 Stage 4 Spanish – mandatory 100 hours (4-5 weeks)

This unit starter can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. The learning, teaching and assessment strategies and assessment task are suggestions only.

*¡Seamos amigos! –* Let’s be friends!

Building relationships and sharing time with friends is an important part of our students’ lives. In this unit, students will explore different ways of spending their free time, with a particular focus on sport. Students will also learn to discuss their personal opinions regarding free time activities, establishing common interests. Students will begin to discuss them using language connectives and qualifiers.

Duration

12 hours (4-5 weeks)

Focus areas

* Which sports and leisure activities do you and your friends enjoy?
* How do we express our preferences?
* How do we express agreement and disagreement with others?
* How can we persuade others to share their free time with us?
* How can we begin to extend our use of language by linking more ideas together?

Structures

| Verbs (general) | Sports and leisure activities | Agreement and disagreement | Connectives and qualifiers | Personal description adjectives |
| --- | --- | --- | --- | --- |
| * *gustar, encantar, molestar* * *preferir, querer* * *amar, odiar* * *jugar, practicar* * *hacer* * *ir* | * Sports: *jugar al fútbol, jugar al tenis, ir al gimnasio, hacer footing, practicar el yoga, practicar el boxeo* * Leisure activities: *jugar videojuegos, salir con amigos, ir de compras, navegar la red, chatear, conocer gente nueva, hablar por teléfono, sacar fotos* | * *a mi también* * *a mi tampoco* * using simple comparisons: *más que, menos que* * using different levels of like: *me gusta mucho, me encanta, odio, prefiero* | * *y* * *pero* * *porque* * *a veces* * *a menudo* | * *paciente* * *generoso(a)* * *hablador(a)* * *fiel* * *honesto(a)* * *loco(a)* * *despreocupado(a)* * *ambicioso(a)* * *valiente* * *perezoso(a)* * *educado(a)* * *gracioso(a)* |

Outcomes

| Outcome | Content |
| --- | --- |
| LSP4-1C | interact with peers and known adults on topics of interest |
| LSP4-2C | locate information and identify gist in a range of spoken, written and digital texts |
| LSP4-3C | respond in English or Spanish to information and ideas in a variety of spoken, written and digital forms for specific contexts |
| LSP4-4C | compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences |
| LSP4-5U | recognise and use features of the Spanish sound system, including pitch, accent, rhythm and intonation |
| LSP4-6U | understand elements of Spanish grammar, including the systematic nature of verb conjugation |
| LSP4-7U | identifies variations in linguistic and structural features of texts |

All outcomes and content referred to in this unit starter come from the [Spanish K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/spanish-k-10-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Learning across the curriculum

* Information and communication technology capability (safe use of social media)
* Intercultural understanding (free time activities in different cultures)

Suggested assessment of learning task

(Note: This assessment task, with marking guidelines, is available on the [Spanish Stages 4 and 5 section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/spanish) of our website.)

Final task – you have decided to join a social media website for a Spanish-speaking online community. Create a profile with photo/image in [Fakebook](https://www.classtools.net/FB/home-page), introducing yourself in Spanish including:

* your name
* your age
* a detailed description of you – looks and personality
* 2 likes and a dislike relating to sport or free time with detailed descriptions
* at least 3 reasons why people should want to ‘friend’ you.

