchange information, and learn appropriate ways of establishing and maintaining relationships and working with others in diverse cultural settings.

**In C KC2 KC4 relating to outcome 4.2**

Students interact to exchange ideas, information and opinions, and demonstrate ways of working to achieve collaborative goals.

**In C KC2 KC4 relating to outcome 5.2**

- Makes a recording in the **target language** and attempts to use correct pronunciation and intonation (eg makes a recording to send to a prospective pen friend in a **target language** country who has no access to a computer; uses sentence patterns from teacher models and other sources to describe themselves in terms of age, likes and dislikes and describes location of the school; and concludes by asking questions about the other person in anticipation of a response).

- Introduces themselves and a friend to others, in the **target language**, and exchanges information (eg role-plays an exchange student from a **target language** country coming to school, and introduces themselves and a friend to the exchange student by first name only and exchanges information about each other by asking questions).

- Participates in a survey in the **target language** to help establish relationships and understand diversity (eg participates in a class survey about ages, favourite sports/music, birthdays and star signs of class members).

- Records responses to questions and answers in the **target language** and presents an oral report (eg draws a table with headings for days of the week in the **target language**; over a 2 to 3 week period asks a class partner in the **target language** how they are feeling and records responses using a symbol; reverses role; and at the end of the period, exchanges findings with the class partner in spoken **target language**: ‘On Mondays you usually/sometimes/always/never feel well/tired/happy/sad’).

- Presents, with a peer, a dialogue in the **target language**, sharing information and opinions (eg with a class partner, orally presents to the rest of the class, what an exchange student should pack/what is best to bring to Australia for certain seasons).

- Comments in the **target language**, on jumbled images they have constructed previously and makes suggestions in the **target language** as to how they should appear (eg prepares a collage using magazines to show people inappropriately dressed for particular activities, such as a person playing football in an evening dress, and comments on the images and makes suggestions in the **target language** for more suitable attire—‘the player should not wear evening dress, they should wear a football top in team colours’).

- Role-plays, in the **target language**, a particular type of social interaction (eg practises short role-plays selecting and purchasing items of clothing in terms of size, colour, material and style).

**KEY TO SYMBOLS**

Essential Learnings:

- F Futures
- Id Identity
- In Interdependence
- T Thinking
- C Communication

Key Competencies:

- KC1 collecting, analysing and organising information
- KC2 communicating ideas and information
- KC3 planning and organising activities
- KC4 working with others in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology

4.2 Builds relationships and expresses own ideas in social interactions.

**In C KC4**

5.2 Presents information and personal opinions on issues in social interactions.

**In C KC2**
• Makes, responds to and builds simple spoken statements in the **target language** (e.g. works in a small group and discusses in the **target language** daily routines, including weekends; for example, makes the statement—‘I play tennis’ and a class member questions ‘When ...?’; and then the student adds phrases of time, place and frequency to expand the meaning of the simple statement.

**SAMPLE ASSESSMENT**
Role-plays in a small group a variety of scenarios to exchange personal information in the **target language** and develops relationships by adapting modelled language patterns as appropriate to context, aiming at correct pronunciation and intonation; and listens to other role-plays and prepares questions to ask that encourage personal expression and extended responses.

**SAMPLE ASSESSMENT**
Researches, prepares and presents orally to the class, information describing traditional/national clothing to be worn to a particular cultural celebration/event with reasons, to demonstrate an understanding of the connection between culture and fashion.
# Learning Area: Languages (alpha) Pathway 1B

**Strand: Communication**  
**Band: Middle Years**  
**Standards: 4 & 5**

## KEY IDEAS

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
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<tbody>
<tr>
<td><strong>Standard 4</strong></td>
<td><strong>Towards Standard 5</strong></td>
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</table>

### READING

- Reads and responds in the **target language** to text and graphics about people’s interaction (e.g., reads in the **target language** and responds to comic strips of people sharing information, discussing with the class the language structures and conventions that the characters use to interact).
- Reads texts in the **target language** and demonstrates that the two languages express the same ideas in both similar and different ways (e.g., reads in the **target language** printed student profiles from a **target language** country and draws up a chart to classify information by age, cultural background, and language spoken; lists and interprets specific ways in which the **target language** expresses age and describes nationality and uses 1st person singular with appropriate verbs; and compares these ways with English).
- Reads in the **target language**, a culture magazine, to interpret meaning (e.g., browses a **target language** culture fashion magazine to identify the latest trends and investigates and discusses why or why not certain items may or may not be represented in the magazine).
- Reads mass media texts in the **target language**, demonstrates understanding and shares opinions about ideas expressed in the texts (e.g., reads newspaper/magazine reviews on **target language** culture fashion, answers a series of comprehension questions, and gives their own opinions/comments on the clothing).
- Researches and produces, in the **target language**, lists of items of clothing that are worn only in a **target language** country (e.g., particular types of headwear, footwear) and accompanies these with images.

### OUTCOMES

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
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<tbody>
<tr>
<td><strong>Standard 4</strong></td>
<td><strong>Towards Standard 5</strong></td>
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<thead>
<tr>
<th>STUDENT OUTCOMES</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 Organises and analyses specific information in texts.</td>
<td>T KC1</td>
</tr>
<tr>
<td>5.3 Synthetises key points of information in texts to form an opinion on an issue.</td>
<td>T C KC1</td>
</tr>
</tbody>
</table>

### SAMPLE ASSESSMENT

- **Year 8 Standard 4**
  - Reads biographical passages in the **target language** and organises the information into profile forms (e.g., age, sex, country of birth) and presents findings to the class.
- **Year 9 Towards Standard 5**
  - Reads, in the **target language**, an article that describes a particular activity/occasion where distinctive clothing is worn in a **target language** country and identifies and records in text in the **target language**, supported by graphics, the specific clothing items worn, giving reasons orally, in the **target language**, for their use on these particular occasions.
# Learning Area: Languages (alpha) Pathway 1B
## Strand: Communication
### Band: Middle Years
### Standards: 4 & 5

## Key Ideas

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Writing</th>
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<tr>
<td>Standard 4</td>
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</table>
- Experiments with writing by adapting learnt target language patterns to new situations (eg examines pictures of people in various target language contexts, obtained by researching using electronic media, and writes short descriptions in the target language under each picture).
- Uses the language of description modelled in a target language reading passage, to write short descriptions using word processing software (eg creates a family tree, annotated photo album, a word picture about themselves or an imaginary person).
- Writes a dialogue of personal life information and compares this with similar personal life descriptions from the target language culture (eg uses word processing software to compare a dialogue with a fellow student to exchange personal information; shares this with the class and compares this information with similar descriptions of personal life in a target language country; and draws a comparative table as appropriate).

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Towards Standard 5</th>
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</table>
- Describes in writing, in the target language, current clothing fashion trends in a target language country (eg takes the role of a clothing fashion critic in a target language country, describes and comments in the target language the latest fashions, supported by graphics).
- Writes brief descriptions in the target language and produces corresponding creative graphics (eg designs a target language country catalogue advertising items of clothing for sale and writes a brief description in the target language of each item).
- Responds by e-mail, in the target language, to a target language e-mail that has requested specific detailed information (eg responds as a manager of an online store to an e-mail from a client requesting information about new season’s clothing fashion trends and availability of items as seen online).
- Writes a formal invitation, in the target language, to prospective guests for a special occasion (eg writes a formal fashion parade invitation, in the target language to prospective buyers and critics).

## Outcomes

<table>
<thead>
<tr>
<th>Standards: 4 &amp; 5</th>
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<tbody>
<tr>
<td>4.4</td>
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<tr>
<td>5.4</td>
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</tbody>
</table>
Learning Area: Languages (alpha) Pathway 1B  
Strand: Understanding language  
Band: Middle Years  
Standards: 4 & 5

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
</tr>
</thead>
</table>
| Students use models to identify and analyse patterns and systems in language, and apply these in constructing their own meaning. KC1 KC5 They explore diverse forms of communication as they develop their potential for constructing meaning. In T C KC1 KC2 relating to outcome 4.5 | Year 8  
Standard 4  
• Analyses the ways in which questions are formed in the **target language** (eg uses questions to seek information about personal details—name, age …).  
• Analyses the ways in which positive and negative statements are formed in the **target language** and uses them to convey information.  
• Examines possible word borrowing between English and the **target language** to make connections between the languages.  
• Begins to understand and develop interpretation skills in the **target language** to deepen a knowledge of language as a system (eg verbs, adjectives, agreements).  
• Learns and uses appropriate language structures in the **target language** to describe themselves and others (eg personal pronouns, proper nouns, verbs).  
• Pronounces, with confidence, modelled **target language** words and phrases (eg common endings, combinations of letters in given names/family names) and identifies and analyses language specific features of naming systems.  

**SAMPLE ASSESSMENT**  
Selects phrases/sentences in the **target language** from prepared tables to reconstruct a text to accurately convey meaning. | Year 9  
Towards Standard 5  
• Analyses and practises the language of flattery used in the **target language** culture (eg in role-plays).  
• Demonstrates an understanding of persuasive and flattering language in the **target language** culture and the appropriate language structures used for shopping/bargaining (eg role-plays, in the **target language**, in a department store/market, a sales assistant convincing the shopper to buy a particular item—‘This … suits you better’, ‘The … fits you well, but the … does not’).  
• Uses adjectives in the **target language** (eg to describe colour, style and fabric of clothing items).  
• Recognises jargon in the **target language** related to a specific subject (eg observes fashion jargon in the **target language** and how people in spoken and written texts use it).  

**SAMPLE ASSESSMENT**  
Completes missing text in a dialogue about fashion and clothing to demonstrate an understanding of appropriate language structures and forms in the **target language**.  

( refer p67 for Year 10)  

<table>
<thead>
<tr>
<th>OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td>4.5 Reflects on how language is used to extend or elaborate a message, and compares how concepts are expressed in different languages. In T C KC1</td>
</tr>
<tr>
<td>5.5 Applies knowledge of language forms to identify, analyse and describe patterns in language. In T C KC1</td>
</tr>
</tbody>
</table>
Learning Area: Languages (alpha) Pathway 1B
Strand: Understanding culture    Band: Middle Years    Standards: 4 & 5

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
</tr>
</thead>
</table>
| Students recognise connections between cultural values and practices and language use. They recognise values significant to the culture and how these are represented in language use. | Year 8 Standard 4
Develops an understanding about the similarities and differences for people migrating from one country to another, (eg researches and discusses causes and patterns of migration).
Develops an understanding that there are various reasons for people from a target language country to migrate to another country (eg class identifies and marks on a world map where the target language community lives or has moved to in large numbers, using class-designed symbols for the various reasons for migration).
Researches, using a negotiated set of inquiry questions, the nature of the target language culture in Australia (eg researches using electronic and print resources, conducts interviews and listens to guest speakers).
Examines interpersonal relations through the exchange of greetings in the target language culture and compares and contrasts with their own cultural background.
Makes connections between target language cultural practices and language used, through the exchange of greetings in the target language (eg examines and practises through role-play, verbal and non-verbal language customs and protocols related to greetings and personal interactions such as hand shaking, kissing on the cheek; discusses appropriate word order/use of titles/name or person markers when stating names; and practises giving introductions in the target language and discusses cultural values associated with formal and informal means of address).
Investigates beliefs and value systems in the target language culture (eg views a documentary about a famous fashion designer from the target language culture, and investigates and discusses beliefs and value systems presented).
Discusses and compares use of measurement in a particular context in a target language country, and compares this with the same application in Australia (eg sizing of clothing and footwear).
Discusses how climate and historical, political and religious beliefs influence target language cultural norms (eg clothing).
Investigates target language cultural norms attached to particular events (eg prepares a list of dos and don’ts to identify target language cultural appropriateness at certain events, and uses this information to compare and contrast with those of their own culture).
Investigates a target language country’s currency, including its origins, and compares the value of the currency to the Australian dollar. | Year 9 Towards Standard 5
4.6 Reflects personally on cultural practices and compares how these are expressed across cultures.
Analyses cultural references in texts and challenges assumptions about cultural identity, values and practices.

Id In KC1 relating to outcome 4.6
F Id In T KC1 KC2 KC6 relating to outcome 5.6

Id In T KC1

Id In T KC1
• In English, relates their own cultural origin and heritage (eg reports to the class, on a voluntary basis, on their own cultural origin and heritage and shows the place of origin on a map).

• Develops an understanding that film-makers portray a particular cultural interpretation (eg views an authentic target language visual text such as a video, film or documentary and discusses the selective nature of film-making).

SAMPLE ASSESSMENT
Creates a role-play in a small group, demonstrating their interpretation of the way people behaved in the viewed target language culture text, and evaluates the cultural appropriateness of the performances of other groups.

SAMPLE ASSESSMENT
Investigates, in English, the historical origins of the ritual/cultural practices (eg tattooing, body piercing) in the target language culture and influence on modern day fashion in Australia and/or in target language countries and graphically shares information with the class.

Investigates and writes a short essay, in English, on the adoption of fashions from other cultures into the target language culture and Australian culture.
### CULMINATING ASSESSMENT TASKS

**Learning Area: Languages (alpha) Pathway 1B**

**Band: Middle Years**

**Year 8**

**Standard 4**

Chooses, from a set of prepared cards, a character to role-play at a party, set in the **target language** culture, and introduces themselves to other party-goers using appropriate non-verbal language and exchanges information about name, age, occupation, nationality, likes and dislikes. After the interchange, writes a brief description of at least two people they met, summarising personal details (eg ’I met John. John lives in Berlin and is German. He is an engineer. He is single and has a dog’).

Writes a paragraph in English reflecting on how the party and the people’s speech and behaviour would have been different in Australian culture to demonstrate understanding of differences in cultural practices.

**Criteria**

- Demonstrates ability to speak clearly and be understood by others.
- Uses appropriate oral language structures (eg register, questions, answers).
- Expresses cultural values and behaviour that reflect the **target language** culture.
- Demonstrates ability to understand what others have said.
- Uses **target language** pronunciation and inflection.
- Reflects respectfully on differences in cultural values and behaviour.

**Year 9**

**Towards Standard 5**

Takes on the role of an Australian journalist at a festival in a **target language** country and prepares a report for television, radio or a **target language** culture newspaper in Australia on the variety of clothing worn by performers and spectators, including a statement on the purpose of the traditional dress used.

Shares their report with another student, who decides whether they would like to attend the event, selecting certain aspects of the scene described to support their opinion in a written response (eg ‘I would like to go because …’).

**Criteria**

- Shows evidence of research (eg notes, images, articles, appendices).
- Includes a bibliography.
- Shows evidence of drafting and editing.
- Uses appropriate language of reporting (eg descriptive, reporting style).
- Demonstrates understanding of cross-cultural perspectives.
- Speaks with appropriate pronunciation and intonation.
- Supports opinions given.
- Uses correct structures and spelling.
Learning Area: Languages (alpha) Pathway 1B

Band: Middle Years (Year 9) and Senior Years (Year 10)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

**Futures**

Learners:
- transfer and transform knowledge about themselves
- transfer and transform knowledge about global political stability
- examines diverse world views, relationships and values critically, to build future scenarios based on insights of the past and present.

**Identity**

Learners:
- identify issues of power, justice and injustice to consider issues about global food supply and demand.

**Interdependence**

Learners:
- understand, critique and demonstrate respect for social and cultural constructs.

**Thinking**

Learners:
- understand how to create personal relevance through reflection
- extend the complexity of connections among ideas in technological, social, economic and cultural environments.

**Communication**

Learners:
- communicate their knowledge powerfully and persuasively using a variety of media.
Learning Area: Languages (alpha) Pathway 1B

Strand: Communication     Band: Middle–Senior Years

Standard: 5

KEY IDEAS

Students listen and respond to texts to develop their capability to interpret meaning and use the language in new contexts. They develop thinking skills, making connections between ideas in text, and using processes of inquiry in seeking solutions to problems.

In T C KC1 KC2 KC6 relating to outcome 5.1

(List refer p53 for Year 8)

OUTCOMES

Year 9
Towards Standard 5

Year 10
Standard 5

The following sample learning descriptors explore the concept of reading the world.

- Listens to and interprets dialogue in the target language (eg listens to dialogue in the target language and ticks off items worn/purchased for particular events in the target language culture).
- Listens to a conversation in the target language and interprets dialogue (eg listens to a recorded/role-played phone conversation in the target language between two people about appropriate clothing to pack for a holiday/camping trip in a target language country, and discusses reasons for choices made).
- Listens to a description of a series of items in the target language and makes connections between them (eg listens to a description of clothing items, recognising, matching and categorising the items for different purposes).

SAMPLE ASSESSMENT

Listens to an advertisement or conversation in the target language about clothing, and identifies items for sale/out of stock/prices and ranks personal preferences, justifying choices in the target language.

- Observes and listens to a recipe being made and described in the target language to identify steps and processes involved (eg recognises language such as firstly, secondly, and then, finally, we need, you must/must not, remember to, don’t forget).
- Listens to a guest speaking in the target language, interprets meaning of the spoken text and responds by asking questions of the speaker (eg listens to a guest speaker from a local target language country restaurant explaining typical dishes, their origins, specific utensils, ingredients and products used for cooking in the target language culture).
- Listens to dialogue in the target language and interprets the way language is constructed for a specific purpose (eg listens to simulated or recorded dialogues in the target language at a target language country restaurant and records what ‘customers’ ordered to analyse the different ways of requesting food—‘For entrée I’ll have…’, ‘We would like…’, ‘Two… please’, ‘What’s today’s special?’ ‘What would you recommend/suggest?’, ‘We have … that is very tasty’).

SAMPLE ASSESSMENT

Listens to a ‘never before heard’ recipe in the target language and completes a series of comprehension questions to ascertain depth of understanding (eg Could this recipe be prepared in Australia? Why/not?/Is this an everyday or special occasion food? Give reasons).

POSSIBLE YEAR 9 LEARNING CYCLE:
Clothing—a cultural icon

POSSIBLE YEAR 10 LEARNING CYCLE:
Food for thought
**KEY IDEAS**

Students interact to exchange ideas, information and opinions, and demonstrate ways of working to achieve collaborative goals. In C KC2 KC4 relating to outcome 5.2

<table>
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<th>SPEAKING</th>
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<tr>
<td><strong>Year 9</strong> Towards Standard 5</td>
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<tr>
<td><strong>Year 10</strong> Standard 5</td>
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</table>

- **Presents, with a peer, a dialogue in the **target language**, sharing information and opinions (eg with a class partner, orally presents to the rest of the class, what an exchange student should pack/what is best to bring to Australia for certain seasons).**

- **Comments in the **target language**, on jumbled images they have constructed previously and makes suggestions in the **target language** as to how they should appear (eg prepares a collage using magazines to show people inappropriately dressed for particular activities, such as a person playing football in an evening dress, and comments on the images and makes suggestions in the **target language** for more suitable attire—‘the player should not wear evening dress, they should wear a football top in team colours’).**

- **Role-plays, in the **target language**, a particular type of social interaction (eg practises short role-plays selecting and purchasing items of clothing in terms of size, colour, material and style).**

**SAMPLE ASSESSMENT**

Researches, prepares and presents orally to the class, information describing traditional/national clothing to be worn to a particular cultural celebration/event with reasons, to demonstrate an understanding of the connection between culture and fashion.

**SAMPLE ASSESSMENT**

Surveys a number of class members to gather information to find out how many students are vegetarians/vegans/meat eaters/fast food addicts/consumers of organic foods; writes a brief report about the findings (eg the majority/some/a few/most/a number of… per cent, prefer…), displays the results on a chart or graph; and reports orally to the class in the **target language**.

**OUTCOMES**

5.2** Presents information and personal opinions on issues in social interactions. In C KC2

**KEY TO SYMBOLS**

Essential Learnings:
- F Futures
- Id Identity
- In Interdependence
- T Thinking
- C Communication

Key Competencies:
- KC1 collecting, analysing and organising information
- KC2 communicating ideas and information
- KC3 planning and organising activities
- KC4 working with others in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology
### KEY IDEAS

Students read and respond to texts to develop their capability to interpret meaning and use the language in new contexts. KC1KC2KC6 They develop thinking skills, making connections between ideas in text, and using processes of inquiry in seeking solutions to problems.

**KC6 relating to outcome 5.3**

<table>
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<th>OUTCOMES</th>
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#### READING

**Year 9 Towards Standard 5**

- Reads in the *target language*, a *target language* culture magazine, to interpret meaning (eg browses a *target language* culture fashion magazine to identify the latest trends and investigates and discusses why or why not certain items may or may not be represented in the magazine).
- Reads *mass media texts* in the *target language*, demonstrates understanding and shares opinions about ideas expressed in the texts (eg reads newspaper/magazine reviews on *target language* culture fashion, answers a series of comprehension questions, and gives their own opinions/comments on the clothing).
- Researches and produces, in the *target language*, lists of items of clothing that are worn only in a *target language* country (eg particular types of headwear, footwear) and accompanies these with images.

**Year 10 Standard 5**

- Reads a set of rules/guidelines in the *target language* and demonstrates understanding by classifying information according to the rules (eg reads a list of the basic rules of nutrition in the *target language*, and classifies as food groups according to the food circle as less/more desirable or recommended/not recommended—avoid eating too many …, eat at least/one …, serve … per day/three … times a day/per week …, you must/must not …).
- Reads *target language* information about shopping for food and access to produce in a *target language* country (eg examines texts based on a *target language* country’s daily routines, preferred shopping modes, times, outlets, markets, supermarkets, fresh/frozen foods and takeaway meals and gleans information about access to produce) exploring language such as, Usually I/we …, Often/Rarely/Never …, Once/Twice a week/month ….
- Reads and compares information from *target language* culture and Australian authentic texts (eg reads information from *target language* food packages; records *target language* nutritional details and ingredients; and compares and contrasts in table form in the *target language*, food labelling in Australia).

**SAMPLE ASSESSMENT**

Reads, in the *target language*, an article that describes a particular activity/occasion where distinctive clothing is worn in a *target language* country and identifies and records in text in the *target language*, supported by graphics, the specific clothing items worn, giving reasons orally, in the *target language*, for their use on these particular occasions.

**SAMPLE ASSESSMENT**

Records and reads in the *target language* a personal log of what they have eaten over three days, and makes an assessment regarding dietary habits, suggesting ways, in the *target language*, of maintaining or improving their own health (eg ‘In the future I will …/I will not …’).
### Key Ideas

*Refer p57 for Year 8*

#### Year 9

**Towards Standard 5**

- Describes in writing, in the **target language**, current clothing fashion trends in a **target language** country (e.g., takes the role of a clothing fashion critic in a **target language** country, describes and comments in the **target language** the latest fashions, supported by graphics).

- Writes brief descriptions in the **target language** and produces corresponding creative graphics (e.g., designs a **target language** country catalogue advertising items of clothing for sale and writes a brief description in the **target language** of each item).

- Responds by e-mail, in the **target language**, to a **target language** e-mail that has requested specific detailed information (e.g., responds as a manager of an online store to an e-mail from a client requesting information about new season’s clothing fashion trends and availability of items as seen online).

- Writes a formal invitation, in the **target language**, to prospective guests for a special occasion (e.g., writes a formal fashion parade invitation, in the **target language** to prospective buyers and critics).

#### Year 10

**Standard 5**

- Designs a **target language** menu for a specific cultural event to demonstrate understanding of both nutritional and cultural aspects (e.g., includes a number of courses and drinks and caters for different dietary requirements).

- Conveys a personal experience in writing, in the **target language** (e.g., writes a brief review in the **target language**, of 150 words, of a new **target language** culture restaurant for a newspaper or magazine).

- Writes a set of instructions in the **target language** and provides personal reflections about the value of the process (e.g., writes a set of instructions in the **target language**, outlining the process of shopping online and explaining why they would/would not shop in this manner).

### Sample Assessment

**Explores different options for a school/work/sports uniform and writes a brief illustrated report (min 80 words), in the **target language**, to be submitted to a uniform committee, outlining the best options for students/employees/sportspeople.**

**5.4**

*Writes to convey personal experiences and opinions, and information about people, places and events.*

**In T C KC1 KC2 relating to outcome 5.4**
## Learning Area: Languages (alpha) Pathway 1B

**Strand: Understanding language**  
**Band: Middle–Senior Years**  
**Standard: 5**

### KEY IDEAS

*Students explore the power of language, demonstrating awareness of the ways language can be used to portray and influence others, to create a desired impact.*

**In TC KC6 relating to outcome 5.5**

### OUTCOMES

#### Year 9

- **Towards Standard 5**
  - Analyses and practises the language of flattery used in the **target language** culture (eg in role-plays).
  - Demonstrates an understanding of persuasive and flattering language in the **target language** culture and the appropriate language structures used for shopping/bargaining (eg role-plays, in the **target language**, in a department store/market, a sales assistant convincing the shopper to buy a particular item—“This … suits you better”, “The … fits you well, but the … does not”).
  - Uses adjectives in the **target language** (eg to describe colour, style and fabric of clothing items).
  - Recognises jargon in the **target language** related to a specific subject (eg observes fashion jargon in the **target language** and how people in spoken and written texts use it).

#### Year 10

- **Standard 5**
  - Uses standard dictionaries, online dictionaries and cookbooks in the **target language** (eg writes a glossary of terms for **target language** culture cuisine).
  - Uses appropriate **target language** structures in order to communicate personal information (eg formal address, conditional, questions, likes/dislikes for a wide range of products).
  - Experiments with the **target language** (eg constructs alternative creative names for dishes, drinks, house specialties).

### SAMPLE ASSESSMENT

**Sample assessment:”**

- Completes missing text in a dialogue about fashion and clothing to demonstrate an understanding of appropriate language structures and forms in the **target language**.

- Analyses the language of a recipe and classifies forms of verbs used (infinitives/commands) and other parts of speech (eg nouns/adverbs/quantities …) in order to use correct structures in their own speech and writing in the **target language**.
# Learning Area: Languages (alpha) Pathway 1B

## Strand: Understanding culture  
**Band: Middle–Senior Years**

### Standard: 5

#### Key Ideas

(Refer p59 for Year 8)

<table>
<thead>
<tr>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td><strong>Year 9</strong></td>
</tr>
<tr>
<td>- Investigates beliefs and value systems in the <strong>target language</strong> culture (eg views a documentary about a famous fashion designer from the <strong>target language</strong> culture, and investigates and discusses beliefs and value systems presented).</td>
</tr>
<tr>
<td>- Discusses and compares use of measurement in a particular context in a <strong>target language</strong> country, and compares this with the same application in Australia (eg sizing of clothing and footwear).</td>
</tr>
<tr>
<td>- Discusses how climate and historical, political and religious beliefs influence <strong>target language</strong> cultural norms (eg clothing).</td>
</tr>
<tr>
<td>- Investigates <strong>target language</strong> cultural norms attached to particular events (eg prepares a list of dos and don’ts to identify <strong>target language</strong> cultural appropriateness at certain events, and uses this information to compare and contrast with those of their own culture).</td>
</tr>
<tr>
<td>- Investigates a <strong>target language</strong> country’s currency, including its origins, and compares the value of the currency to the Australian dollar.</td>
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<tr>
<td><strong>Year 10</strong></td>
</tr>
<tr>
<td>- Explores and compares a range of cultural food/eating influences in both Australia and <strong>target language</strong> countries (eg brainstorms and records different types of eating places—cafes, snack bars, restaurants—in their local area and discusses connections such as derivations of names of eating establishments, their origins and influences).</td>
</tr>
<tr>
<td>- Analyses how cultural practices develop (eg researches the interrelationship between food/eating practices and lifestyles in the local area and compares it with what occurs in <strong>target language</strong> countries).</td>
</tr>
<tr>
<td>- Analyses <strong>target language</strong> cultural practices (eg analyses connections between geographical, historical, religious and climatic influences and the popularity of certain ingredients, dishes and cuisines in a <strong>target language</strong> country).</td>
</tr>
<tr>
<td>- Develops a glossary of terms specific to food in the <strong>target language</strong> culture (eg compiles a class glossary of food terms such as expressions of pleasure, compliments to the chef, expressions of distaste for certain foods, and terms like rare, well done and raw).</td>
</tr>
<tr>
<td>- Uses past, present and future language structures in the <strong>target language</strong> (eg interviews a family member, relative, teacher or neighbour about eating habits and lifestyles in the past; compares and contrasts in the <strong>target language</strong> similarities and differences with today’s trends; and predicts future trends).</td>
</tr>
</tbody>
</table>

5.6 Analyses cultural references in texts and challenges assumptions about cultural identity, values and practices.  

Id In T KC1 KC2 KC6 relating to outcome 5.6
SAMPLE ASSESSMENT
Investigates, in English, the historical origins of the ritual/cultural practices (e.g., tattooing, body piercing) in the target language culture and influence on modern day fashion in Australia and/or in target language countries and graphically shares information with the class.

Investigates and writes a short essay, in English, on the adoption of fashions from other cultures into the target language culture and Australian culture.

SAMPLE ASSESSMENT
Researches the influences of the target language culture on eating in Australia, focusing on borrowed words, influence on lifestyle, cooking methods, and availability of traditional target language culture ingredients.

Record the findings in groups, in the target language, and reports orally in the target language to the class.

Summarises in the class group, in the target language, their findings on the contribution of the target language culture to Australian lifestyle.
### CULMINATING ASSESSMENT TASKS

**Learning Area:** Languages (alpha) Pathway 1B  
**Band:** Middle–Senior Years  
**Standard:** 5

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
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<tbody>
<tr>
<td>Towards Standard 5</td>
<td>Standard 5</td>
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</table>

#### Towards Standard 5

**Year 9**

- Takes on the role of an Australian journalist at a festival in a **target language** country and prepares a report for television, radio or a **target language** culture newspaper in Australia on the variety of clothing worn by performers and spectators, including a statement on the purpose of the traditional dress used.

- Shares their report with another student, who decides whether they would like to attend the event, selecting certain aspects of the scene described to support their opinion in a written response (eg ‘I would like to go because …’).

**Criteria**

- Shows evidence of research (eg notes, images, articles, appendices).
- Includes a bibliography.
- Shows evidence of drafting and editing.
- Uses appropriate language of reporting (eg descriptive, reporting style).
- Demonstrates understanding of cross-cultural perspectives.
- Speaks with appropriate pronunciation and intonation.
- Supports opinions given.
- Uses correct structures and spelling.

#### Standard 5

- Presents, in the **target language**, a popular **target language** culture recipe and/or an adaptation, orally supported with a PowerPoint presentation or, if possible, through a cooking demonstration, stating information on the origin of the dish, ingredients used, nutritional value, marketing appeal, and reasons for choosing the dish.

- Groups and collates recipes as a class, publishes them on the school website in the **target language** and includes a bilingual introduction and annotations, visual images and appraisals.

- Writes an advertisement for the school community in order to promote the website.

**Criteria**

- Provides evidence of preparation and research.
- Includes a varied bibliography.
- Provides evidence and demonstrates understanding of cross-cultural perspectives.
- Uses correct language to communicate information clearly.
- Uses correct text type and conventions.
- Uses ICT skills as appropriate.
- Classifies recipes appropriately.
- Uses correct pronunciation and intonation.
- Supports reasons for opinions effectively.
LINGUISTIC ITEMS AND CULTURAL ASPECTS

French linguistic items and cultural aspects
- Early Years Band (Years R–2)
- Primary Years Band (Years 3–4)
- Primary Years Band (Year 5), Middle Years Band (Year 6)
- Middle Years Band (Years 7–8)
- Middle Years Band (Year 9), Senior Years Band (Year 10)

German linguistic items and cultural aspects
- Linguistic items: Early Years Band (Years R–2), Primary Years Band (Years 3–4), Primary–Middle Years Band (Years 5–6)
- Linguistic items: Middle Years Band (Years 7–8), Middle–Senior Years Band (Years 9–10)
- Cultural aspects to consider (Years R–10)

Greek linguistic items and cultural aspects
- Early Years Band (Years R–2)
- Primary Years Band (Years 3–5)
- Middle–Senior Years Band (Years 6–10)

Indonesian linguistic items and cultural aspects
- Linguistic items: Early Years Band (Years R–2)
- Linguistic items: Primary Years Band (Years 3–5)
- Linguistic items: Middle–Senior Years Band (Years 6–10)
- Cultural aspects to consider (R–10)

Italian linguistic items and cultural aspects
- Linguistic items: Early Years–Senior Years Bands (Years R–10)
- Cultural aspects to consider: Early, Primary and Middle–Senior Years Bands (Years R–10)

Spanish linguistic items and cultural aspects
- Early Years Band (Years R–2)
- Primary Years Band (Years 3–4)
- Primary Years Band (Year 5), Middle Years Band (Year 6)
- Middle Years Band (Years 7–8)—Pathway 1A
- Middle Years Band (Year 9), Senior Years Band (Year 10)—Pathway 1A
- Middle Years Band (Years 8–9), Senior Years Band (Year 10)—Pathway 1B

Vietnamese linguistic items and cultural aspects
- Early Years Band (Years R–2)
- Primary Years Band (Years 3–5)
- Middle–Senior Years Band (Years 6–10)
- Middle–Senior Years Band (Years 8–10)
FRENCH LINGUISTIC ITEMS AND CULTURAL ASPECTS

EARLY YEARS BAND (YEARS R–2)

Reception
- Suitable songs: Sur le pont d’Avignon; Frère Jacques; Savez-vous planter les choux?; Meunier tu dors.
- Key words and pictures: le pont (bridge); Avignon (le Palais des Papes, a cobbled square); Frère Jacques (a monk); sonnez (a bell plus musical notes to indicate the sound); les choux (some cabbages in a field); le meunier (a miller among grain and flour); le moulin (a windmill).

Year 1
- Possible food vocabulary: un croissant, un éclair au chocolat, la soupe à l’oignon, la baguette, le camembert, le pâté.
- Possible sport vocabulary: la pétanque, le tour de France, le ski, le luge, le rugby, le patinage sur glace.
- Possible icons vocabulary: la Tour Eiffel, l’Arc de Triomphe, Notre-Dame de Paris, Sacré-Coeur, le Louvre, le palais de Versailles.
- Possible clothes vocabulary: le bonnet, les moufles, les bottes, un anorak, un jean, le béret.
- Possible transport vocabulary: le TGV, la mobylette, l’aéroglisseur, l’avion (airbus), le bateau-mouche, la péniche.

Year 2
- In some French-speaking communities greeting cards are not presented personally but are sent to those people one will not see on the day (birthdays, Christmas, etc).
- Making and presenting a greeting card is a good opportunity to practise informal affectionate language: (je te souhaite un) joyeux anniversaire, bisous, grosses bises, à mon cher, à ma chère.

PRIMARY YEARS BAND (YEARS 3–4)

Year 3
- Charles Perrault (1628–1703), a French writer and high-ranking civil servant under Louis XIV, wrote these famous works: Les Contes de ma mère l’Oye, La Belle au bois dormant, Le Petit Chaperon rouge, Barbe-bleue, Le Chat botté, Cendrillon, Le Petit Poucet, La Fée, Riquet à la houppe, Peau d’Ane.
- Often included in Charles Perrault’s collections, but written by Madame Leprince de Beaumont, is La Belle et la bête. It can be interesting to compare these original stories with other versions.

Year 4
- The conversation of the ‘French’ child will explain that in France mascots are not an integral part of sports teams and are by no means as prevalent as in Australia and the United States.
- The team’s colour is important and cheering is usually ‘Allez les Bleus’ (in the case of French national teams).
- One of the symbols of France is ‘le coq’ and often a live rooster (sometimes painted blue, white and red) is seen at international matches, particularly rugby matches.
- One football (soccer) team in Lille has taken ‘le bulldog’ as its mascot.
- Some basketball teams are beginning to adopt mascots but the practice is still rare.

PRIMARY YEARS BAND (YEAR 5), MIDDLE YEARS BAND (YEAR 6)

Year 5
- Examples of board games (jeux de société) that students could make: Jeu de l’oie—follows a winding course, can be adapted to any theme (meals, school, leisure).
- Monopoly: students can buy up parts of Paris, Nouméa, Dakar.
- Cluedo dans un vieux château/mas …: characters’ names and rooms can be made typical of the location of the château or farmhouse.
- Vocabulary: if the game is destined for children, put instructions in the tu form; for adults, use vous. To avoid this problem, use the infinitive. Start—départ; finish—arrivée; go back one space—recule d’une case; go back to the start—retourne au départ; miss a turn—attends un tour; go forward two spaces—avance de deux cases; pick up one card—pioche une carte.
FRENCH LINGUISTIC ITEMS AND CULTURAL ASPECTS continued

Year 6
- Countries other than France can be researched (eg <www.au-senegal.com>, Art et Culture has a section on ‘mode’).
- Students could compare clothing in metropolitan and rural areas (eg a provençal village and Marseille; the clothing of different generations; compare winter clothes in France, Australia and Côte d’Ivoire—French people wear a special down-filled anorak called une doudoune).

MIDDLE YEARS BAND (YEARS 7–8)
Year 7
- Students define the audience for their advertisement as this will determine its register and tone.
- It is common in French advertising to ask and answer questions.
- Although the visuals and music are usually stimulating and original the voice-over tends to be very calm and smooth.
- A video of advertisements selected for educational purposes can be obtained from Cavilam in Vichy at <www.cavilam.org>.

Year 8
- When introduced to a person, shake hands. Always use the vous form when addressing people and add Monsieur, Mademoiselle or Madame to bonjour. Do not follow-up bonjour with ça va? or comment allez-vous? as this is reserved for friends and colleagues.
- Tipping is no longer expected in cafés and restaurants, the bill usually indicating 10 per cent service inclusion. A tip is given only if one is particularly pleased with the service.
- ‘Garçon!’ is not appropriate for summoning a waiter; use Monsieur, Madame or Mademoiselle.
- Before beginning a meal, people wish each other ‘bon appétit’.
- It is not common to speak to or thank the bus driver on ordinary journeys and if travelling on a coach it is normal to tip the driver at the end of the tour.
- Entry to museums is free one day per week and they’re not open every day—check guide books and internet sites before planning an itinerary.

MIDDLE YEARS BAND (YEAR 9), SENIOR YEARS BAND (YEAR 10)
Year 9
- An SMS message is called un texto.
- Common abbreviations: A+—à plus tard; bcp—beaucoup; rdv—rendez-vous; pdej—petit déjeuner; aprèm—après-midi; gbs—gros bisous; fac—faculté (equivalent of ‘uni’ in English); bac—baccalauréat (final year at high school); jtm—je t’aime; dico—dictionnaire; ordi—ordinateur; appart —appartement; CDI—centre de documentation et information.