Unit plan

| Outcomes | Teaching and learning strategies | Date and initial | Evidence of learning | Evaluation and variation |
| --- | --- | --- | --- | --- |
| LSP4-1C   * interact with peers and known adults on topics of interest   LSP4-2C   * locate information and identify gist in a range of spoken, written and digital texts   LSP4-5U   * recognise and use features of the Spanish sound system, including pitch, accent, rhythm and intonation   LSP4-6U   * understand elements of Spanish grammar, including the systematic nature of verb conjugation | Class discussion – introduce the vocabulary of sports by discussing sporting habits in Spanish-speaking countries.  Share a [flashcard set](https://quizlet.com/148176900/los-pasatiempos-flash-cards/) with sports and leisure vocabulary for students to practise with.  Students watch a video of [sports vocabulary](https://www.youtube.com/watch?v=nKvJE_jl4K8) and take note of the vocabulary. Drill the pronunciation of verbs and new vocabulary. (Video Ele – [*Hacer deporte*](https://videoele.com/A1-Hacer-deporte.html)can be used for extension vocabulary ideas, highlighting adjectival agreements.)  Introduce the first and second person conjugation for the verb *gustar* – *me gusta, no me gusta, te gusta, no te gusta*. Students practise through a range of oral games and written activities. For example, students view images of sports celebrities and share their opinions: *¿Te gusta Rafael Nadal? Sí, me gusta Rafael Nadal. Me gusta el tenis.*  This activity can be adjusted according to the different levels in the class by making the sentences longer: *¿Te gusta Ash Barty? Sí, me gusta Ash Barty pero no me gusta el tenis.* |  | * Students use accurate pronunciation. * Students express their preferences about sports. * Students respond to comprehension questions in written and spoken texts. | **Students with prior learning and/or experience**  Students research and teach the class the words for a sport of their choice and the related equipment (for example *las botas de fútbol, la camiseta, las zapatillas, los guantes de béisbol, el bate, el aro de baloncesto, el tablero de baloncesto, el jersey, la meta, el poste, la portería*).  **Students with a background in Spanish**  Students brainstorm the words for various sports, related equipment and movement verbs (for example *la pelota, la raqueta, la cancha, el campo, golazo, la pista, correr, saltar, brincar, volar, regatear, pasar, patear, tirar, echar*) and present them to the class. |
| LSP4-1C   * interact with peers and known adults on topics of interest   LSP4-2C   * locate information and identify gist in a range of spoken, written and digital texts   LSP4-5U   * recognise and use features of the Spanish sound system, including pitch, accent, rhythm and intonation   LSP4-6U   * understand elements of Spanish grammar, including the systematic nature of verb conjugation | Provide students with images depicting different leisure activities. Students research and label the pictures with the relevant new vocabulary.  Introduce *preferir, amar* and *querer* and the variations in meaning. Students learn the first and second person conjugation for *preferir, amar* and *querer.*  Students practise through a range of oral games and written activities. For example, provide students with profile cards of fictitious characters outlining their likes and dislikes relating to free time. Ensure 2 characters share the same likes and dislikes. Students practise newly learned expressions and vocabulary by finding the person whose likes and dislikes match their own card:*¿Te gusta el baloncesto?* |  | * Students correctly label the images. * Students conjugate the verbs in present tense correctly. * Students respond to comprehension questions in written and spoken texts. * Students converse confidently when discussing their own interests and preferences with their classmates. | **Students with prior learning and/or experience**  Students write questions for a classroom survey about free time preferences for their classmates to answer. Students present results in graph form.  **Students with a background in Spanish**  Students interview their classmates about their preferences in leisure and sports activities, analyse the survey data and present their findings with the class about common interests and differences in the class. |
| LSP4-5U   * recognise and use features of the Spanish sound system, including pitch, accent, rhythm and intonation   LSP4-6U   * understand elements of Spanish grammar, including the systematic nature of verb conjugation | Explain the importance of pronunciation and syllabus stress in Spanish and highlight the natural stress which falls on the penultimate syllable of Spanish words. Conduct a listening activity by reading a passage aloud. Students identify syllable boundaries and mark the stress.  Students watch [*Me Gusta Micropelis*](https://www.youtube.com/watch?v=GhRUfvSDPNU) video and/or Video Ele – [*Las cosas que me gustan*](https://videoele.com/A1-Las-cosas-que-me-gustan.html) introducing the verb *encantar*. Students make note of new vocabulary and sentences expressing likes and dislikes.  Discuss and explain new structures relating to giving opinions – *pero, a mí también, a mí tampoco, lo que más me gusta.