Year 10
- Use a French search engine (eg <www.google.fr> or <www.yahoo.fr>) to find articles in French and necessary vocabulary.
- The names of most music styles are the same in French and English—just say them with a French accent!
- Suggest that students research la Fête de la musique which originated in France in 1982 and takes place on 21 June every year in over a hundred countries.
- Music from Francophone countries is a rich resource and studying the influence of immigration from North Africa on music in France (eg the rap movement) is interesting. Students could also compare music from one Francophone country (eg le rai in Algeria) with that from another.
GERMAN LINGUISTIC ITEMS AND CULTURAL ASPECTS

LINGUISTIC ITEMS

Early Years Band (Years R–2)
- Capitalisation of nouns
- Definite and indefinite article: der/die/das, plural and ein/eine
- Personal pronouns: ich, du, er, sie, es, wir
- Possessive adjectives: mein/dein
- Basic sentence forms: subject, verb and one other element (eg mein hund ist klein)
- Simple statements: es ist kalt
- Responding to simple questions with Wer/Wie/Was/Wo/Wann/Wieviel/Was ist das?
- Understanding and responding to basic commands: mach die Tür zu
- Common adjectives: groß, klein, heiß, kalt
- Negations: nein/nicht

Primary Years Band (Years 3–4)
- Common regular and irregular verbs (eg kommen, spielen, essen, schlafen)
- Conjugating: ich kann, du kannst
- Some verbs in Perfekt (eg Was hast du gemacht?)
- Cases: nominative (as subject) and accusative (as object)

Primary–Middle Years Band (Years 5–6)
- Prepositions governing the accusative/dative
- Attempt to use the dative or accusative after some prepositions (eg ... ist auf dem tisch, in der tasche, am bahnhof, geht in die schule)
- Common adjectives: der bleistift ist kaputt
- Possessive adjectives: mein, dein
- Some ordinal numbers for birthdays, dates: ich habe am elften mai geburtstag
- Asking and responding to questions (eg Wie ist das wetter heute?, es ist kalt)

- Imperatives/commands as used in classroom instructions (eg hilf mir bitt, setzt euch hin)
- Some common separable verbs (eg ich sehe gern fern (fernsehen))
- Asking questions with wer, wie, was, wo, warum, wann
- Increased use of the negative: kein, nicht (eg ich habe keine geschwister)
- Questions without question words: Isst du gern schokolade?
- Possessive adjectives: mein/dein/sein/unser
- Comparatives and superlatives: ich esse lieber schokolad
GERMAN LINGUISTIC ITEMS AND CULTURAL ASPECTS continued

LINGUISTIC ITEMS

Middle Years Band (Years 7–8)
- Regular and irregular verbs (eg lesen, fahren, sehen)
- Some modal verbs: Kannst du mal die Tür zumachen?
- Perfekt of regular verbs
- Common verbs in the Präteritum (eg ich war, hatte)
- Separable verbs (eg ich sehe gern fern)
- Regular forms of the imperative (eg gib mir ...)
- A range of plural forms
- The nominative (as subject) and accusative (as object) and the dative in expressions like: Wie geht es deiner mutter?
- Personal pronouns in the nominative (eg er macht nie die hausaufgaben)
- Common adjectives such as groß, interessant
- Some comparatives and superlatives (eg lieber, am liebsten, besser, mehr, jünger, älter)
- Demonstrative: dieser
- Simple statements with subject, verb and one other element on a range of topics (eg Susanne fährt zu einer sprachschule)
- Sentence connectors: conjunctions (eg und, aber, oder)
- Questions: asking for and giving reasons
- The negative with nicht, kein, nein

Middle–Senior Years Band (Years 9–10)
- Perfekt of irregular verbs (eg essen, kommen, sehen). Sein/haben as auxiliary verbs
- Präteritum (eg machte, kam, ging)
- Modals (Präteritum) (eg ich wollte)
- All 8 plural types
- Prepositions + accusative/dative
- All cases (except genitive)
- Genitive with names (eg Wolfgang’s Computer)
- Personal pronouns in all cases (except genitive): mich, dir, ihr (eg Wie geht es dir?, danke, mir geht es gut)
- Agreement (adjectives) (eg die kleine maus)
- Common comparative and superlative forms, irregular forms (eg besser, am besten)
- Demonstratives with gender, number and case
- Recognition of passive voice in the present tense
- Subjunctive: würde, hätte, könnte, wäre in limited contexts (eg könntest du bitte ...)
- Multiple clause sentences with relative pronouns/connectors/subordinating conjunctions (eg als, da, dass, obwohl with correct word order)
- Word order when using nicht and kein
GERMAN LINGUISTIC ITEMS AND CULTURAL ASPECTS continued

CULTURAL ASPECTS TO CONSIDER (YEARS R–10)

Understanding culture
The combination of correct grammar and vocabulary does not automatically guarantee successful communication. Students have to learn about different value systems and concepts in order to communicate successfully. These features are integrated into language learning.

Students learn conventions of speech such as how to greet somebody; how to take leave, to praise or criticise somebody; how to apologise, request, express gratitude; how to be polite and much more—in brief: how to say or write something in a particular situation. Such conventions can be routines or even rituals; for example:

- language for purposes of information, but also socialising (Wie geht’s?), singing songs together, telling jokes, conveying feelings (das finde ich toll/ich liebe dich), opinions (meiner meinung nach ...) etc, meeting the needs of different contexts (formal and informal) (eg Kannst du bitte mal kommen?, Komm her/hey, komm!, Guten tag/Hallo/Hi, Auf wiedersehen/Tschüs)
- the concept of language varieties such as register, style, accent, regional variation (eg greetings such as South German: Grüß gott v North German: Guten tag)
- gestures such as shaking hands
- the meaning of German ‘Wie geht’s?’ vs Australian ‘How are you?’
- the function of some particles (eg ‘Kann ich mal den zucker haben?’).

Students also learn about festive occasions (Christmas, Easter etc) in German-speaking countries, about typical food, a typical day in the life of a student, life at school, contemporary pop music in Germany and others.

The geography of the German-speaking countries, some important historical events, art, music and literature are also part of the language program, particularly at the senior level.
GREEK LINGUISTIC ITEMS AND CULTURAL ASPECTS

EARLY YEARS BAND (YEARS R–2)

Linguistic items
- Exchanging greetings and wishes eg Καληµέρα, Καλό Πάσχα
- Identifying (eg να, η, το, είναι ...)
- Exchanging personal information (eg πώς σε λένε)
- Responding to instructions (eg δώσε μου το παντελόνι, έλα εδώ)
- Exchanges information about people/things events/places (eg να το σπίτι µου, το φόρεμα είναι κόκκινο, είναι Πάσχα)
- Agreeing and disagreeing (eg ναι, όχι)
- Thanking (eg ευχαριστώ)
- Expressing preference (eg τι θέλεις, θέλω)
- Expression of amount counting to 20 (eg πόσα)
- Being able to identify letters of the alphabet

Cultural aspects to consider
- Forms of address: formal/informal
- Non-verbal language (eg shaking hands, head movement for yes and no)
- Traditional poems and songs
- Conventions in writing (eg Greek alphabet)
- Practices at celebrations (eg red eggs at Easter)
- Symbols (eg the flag)

PRIMARY YEARS BAND (YEARS 3–5)

Linguistic items
- More variety and complexity will be introduced in this band.
- Socialising (initiating and reacting) (eg πως είστε σήµερα, καληµέρα σας)
- Identifying (eg είµαι ψηλή, είµαι διάσηµη)
- Asking for/giving information (eg τι ώρα πας στο σχολείο, τι ώρα τρώς το µεσηµέρι, που είναι το σχολείο)
- Describing (eg η γατούλα µου είναι µαύρη και άσπρη)
- Comparing (eg η µαύρη γάτα είναι πιο µεγάλη από την άσπρη)
- Seeking confirmation (eg είµαι σωστό/λάθος)
- Stating opinions (eg το μήλο είναι καλό)
- Likes and dislikes (eg µου αρέσει το τέννις, δεν µου αρέσει το ποδόσφαιρο)
- Apologies (eg συγγνώµη)
- Admiration (eg µπράβο)

Cultural aspects to consider
- Forms of address (eg naming system)
- Everyday life patterns: how do peers dress/spend their free time
- Food and eating: traditional songs and dances
- Selected literary texts
- Basic geography of Greece
- Customs and practices at celebrations (eg namedays, christenings)
- How people relate to their environment (eg in terms of eating and dress habits).

The following books are recommended as core materials for the teaching of the cultural aspects in Years R–7 (βιβλία και υλικό Προγράµµατος Παιδεία Οµογενών):
Ερείτς και οι Άλλοι, Επίπεδο 1 και Επίπεδο 2 ΟΕΔΒ, Greece 2001.
Ακουστικό Υλικό (CDs) Τα Χελιδόνια Μέρος: Πρώτο, Μέρος: Δεύτερο.
GREEK LINGUISTIC ITEMS AND CULTURAL ASPECTS continued

MIDDLE/SENIOR YEARS BAND (YEARS 6–10)

Linguistic items
More variety and complexity will be introduced in this band.

- Requesting (eg μπορώ να έχω, ελπίζω, εύχομαι να)
- Suggesting (eg η γνώμη είναι, λέω να ...)
- Making arrangements (eg ας πάμε, να πάμε)
- Instructing (eg φάς, κλείστε, αγόρασε, μη φάς, μη μιλάς)
- Advising (eg πρέπει να, σεσυμβουλεύω να παίζεις σπόρ)
- Asking for and giving information (eg μπορέτε να μου πείτε, πού είναι ...)
- Describing (eg το σπίτι της γιαγιάς μου είναι ευρύχωρο)
- Narrating personal experiences (eg εχθές το βράδι περάσα θαυμάσια)
- Inquiring about and stating opinions (eg τι νομίζετε, νομίζω ότι ...)
- Agreeing/disagreeing (eg συφωνώ, δε συφωνώ)
- Likes and dislikes (eg μου αρέσει, μου άρεσε)
- Admiration (eg είναι υπέροχο κτίριο, τι ωραίο)
- Regret (eg λυπάμαι)

Cultural aspects to consider
- Words and their social meaning (eg Λαϊκή (αγορά))
- Conventions in writing (eg letter)
- Values and concepts in advertisements and cartoons
- Cultural icons (eg the Parthenon)
- Cultural stereotypes
- Selected literary texts
- Current events
- Media (eg advertising)

The following books are recommended as core materials for the teaching of the cultural aspects in Years R–7 (βιβλία και υλικό Προγράμματος Παιδεία Ομογενών):
Εμείς και οι Άλλοι, Επίπεδο 1 και Επίπεδο 2 ΟΕΔΒ, Greece 2001.
Ακουστικό Υλικό (CDs) Τα Χελιδόνια Μέρος: Πρώτο, Μέρος: Δεύτερο.
INDONESIAN LINGUISTIC ITEMS AND CULTURAL ASPECTS

Early Years Band (Years R–2)

- Greetings—formal: selamat pagi, siang, sore, malam
- Greetings—informal: halo, hai, ayo, mau ke mana?
- Leave taking: sampai nanti, sampai jumpa
- Introductions: nama saya …, saya …, kenalkan ini …
- Congratulations: selamat, selamat ulang tahun
- Simple instructions: duduklah, berdirilah, diamlah, mulai, berhenti, mari kita duduk
- Simple questions: apa, siapa, berapa, di mana, mengapa, kapan, bagaimana, apa ini/itu?
- Likes and dislikes: saya suka eskrim, saya tidak suka anjing
- Adjectives—colours: besar, kecil, panas, dingin, cepat, lambat, pelan
- Terms of address: pak, ibu, bu
- Personal pronouns: kamu, anda, saya, dia, mereka
- Courtesy: maaf, permisi, terima kasih sama-sama, kembali
- Plural forms: buku-buku, anak-anak
- Words similar to English: musik, komputer, radio, kaset, film

Primary Years Band (Years 3–5)

In addition to those items in the Early Years Band, students should be familiar with the following:

- likes and dislikes: saya paling suka …, saya kurang suka …, saya tidak begitu suka …
- common ber… verbs: berjalan, berlari, berdiri, bermain, bekerja, belajar, berangkat
- simple verbs: tinggal, pergi, pulang, tidur, makan, minum, mandi, naik
- me verbs through exposure via books: menulis, membaca, melihat, mencari, membawa
- terms of address: pak, bu, mas, mbak, abang, tante, om
- phrases of time, place and frequency: kemarin, besok, hari ini, pada jam …, pada hari sabtu …, sebelum, sesudah, tadi, nanti
- tense indicators: sudah, akan, sedang
- joining words: dan, karena, tetapi
- cardinal numbers: satu–seratus, belas, puluh, ratus
- comparatives: lebih daripada, paling, ter, kurang dari pada, se …
- negatives: tidak, belum, bukan
- adjectives—colours: plus tua, muda, yang terbaik, yang paling tua
- pronunciation of vowels, r, and words such as ‘air’ (tongue twister—ular lari lurus).
INDONESIAN LINGUISTIC ITEMS AND CULTURAL ASPECTS

Middle–Senior Years Band (Years 6–10)

In addition to those outlined above students should be familiar with the following:

- terms of address: tuan, bapak, pak, ibu, nyonya, mas, mbak, abang, tante, om
- personal pronouns: kamu, anda, saya, dia, mereka, engkau, kalian, kita, kami, kamu, semua
- possessive pronouns: saya, kamu, dia, mereka, aku, kau
- bound pronouns: ku, mu, nya
- plural forms of address: kalian, ibu-ibu, bapak-bapak
- group words: kaum, para
- time markers: tadi, nanti, baru, dulu, yang lalu, yang akan datang
- tense markers: sudah, pernah, belum, akan, baru, mau, hendak, sedang, ingin
- nouns: ‘…an’, makanan, minuman; peN–penulis, pemain, pendengar, pelukis
- verb prefixes: ber…, ter..., meN…, memper…
- conjunctions: sebab, supaya, sehingga, walaupun, lalu, karena
- high frequency di verbs: dilarang, ditulis
- cardinal numbers: belas, puluh, ratus, ribu, juta
- ordinal numbers: pertama, kedua, ketiga
- agreeing and disagreeing: setuju, tidak setuju, mau, tidak mau
- attracting attention: permisi, maaf
- apologising: maaf; saya tidak bisa
- expressing regret: aduh sayang ya. Kasihan!

CULTURAL ASPECTS TO CONSIDER (R–10)

- Recognition of historical background—kingdoms followed by Dutch colonial rule, followed by independence; merger of Irian Jaya and East Timor and recent independence for East Timor. Identification of local places of interest—markets, statues (monas), temples (Candi Prambanan, Borobudur, Pura Besakih) and places of worship.
- Identify and recognise the importance of Islam, Buddhism, Hinduism, Christianity and Animist beliefs.
- Music and dance: Ramayana, Kecak dances, Dandut, rap, Gamelan, Angklung, pop, political singers such as Iwan Falls.
- Cultural artefacts: shadow puppets, masks, batik cloth, silver works, wood carvings.
- Celebrations: Idul Fitri/Lebaran, Hari Natal, Hari Paskah, Hari Kemerdekaan and other Red (public holiday) calendar days.
- Recognition of culturally appropriate forms of behaviour: dress being long sleeved for formal occasions. Recognition of the need to wear traditional dress for weddings etc. Need for modesty at formal functions.
- Awareness of Kaki Lima and food types sold by these peddlers, Padang style restaurants and table layout, makan lesehan in Yogyakarta, eating at Warungs v eating in restaurants, and awareness of when to bargain as at markets.
## ITALIAN LINGUISTIC ITEMS AND CULTURAL ASPECTS

### LINGUISTIC ITEMS: Early Years–Senior Years Bands (Years R–10)

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## ITALIAN LINGUISTIC ITEMS AND CULTURAL ASPECTS continued

**LINGUISTIC ITEMS: Early Years–Senior Years Bands (Years R–10) continued**

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ITALIAN LINGUISTIC ITEMS AND CULTURAL ASPECTS continued

CULTURAL ASPECTS TO CONSIDER (R–10)

**Early Years Band (Years R–2)**
Students learn about:
- celebrations, festivals and other significant events (including within the family) for the Italian community in Australia and Italy
- gestures and body language used in Italian, and their similarities and differences in use in other languages
- symbols and images that are important to Italian culture (eg art, architecture).

**Primary Years Band (Years 3–5)**
Students learn about:
- the importance of sport in Italian culture and compares and contrast this with sport in Australian society
- the cultural significance of folk stories and fairytales
- animals in Italy and their significance.

**Middle–Senior Years Band (Years 6–10)**
Students learn about:
- the way language is used to convey messages and how this varies between cultures
- the difference between formal and informal speech and how this is encoded linguistically in Italian (ie use of the lei form)
- music and its cultural significance.
EARLY YEARS BAND (YEARS R–2)

- **Spoken greetings** are often accompanied by body contact (eg kissing on cheek(s) or handshake), but the way this is done varies throughout the Spanish-speaking world (eg in Salamanca Spain, even a stranger being introduced by a mutual friend receives a welcoming double-cheek kiss).
- Introduce tú and usted forms as the *formal and informal address*.
- **Instructions in Spanish**: the teacher has four forms to choose from, but the important thing is consistency (eg formal, plural: siéntense, levántense, paren, escuchen; or formal, single form: dibuja, siéntate; socialisation: hola, buenos días, ¿cómo estás? muy bien, gracias, por favor, gracias, de nada).
- **Games**: see Bibliography for a book on hopscotch, including Spanish-speaking world.
- **Traditional songs** with actions can enrich the linguistic and cultural learning.
- **Numbers 1 to 31, parts of the day** (eg mañana/tarde/noche).
- **Conventions** such as no capitals for days or months, inverted question and exclamation marks. Accents on words are introduced from the beginnings (eg ¿Qué tal amigo?/Cómo está, profesor/'profe'?).

PRIMARY YEARS BAND (YEARS 3–4)

- The internet is a rich source for *children’s songs and rhymes*. Many sites are bilingual in Spanish (eg finger game for animals; Los Cochinitos). *Rima tradicional para una mano empezando con el meñique*: ‘Este cochinito compró un huevo. Este encendió el fuego. Este trajo sal. Este lo cocinó. Y este pícaro gordo se lo comió’ ...
  - (terminando con el pulgar).
- Stage A and B materials may be useful—see Bibliography.
- Language attached to animal sounds can vary between English and Spanish (eg the chicken says pío, pío, pío; the dog says guau, guau, guau, but the cow says mu, mu, mu). The verbs describing their animal sounds may be of interest: el burro rebuzna, el caballo relincha, la obeja bala.

Refer: <www.literacycenter.net/lessonview.es.htm> for interactive letter and word activities in Spanish, designed for young students.

- **Verbs**: me gusta/no me gusta, vivo, vive, tengo, tiene, soy, es.
- **Imperative orders** (to understand): siéntense, levantense, escriban, abran, entren.
- **Place and time** (present tense): time—hoy es lunes, 28 de mayo, clock—¿qué hora es?, ¿son las..., es la Y media, place—¿dónde está, person—aquí estoy.
- **Frequency**: nunca, siempre.
- **Prepositions**: en, de, a; + pero, si muy, mucho, y.
- **Questions**: ¿Qué día es?, ¿Cómo te llamas?, ¿Cómo estas?, ¿Qué tal?, ¿Cuántos anos tienes?

PRIMARY YEARS BAND (YEAR 5), MIDDLE YEARS BAND (YEAR 6)

- The use of magazines (see Bibliography) published for second language learners of Spanish is recommended as a source of language, as reading material, for the accompanying tapes, for the articles on current events/personalities/issues/up-to-date lifestyles in Spanish speaking countries.
- Because of the diversity across and within 23 Spanish-speaking countries, the lifestyle concept can be backed with many resources. Students will need guidance to understand ‘traditional’ and ‘modern’ in their contexts and relate both to the process of change. There is also room to understand that ‘traditional’ does not exclude progress and indeed many groups want to maintain traditional ways while embracing education and economic change (eg the Mapuche of Chile, the Maya of central America).
- **Phrases to express personal needs/opinions**: ¿Cómo se dice ... en español?; Perdón, Lo siento; ¡Qué bien!, ¡Bueno! ¡Fantástico!, ¡Excelente!, ¡maravilloso!, ¡super bien!; ask questions: ¿qué, cómo, dónde, cuándo, quién, cuánto?; diminutives (ito, ita): mucho, poco, todo.
- **Cardinal numbers** to 1000 (orally), cardinal numbers to 31 written (including date); **ordinal numbers**: primero/a, segundo/a, tercer/o/a.
SPANISH LINGUISTIC ITEMS AND CULTURAL ASPECTS continued

MIDDLE YEARS BAND (YEARS 7–8)—PATHWAY 1A
- A part of critical literacy is understanding the place and power of the language of persuasion (see Bibliography for support). Several Adelaide newsagents sell Spanish language magazines or will order them. Travel agencies may keep out of date brochures if requested in advance.
- Comparing: más/menos que/mucho, muy, demasiado/-ísimo/a;
  Conditional: no/me gustaría/encataría/no me gusta nada; Evaluating: ¡Está bien, mal, rico/iqüé asco!
- Verbs: students learn yo, tú, él/ella/usted, nosotros, ellos/ellas/ustedes forms of vivir, tener, ser, estar, comer, hablar + preterite with yo form (understanding and using rule to form correct regular form but rote learning irregular forms understanding that both exist in English) and el/ ellos/usted form (using teacher models).
- Expressing time: clock—revision + 24 hour clock: ¿A qué hora ...?
- Place: está en ../ el/la próximo/a, el/la último/a.

MIDDLE YEARS BAND (YEAR 9), SENIOR YEARS BAND (YEAR 10)—PATHWAY 1A
- Language of communication: chatear, un nick, ordenador (esp)/computadora (LA), un chat/un foro, una/páginas web, móvil/telefonía móvil, el (teléfono) móvil/ celular-chat por, enlaces, mensajes SMS a móviles.recargar.
- Smileys/symbols like hugs, kisses: emoticonos/símbolos como: [:], :*:*:*.
- E-mail/SMS language abbreviations: hello, I want, I have, here—ola, kiero, tngo, aki.
- Each festival has a special purpose but part of that is always expressed in music. Traditional instruments could be: instrumentos: castañuelas (España), guitarra (España), guitarra eléctrica, ukelele (Hawaii), tambores, conga (África/Cuba), bongo (Africa), maracas (Sudamérica/México), guiro (Sudamérica), campana (Europa). Many of the current songs use the traditional rhythms and instruments but the messages may be about looking for a better life, social justice, or seeking unity; la letra (the lyrics) often express the importance of relationships, even if having a metaphorical meaning (eg Gloria Esteban’s Nuevo día).

MIDDLE YEARS BAND (YEARS 8–9), SENIOR YEARS BAND (YEAR 10)—PATHWAY 1B
- Class sets of magazines produced especially for the second language learners of Spanish are recommended for this age group to supplement textbooks, with meaningful articles on topical subjects across the Spanish-speaking world.
- There are several excellent video series produced for this age group (see Bibliography).
- Graded readers are an excellent source of analysing text activities—many have accompanying CD-ROMs.
- Songs designed to teach specific language structures, often with cultural nuances, are an interesting and appropriate way for teenagers to analyse/compare and learn language—if the song has good rhythm they will join in!
- La moda: this definitely needs up-to-date material and the internet is the best source, especially the ‘Mango’ site (www.mango.es); where you can find names for clothing and accessories, prices, latest designs and colours and advice for looking after clothes, all written for teenagers, or try the ‘Zara’ site that includes clothes for caballero and niños (Zara originated in Galicia, close to the home of Chups Chups in Asturias).
- Food and eating: talking about, partaking of, understanding the origin of, traditional and everyday foods requires special language (including gestures), deep knowledge and cultural understanding. ‘Está rica/riquísima’ can be said of a few olives or a four-course meal; it’s the coming together for socialisation that counts; food is a cultural text. Try a supermercado site like www.elcorteingles.es for the ingredients.
- Modern teenagers in Spanish-speaking countries face many of the same issues as their Australian counterparts: anorexia, image, a fascination for brands, drug taking and so on. Many sites contain texts about these, but the ‘Tecla’ page from the Consejería de educación en Reino Unido y Irlanda takes the current news/stories, rewrites them in student-friendly Spanish language with activities and questions for analysing the text.
VIETNAMESE LINGUISTIC ITEMS AND CULTURAL ASPECTS

EARLY YEARS BAND (YEARS R–2)

Main vocabulary groups
• Greetings: chào bé, chào мам, chào thằng
• Personal details: name, age, nationality
• Everyday clothes: áo, áo dầm, áo sơ-mi, quần, quần dài
• Animals/pets
• Special occasions: ngày nhờ on mẹ (mother’s day), ngày sinh nhật (birthday), ngày tết (new year)

Linguistic structures
• Sentence structures: statements (eg tôi tên là John), questions (eg Bạn tên gì?)
• Tone marks: sắc, huyền, hỏi, nặng, nặng
• Nouns and compound nouns relating to main vocabulary groups
• Word order: adjective–noun (eg áo đỏ (a red shirt))
• Personal pronouns: em, thằng, cô, tôi, bạn
• Verbs: to be (là), to live (ở), to have (có) and other verbs relating to the main vocabulary groups
• Tenses: present tense and time expressions (eg thứ, ngày, giờ)

Cultural aspects to consider
The concepts in this band are related to the following Vietnamese culture aspects:
• Vietnamese cultural dances, rhymes, songs
• appropriate term of address and gestures indicated when greeting according to sex, age, and relationships (eg bowing when greeting grandparents or an elderly person and saying ‘chào anh, chào ông, chào bà’)
• Vietnamese traditional costumes: áo dài, khăn dờm, nón lá, hài
• Vietnamese traditional food: phở, chả giò, com, gõi cuốn
• typical symbol of the Vietnamese: dragon (con rồng).
VIETNAMESE LINGUISTIC ITEMS AND CULTURAL ASPECTS continued

PRIMARY YEARS BAND (YEARS 3–5)

Main vocabulary groups
- Animals/pets includes the 12 animal cycle (mười hai con giáp)
- Colour
- Ordinal and cardinal numbers
- Special occasions: ngày nhở on mẹ (mother’s day), ngày sinh nhật (birthday), ngày tết (new year)
- Daily routine/activities
- Times
- Likes/dislikes
- Leisure activities
- Language to write simple instructions for how to play a (board) game (eg trước hết, kết thúc, thắng, thua, rút thêm bài)

Linguistic structures
- Sentence structures: statements (eg đó là con chó), negative statements (eg tôi không thích con heo), questions (eg con gì vậy?), exclamations (eg con mèo đẹp quá!)
- Tone marks: sắc, huyền, hỏi, Ngã, Nag
- Nouns and compound nouns relating to main vocabulary groups
- Modifiers including adjectives and nouns to describe the quality or colour or to classify things, animals or people
- Punctuation: đầu chấm, đầu phẩy, đầu ngặc đơn, đầu ngặc kép, đầu hỏi
- Ordinal and cardinal numbers
- Personal pronouns: em, thấy, cô, tôi, bạn
- Verbs: to be (là), to live (ở), to have (có) and other verbs relating to the main vocabulary groups
- Tenses: present, past, future and time expressions (eg thứ, ngày, giờ)
- Possessive adjectives/pronouns: cái áo của tôi (poss adj), con mèo đó là của cô ấy (poss pro)

Cultural aspects to consider
The concepts in this band are related to the following Vietnamese culture aspects:
- Vietnamese songs
- the 12 animal cycle (mười hai con giáp) and myths/beliefs
- folk tales
- typical symbol of the Vietnamese: dragon (con rồng)
- favoured numbers: 8, 9
- unfavoured numbers: 3, 5, 7, 14, 23 (chờ đi mồng bảy, chờ về mồng ba)
- lifestyle: eating habits, clothes
- reading time
- leisure activities: đánh cờ tướng, chơi đề.
VIETNAMESE LINGUISTIC ITEMS AND CULTURAL ASPECTS continued

MIDDLE–SENIOR YEARS BAND (YEARS 6–10)

Main vocabulary groups
- People of the world: người Việt, người Hoa, người Úc
- Hobbies/leisure activities: xem truyện hình (watching TV), xem video (watching videos), nghe nhạc (listening to music), đọc sách (reading books)
- Sports
- Lifestyle
- Family: ông nội, bà nội, ông ngoại, bà ngoại
- Celebrations: ngày tết (new year), tết trung thu (full moon festival), đăm cưới (wedding)
- Advertising: food, furniture, music products
- Tourism/popular destinations in Vietnam: du lịch (travelling), giấy thông hành (passport), thang cảnh (beautiful scene), Vịnh Hạ Long (Ha Long Bay)
- Persuasive language used for advertising: tốt nhất, sang trọng nhất, có một không hai
- Means of communication: voice-mail, answering machine, mobile, phone, e-mail, SMS message
- Formal and informal language used for communication
- Popular music/cross-culture music/national anthems
- Music industry

Sentence structures
- Sentence structures: statements (eg tôi ăn phở), negative statements (eg tôi không ăn phở), questions (eg bạn muốn ăn gì?), compound sentences (eg tôi thích nghe nhạc trẻ, nhưng không thích nghe nhạc êm đìu)
- Nouns and compound nouns relating to main vocabulary groups
- Word order: adjective–noun (eg nhạc trẻ (pop music)), compound nouns (eg thịt heo (pork meat))
- Pronouns: em, thấy, cô, tôi, bạn, tôi, chú, bác, dì
- Comparison of adjectives: chá giò (thịt) ngon hơn gió cuộn
- Verbs: to be (là), to live (ở), to have (có) and other verbs relating to the main vocabulary groups
- Tenses: present, past, future (eg tôi đi học, hôm qua tôi đi học, tôi đang học bài)
- Conjunctions: nhưng, và, rồi, vi
- Singular and plural: một, những, nhiều, tất cả
- Possessive adjectives: của tôi, của anh, của cô
- Adverbs of frequency: thường thường, không bao giờ, luôn luôn, một tuần một lần
- Quantifiers to talk about quantities and amounts
- Prepositions to indicate time, place and direction (eg lúc, vào lúc, ở, vào)
Cultural aspects to consider
The concepts in this Band are related to the following Vietnamese culture aspects:

- Vietnamese people: Northern (Bắc), Central (Trung), Southern (Nam)
- hospitality (hìu khách)
- Vietnam flag
- popular sports in Vietnam: túc cầu (soccer), bóng chuyền (volley ball), vú cầu (badminton)
- traditional costumes: áo dài, khăn đồng, nón lá, hài
- festivals and celebrations: Quốc Khánh (national day), Tết (new year), Tết Trung Thu (full moon festival)
- eating habits/meals
- kitchen utensils: đũa (chopsticks), chén/bát (small bowl)
- foods relating to important beliefs/values: bánh chưng (sticky rice cake), bánh trung thu (full moon cake)
- lifestyle
- courtesy: ‘Vui lòng khách đến, vừ lòng khách đi’
- special respects: manners at a Buddhist temple, towards an elderly person
- Vietnamese traditional music and today’s music.
VIETNAMESE LINGUISTIC ITEMS AND CULTURAL ASPECTS continued

MIDDLE–SENIOR YEARS BAND (YEARS 8–10)

Main vocabulary groups

- Family celebrations: ngày sinh nhật (birthday), ngày thôi nôi (first birthday celebration), ngày đầy tháng (full month celebration)
- Kinship terminology: bà, má, anh, chị etc
- Greetings: chào anh, chào ông, chào bà
- The 12 animal cycle (mười hai con giáp)
- Days of the week
- Cardinal and ordinal numbers
- Daily routine: lúc, buổi sáng, buổi tối, vào cuối tuần etc
- Everyday clothes and Vietnamese traditional dress: áo, quần, áo dài, áo thun, quần áo đồ phục
- Persuasive and flattering language used for shopping and bargaining (eg mắc quá, rẻ, cái áo này vừa với cô làm)
- Vietnamese currency
- People of the world and their countries
- At a Vietnamese restaurant
- Traditional dishes (eg phở, chả giò), ingredients (eg thịt,-duration, muối), making order (eg cho tôi một tô phở)
- Daily foods, festive foods, healthy foods and fast foods
- Language to express likes, dislikes and taste

Linguistic structures

- Sentence structures: statements (eg tôi khoẻ), negative statements (eg tôi không khoẻ), questions (eg bạn tên gì?), compound sentences (eg tôi thích táo, nhưng không thích lê)
- Nouns and compound nouns relating to main vocabulary groups
- Word order: adjective–noun (eg áo vàng (a yellow shirt))
- Pronouns: em, thây, cô, tôi, bạn, tôi, bác, dì, chú
- Verbs: to be (là), to live (ở), to have (có) and other verbs relating to the main vocabulary groups
- Tenses: present, past, future (eg tôi đi học, hôm qua tôi đi học, tôi đang học bài)
- Conjunctions: nhưng, và, rồi, vì
- Singular and plural: mọt, những, nhiều, tất cả
- Possessive adjectives: của tôi, của anh, của họ
- Adverbs of frequency: thường thường, không bao giờ, luôn luôn, một tuần một lần
- Quantifiers to talk about quantities and amounts
- Prepositions to indicate time, place and direction (eg lúc, vào lúc, ở, vào)
VIETNAMESE LINGUISTIC ITEMS AND CULTURAL ASPECTS continued

MIDDLE–SENIOR YEARS BAND (YEARS 8–10) continued

Cultural aspects to consider
The concepts in this band are related to the following Vietnamese culture aspects:

- family celebrations: ngày sinh nhật (birthday), ngày thôi nôi (first birthday celebration), ngày đầy tháng (full month celebration), ngày giỗ (ancestor anniversary)
- family relationship: ba, má, anh, chị etc
- form of address and gestures indicated when greeting according to sex, age and relationships: chào anh, chào ông, chào bà
- the 12 animal cycle (mười hai con giáp)
- special respect: grandparents, parents, teachers and elderly people
- daily shopping to buy fresh food
- first buyer of the day (khách mở hàng)
- traditional costumes: áo dài, khăn đóng, nón lá, hài
- Vietnamese traditional food: phở, chả giò, com, gỏi cuốn etc
- kitchen utensils: dũa (chopsticks), chén/bát (small bowl)
- Vietnamese eating habits/meals
- courtesy: ‘Vui lòng khách đến, vừa lòng khách đi’.
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Magazines
Treff Schulemagazin. Medweth C & Medweth M. Seeize Germany: Velber im OZ Vertag GmbH.

Audio tapes

Video tapes

Additional resources
GREEK  (Many of these resources may be borrowed by DECS employees, from the Languages and Multicultural Resource Centre.)

Audio tapes

INDONESIAN  (Many of these resources may be borrowed by DECS employees, from the Languages and Multicultural Resource Centre.)
Bagus Sekali course books and work books 1, 2 and 3. CIS Heinemann.
Northern Territory Department of Education & Education Department of South Australia (1993), Suara Siswa: Teachers’ handbook, Stages 1 and 2. Carlton Victoria: Curriculum Corporation.
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White IJ (nd) Keren, Indonesian course books and activity books 1, 2, 3 and 4. Longman.

Magazines
Femina
Gadis
Hai
Inside Indonesia
Kartini
Kawanku
Mode

Audiovisual
Satya Wacana University (nd) Di sekolah series. Melbourne Victoria: Satya Wacana University. (Topics include: akhir minggu, bermacam-macam pekerjaan, keluarga susanto, lihat-lihat di kota yogyakart dan brebelanja)
SBS Broadcasting (nd) Ada apa dengan cinta? (SBS film set in an Indonesian high school)

Songs
Indonesia Raya
Panjang Umurnya
Satu, Satu aku Sayang Ibu
Selamat Pagi Bu Topi
Saya Bundar

Web
ABC: www.abc.net.au/asiapacific/indon.htm
Antara: www.antara.co.id
Bali Post: www.balipost.co.id
Bintang: www.bintang.com
Department of Foreign Affairs, Republic of Indonesia: www.dfa-deplu.go.id
Detik: www.detik.com
Edur (comprehensive list of media, magazines and newspapers): www.iit.edur-indonesia/jendela
Garuda: www.garudaco.id
Gatra: www.gatra.com
Indomedia: www.indomedia.com/intisari
Indonesia News: www.indonesianews.net
Inside Indonesia: www.insideindonesia.org
Jakarta Post: www.thejakartapost.com
Jawapos: www.jawapos.co.id
Kompas: www.kompas.com
Portal Nasional Republik Indonesia: www.indonesia.go.id
Republika: www.republika.co.id
Surabaya Post: www.surabayapost.com
Tempo: www.tempo.co.id
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Magazines
Qué tal? Mary Glasgow Magazines. Scholastic.
Audiovisual
Readers
CIDEB Series: Leer y aprender. Graduated readers from básico a avanzado—with CD option. CIDEB.
Difusión Series: Venga a leer. Graduated readers from levels 0–5: contemporary stories—Los Reyes magos, eres tú María? Difusión.
ELI Series: Mis primeros cuentos—Pinochio, Los tres cerditos. ELI.
Game
Web
Educators’ Ideas: www.sacsa.sa.edu.au/index_fsre.asp?t=IFP
For R—5 classes (songs, rhymes and activities): [www.vivaspanish.org](http://www.vivaspanish.org/)
Great source for teachers (changes often): [www.bbc.co.uk/languages/spanish/index.shtml](http://www.bbc.co.uk/languages/spanish/index.shtml)
Lesson plans: [www.lessonplanet.com/search/Language_Arts/Languages/Foreign_Languages](http://www.lessonplanet.com/search/Language_Arts/Languages/Foreign_Languages)
Mafalda and her global wisdom: [www.turning-pages.com/mafalda/](http://www.turning-pages.com/mafalda/)
New Zealand arm of Spanish Embassy, Education consultancy: [redgeomatica.rediris.es/elenza/](http://redgeomatica.rediris.es/elenza/)
Self-correcting exercises for keen students: [www.studyspanish.com](http://www.studyspanish.com)
Spanish through humour—comics: [atc.ugr.es/~jbernier/comic/comic.es.html](http://atc.ugr.es/~jbernier/comic/comic.es.html)

**VIETNAMESE** *(Many of these resources may be borrowed by DECS employees, from the Languages and Multicultural Resource Centre.)*
Department for Education and Children’s Services (1997) *Units of work for Vietnamese.* Adelaide SA: DECS.

**Magazines**
*Tuan Boa.* Vietnamese Weekly Newspaper in South Australia. Rosewater East SA: SAEI Pty Ltd.

**GENERAL** *(Many of these resources may be borrowed by DECS employees, from the Languages and Multicultural Resource Centre.)*

**Web**
Classroom strategies: [www.nwlink.com/~tulare/tchngtips.html](http://www.nwlink.com/~tulare/tchngtips.html)