*  Students practise through a range of oral games and written activities. For example, re-using the sports celebrities cards, students provide more detail when giving opinions: *Te gusta Ash Barty? Sí, me gusta Ash Barty pero prefiero a Samantha Stosur; A mí también me gusta Ash Barty; ¿Te gusta Rafael Nadal? No, no me gusta Rafael Nadal; A mí tampoco pero me gusta Bernard Tomic.* |  | * Students demonstrate knowledge of intonation and pronunciation when discussing leisure and sporting activities. * Students identify new expressions and deduce overall meaning in a conversation. | **Students with prior learning and/or experience**  Students compile a table comparing free-time activities from 100 years ago to today, and write a short summary of the differences.  **Students with a background in Spanish**  Students write a news article for a Spanish-language newspaper about changing habits relating to sports and leisure activities of today’s teenager versus a teenager from the ‘90s. |
| LSP4-1C   * interact with peers and known adults on topics of interest   LSP4-2C   * locate information and identify gist in a range of spoken, written and digital texts   LSP4-6U   * understand elements of Spanish grammar, including the systematic nature of verb conjugation | Revise gender and adjectives and reiterate the masculine and feminine forms.  Students research adjectives they can use to describe themselves in a favourable light.  Ball game – students pass a ball around the class. The person who passes the ball says an adjective in the masculine form and the person that catches it has to change it to feminine.  True or false activity – using stimulus images of famous people, students take it in turns to take on the persona of one of the images and describe an aspect of their chosen person in the first person, including appearance and personality. Other students vote *verdadero o falso.*  Students participate in a ‘speed dating’-type activity. Students sit in 2 circles, facing each other – an inner circle and an outer circle. Students spend 15 seconds with each classmate before each person in the inner circle rotates clockwise to the next person. Students ask and answer questions using different levels of liking things and expressing reasons for their answers. |  | * Students converse confidently using several verbs like *gustar, preferir, amar* and *querer.* * Students describe themselves more thoroughly with accurate adjectives. * Students demonstrate understanding of gender, agreements and adjectives. * Students describe themselves and others successfully. | **Students with prior learning and/or experience and students with a background in Spanish**  Students take on the persona of a famous person and are then interviewed (either by another student with prior experience or background), describing the person’s appearance and personality, and including information on the person’s likes and dislikes. The class try and guess the famous person. |
| LSP4-2C   * locate information and identify gist in a range of spoken, written and digital texts   LSP4-3C   * respond in English or Spanish to information and ideas in a variety of spoken, written and digital forms for specific contexts | Students match pictures of young people doing activities in their free time to short self-introduction texts (including describing interests). Then, the class compares and contrasts the profiles and interests of the characters and decide who is most likely to be friends and get along. Students justify their responses with reference to the texts. |  | * Students identify information in written texts and use the information to match profiles according to their interests. * Students ask and answer questions and justify their answers giving reasons and opinions. | **Students with prior learning and/or experience and students with a background in Spanish**  Students create 2 profiles of people with contrasting hobbies and personalities. Students then swap and write a brief summary of their reasons why these people would not make a good match. |
| LSP4-1C   * interact with peers and known adults on topics of interest   LSP4-4C   * compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences   LSP4-6U   * understand elements of Spanish grammar, including the systematic nature of verb conjugation   LSP4-7U   * identifies variations in linguistic and structural features of texts | Assessment – you have decided to join a social media website for a Spanish-speaking online community. Create a profile with photo/image in [Fakebook](https://www.classtools.net/FB/home-page), introducing yourself in Spanish including:   * your name * your age * a detailed description of you – looks and personality * 2 likes and a dislike relating to sport or free time with detailed descriptions * at least 3 reasons why people should want to ‘friend’ you. |  | * Refer to marking guidelines. | **Students with prior learning and/or experience and students with a background in Spanish**  Students complete the same task as the rest of the class but include more sophisticated language structures (use of connectives and qualifiers, for example *además, sin embargo, aunque, a pesar de, entonces, por eso*) and lexicon. Students include a description of what their ideal friend would be like. |

Registration

Teacher name:

Teacher signature:

Date: