

Beginning Modern Languages

Implementation Guide



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General Resources

BBC Languages, [BBC Languages – Free online lessons to learn and study with](#)

UNESCO Global Digital Library, Graded Readers and Story Books, [Home | Global Digital Library](#) (Arabic, French, German, Hindi, Indonesian (and regional languages, e.g. Javan), Italian, Spanish (Spain and Nicaragua)

Arabic- Al Jazeera Learning Arabic- [Learning Arabic | تعلم العربية](#)

Chinese- Easy MandarinNews- [Easy Mandarin News - Simple Chinese news articles for language learners](#)

French- TV 5 Monde EDU, Apprendre Le Francais- [Débuter gratuitement en français | Apprendre le français avec TV5MONDE](#)

German Deutsche Welle [Kurz und leicht](#) (A2)

German Deutsche Welle [Learn German](#)

An Indonesian cultural streaming platform [IndonesianaTV](#)

Short Film for teaching and learning Indonesian [Library of Films](#)

Bipa Daring - Indonesian For Foreigners [bipa.kemendikdasmen.go.id](#)

Easy Italian News [EasyItalianNews.com - Read and listen to easy Italian!](#) (A2)

SBS Italian Slow Italian News [Slow Italian, Fast Learning | SBS Italian](#) (A2/B1)

NHK, Easy Japanese Conversation lessons- [Choose a Lesson | Easy Japanese | NHK WORLD-JAPAN](#)

Cool Japan (Dance, Cosplay, Cheerleading) [cool japan - YouTube](#)

Japanology, NHK World, [Japanology Plus | NHK WORLD-JAPAN](#)

Japan Foundation, Minato Japanese Courses, [JF Japanese e-Learning Minato | The Japan Foundation](#)

Korean Times: Beginner Korean [Learning Korean - The Korea Times](#)

Destinos Spanish Learning Telenovella Site- [Introduction: La Carta – destinostelenovela.org](#)

Learn Tamil, [Learn Tamil](#) or Imagine Tamil- [Imagine Tamil – Best way for Kids to Learn Tamil](#)

Open Source Textbooks

Beginning Arabic Open Source Textbook Series- [Elementary Arabic I – Simple Book Publishing](#), Michigan State University

Beginning Chinese Open Source Text Book- [Mastering Mandarin Sounds – Simple Book Publishing](#) University of Iowa

Beginning Chinese Open Source Text Book- [CHN101 Elementary Mandarin I Textbook - Humanities LibreTexts](#), University of Hawai'i

Beginning Chinese for NCF-India, Grades 1-5, <https://fliphtml5.com/bookcase/yirmd>

Chinese Graded Readers - <https://bloomlibrary.org/language:zh-CN>

Beginning French Open Source Textbook Series [Français inclusif: An Interactive Textbook for French 101 – Simple Book Publishing](#), Boise State University

Graded French Readers- <https://bloomlibrary.org/language:fr>

Beginning German Open Source Textbooks, [Deutsch im Blick](#), University of Texas

Basic Hindi Open Source Textbook- [Basic Hindi – Simple Book Publishing](#), Michigan State University Library

Hindi Graded Readers- <https://bloomlibrary.org/language:hi>

Indonesian Graded Readers- <https://bloomlibrary.org/language:id>

Indonesian Graded Readers -<https://literacycloud.org/> (select Indonesian as the language)

Buku Digital Indonesia budi.kemendikdasmen.go.id

Indonesian online platform for translated books penerjemahan.kemendikdasmen.go.id

Beginning Italian Open Source Textbook Series- [Tutta tavola! Volume 1 – Simple Book Publishing](#), University of Massachusetts Amherst

Beginning Italian Open Source Textbook Series- [Spunti: Italiano elementare 1 – Simple Book Publishing](#), University of Muhlenberg

Beginning Italian Open Source Textbook Series- [Piacere!: Elementary Italian at The University of Iowa - University of Iowa](#), University of Iowa

Beginning Japanese Open Source Textbook - [Japanese Introductory 1 \(Hamada\) | LibreStudio](#), University of California Davis

Beginning Korean Open Source Textbook [Beginning Korean 1 - University of Iowa](#), University of Iowa

Beginning Spanish Open Source Textbook [LibreCommons | Beginning Spanish ¡Empecemos por aquí!](#), Portland State University

Beginning Spanish Open Source Textbook [Español down under: Spanish for Australia and New Zealand – Open Educational Resources Collective](#), Deakin University

Spanish Graded Readers- <https://bloomlibrary.org/language:es>

Basic Tamil Open Source Textbook- [Basic Tamil – Simple Book Publishing](#), Michigan State University Library

Tamil Grades 1-5 for NCF- <https://fliphtml5.com/bookcase/yirmd>

Writing Task – Guidance on Assessment Parameters

Suggested word/character guidelines for a 1-hour sustained writing task with an unfamiliar prompt. Teachers are encouraged to select a word/character maximum from the range which is appropriate to their assessment type. Take care that in the actual task sheet the specified word limit provides clear guidance to students as to the scope and quality expected. These general ranges should not be translated directly to the specific tasks sheets but tailored according to the task. Schools may choose their own word limits according to the tasks they develop. Tasks parameters should enable students to engage with the course concepts and meet the achievement standards. There are no requirements for the same limits to be the same across the system, as Achievement Standards set the standards for assessment.

Suggested word/character guidelines for a 1-hour sustained writing task with an unfamiliar prompt.						
	<i>French/Italian/Spanish/Indonesian</i>	<i>German</i>	<i>Hindi/Arabic</i>	<i>Chinese</i>	<i>Korean</i>	<i>Japanese</i>
Beg 11A	60-80	50-60	50-100	50-60	150-250	150-250
Beg 11T	100-150	80-130	100-150	60-80	200-300	200-300
Beg 12A	80-120	60-100	70-100	60-80	200-300	200-300
Beg 12T	150-200	130-180	150-200	80-125	300-500	300-500
Con 11A	140-200	130-170	70-100	80-125	200-300	200-300
Con 11T	200-300	180-280	150-200	125-150	300-500	300-600
Con 12A	200-300	180-280	100-120	125-150	300-500	300-500
Con 12T	300-400	280-380	300-350	150-250	400-700	400-700
Adv 11A	200-300	180-280	100-120	250-300	600-800	600-800
Adv 11T	350-450	330-470	350-400	350 - 400	800-1000	700-800
Adv 12A	250-350	230-330	100-150	300-350	600-800	800-900
Adv 12T	400 - 500	380-480	400-450	400 - 500	800-1000	800-1000

Interviews/speaking tasks- Guidance on Parameters

This interview times describes an interview without a presentation element and involves a one-on-one unscripted conversation.

The oral presentation times describe a prepared speech with unseen questions at the end from the teacher.

Teachers are encouraged to select an expected length from the range which is appropriate to their assessment type.

Level	Length of interview (minutes)		Length of Oral Presentation	
	Year 11	Year 12	Year 11	Year 12
Beginning A	2-4	3-5	3-5	3-5
Beginning T	3-5	4-6	3-5	4-5
Continuing A	4-6	5-7	5-6	5-6
Continuing T	5-7	6-8	5-6	6-7
Advanced A	7-8	7-8	6-7	6-7
Advanced T	7-10	7-10	6-8	6-8

Reading Responding Tasks- Guidance on Parameters

Reading (per hour)

Depending on the length of time available for a task, using different text types may better capture student ability as measured by the Achievement Standards, for example familiar and less familiar texts. B1 learners typically read at roughly **50–65% of proficient adult speed** when reading for comprehension, due to vocabulary limitations and increased processing effort. For Continuing Yr 11 Semester One, Estimated CEFR A2 Reading Speeds. For Continuing Yr 12 Semester Two use B1 Reading-Speed Estimates.

Language	A1 reading speed	A2 reading speed	Language	B1 reading speed
Spanish	65–85 wpm	75–100 wpm	Spanish	110–140 wpm
French	60–85 wpm	70–95 wpm	French	105–135 wpm
Italian	60–80 wpm	70–90 wpm	Italian	100–130 wpm
German	55–75 wpm	60–85 wpm	German	90–120 wpm
Japanese	135–225 characters/min	150–250 characters/min	Japanese	250–400 characters/min
Korean	90–160 characters/min	100–180 characters/min	Korean	180–260 syllables/min
Hindi/Arabic	55–85 wpm	65–95 wpm	Hindi/	90–130 wpm
Arabic	55–75 wpm	60–85 wpm	Arabic	85–120 wpm
Mandarin	90–135 characters/min	100–150 characters/min	Mandarin	120–160 characters/min
Indonesian	60–80 wpm	70–90 wpm	Indonesian	90–130 wpm

Listening Tasks- Guidance on Assessment Parameters

Listening guidance is suggested on the basis of a one-hour task.

Listening texts played, or URL used, for assessment must be provided with the task submitted for Moderation Day.

Multimodal texts should be encouraged as authentic texts- videos: news items, documentary sections, podcasts, reels, ads for the appropriate audience. These are usually longer due to pauses and transitions, but the actual content should be accessible and rich in context. Length up to 5 minutes-Continuing, up to 3 minutes for Beginning.

The listening text should not be read by the teacher live during the task. It should be recorded.

Beginning 11

Texts should be modified for learners, and ideally not the teacher's voice. The text should be played twice.

Beginning 12

Texts should be modified for learners or a simple authentic text, and ideally not the teacher's voice. The text should be played twice.

Continuing 11

Texts should be authentic where suitable, or at reasonably authentic speed and pronunciation, and ideally not the teacher's voice. The text should be played twice. For example, a news item, an advertisement a podcast extract, a film extract, a model conversation

Continuing 12

Texts should be authentic, or at reasonably authentic speed and pronunciation, and not the teacher's voice. The text should be played twice. For example, a news item, an advertisement a podcast extract, a film extract, a model conversation

Advanced

Isolated listening testing is not necessary at the Advanced level but should be integrated in communication skills as a General Capability and be assessed in the context of authentic communication and academic exercises, e.g., in conversation, debates, film/drama studies.

The Individual

Students learn about language and individual identity. They conceptualise how relationships and personal experiences shape identity in language communities. Students analyse how individuals express different aspects of their identity. They develop a repertoire of cultural knowledge and target language skills. Students reflect upon new linguistic practices, their own and others expression of identity, and relationships with others.

Possible thematic topics for this unit include:

- Education,
- Everyday Life- Work, Preferences, Health, Leisure, Travel, Family, Relationships, emotional states and experiences
- Future Pathways,
- The Self
- Aspects of identity through interests, expectations, comparisons, childhood memories
- Daily life in different tenses
- Online personality quizzes, e.g. Your Hogwarts House type of quiz, zodiacs- various taxonomies of people

Content Description	Elaborations, possible topics and suggested resources
critically analyse familiar and unfamiliar target language and/or script about relationships and identity to decode and infer meaning and draw	Students read, listen and view a range of texts modified for language learners, or simple authentic texts, such as found in a textbook. They rehearse and learn with explicitly taught texts and topics. They develop skills in inferring meaning and making good guesses with unfamiliar language encountered in unseen texts. In assessment they will engage with texts that approximate previously taught texts, and more novel and unfamiliar texts. Students must demonstrate the ability to use language from coursework and are encouraged to use language they have learned independently. Teachers can select specific subtopics and select language and grammar accordingly. Texts could be chosen that engage with themes such as: • family, • relationships,

logical conclusions	• titles, • wellbeing • Habits and lifestyle • and contemporary changes in relationships. For example, students examine the vocabulary and usages for naming family relationships, titles, and contemporary changes in language communities in isolation in drills and exercises and in the context of a range of texts modified for language learners, or simple authentic texts. For example, students perform and then create scripts for interactions with family members, or about nationality, team allegiance For example, students read a text in which a person describes their sports team allegiance and describing leagues and critically analyse for historical context and cultural meaning, such as the Barcelona/Madrid, Hertha Berlin/Union Berlin rivalry in historical context, sport for integration of minorities and migrants. For example, students read a text which describes hybrid identity, e.g. Afro-Italian/Italiani Neri, and critically analyses the modern and multicultural nature of the target language community, e.g. analyse migration statistics both to understand modern societies but also to learn large numbers and percentages. They learn usages for describing identity including complex identity and polite terms for discussing people's identity. For example, students interact with language examples that use conjunctions of cause and effect. Students critically analyse texts modified for language learners that describe causal relationships for relationships and identity to draw conclusions about meaning of the text and authorial message. Such as, I am French because I was born in France. I am German because my mother is German. I support Real Madrid because my family is from Madrid. For example, depending on the place in the overall course, students can consider the use of tone and intonation. Students analyse the intonation of word and the syllabic emphasis in vocabulary. Students examine the use of intonation and tone to indicate questions, rather than syntax and interrogatives and consider when to use either way of indicating a question. For example, for tonal languages, students examine the interaction between phoneme, tone and meaning, contrasting variations in meaning for relevant vocabulary with tone.
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For example, students critically analyse simple accessible language texts such as family dialogues to point out significant cultural connotations.

such as, critically analyse the significance of different words for older and young siblings in Japanese – ane/imoto etc.

For example, students read about popular names to practice characters, phonemes and learn common names. They can consider the way names are chosen and celebrated.

For example, students critically analyse simple accessible language texts such as simple, relational dialogues to point out significant cultural connotations.

Such as analysing the decline in the use of some titles and honorifics. For example, Fraulein/ signorina/ mademoiselle and its replacement with Frau/Signora/madame and consider similar phenomenon in English with Master, Miss and Ms and Mr. They consider the significance of gender and age in the use of language. They reflect on the implications for personal identity in refusing to be called something like Mademoiselle

Possible Resources

- General- [Cross-cultural structures of personal name systems reflect general communicative principles | Nature Communications](#)
- General- Cultural Conventions for all the languages - [Cultures — Cultural Atlas](#)- naming, greetings, family life etc
- Japanese: Gender politics and names- [Japan seeks to legally recognize birth names for married couples | The Asahi Shimbun: Breaking News, Japan News and Analysis](#); [Sui and Minato: Japan's Top 2025 Baby Names | Nippon.com](#)
- Italian: Naming conventions and celebrations- [Buon Onomastico, The Italian Name Day - La Gazzetta Italiana](#); [Regionality of Name - Italian Names Maps](#)
- Spanish: popular names- [Estos son los nombres de chico y chica más comunes en España en 2025](#); [INEbase / Demography and population /Population figures and Demographic Censuses /Most popular names and surnames / Latest data](#); [Los nombres de niños más usados en Argentina, según un informe | El Destape](#); [Ranking 2025: cuáles son los nombres de bebés más elegidos en Argentina - La Unión Digital](#)
- Korean: popular names [Most Popular Korean Names in 2025: Trends, Meanings & What's Hot | KWave Tools](#); [Korea's favorite baby names of 2025 - The Korea Times](#)
- Hindi: naming practices and prejudice- [Understanding Indian Names in Naming Conventions, Discovery, and Standardisation - Library Professionals Organization | Library Association of Singapore](#); [View of Caste Aside? Names, Networks and Justice in](#)

	the Courts of Bihar, India; Full article: Undignified names: caste, politics, and everyday life in North India; How India Uses Surnames to Perpetuate Caste Discrimination German: names and class, unpopular German names - The life-long curse of an unpopular name BPS; The Strange German Disease Called "Kevinism": Can a Lame Name Mess Up Your Life? Discover Magazine
apply developing intercultural understanding about relationships and identity to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	Evaluate texts for use of honorifics and titles to draw conclusions about the formality of contexts and texts. For example; senpai/ kohai, san, kun and chan in Japanese. When to use the honorific ji in Hindi. Basic levels of formality in Korean. When to use senor/usted/tu in Spanish. Regional variations in the word friend in Spanish. Evaluate texts for use of formal and informal pronouns to draw conclusions about the formality of contexts and texts. For example, tu/vous; usted/tu; du/Sie; watashi/boku/atashi; tu/tum/ap; na/jeo; thou/ye-you/y'all/youse in English Evaluate expressions of national identity in simple texts and images. For example, national day celebrations, describe flags and team colours. Prevalence of flags, use of national language versus local dialect. Read about national teams and fans at sporting events. Possible Resources - General- Dollar Street - photos as data to kill country stereotypes - a good general resource to see real families around the world. - German: Gender inclusive language- pronouns, titles- How Language Use Can Empower Women: The Discourse on Gender-Equitable Language in Germany Springer Nature Link - Spanish: Spanish - Communication — Cultural Atlas- Formality and Informality and other conventions - Japanese: patriotism and national sentiment- The Flag and the Anthem: Enforcing Japanese Patriotism Asia-Pacific Journal Cambridge Core; Why do flags matter? The case of Japan

evaluate concepts in texts about relationships and identity, with evidence for ideas	Students comment on the ideas presented in texts in both English and the studied language and evaluate the validity of ideas and evidence using a range of texts, such as compiled in textbooks. Students will learn about the nature of societies and recent changes and debates. Students consider the validity of source material, for example, identifying bias, identifying fake news, protests signs/placards/ practices • Evaluate significant cultural concepts that might appear in a range of texts modified for language learners relevant to personal identity and relationships • Evaluate evidence of patriarchy/machismo; feminine/masculine modes of expression in Japanese, genki-ness; multi-generational households; texts about public figures and expressions of identity. • Evaluate texts for evidence of cultural stereotypes in interpersonal conduct, e.g., reserve, friendliness, rudeness • Evaluate uses of expression of affection in terms of idiomatic practice to draw conclusions about the nature of relationships in a text, e.g. like/love distinctions and using terms appropriate for relationships- suki/diasuki; encantar/gustar/amor/quiero; amiga/novia; aime/adore; ich liebe dich/ich habe dich lieb; Possible Resources • Spanish: gender and relationships- What US Latinos Say About Machismo and What It Means to Them Pew Research Center; Machismo Culture and Gender-Based Violence in Latin America are Connected Phenomena – Journal on World Affairs, UCLA • Japanese: gender and expressing wellness- The Meaning of Genki: Going Way Beyond "O Genki Desu Ka" • French: vocabulary of relationships- Love Story by Indila — French Lyrics & English Translation; Easy French Love Song for Beginners FR Slow + With English Translation
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create fluent, detailed texts about their identity and experiences, appropriate for purpose, audience, and context	Student apply the languages skills derived from engaging with texts in the studied language to create their own texts using those models, rules, conventions, vocabulary and grammar derived from those previous studies. Students create fiction or non-fiction pieces accompanied by rationales in which they justify their language choices for intercultural understanding, purpose, audience, and context For example, autobiographical writing- students can create their own, a biography/autobiography for a famous person or an imaginary person, teachers may provide a list of characteristics from which to work. For example, simulated social media posts – Students create a social media character and have that person describe themselves with a photo essay or a series of fabricated social media posts. Or a fixed set of characteristics given by the teacher is converted into a social media profile with text and pictures. Fo example, job application/CV- Students create their own or an imaginary CV using the conventions of the target culture. Possible Resources • Japanese: Resume Guide for International Students (2025), https://www.icla.ygu.ac.jp/en/careers/resume/ • French: CV Instructions, Paris, University of Pittsburgh https://abroad.secure.pitt.edu/sites/default/files/PREPARING%20YOUR%20CV%20IN%231C2958.pdf • Spanish: CV Instructions, Segovia Student Housing, https://studenthouses.es/crafting-a-spanish-cv-for-university-applications-in-spain/ • Korean: Resume Sample and Guideline, State University of New York- Korea, https://www.sunykorea.ac.kr/en/html/sub04/040405.html?mode=V&no=f6f30a3a8925687afe05572478c9c9e9&GotoPage=1 • Italian: European Format for Curriculum Vitea, Uni of Bologna- https://www.unibs.it/sites/default/files/ugov_cvfiles/cv/ugov_cvpersona_en_000239682.pdf • Italian: Professora Corsini- Write a CV in Italian- https://www.youtube.com/watch?v=d2EPKtg9lis • German: CV, University of Hohenheim- https://www.uni-hohenheim.de/en/studies/after-studies/career-entry/career-applications/cv
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applies familiar and unfamiliar textual and cultural conventions appropriately to enhance communication about identity and perspectives	Students engage with explicitly taught or familiar material/text types as well as unseen texts to develop skills in dealing with the unknown. Students must demonstrate skills using text and cultural conventions from coursework and may extend on coursework by using text and cultural conventions learned independently. For example, using and interpreting the conventions and forms of multimedia texts to aid in comprehension and interpretation of context, e.g. annotated self-portraits, social media entries, For example, using and interpreting the use of intonation, in questioning, emphasising syllables, patterns of speech, with particular significance if this is the first unit. For example, using and interpreting the orthography learning spelling rules for phonemes, particularly new phonemes in the first semester In languages with new alphabets/syllabary with a focus on learning the characters and phonemes in the first semester; learning the some relevant kanji in Japanese- I, country, person, mother, father, learning pinyin and some characters Another useful topic might be covering commonly used abbreviations e.g. for titles, Another useful topic might be commonly used gestures, e.g. expressing relationships with body language such as cheek kissing, hugging, bowing
apply complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations about identity, relationships, and experiences	Students engage with explicitly taught or familiar language but also previously unseen variations and language to develop skills in dealing with the unknown. Students must demonstrate skills using language and grammar from coursework and may extend on coursework by using language and grammar learned independently. This will depend on target text types, point in the course, and chosen topics. Refer to the sample grammar sequences. For example, using and interpreting the formal/informal register, e.g. write/speak a text for addressing people formally and informally such as job application cover letter/interview and a text to a friend/ party conversation with others of the same age. For example, using and interpreting first and third person narrative, e.g., read and respond to biographical texts about famous people in present or past tenses depending on when this unit comes in the course. For example, using and interpreting polite or casual questioning and disagreement, e.g., discuss personal music and movie preferences

clearly and coherently	
apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about identity and relationships	Students learn to about the principles of academic integrity such as honest purpose in discovering and sharing knowledge, acknowledging the work of others, providing transparency of process, fairness and openness in methodology, and using reliable information sources in target language. This also includes looking for sources that show balance, transparency of sources, deep research and honesty of purpose and language. They discuss the significance of these principles to ensuring and supporting their own learning. They then apply that understanding find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions, e.g., DW International, Le Monde International, Daily Yomiuri, ANSA.it/English, Al Jazeera, BBC in various languages, Dainik Jagran/Daily Jagran Students look at models of referencing in the language studied and follow guides to replicate those conventions. They apply skills in referencing conventions in target language, e.g., Sorbonne university Press- Normes Editoriales: References Bibliographiques; MLA; Harvard; SWET Japan Style Sheet; Brill Chinese Citation Style Guide; Yale Library Citation Style for Chinese, Japanese and Korean Sources. If permitted by school policies and the goals of the learning and assessment, students learn about how to use AI/translation software appropriately and to enhance their interaction with language and interlocutors, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner
reflect on own language learning practices and apply feedback to propose appropriate, specific, personal improvements	Students learn about effective language learning practices for young adults in schools. They consider different techniques for autonomous learning and in conjunction with others. They consider how to take advantage of direct instruction to maximise learning from time with the teacher. They consider expectations on them in terms of autonomous learning in the context of their classroom, including multilevel classes. They reflect on the specific feedback provided by their teacher and their own insights. They discuss how they used the feedback to improve their work across the semester. For example, they might write a piece reflecting on their time management, discussing goals, and evaluating their implementation of summative and formative feedback For example, end of unit reflection question in an exam, written in English. For example, responding to a reading on language learning.

	For example, writing a project management plan for the completion of a creative project in the target language drawing on research on good language learning practices, with a reflection on process as the final element in the project- plan, implement, evaluate for improvements
reflect genuinely and with insight on self and relationships between culture and language	Writing in English on the language and cultural practices learned about in the unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the language and cultures studied. They consider the human and personal aspects of working, being and interrelating with people in the language and culture/s being studied. For example, students make commentary on examples of the studied language to outline linguistic and cultural insights. For example, personal insights into nature of family life and friendships For example, make annotated texts that justify language choices made in creating a text. Annotations are in English.

Society and Community

Students develop an understanding about living in societies and community. They express their understanding of how to participate in societies and communities through a repertoire of target language and use their developing cultural and intercultural capabilities. Students engage with how societies and communities use language to relate to each other and the wider world. They reflect on diverse cultural and linguistic practices and consider these in relation to their own.

Possible thematic topics for this unit:

- History
- Education
- Work
- Health
- Leisure
- Travel
- Housing
- Family
- Social customs, festivals, celebrations
- Country studies, traditions
- Problems in society, or sub-groups
- Making a difference in the community
- My neighbourhood
- Migration and refugees
- Pets and looking after pets
- National Days
- Government and non-governmental organizations
- The Third Space
- Workplace rights
- Law and justice

Content Description	Elaborations, possible topics and suggested resources
critically analyse familiar and unfamiliar target language and/or script about living in societies and communities to decode and infer meaning and draw logical conclusions	Students examine a range of listening, reading and viewing texts modified for language learners, or simple authentic texts, such as compiled in textbooks. They rehearse and learn with explicitly taught texts and topics and also with previously unseen or unfamiliar texts so that they can develop skills in inferring meaning and making good guesses with unfamiliar languages that they will encounter in the process of language learning. In assessment they will engage with texts that approximate previously taught texts, and also more novel and unfamiliar texts. Students may also demonstrate with their use of language not previously taught in school that they have learned more material independently, which is to be lauded. Students drill and exercise in isolation or in the contexts of texts for the vocabulary and usages for naming habits, lifestyles, hobbies, societies, communities and social phenomenon, and contemporary changes in language communities. They may focus in on more specific themes, such as • Education • Community celebrations • Leisure • Tourism For example, Critically analyse studied language elements in texts modified for language learners about the habits and routines of a range of people to draw conclusions about preferences, occupations, personalities etc. Students directly comprehend and infer meaning from texts. They can also give attention to conventions of the text types and the cultural assumptions and practices revealed in the text and that they are able to perceive having completed research or classwork on culture and relevant topics. Critically analyse studied language elements in texts such as weekly schedule, school timetable, holiday itinerary as well as narratives and information texts will allow students to draw meaning for comprehension and inference. They can also give attention to conventions of the text types and the cultural assumptions and practices revealed in the text and that they are able to perceive having completed research or classwork on culture and relevant topics. Critically analyse studied language elements in texts modified for language learners about comparison and contrast, e.g. comparative adverbs and adjectives and the particles/conjunctions that go with them, such as descriptive texts, advertising texts, preferences, geographic texts about places. They can also give attention to conventions of the text types

and the cultural assumptions and practices revealed in the text and that they are able to perceive having completed research or classwork on culture and relevant topics.

Critically analyse studied language elements in texts modified for language learners about community practices and social activities using language to describe places e.g. festivals, celebrations, community activities. They can also give attention to conventions of the text types and the cultural assumptions and practices revealed in the text and that they are able to perceive having completed research or classwork on culture and relevant topics.

Possible Resources

- UK Ministry of Education, Oak Academy Resources,
<https://www.thenational.academy/teachers/programmes/spanish-secondary-ks3/units/celebrations-querer-and-dar/lessons>
- Different festivals, customs and celebrations around the world in Spanish - BBC Bitesize
- French- [Talking about festivals and events in French - BBC Bitesize](#)
- Chinese- [Chinese Reading Practice – Free Chinese reading exercises for learners of all levels](#)
- Italian- [EasyItalianNews.com - Read and listen to easy Italian!; Italian listening and pronunciation exercise | Simple Italian Story for Beginners | #1 Al mercato](#)
- Indonesian- [New Dream — Learn Indonesian Through Story | Bahasa Indonesia for Beginners \(A1–A2\)](#)
- German- [Festivities in Germany - Deutschstunde Portal - Goethe-Institut](#)

apply developing intercultural understanding about living and participating in communities to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	Apply increasing understanding of language to evaluate texts written for Language learners to draw meaning for comprehension and inference. For example: celebration greetings/phrases, describe the different ways celebrations are practiced in different parts of the community. Evaluate dialogues involving holiday greetings for drawing conclusions about participants, register and context. Evaluate dialogues involving social interactions in particular communities to draw conclusions about rules for behaviour and conduct and context. Evaluate dialogues involving social interactions to interpret cultural gestures/ body language to draw conclusions about rules for behaviour and conduct and context. In initial semesters, interpret dialogues involving social interactions with filler words/sounds to draw conclusions about appropriate use and the impact of such usages on interactions. Possible Resources • Arabic Listening Practice Easy Story with Sami and Basbous • Chinese Reading Practice – Free Chinese reading exercises for learners of all levels • Chinese Learning Resources; https://www.cgtn.com/special/chinese-master • Italian- EasyItalianNews.com - Read and listen to easy Italian!; Italian listening and pronunciation exercise Simple Italian Story for Beginners #1 Al mercato • Indonesian- New Dream — Learn Indonesian Through Story Bahasa Indonesia for Beginners (A1–A2) • See links to various open source textbooks.
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evaluate concepts in texts about living in a community, with evidence for ideas	Evaluate texts including statistics, schedules and timetables to draw conclusions about habits and preferences. Evaluate data from statistics schedules and timetables to draw conclusions about own preferences, such as gendered behaviour, subject choice, nature of celebrations, or holiday itineraries. Evaluate texts with descriptions of typical habits and activities represented in prose or in data sets about sport, housework, hobbies to draw conclusions about stereotypes and realities of class, race, gender in community life, e.g. women and housework, men and football, unemployment and education in marginal communities Possible Resources • Various European Languages- Statistics Indicator: In general, how often are you involved in cooking and/or housework outside of work? (% of respondents, 18+ population) Gender Statistics Database European Institute for Gender Equality • Spanish- Statistics on young people- Jóvenes - mundo digital - Estadísticas explicadas - Eurostat • German- rules around recycling and garbage- Waste separation in Germany – simple tips you need to know!; Upcycling & Recycling (A1 German Learning Song) #learngerman #germany #germanpronunciation; Deutsch lernen A1: Müll trennen in Deutschland (Slow & Easy German) • Japanese- rules around garbage- Japanese Listening Practice With A Story #1 Family [Beginner Level 1]; Japan's Garbage Sorting System: A Complete Guide for Foreigners OhashiJozu • Spanish- innovations with garbage in Latin America- Nuevos desafíos de los residuos y su impacto en la movilidad urbana:innovación latinoamericana ; Argentina - Delterra • Recycling in Indonesia Indonesia - Delterra
create fluent, detailed texts about living in a community, appropriate for purpose, audience, and context	Students engage with a range of texts to develop capacity with a range of vocabulary, grammar and usages. They consider the cultural practices revealed in texts and how to use textual conventions appropriate for a range of purposes. Then using that knowledge and those skills, they create fiction or non-fiction pieces accompanied by rationales in which they justify their language choices for intercultural understanding, purpose, audience, and context • tourism social media post with rationale/ annotations, • autobiographical writing, • scripting and performing role plays

apply familiar and unfamiliar textual and cultural conventions appropriately to enhance communication about living in a community	Students engage with explicitly taught or familiar material/text types but also previously unseen texts to develop skills in dealing with the unknown. Students may also demonstrate with their use of language/conventions/text types not previously taught in school that they have learned more material independently, which is to be lauded. • For example, create multimedia texts, e.g. travelogue, • For example, demonstrate speaking with more naturalistic intonation, with particular significance if this is the first unit. • For example, create texts with accurate orthography by learning spelling rules for phonemes, particularly new phonemes in the first semester. In languages with new alphabets/syllabary with a focus on learning the characters and phonemes in the first semester; learning the some relevant kanji in Japanese- I, country, person, mother, father, learning pinyin and some characters • For example, demonstrate speaking with gestures and express relationships with appropriate body language such as cheek kissing, hugging, bowing • For example, demonstrate speaking in conversations about life and habits, e.g., social role plays, film/ TV show extracts Possible Resources • Kanji Practice Game- Japanese Unlocked- https://japaneseunlocked.com/kanji/ • French Pronunciation and Intonation Practice- https://apprendre.tv5monde.com/en/aides/pronunciation • French Language Exercises, Columbia University- https://www.columbia.edu/~ab410/drills.html • Sample French Pronunciation Lesson, OER Commons, https://oercommons.org/courseware/lesson/73776/student/?section=5 • UK Ministry of Education, Oak Academy French Intonation Questions- https://www.thenational.academy/teachers/programmes/french-primary-ks2/units/what-i-and-others-have-singular-avoir-and-nouns/lessons/what-is-it-intonation-questions-and-quoi
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apply complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations about living in a community clearly and coherently	Students engage with explicitly taught or familiar language but also previously unseen variations and language to develop skills in dealing with the unknown. Students may also demonstrate with their use of language not previously taught in school that they have learned more material independently, which is to be lauded. This will depend on target text types, point in the course, and chosen topics. Refer to the sample grammar sequences. • expresses/ disagrees with preferences, e.g., conversation about preferred seasons, sports, music, transport to school/work, analyse statistics about preferences in communities • discusses relative merits and characteristics, e.g., compares and contrasts cars/houses/clothing, to express preferences, such as red-carpet gowns, new car awards, real estate pages in target language newspapers, popular music awards • plural collective pronouns/verb forms, e.g., express preferences and opinions on trends and fashion, describe statistics comparing own and other countries general trends and preferences Possible Resources • Describe music and comment on preferences- NRJ Music Awards 2025  - NRJ.fr • Describe housing and comment on preferences- Old Houses Japan Homes and Akiya for Sale in Japan • Describe housing and comment on preferences- Casas y pisos en alquiler de larga temporada en Madrid — idealista; 679 departamentos en arriendo en Santiago centro dueño directo – Casasparati • Describe fashion- Zegna SS27 a Los Angeles: la Villeggiatura sul Malibu Pier - nss magazine; • French Grammar Games, Middlebury College- https://frenchgrammargames.net/ • UK Ministry of Education, Oak Academy Beginning German Lessons- https://www.thenational.academy/teachers/programmes/german-secondary-aqa/units
apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about living in a community	Students learn to about the principles of academic integrity such as honest purpose in discovering and sharing knowledge, acknowledging the work of others, providing transparency of process, fairness and openness in methodology, and using reliable information sources in target language. This also includes looking for sources that show balance, transparency of sources, deep research and honesty of purpose and language. They discuss the significance of these principles to ensuring and supporting their own learning. They then apply that understanding find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions, e.g., DW International, Le Monde International, Daily Yomiuri, ANSA.it/ English, Al Jazeera, BBC in various languages, Dainik Jagran/Daily Jagran

	Students look at models of referencing in the language studied and follow guides to replicate those conventions. They apply skills in referencing conventions in target language, e.g., Sorbonne University Press- Normes Editoriales: References Bibliographiques; MLA; Harvard; SWET Japan Style Sheet; Brill Chinese Citation Style Guide; Yale Library Citation Style for Chinese, Japanese and Korean Sources. If permitted by school policies and the goals of the learning and assessment, students learn about how to use AI/translation software appropriately and to enhance their interaction with language and interlocutors, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner.
reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	Students learn about effective language learning practices for young adults in schools. They consider different techniques for autonomous learning and in conjunction with others. They consider how to take advantage of direct instruction to maximise learning from time with the teacher. They consider expectations on them in terms of autonomous learning in the context of their classroom, including multilevel classes. They reflect on the specific feedback provided by their teacher and their own insights. They discuss how they used the feedback to improve their work across the semester. • For example, they might write a piece reflecting on their time management, discussing goals, and evaluating their implementation of summative and formative feedback • For example, end of unit reflection question in an exam, written in English. • For example, responding to a reading on language learning. • For example, writing a project management plan for the completion of a creative project in the target language drawing on research on good language learning practices, with a reflection on process as the final element in the project- plan, implement, evaluate for improvements
reflect genuinely and with insight on self and relationships between culture and language	Writing in English on the language and cultural practices learned about in the unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the language and cultures studied. They consider the human and personal aspects of working, being and interrelating with people in the language and culture/s being studied. • For example, students make commentary on examples of the studied language to outline linguistic and cultural insights. • For example, personal insights into nature of social and community life • For example, make annotated texts that justify language choices made in creating a text. Annotations are in English.

	• For example, express personal preferences and opinions on trends and fashion, describe statistics comparing own and other countries general trends and preferences
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The Changing World

Students explore personal, local and global change. They explore challenges and issues faced by target language communities. Students consider how values and culture/s shape understanding and communication about issues that impact our world. They develop a repertoire of target language and cultural capabilities to interact with others around the issues and build and share understanding. Students reflect on diverse cultural and linguistic practices for addressing personal, local and global.

Possible thematic topics for this unit:

- History,
- Education,
- Work,
- Health,
- Leisure, Travel
- Family,
- Technologies, media, social media, AI, environment ,
- human rights,
- environment, natural environment V urban life, The local environment
- recycling
- Biopics and documentaries on change makers in the cultures studied.
- Past, present and future of a specific thing
- Personal Horoscopes predicting the future
- Colonial and decolonial history

Content Description	Elaborations, ideas, resources
critically analyse familiar and unfamiliar target language and/or script about personal, local and global change to decode and	Students read, listen and view a range of texts modified for language learners, or simple authentic texts, such as compiled in textbooks. Teachers and students select texts that engage with the theme of change in the world for individuals, communities and globally. They rehearse and learn with explicitly taught texts and topics and also with previously unseen or unfamiliar texts so that they can develop skills in inferring meaning and making good guesses with unfamiliar languages that they will encounter in the process of language learning. In assessment they will engage with texts that approximate previously taught texts, and also more novel and unfamiliar texts. Students may also demonstrate with their use of language not previously taught in school that they have learned more material independently, which is to be lauded.

infer meaning and draw logical conclusions	Teachers can select a more specific context of change to develop understanding about the particular aspect, and focus vocabulary/ character, usage and idiom. This could include: • Traditional clothing versus contemporary clothing • globalisation • Demographic changes • Urbanisation - advantages and disadvantages • Changes in technology for learning and life such as AI and social media • Changes in the local and global environment For example: Biographical and autobiographical or fictional texts that describe personal experiences of change particularly in the context of the particular theme chosen. Information texts, personal communications, media texts, contrasting photographs, that show comparisons between traditional and contemporary on the target theme Students express views on problem statements related to change in the chosen area. Possible Resources • United Nations, Demographic Change, https://population.un.org/wpp/ • Italian Demographic Statistics- https://www.istat.it/ • Increase in Bear Attacks in Japan, https://www.aljazeera.com/news/2025/11/14/whats-behind-a-surge-in-bear-attacks-in-japan • Aging Populations in Japan- BBC- https://www.youtube.com/watch?v=ojNm2TxqfN4 • Return of Wolves to Germany - https://www.wwf.de/fileadmin/fm-wwf/Publikationen-PDF/WWF-Student-Workbook-Wolf.pdf ; https://www.dbb-wolf.de/about-wolves ; https://www.tierschutzbund.de/tiere-themen/wildtiere/wolf/ ; https://www.deutschland.de/de/topic/umwelt/artenschutz-wolf-luchs-und-elch-kehren-nach-deutschland-zurueck ; https://www.dw.com/en/the-return-of-the-wolves-to-germany/video-50111412 ; https://www.dw.com/de/w%C3%B6lfe-bereicherung-f%C3%BCr-die-natur-oder-gefahr-f%C3%BCr-den-menschen/a-66763974 ; https://www.deutschland.de/en/topic/environment/landscapes-habitats/animals-return • UK Ministry of Education Oak Academy Basic Modal Verbs in Spanish- https://www.thenational.academy/teachers/programmes/spanish-secondary-ks3/units/what-we-can-and-must-do-ar-verbs-1st-person-plural-modals-poder-deber/lessons
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- Renewable Energy in Spanish- <https://www.energiaestrategica.com/strategicenergy/es/notes/spain-installs-over-11-gw-of-renewables-in-2025-as-solar-dominates-new-capacity>; <https://www.un.org/es/climatechange/what-is-renewable-energy> ; <https://www.youtube.com/watch?v=C-ITkxudw70> ; <https://www.youtube.com/watch?v=4eEri5RivV8>
- Korea – Aging population- <https://edition.cnn.com/2024/12/24/asia/south-korea-super-aged-society-intl-hnk> ; https://mods.go.kr/board.es?mid=a20111030000&bid=11759&act=view&list_no=433631 ; <https://accesson.kr/kj/assets/pdf/28006/journal-61-2-5.pdf> ; https://www.oecd.org/en/publications/education-at-a-glance-2025_1a3543e2-en/korea_252c9ed2-en.html ; <https://www.chosun.com/english/market-money-en/2026/02/27/7VNNDQESOJALBLBHA3C6UEHB3Y/> ; <https://www.ajupress.com/view/20260503151731361> ; <https://www.koreaherald.com/article/10605430>
- Indonesia Deforestation- <https://www.globalforestwatch.org/dashboards/country/IDN/> ; <https://www.climateimpacttracker.com/deforestation-in-indonesia/>
- Indonesian Fashion- [Citayam Fashion Week: the class divide and the city - Indonesia at Melbourne](#)
- Chinese Renewable Energy- https://languagedrops.com/word/en/english/chinese/topics/renewable_energy/ ; <https://e360.yale.edu/features/china-renewable-energy>
- French – Overtourism- Al Jazeera Item on Normandy- <https://www.youtube.com/watch?v=ZJxkvMsRmKU> ; <https://www.euronews.com/travel/2025/08/20/paris-residents-fight-overtourism-and-disneyfication-of-beloved-montmartre-neighbourhood> ; https://www.lemonde.fr/en/economy/article/2023/06/19/french-government-presents-plan-to-take-on-over-tourism_6034107_19.html

apply developing intercultural understanding about personal, local and global change to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	Students read, listen and view a range of texts modified for language learners, or simple authentic texts, such as from textbooks. Teachers and students select texts that engage with the theme of change in the world for individuals, communities and globally. Students respond by evaluating texts register, politeness, formality/informality to consider places and experiences if this is the first unit or opinions and views in later studies. For example: Students comprehend and produce how to state personal opinions for formal and informal registers with a sense of the difference between strong and mild views and opinions. They look at ways different languages have for softening expressions of opinion. They develop language for connecting evidence to opinions to support their point of view- for example, such as, therefore etc. They learn about presenting differing ideas and agreeing or disagreeing with different points of view and acknowledge multiple viewpoints. Responding to protest rally placards, interpreting statistics, agreeing and disagreeing with simplified argumentative texts, listing reasons for an action. Evaluating the validity of evidence presented in support of opinions. Possible Resources • BBC Languages, BBC Languages – Free online lessons to learn and study with • French: Expressing opinions- Day 26: Expressing Opinions and Engaging in Discussions - FrancoHub • French Tourism Listening and Reading Texts- https://studyfrench.podbean.com/e/episode-9-bora-bora/ ; https://fr.wikipedia.org/wiki/Tourisme_en_Polyn%C3%A9sie_fran%C3%A7aise ; https://www.nouvellecaledonie.travel/ • Italian- 25 anni di spot: le pubblicità italiane più iconiche dal 1997 al 2022- https://www.youtube.com/watch?v=InNh97KNn_A • Best Japanese TV Ads 2025 - https://www.youtube.com/watch?v=iYa7zCARahk&list=PLtXr1LCwhhyDLmCoIDInfogbMIrnVnXpG
evaluate concepts about personal, local and global change in texts, with evidence for ideas	Students comment on the ideas presented in texts in the studied language and in English, such as found in textbooks, and evaluate the validity of ideas and evidence, at the beginning level and especially in the earlier units, this will be most often undertaken in English. Students will learn about the nature of societies and recent changes in a mix of target language and English/preferred language texts. Students consider the validity of source material. For example: Students can research a changing aspect of the target culture in comparison to life in Canberra. They can develop a suitable vocabulary/character, usage and idiom repertoire to support in-class assessment. They can produce promotional material verbally or visually to support one side of an issue and then be expected to write against an unseen prompt in in-class writing. Students can assess ideas and source material for mis/dis/malinformation to draw conclusions about the reliability of sources in target language. They can compare techniques of mis/dis/malinformation between English and the target language, and preferred language if not English.

create fluent, detailed texts about personal, local and global change, appropriate for purpose, audience, and context	Student apply the languages skills derived from engaging with texts in the studied language to create fiction or non-fiction pieces accompanied by rationales in which they justify their language choices for intercultural understanding, purpose, audience, and context expressing their understanding about the particular aspect, and grasp of relevant vocabulary/ character, usage and idiom. For example: • Students can compose a personal piece in the target language about their experience of the changing world in comparison/contrast to people in the target language community, with annotations justifying choices in English. This also addresses the requirements for reflexivity. • Students can create a series of diary entries for themselves or as a piece of fiction to illustrate the experience of change, with annotations justifying choices in English. This also addresses the requirements for reflexivity. • Students can speak to an artefact that illustrates the nature of change in society. They can take questions in target language and English to justify their approach.
apply familiar and unfamiliar conventions of texts and culture to enhance communication about personal, local and global change	Students engage with explicitly taught or familiar material/text types but also previously unseen texts to develop skills in dealing with the unknown. Students may also demonstrate with their use of language/conventions/text types not previously taught in school that they have learned more material independently, which is to be lauded. Students produce a few different text types to show awareness of the different conventions. This includes things such as salutations, relevant abbreviations, formality/informality. They consider visual literacy techniques in hybrid texts such as balance in composition, labelling images, colours etc. This could include text types such as emails, poster, infographic

apply complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations about personal, local and global change clearly and coherently	Students engage with explicitly taught or familiar language but also previously unseen variations and language to develop skills in dealing with the unknown. Students may also demonstrate with their use of language not previously taught in school that they have learned more material independently, which is to be lauded. This will depend on target text types, point in the course, and chosen topics. Refer to the sample grammar sequences. Students consider conversational elements, such as salutations, formality/informality, social conventions, polite agreement/ disagreement. If later in the course, students will express ideas and views in series using conjunctions to link ideas. If earlier in the course simpler conjunctions, such as ‘and’ and ‘so’ Later in the course, students shift between tenses to explain ideas about change. Earlier in the course they learn to conjugate in the expected tense to accurately communicate ideas. Vocabulary and Grammar Work • Vocabulary Practice in various languages- www.freerice.com ▪ Italian- Online Italian Club- https://onlineitalianclub.com/learn-italian-with-free-online-italian-lessons-01-articles/ ▪ German- Oak Academy Lessons- https://www.thenational.academy/pupils/programmes/german-secondary-year-7/units ▪ Japanese- JLPT N 5 Grammar Tests- https://www.japanesejlpt.com/learn-japanese/jlpt-n5-grammar-tests/ • Korean- King Seong Institute – Online Grammar Quiz- https://nuri.iksi.or.kr/front/cms/contents/practice/list.do
apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about personal, local and global change	Students learn to about the principles of academic integrity such as honest purpose in discovering and sharing knowledge, acknowledging the work of others, providing transparency of process, fairness and openness in methodology, and using reliable information sources in target language. This also includes looking for sources that show balance, transparency of sources, deep research and honesty of purpose and language. They discuss the significance of these principles to ensuring and supporting their own learning. They then apply that understanding find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions, e.g., DW International, Le Monde International, Daily Yomiuri, ANSA.it/English, Al Jazeera, BBC in various languages, Dainik Jagran/Daily Jagran Students look at models of referencing in the language studied and follow guides to replicate those conventions. They apply skills in referencing conventions in target language, e.g., Sorbonne University Press- Normes Editoriales: References Bibliographiques; MLA; Harvard; SWET Japan Style Sheet; Brill Chinese Citation Style Guide; Yale Library Citation Style for Chinese, Japanese and Korean Sources. If permitted by school policies and the goals of the learning and assessment, students learn about how to use AI/translation software appropriately and to enhance their interaction with language and interlocutors, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner

reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	Students learn about effective language learning practices for young adults in schools. They consider different techniques for autonomous learning and in conjunction with others. They consider how to take advantage of direct instruction to maximise learning from time with the teacher. They consider expectations on them in terms of autonomous learning in the context of their classroom, including multilevel classes. They reflect on the specific feedback provided by their teacher and their own insights. They discuss how they used the feedback to improve their work across the semester. Students can reflect on their own self-regulation of use of time and use of evidence-based techniques for learning. They could comment on techniques for managing procrastination and reformulating goals. They could respond to specific instances of feedback received and resubmit work explaining how they have used the feedback to improve.
reflect genuinely and with insight on self and relationships between culture and language	Writing in English, and quoting the Language studied where possible, on the language and cultural practices learned about in the unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English/ own language/s and their own life in contrast to the language and cultures studied. They consider the human and personal aspects of working, being and interrelating with people in the language and culture/s being studied. • For example, students create Annotated texts that justify language choices made in creating a text. Annotations may be in English. • For example, students write in English on the language and cultural practices around change and innovation learned about in the unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the language and cultures studied. • For example, express preferences and opinions on aspects of change, • For example, describe statistics comparing own and other countries experiences of change, consider own parallel experiences of change

Diverse Perspectives

Students learn about how diverse perspectives are expressed. They appreciate how cultural expression, perspectives and behaviours are sustained and transformed. Students apply a developing repertoire of target language, and cultural and intercultural capabilities to express views and perspectives. They reflect on their own perspectives, beliefs and cultural practices.

Possible Topics for thematic exploration of the unit:

- History,
- Education,
- Work,
- Health,
- Leisure, Travel,
- Family,
- cinema, Arts, Music, artistic movements of particular times and places.
- immigration,
- food,
- cultural practices,
- Different views on current events
- Business/experience reviews, e.g. restaurants and places of interest
- Media Literacy

Content Descriptions	Elaborations, ideas, resources
critically analyse familiar and unfamiliar target language and/or script to decode and infer meaning and draw logical conclusions about how	Students read, listen and view a range of texts modified for language learners, or simple authentic texts, such as compiled in textbooks. Teachers and students select texts that engage with different perspectives on the same topic/theme. They rehearse and learn with explicitly taught texts and topics and also with previously unseen or unfamiliar texts so that they can develop skills in inferring meaning and making good guesses with unfamiliar languages that they will encounter in the process of language learning. In assessment they will engage with texts that approximate previously taught texts, and also more novel and unfamiliar texts. Students may also demonstrate with their use of language not previously taught in school that they have learned more material independently, which is to be lauded.

diverse perspectives are expressed	Teachers can select a more specific context for perspectives to develop understanding about the particular aspect, and focus vocabulary/ character, usage and idiom. This could include: • visual art • music • dance • film Possible Resources • Louvre Online Tours- https://www.louvre.fr/en/online-tours • The Belvedere, Vienna, Online Tour - https://www.belvedere.at/en/virtual-middle-ages-new-look-old-art • Virtual Tour Sistine Chapel Musei Vaticani, https://www.museivaticani.va/content/museivaticani/en/collezioni/musei/cappella-sistina/tour-virtuale.html • E-museum, National Museum of Tokyo https://emuseum.nich.go.jp/ • Virtual Tour of the Uffizi Galleries, https://www.uffizi.it/en/online-exhibitions/uffizi-virtual-tour • Visita virtual a la Colección Museo de Prado- https://www.museodelprado.es/visita-virtual-coleccion-2023 • Virtual Tour of the Peruvian Museums and Archaeological Sites- https://visitavirtual.cultura.pe/ e.g. https://visitavirtual.cultura.pe/recorridos/MNAAHP/peru-milenario/index.html • Virtual Tour of the Palace Museum Beijing - https://webapp.vizen.cn/gugong_pano/index.html • Galeri Nasional Indonesia - https://gni.kemenbud.go.id/en/koleksi/lukisan • Virtual Tour National Museum of India, https://artsandculture.google.com/partner/national-museum-delhi • Thanjavur Virtual Tours- https://thanjavurtourism.org/virtual-tour/
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apply developing intercultural understanding of diverse perspectives to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	Students read, listen and view a range of texts modified for language learners, or simple authentic texts. Teachers and students select texts that engage with different perspectives on the same topic/theme. Students can see how diction itself can reveal perspective. For example: • Study texts that use gender non-specific pronouns/ inclusive language and evaluate the context and register. • Study texts that have several versions of the same text and evaluate for formality and context. • Student study texts with cultural expressions/idiom/proverbs to evaluate meaning and impact. Possible Resources • Various languages- Gender neutrality in languages with gendered third-person pronouns - Wikipedia • French- NATIONS UNIES Le langage inclusif • Spanish- NACIONES UNIDAS Lenguaje inclusivo en cuanto al género • Chinese- 联合国性别包容性语言 • Arabic- مبادئ توجيهية في سبيل صياغة شاملة جنسانيا باللغة العربية • Italian- Vademecum Linguaggio Inclusivo DEF.pdf • German- German - inclusive language guide.pdf • German- Gendergerechte und inklusive Sprache Universität Konstanz • German- Gender-inclusive language in German teaching - Goethe-Institut Thailand • Japanese- Just between you and me: Gender and Japanese pronouns - The Japan Times • Japanese Pronouns in Japanese - Wikipedia • Korean- Pronouns in Korean - Wikipedia • Hindi- inclusivehindi.la.utexas.edu/inclusive-hindi-grammar/
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evaluate concepts about sustaining and transforming cultural expression perspectives in texts, with evidence for ideas	Students comment on the ideas presented in texts in English and the studied languages, such as found compiled in textbooks, and evaluate the validity of ideas and evidence, at the beginning level and especially in the earlier units, this will be most often undertaken in English. Students will learn about the nature of societies and perspective on chosen topics in a mix of target language and English/preferred language texts. Students consider the validity of source material. For example: • proverbs • stereotypes • contemporary and traditional celebrations • creation stories • data sets Possible Resources • Various Languages- Idiomatically - Idioms translated across languages and countries • Various Languages- Around the World in 52 Proverbs The Cultureur For the Modern Global Citizen • Various Languages- Proverbs by language - Wikiquote • Various Languages- 20 Ways To Divide Europe By Stereotype - Brilliant Maps; Are Restaurants Legally Required To Offer Free Tap Water? - Brilliant Maps; Visualizing The Population of Various Countries - Brilliant Maps ; MAPS: a Complete Guide to National Stereotypes All Around the World - Business Insider ; Full article: National stereotypes in the context of the European crisis ; • Various Languages - Breaking Down Asian Stereotypes in Media; Asian Americans and ‘model minority’ stereotype Pew Research Center ; Asian Americans and the ‘forever foreigner’ stereotype Pew Research Center ; Anti-Japan: The Politics of Sentiment in Postcolonial East Asia Books Gateway Duke University Press ; Racism in China; Most Racist Countries 2026 ; White Australia policy National Museum of Australia
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create fluent, detailed texts about diverse perspectives on cultural expression and behaviours, appropriate for purpose, audience, and context	Student apply the languages skills derived from engaging with texts in the studied language to create their own texts using those models, rules, conventions, vocabulary and grammar derived from those previous studies. Students create fiction or non-fiction pieces accompanied by rationales in which they justify their language choices for intercultural understanding, purpose, audience, and context expressing their understanding about the particular aspect, and grasp of relevant vocabulary/ character, usage and idiom. For example: • Develop the language and generic features of review texts to comment on travel, art, music etc. • Write/present a travelogue that asserts a strong perspective on an experience.
apply familiar and unfamiliar conventions of texts and culture to enhance communication about perspectives, cultural expression and behaviours	Student apply the languages skills derived from engaging with texts in the studied language to create their own texts using those models, rules, conventions, vocabulary and grammar derived from those previous studies. Students engage with explicitly taught or familiar material/text types but also previously unseen texts to develop skills in dealing with the unknown. Students may also demonstrate with their use of language/conventions/text types not previously taught in school that they have learned more material independently, which is to be lauded. Students produce a few different text types to show awareness of the different conventions. This includes things such as salutations, relevant abbreviations, formality/informality. They consider visual literacy techniques in hybrid texts such as balance in composition, labelling images, colours etc. This could include text types, such as, shopping/bargaining role play, simulated interviews, describing latest trends

apply complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations about contemporary perspectives on traditions, thinking, behaviour and systems, clearly and coherently	Student apply the languages skills derived from engaging with texts in the studied language to create their own texts using those models, rules, conventions, vocabulary and grammar derived from those previous studies. Students engage with explicitly taught or familiar language but also previously unseen variations and language to develop skills in dealing with the unknown. Students may also demonstrate with their use of language not previously taught in school that they have learned more material independently, which is to be lauded. Complexity and choices of grammar and vocabulary will depend on chosen text types, which semester of study, and chosen topics. Refer to the sample grammar sequences for more detailed guidance. For example: • Conjecture and possibilities • descriptive language • language for emotions Vocabulary and Grammar Work • Various language- Vocabulary drills- www.freerice.com • Various language- Vocabulary drills Online grammar explainer Lingolia – Take your grammar to the next level • Italian- Online Italian Club- https://onlineitalianclub.com/learn-italian-with-free-online-italian-lessons-01-articles/ • German- Oak Academy Lessons- https://www.thenational.academy/pupils/programmes/german-secondary-year-7/units • Japanese- JLPT N 5 Grammar Tests- https://www.japanesejlpt.com/learn-japanese/jlpt-n5-grammar-tests/ • Korean- King Seong Institute – Online Grammar Quiz- https://nuri.iksi.or.kr/front/cms/contents/practice/list.do
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apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about cultural expression and behaviours	Students learn to about the principles of academic integrity such as honest purpose in discovering and sharing knowledge, acknowledging the work of others, providing transparency of process, fairness and openness in methodology, and using reliable information sources in target language. This also includes looking for sources that show balance, transparency of sources, deep research and honesty of purpose and language. They discuss the significance of these principles to ensuring and supporting their own learning. They then apply that understanding find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions, e.g., DW International, Le Monde International, Daily Yomiuri, ANSA.it/English, Al Jazeera, BBC in various languages, Dainik Jagran/Daily Jagran Students look at models of referencing in the language studied and follow guides to replicate those conventions. They apply skills in referencing conventions in target language, e.g., Sorbonne University Press- Normes Editoriales: References Bibliographiques; MLA; Harvard; SWET Japan Style Sheet; Brill Chinese Citation Style Guide; Yale Library Citation Style for Chinese, Japanese and Korean Sources. If permitted by school policies and the goals of the learning and assessment, students learn about how to use AI/translation software appropriately and to enhance their interaction with language and interlocutors, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner
reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	Students learn about effective language learning practices for young adults in schools. They consider different techniques for autonomous learning and in conjunction with others. They consider how to take advantage of direct instruction to maximise learning from time with the teacher. They consider expectations on them in terms of autonomous learning in the context of their classroom, including multilevel classes. They reflect on the specific feedback provided by their teacher and their own insights. They discuss how they used the feedback to improve their work across the semester. Students can reflect on their own self-regulation of use of time and use of evidence-based techniques for learning. They could comment on techniques for managing procrastination and reformulating goals. They could respond to specific instances of feedback received and resubmit work explaining how they have used the feedback to improve.

reflect genuinely and with insight on self and relationships between culture and language	Writing in English on the language and cultural practices around change and innovation learned about in the unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the language and cultures studied. For example: ▪ personal insights into cultural experiences, ▪ diverse perspectives and multiculturalism ▪ not perpetuating stereotypes and prejudices in own work • Annotated texts that justify language choices made in creating a text. Annotations are in English.
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Language Development Sequences

These are suggestions from experienced teachers. This suggested sequence is a guide to assist teachers in planning. The following guides to volume and complexity of language specific content taught to students is provided below. See the suggested word and time limits for assessment. These are adaptable to tasks and school contexts. The types of grammar and language elements suggested will also guide teachers in understanding what weak and strong achievement may be in terms of students comprehending and producing language over the course of the two years. This outline of expected grammar will suggest to teachers what is 'complex' or 'basic' for students at different stages of the Beginning course

As units in our courses can be delivered in any order, this guide is based on general language elements.

However, the choice and order of elements may vary depending on your topic choices and available textbooks. Nevertheless, the suggested volume and complexity of language specific content suggested in the guide will still be helpful in planning how quickly the average class should move through the learning process. As BSSS units can be delivered in any order, teachers may alter this to suit the topic they are teaching and the ability of the student group.

Beginning Arabic Language Development Sequence

First Semester of Study

Component	Description / Content	
Simple self-introduction dialogues	Greetings, introductions, personal details, simple Q&A exchanges	
	Examples: • مرحباً، اسمي أحمد – Hello, my name is Ahmed	• كيف حالك؟ – How are you? • أنا من أستراليا – I am from Australia
Key grammar structures	Nominal sentences (no “to be”), gender, definite/indefinite articles, demonstratives, question particle (هل), introduction to past tense	
	Examples: • هذا بيت – This is a house • البنت جميلة – The girl is beautiful	• هل أنت طالب؟ – Are you a student? • ذهبتُ إلى المدرسة – I go to school
Socio-linguistic concepts	Gender agreement; cultural greetings; formal/informal address	
	Examples: • السلام عليكم / وعليكم السلام	• (f.) حالكِ / (m.) كيف حالكِ
Phonemes and alphabet	Alphabet, short/long vowels, connected letters, pronunciation of key phonemes, gradual removal of vowel markings	
	Examples: • با / بي / بو vs بَ / بِ / بُ	• كتب → kataba → كُتِبَ

Text types	Simple dialogues; short descriptive sentences
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Second Semester of Study

Component	Description / Content	
Key grammar structures	Numbers (1–100), past tense consolidation, future tense, subject-verb agreement, time expressions	
	Examples: • عندى ثلاثة كتب – I have three books	• درستُ أمس – I studied yesterday • سأذهب إلى المدرسة – I will go to school
Socio-linguistic concepts	Daily routines; cultural practices (time, schedules, climate influences)	
Phonemes and alphabet	Increased reading fluency; reduced reliance on diacritics; improved pronunciation	
Text types	Schedules, plans, short narratives	
	Examples: • فى الساعة السابعة أذهب إلى المدرسة – At 7 I go to school • غداً سأزور صديقي – Tomorrow I will visit my friend	

Third Semester of Study

Component	Description / Content	
Key grammar structures	Paragraph structure, conjunctions, comparatives, adverbs, relative clauses, cause/effect Introduce case	
	Examples: • لأن الجو حار، أبقى في البيت – Because it is hot, I stay at home	• أحمد أطول من علي – Ahmed is taller than Ali • هذا الطالب الذي يدرس كثيراً – This is the student who studies a lot
Socio-linguistic concepts	Titles, politeness, cultural expressions (e.g. الله إن شاء)	
Phonemes and alphabet	Extended reading; paragraph flow; punctuation development	
Text types	Paragraphs; emails; short informative texts	

Fourth Semester of Study

Component	Description / Content
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Key grammar structures	Complex sentences clause development refinement of all tenses Further development of case awareness
	Examples: • لأنها لغة عربية مهمة لأني... – I think Arabic is important because... • كتبتُ مقالاً عن السفر – I wrote an article about travel
Socio-linguistic concepts	Audience awareness; register; implicit cultural meaning in texts
Phonemes and alphabet	Fluency; natural intonation; pronunciation refinement
Text types	Written (articles, narratives); oral presentations; reading and listening texts

Beginning Chinese Language Development Sequence

First Semester of Study

Component	Description
Simple self-introduction and everyday exchange dialogues	Greetings, name, nationality, age, basic personal details, simple preferences using rehearsed sentence patterns

Key grammar structures	• Common and proper nouns (People: 名字, 人; 朋友, 同学, 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹, 兄弟姐妹) (Languages and nationality: 中文, 英语, 中国人, 澳大利亚人, etc.) (Physical Appearance: 头发, 眼睛, 鼻子, 嘴巴, 耳朵 etc.) (Jobs: 老师, 医生, 护士, 律师, 商人, 公务员, 小学生/中学生/大学生, etc.) (Hobbies: 画画, 跳舞, 游泳, 打篮球/网球, 踢足球, 滑冰, etc.)	• Basic measure words (个) • Personal pronouns 我(们), 你/您(们), 他/她/它(们) • Demonstratives (这, 那; 这里/这儿, 那里/那儿) • Interrogatives (谁, 什么, 哪里/哪儿, 几, 多少, 为什么) • Basic numerals (0–1000, 百, 千) • Action verbs (见, 看, 听, 说, 读, 写, 想) • Modal verbs (会) • Special verbs (是/不是, 有/没有) • Emotive verbs (喜欢, 知道) • Degree adverbs (很, 非常) • Basic negation (不, 不是, 没有) • Basic adjectives (monosyllabic: 大/小, 多/少, 高/矮, 好/坏, 好看, 漂亮) • Modal particle 吗 for yes/no questions 呢 rhetorical questions • Conjunction 和 • Tenses: Past events with 了 (basic use) Future tense 要 • Sentence structure: Subject–Verb–Object
Initial introductions to socio-linguistic concepts	• Use of 您 vs 你 (basic politeness) • Titles and names in Chinese culture (vocabulary for extended family, 爷爷, 奶奶, 外公/姥爷, 外婆/姥姥) • classroom instructions (你好/您好, 早上好/早, 请进, 请坐, 请问, 谢谢, 不客气, 对不起, 没关系, 再见)	

Introduction to phonemes and scripts	• Pinyin sound–spelling system • Four tones and neutral tones • Tone discrimination in isolation • Basic stroke order awareness
Introduction to basic text types	• Simple spoken dialogues • Very short written self-descriptions
Expected lengths	• Reading / Listening: 50–80 words • Writing: short phrases and sentences (50–60 Chinese characters/ hour) Inquiry Based Writing (80-100 Chinese characters/hour) • Oral: 3– 5 minutes

Component	Description	
Key grammar structures	• Common and proper nouns (Education: 上学, 上课, 课程表, 课外活动, 考试/测验) (Colour: 颜色, 红色, 黄色, 蓝色, 黑色, 白色, 绿色, 粉色 etc.) (Clothe: 衣服, 衬衫, 裤子, 裙子, 鞋子, 帽子.etc.) • Expanded measure words (件, 条, 双) • Time expressions (点, 分, 刻, 上午, 中午, 下午/晚上, 昨天, 今天, 明天)	• Present Tense: verb+着 • Direction verbs (来, 去, 回; 上/下, 放) • Action verbs: 穿 (to wear) and 戴 (to wear accessories) • Adverbs of frequency (经常, 常常, 不常) • Adverbs of sequence (就, 才, 刚) • Linking adverbs (也, 还) • Comparative structure (比) (introductory) • Conjunction (Cause with 因为....., 所以) • Alternative question with 还是 (question), 或者 (statement)
Engage with socio-linguistic concepts	• Polite question formation • Conversational turn-taking • Use of particles to soften speech 了	
Expand phonemes and scripts	• Tone sandhi (basic tone changes) • Increased pinyin accuracy • Recognition of high-frequency characters	
Introduction to target text types	• Short descriptions (people, objects) • Simple transactional exchanges	
Expected lengths	• Reading / Listening: 50–100 words • Writing: 50–60 characters/hour • Oral: 3–5 minutes	

Third Semester of Study

Component	Description	
Key grammar structures	• Common and proper nouns (Weather: 季节, 春夏秋冬, 气候, 天气, 晴天, 下雨, 多云, 刮风, 下雪) (Shopping: 购物, 买, 卖, 多少钱? 贵, 便宜, 商店, 钱 etc.) (Meals: 吃饭, 早饭, 午饭, 晚饭, 吃, 喝, 米饭, 面条水 etc.) • Expanded use of 了 and 过 • Progressive aspect (正, 正在)	• Adjectives (monosyllabic: 热, 冷, 暖和, 凉快/凉爽, 冰冷 etc.) • Result and direction complements (到, 给, 来/去, 吃) • Prepositions (从, 离, 在, 给) • 把 construction (basic, controlled use) • Time Adverb 有时候 • Adverbial 地 and descriptive 得 • Ordinals (第) • Approximations (大约, 左右, 上下)
Engage with socio-linguistic concepts	• Indirectness in Chinese expression • Narrating past experience politely • Listener-oriented communication	
Expand phonemes and scripts	• Tone accuracy in connected speech • Natural rhythm in short narratives • Recognition of sentence-level intonation	
Introduction to target text types	• Short recounts • Informal messages • Structured oral responses	

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Fourth Semester of Study

Component	Description
Key grammar structures	• Common and proper nouns (Festivals: 中国节日：春节, 院校节, 端午节, 中秋节；澳大利亚节日：圣诞节, 复活节 etc.) (Arts: 艺术, 音乐, 电影, 画, 书法, 京剧, 舞蹈, 唱歌 etc.) (Customs: 风俗, 习惯, 拜年, 吃饺子, 送红包, 放鞭炮, 喝茶, 礼物 etc.) Complex complements (degree, result, direction) • Extended comparisons (比... 更...) • Modal verbs (能, 会, 应该, 可以) • Conditional ideas (supported structures) • Particles 呢, 吧 for discourse management • Relative descriptions with 的 • Conjunctions for cause and choice (虽然..... 但是)
Engage with socio-linguistic concepts	• Expressing opinions appropriately • Making suggestions politely • Awareness of formality in spoken vs written Chinese

Expand phonemes and scripts	• Fluency in extended speech • Intonation for emphasis and attitude • Independent character recognition strategies
Introduction to target text types	• Informative texts (simple) • Opinion statements • Recognition of authentic texts (signs, menus)

Beginning French Language Development Sequence

First Semester of Study

Component	Description	
Key grammar structures	• Present tense: regular verbs and common irregular verbs (<i>être, avoir, aller, faire</i>) • Indicative mood (explicitly named) • Subject pronouns (<i>je, tu, il/elle/on, nous, vous, ils/elles</i>) • Infinitive following a finite verb (<i>aimer + infinitive</i>) • Gender and number of nouns • Singular and plural forms (including basic irregular plurals) • Indefinite articles (<i>un, une, des</i>) • Definite articles (<i>le, la, les</i>) • Omission of the article with professions	• Basic adjective agreement (gender and number) • Introductory adjective position awareness • Possessive adjectives (<i>mon/ma/mes</i>, etc.) • Demonstrative adjectives (<i>ce, cet, cette, ces</i>) • Simple questions (intonation; <i>est-ce que</i>) • Interrogatives (<i>qui, que, où, quand, comment</i>) • Connectives (<i>et, mais</i>) • Basic negation (<i>ne... pas</i>) • Cardinal numbers (age, quantity, classroom contexts)
Initial introductions to socio-linguistic concepts	• Grammatical gender in French • Subject–verb agreement • Adjective–noun agreement • Relationship between form and meaning • Introductory awareness of <i>tu</i> vs <i>vous</i>	

Introduction to phonemes and scripts	• French alphabet and spelling conventions • Accents (é, è, ê, ç) • Meaning-changing accents (a / à, ou / où, e / é / è) • Silent final consonants • Liaison awareness (high-frequency examples) • Rising and falling intonation in statements and questions
Introduction to basic text types	• Simple dialogues • Short personal statements • Short oral exchanges

Second Semester of Study

Component	Description	
Key grammar structures	• Articles contracted with à (<i>au, aux, à la, à l'</i>) • Articles contracted with de (<i>du, des, de la, de l'</i>) • Partitive articles • Partitive in the negative (<i>pas de, plus de, jamais de</i>) • Clear differentiation between partitive and plural indefinite articles • Irregular adjectives (<i>beau, vieux, neuf, fou</i>) • Plural adjective agreement (<i>beaux, normaux</i>) • Nationality adjectives • Exclamative adjectives (<i>quel, quelle...</i>) • Adverbs (simple; <i>-ment</i>; irregular: <i>bien, mal, beaucoup, peu</i>)	• Adverbs of frequency (<i>souvent, toujours, rarement</i>) • <i>Futur proche</i> (<i>aller + infinitive</i>) • Negative structures (<i>ne... jamais, ne... rien</i>; negative words without <i>ne</i>) • Interrogatives (<i>où, quand, pourquoi, combien, lequel/laquelle</i>) • Prepositions of location (<i>à, en, dans, chez</i>) • Country/place contrasts (<i>à / en / au / aux</i>) • Time expressions (<i>pendant, depuis, pour, il y a</i>) • Connectives (<i>parce que, puis, donc</i>)

Engage with socio-linguistic concepts	• Politeness conventions (<i>tu / vous</i> in context) • Fixed expressions vs constructed sentences • Social conventions in spoken interaction
Expand phonemes and scripts	• Nasal vowels (<i>an, on, in</i>) • Open vs closed vowels (<i>é / è</i>) • Sentence stress and rhythm • Refined question vs statement intonation
Introduction to target text types	• Short descriptive paragraphs • Informal spoken interactions • Transactional texts (requests, invitations, responses)

Third Semester of Study

Component	Description	
Key grammar structures	• <i>Passé composé</i>: regular and common irregular verbs • Distinction between verbs using <i>être</i> vs <i>avoir</i> • Past participle agreement with <i>être</i> • Reflexive verbs (present and perfect tense) • Imperfect tense (<i>être, avoir</i>) • Contrast between imperfect and perfect tense • Direct object pronouns (<i>le, la, les</i>) • Indirect object pronouns (<i>lui, leur</i>)	• Disjunctive pronouns (<i>moi, toi, lui...</i>) • Pronouns <i>y</i> and <i>en</i> • Pronoun word order (affirmative and negative) • Relative pronoun <i>qui</i> (recognition of <i>que</i>) • Comparatives and superlatives • Ordinal numbers and approximations • Time sequencing within sentences
Engage with socio-linguistic concepts	• Register differences in spoken and written French • Narrative sequencing conventions • Cultural norms in recounting experiences	

Expand phonemes and scripts	• Past-tense pronunciation distinctions • Liaison and <i>enchaînement</i> in connected speech • Intonation for recounting and emphasis
Introduction to target text types	• Short recounts • Emails and posts • Structured oral narratives
Expected lengths	• Reading / Listening: 120–180 words • Writing: 80–120 words • Oral: 45–60 seconds

Fourth Semester of Study

Component	Description
Key grammar structures	• Simple future (regular and irregular verbs) • Contrast between future tense and <i>futur proche</i> • Conditional (regular and common irregular verbs) • Extended uses of the imperfect tense • Imperative (affirmative and negative; pronoun placement) • Full pronoun sequence (<i>me/te/le/la/lui/leur/y/en</i>) • Complex negation (<i>ne... personne, ne... rien</i>) • Expanded conjunctions and clause linking
Engage with socio-linguistic concepts	• Expressing opinions, advice, obligation, and preference • Formal vs informal written conventions • Audience awareness • Francophone variation (regions, accents, usage)

Expand phonemes and scripts	• Imperative and conditional tone • Intonation for persuasion and emphasis • Accuracy and fluency in speech
Introduction to target text types	• Short news-style items • Opinion texts • Recognition of authentic texts (signs, notices, menus)

Beginning German Language Development Sequence

Grammar Point		Unit (suggestion only)
Adjectives	Adjective agreement and endings (predicative and attributive position), comparative and superlative forms	all
	Adjectives derived from country names	Society and Community, The Changing world, The Individual
	Possessives <i>mein, unser</i>	all
Adverbs	Common adverbs of time, manner and place and word order with these (eg immer, manchmal, nie, langsam, schön, gern, hier, da, dort)	The Individual, Society and Community, Diverse Perspectives
	Expressions of time: <i>dann, später</i> etc	The Individual, Society and Community, The Changing World
Articles	Usage, gender, declension <i>der, die, das; ein, einen, eine; kein</i>	all
	Use of the cases: Nominative, Accusative, Dative	all
Nouns	Gender, singular/plural declensions/cases	all
Particles/ prepositions	Conjunctions (eg und aber, oder, denn, weil) and prepositions (eg mit, von, für, zu)	all
	Prepositions of place + accusative or dative cases (eg in, auf, hinter, unter)	all
	Prepositions of time (eg seit, bis, nach)	The Individual Society and Community
Pronouns	Personal, demonstrative, possessive, indefinite, relative	all
Verbs	Present and Perfect Tense	all

	Future tense	Society and Community
	Modal verbs	all
	Infinitives with and without <i>zu</i>	The Changing World
	Reflexive	The Changing World Society and Community
	Separable and inseparable	The Individual Society and Community The Changing World
Word order and style	Position of elements and words in sentences and clauses	all
	Coordinate clauses with coordinating conjunctions <i>und, aber, denn, oder, sondern</i>	all
	Position of <i>nicht</i>	The Individual The Changing World

Beginning Hindi Language Development Sequence

First Semester of Study

Component	Description
Simple self-introduction dialogues	Students exchange name, origin, family, likes using scaffolded Hindi.
Key grammar structures	- Do consonants before vowels, Vowels (short/long), मात्रा (diacritic mark); - consonants (aspirated/unaspirated); - consonant + मात्रा, half consonants and conjunct consonants, combinations; - numerals (1–20); - nouns (gender, singular); - pronouns (first, second and third person) (मैं, तुम, यह); - simple present; conjunctions (और); - forms of न negation (नहीं)
Use of verbs	Pronouns and conjugation of verbs e.g. I am मैं हूँ, You are आप हैं
Sentence structure	Hindi syntax – subject + object + verb Conjugating verbs according to the pronouns
Initial Introductions to some fundamental Socio-linguistic concepts	Phonetics and meaning; gender agreement; formal vs informal (तुम/आप); gesture use during interactions
Introduction to phonemes and alphabet/characters/accents and any particular features	Devanagari script; मात्रा system; pronunciation patterns; question intonation

Introduction to basic text type/s to be assessed	Dialogue; profile; labelled description
Example sentences	मैं मुरे हूँ। मैं ऑस्ट्रेलिया से हूँ। यह मेरा दोस्त है। क्या तुम हिंदी पढ़ते हो? मुझे संगीत पसंद है।
Recommended texts	Alphabet charts; beginner dialogues; picture vocabulary

Second Semester of Study

Component	Description
Key grammar structures	- Plural nouns; adjectives (agreement); - possessives (first, second and third person) (मेरा/मेरी/मेरे); - postpositions (का, मैं, ने); - present + past; - adverbs; conjunctions (और, क्योंकि)
Engage with a fundamental Socio-linguistic concepts	Gender in communication; politeness; identity; body language
Expand on phonemes and alphabet/characters/accents and any particular features	- Reading fluency; - connected speech; - rhythm
Introduction to target text type/s to be assessed	Descriptions; messages; recounts
Example sentences	मेरी किताब नई है। लड़कियां स्कूल जाती हैं। मैंने कल खाना खाया। हम पार्क में खेलते हैं। वह सुंदर और लंबा है

	I may be a bit more complicated with use of conjunctions and second person possessives
Recommended texts	Short diary entries; descriptive paragraphs; beginner readers

Third Semester of Study

Component	Description
Key grammar structures	- Expanded pronouns; compound postpositions (के बारे में); - negation forms; - adverbs (certainty/doubt); - compound & complex sentences; - objectival verbs; - numerals (fractions)
Engage with a fundamental Socio-linguistic concepts	- Dialects; - new Hindi (नई वाली हिंदी); - language contact; - cultural context
Expand on phonemes and alphabet/characters/accents and any particular features	Fluency; stress and emphasis
Introduction to target text type/s to be assessed	Emails; blogs; reflective texts

Example sentences	मैंने फिल्म के बारे में सुना है। अगर मेरे पास समय है तो मैं पढ़ता हूँ। वह स्कूल नहीं गया। यह मेरी अपनी किताब है। जो लड़का खेल रहा है वह मेरा भाई है।
Recommended texts	Adapted blogs; cultural articles; media clips

Fourth Semester of Study

Component	Description
Key grammar structures	• Complex sentences; • relative clauses; • conditionals; • extended tense/aspect; • connectors (अतः, इसलिए); • verb constructions (all types); • discourse markers
Engage with a fundamental Socio-linguistic concepts	• Global Hindi; • migration; • technology; • Bollywood; • intercultural communication

Expand on phonemes and alphabet/characters/accents and any particular features	Fluency; expressive intonation; audience awareness
Introduction to target text type/s to be assessed	Articles; reports; presentations; opinion texts
Example sentences	अगर मुझे समय मिलता तो मैं भारत जाता। जो लोग शहर में रहते हैं उनकी ज़िंदगी अलग होती है। हिंदी भाषा समाज को जोड़ती है क्योंकि यह संबंध बनाती है। तकनीक ने हिंदी को बदल दिया है। बॉलीवुड ने भारत की छवि बदली है।
Recommended texts	News articles; opinion pieces; interviews; documentaries

Beginning Indonesian Language Development Sequence

First Semester of Study

Component	Description
Simple interactions	Greetings, introductions, personal details, family, school, routines, familiar places, likes and dislikes using rehearsed and supported patterns
Key grammar structures	• Basic Indonesian sentence order ▪ Nominal and equational sentences using <i>ini</i> and <i>itu</i> ▪ Personal pronouns: <i>saya, aku, kamu, dia, kami, kita, mereka</i> ▪ Terms of address: <i>Bapak, Ibu, Pak, Bu, Kak, Adik</i> ▪ Simple possession: <i>buku saya, nama saya Dona</i> ▪ Base verbs and selected common <i>ber-</i> and <i>meN-</i> verbs learned as whole words ▪ Basic negation: <i>tidak, bukan, belum</i> ▪ Basic time markers: <i>sudah, sedang, akan, mau</i> ▪ Question words: <i>apa, siapa, di mana, kapan, berapa, bagaimana</i> ▪ Core prepositions: <i>di, ke, dari, dengan, untuk</i> ▪ Simple connectives: <i>dan, tetapi, karena, lalu</i> • Cardinal numbers and basic quantifiers
Initial sociolinguistic concepts	• Formal and informal greetings ▪ Initial distinction between <i>saya/aku, kamu/Anda</i> and <i>kami/kita</i> ▪ Age and relationships in forms of address • Basic politeness using <i>tolong, silakan</i> and <i>boleh</i>
Phonemes and script	▪ Indonesian alphabet and consistent sound–spelling relationships ▪ Vowel sounds and common consonant combinations: <i>c, j, g, ng, ny, sy, kh</i> • Basic word stress and question intonation
Basic text types	Simple dialogues, personal profiles, forms, captions, labelled images, messages and short personal descriptions

Second Semester of Study

Component	Description
Developing interactions	Describing and recounting familiar experiences, sequencing events, making requests and invitations, comparing people or activities, and giving simple reasons
Key grammar structures	▪ Consolidation of Semester 1 structures ▪ Expanded use of common <i>ber-</i> and <i>meN-</i> verbs ▪ Markers and modifiers: <i>harus, bisa, dapat, boleh, suka, ingin, baru, nanti,</i> ▪ Possessive forms: <i>-ku, -mu, -nya</i> ▪ Simple relative constructions using <i>yang</i> ▪ Comparatives and superlatives: <i>lebih ... daripada, paling ...</i> ▪ Reduplication in common forms, such as <i>anak-anak, jalan-jalan</i> and <i>pagi-pagi</i> (recognising that reduplication does not always indicate plurality) ▪ Ordinal numbers, measurements and common classifiers ▪ Location phrases: <i>di depan, di belakang, di dalam, di luar, di samping</i> ▪ Connectives: <i>kemudian, lalu, sebelum, sesudah, kalau</i> ▪ Requests and commands: <i>silakan, tolong, coba, jangan, dilarang</i> • <i>Time markers: kemarin, besok, hari ini, tadi, sekarang</i>
Developing sociolinguistic concepts	· Language choices according to age, status, familiarity and context · Differences between spoken and written Indonesian · Recognition of selected everyday forms alongside standard Indonesian
Pronunciation and listening	· Pronunciation of common affixed verbs · Natural phrasing and sentence rhythm · Understanding short, clearly delivered connected speech
Text types	Personal emails, diary entries, invitations, instructions, short recounts, interviews and simple narratives

Third semester of study

Component	Description
Connected communication	Producing connected descriptions and recounts, explaining straightforward causes and consequences, comparing experiences and expressing supported opinions
Key grammar structures	▪ Consolidation and more independent use of familiar structures ▪ Introduction to active and passive forms: base verb, <i>meN-</i> and <i>di-</i> ▪ Selected high-frequency <i>meN-...-kan</i> and <i>meN-...-i</i> verbs ▪ Expanded relative constructions using <i>yang</i>• Adverbs using <i>dengan + adjective</i> and common duplicated forms ▪ Fractions such as <i>setengah</i>, <i>seperempat</i>, collectives such as <i>berdua</i> and <i>bertiga</i>, and a wider range of classifiers where relevant such as <i>orang</i>, <i>ekor</i>, <i>buah</i>, <i>lembar</i> and <i>potong</i>. ▪ Question tags: <i>bukan?</i> and <i>'kan?</i> ▪ Connectives expressing contrast, purpose and consequence: <i>sedangkan</i>, <i>sehingga</i>, <i>supaya</i>, <i>agar</i>, <i>akibatnya</i>, <i>walaupun</i>, <i>meskipun</i> • Recognition of common noun forms using <i>-an</i>, <i>ke-...-an</i>, <i>peN-/pe-</i> and <i>per-...-an</i>
Developing sociolinguistic concepts	• Standard, informal and selected colloquial Indonesian • Common spoken forms such as <i>nggak</i>, <i>udah</i> and <i>aja</i> in context • Influence of regional languages and digital communication on Indonesian • Colloquial language as an expression of age, group and identity
Pronunciation and listening	• Recognition of common reductions in informal speech • Listening to a wider range of speakers at a clear, increasingly natural pace
Text types	Blogs, vlogs, reports, reviews, short speeches, news items, extended recounts and multimodal presentations

Fourth semester of study

Component	Description
Extended communication	Sustaining familiar interactions, explaining and justifying opinions, interpreting straightforward perspectives, adapting language for audience and mediating familiar information
Key grammar structures	▪ Consolidation of structures introduced across the course ▪ More purposeful use of selected active and passive forms ▪ Selected use of common <i>meN-...-kan</i>, <i>meN-...-i</i> and <i>ke-...-an</i> forms ▪ Recognition and limited use of noun-forming affixes ▪ Broader use of cohesive conjunctions, including <i>bahwa</i>, <i>selama</i>, <i>sementara</i> and <i>baik ... maupun ...</i> ▪ Equality and comparison using <i>se- + adjective</i> and <i>sama ... dengan</i> ▪ Formal equational sentences using <i>adalah</i> and <i>ialah</i> where appropriate ▪ Controlled use of <i>-lah</i> and <i>-kah</i> • Appropriate exclamations such as <i>aduh</i>, <i>wah</i>, <i>asyik</i> and <i>ayo</i>
Sociolinguistic concepts	• Deliberate choices between formal, informal and selected colloquial Indonesian • Register in spoken, written and digital contexts • Language variation, identity, code-switching and regional influence • Negotiating meaning where direct translation is not possible
Pronunciation and listening	• Understanding longer spoken texts delivered at an increasingly natural pace • Using context, tone and discourse cues to interpret unfamiliar language • Adapting pronunciation, pace and tone to audience and purpose

Text types	Extended interviews, informative and persuasive texts, formal messages, speeches, inquiry presentations, reflections and responses to authentic or adapted media
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Beginning Italian Language Development Sequence

First Semester of Study

Component	Description	
Simple self-introduction dialogues	Greetings, name, age, simple personal details, basic preferences using rehearsed patterns	
Key grammar structures	• Noun gender and number (il/la; i/le) • Definite and indefinite articles • Present tense (regular verbs + high-frequency irregulars: essere, avere) • Basic adjectives (agreement and common position)	• Subject pronouns (recognition and limited use) • Core prepositions: a, di, in, con • Simple connectives: e • Basic negation: non
Initial introductions to socio-linguistic concepts	• Formal vs informal address (tu vs Lei) • Gender agreement as a key feature of Italian • Cultural norms in greetings and politeness routines • Cheek kissing- il bacio sulla guancia	
Introduction to phonemes and scripts	• Italian alphabet and sound–spelling relationships • Vowel clarity and consonant sounds (including double consonants) • Basic stress patterns (penultimate stress typicality) • Introduction to pronunciation challenges (gli, gn, ci/ce, chi/che)	• Development of reading fluency in simple written texts • Initial high-frequency vocabulary and spelling accuracy
Introduction to basic text types	• Simple dialogues • Short personal descriptions • Labelled sentences	

Second Semester of Study

Component	Description	
Key grammar structures	• Expanded present tense (including modal verbs: dovere, potere, volere) • Introduction to perfect tense (passato prossimo: ho visto, sono andato) • Reflexive verbs (basic use) • Possessive adjectives (mio, tua, etc.) • Demonstratives (questo, quello)	• Direct object pronouns (lo, la) • Articulated prepositions (al, del, nel) • Conjunctions: ma, però, perché • Adverbs (common: molto, poco, bene, male)
Engage with socio-linguistic concepts	• Politeness and register (requests, forms of address) • Cultural conventions in everyday communication • Awareness of variation in spoken Italian	
Expand phonemes and scripts	• Increased fluency in reading continuous texts • Greater control of stress and intonation in sentences • Recognition of connected speech patterns • Improved spelling accuracy (especially with double consonants and sound patterns) • Expansion of vocabulary and lexical chunks	
Introduction to target text types	• Short functional texts (notes, messages) • Guided dialogues • Simple descriptions and recounts	

Third Semester of Study

Component	Description
Key grammar structures	• Imperfect tense (ero, avevo) introduction • Contrast of past tenses (perfect vs imperfect – introductory level) • Future tense (sarò, andrà) • Expanded pronoun system (indirect objects: gli, le, mi, ti, ci) • Relative clauses (che) • Comparative and superlative forms (più, meno, meglio, il migliore) • Use of piacere (expanded forms) • Reflexive verbs (expanded use) • Common prepositional phrases and verb + preposition patterns
Engage with socio-linguistic concepts	• Expressing opinions and personal perspectives • Cultural patterns in narration and description • Audience awareness in communication
Expand phonemes and scripts	• Increasing fluency in extended texts • Improved pronunciation accuracy in longer utterances • Natural rhythm and stress patterns in connected speech • Greater independence in interpreting written texts
Introduction to target text types	• Emails and posts • Personal recounts • Descriptive and reflective texts

Fourth Semester of Study

Component	Description	
Key grammar structures	• Consolidation of past, present, and future tenses • Conditional (vorrei, mi piacerebbe) • Imperatives (formal and informal: scusa, scusi) • Introduction to subjunctive in common expressions (credo che sia, spero che abbia) • Gerund (sto facendo)	• Impersonal forms (si mangia) • Combined pronouns (glielo, me la) • Use of 'ne' and 'ci' • Expanded negation (non...mai, nessuno, niente) • More complex sentence linking (perciò, quindi)
Engage with socio-linguistic concepts	• Register control across contexts • Nuanced interpersonal communication (persuasion, politeness strategies) • Cultural awareness in interpretation and expression • Managing formality and tone appropriately	
Expand phonemes and scripts	• Natural fluency in extended spoken discourse • Accurate stress, rhythm, and intonation • Improved comprehension of faster, authentic input • Confident reading of longer authentic-style texts	
Introduction to target text types	• Informative texts (short articles, reports) • Extended narratives • Opinion and evaluative writing	

Beginning Japanese Language Development Sequence

“Authentic texts” means texts, audio or media that are created by a Japanese or near-native Japanese speaker, or that use the recorded voice of a Japanese speaker. These resources may be adapted or simplified to make them accessible to Year 11–12 learners; however, they should retain the characteristics and purpose of a real-world text, such as a message, advertisement, article, interview, announcement, social media post or other media. The intention is to expose students to Japanese as it is used in real-world contexts, while recognising that materials may need to be appropriately scaffolded for learners.

This suggested sequence is a guide to assist teachers in planning. As BSSS units can be delivered in any order, teachers may alter this to suit the topic they are teaching and the ability of the student group.

This outline of expected grammar will suggest to teachers what is ‘complex’ or ‘basic’ for students at different stages of the Beginning course.

First Semester of Study

Component	Description
	Greetings, name, nationality, age, basic personal details, simple preferences using rehearsed sentence patterns
Key grammar structures	Communication Noun + です・でした ～ます、ません verbs Examples: • Greetings and leave taking • Introducing self and others • Nationality • Year level • Age • Family • Likes/dislikes • Simple hobbies Adjectives

- Basic い adjectives

- Basic な adjectives

Question words

何、どこ、いつ、だれ

Expressing distance

- ～から～まであります

Modification

- adjective + noun
- noun の noun

Quantifiers

- とても
- すこし
- たくさん

Numbers & Time

- Numbers 1–100
- Days of week
- Basic dates
- Basic time (時・半)
- かかります

Conjunctions

- そして
- それから
- でも
- だから
- Frequency words

	Expressing abilities • 上手 • 下手 • 得意 • 苦手 Particles • に (time) • で (place/action) • を • へ • と (person) • や
Initial introductions to socio-linguistic concepts	• Language register and sentence endings • Function of particles and sentence syntax • Social sensitivities and relationships for the use of titles and names • Using imperative and Te form in classroom instructions
Introduction to phonemes and scripts	• Hiragana • Introduction to Katakana • First high-frequency Kanji (numbers, days, people, etc.) • Basic stroke order awareness
Introduction to basic text types	Dialogues, Written descriptions, Read and respond to texts e.g. descriptions

Second Semester of Study	Description
Key grammar structures	Script • Katakana fluency • Expanded Kanji Making descriptive sentences with an adjective and です. Ni and Na adjectives。 Time • Frequency words • ごろ • ぐらい • 午前・午後 • Dates • Counters • Duration Basic existence • ～がいます • ～があります Time • Frequency words • ごろ • ぐらい • 午前・午後 • Dates • Counters • Duration Demonstratives • これ・それ・あれ・どれ • この・その・あの・どの Verb system • Present/past

- Positive/negative
- Polite forms

Particles and syntax

- に (time)
- で (place/action)
- を
- へ
- と (person)
- や

Sentence endings: intensifiers and interrogatives, gendered use of endings

- よ
- ね

Quantifiers

- とても
- すこし
- たくさん

Activities

- Time に Activity をします
- Event があります

Listing

- ～くて
- ～で

Conjunctions

- そして
- それから

	• でも • けれども Location • 上・下・中 etc. • A は B の C にあります Giving simple requests • ~てください Expressing abilities • 上手 • 下手 • 得意 • 苦手 Verb て Question words 何、だれ、いつ、どうして
Engage with socio-linguistic concepts	• Conversational turn-taking • Use of particles to soften speech
Expand phonemes and scripts	• Consolidate Hiragana, building to Katakana and increasing Kanji use • Recognition of high-frequency Kanji characters
Introduction to target text types	• Descriptions (e.g. people, objects) • Simple transactional exchanges

Component	Description
Key grammar structures	• Grammar - Verb plain form - Adjective plain form - Nominalising • ～ことが好き • ～たことがあります - Verb て extensions • ～てから • ～てみます - Expressing order • ～前に • ～後で • ～間に - Ability • ～ことができます - Superlatives • 一番 - Desires • ～たい • ～ほしい - Conditionals • ～たら • ～と

Reasons

から・ので

Giving/Receiving

- あげます
- くれます
- もらいます

Becoming

- ～になります

Expressing opinions

- ～と思います

Reporting

- ～と言います

Experimenting

- ～てみます

More sequencing

- なぜなら
- ですから
- その前
- その後
- とき

Question words

何、だれ、いつ、どうして

Particles

- に (time)
- で (place/action)

	• を • へ • と (person) • や
Engage with socio-linguistic concepts	*Language register (polite and plain) • Narrating past experience • Expressing opinions with appropriate modesty * Expanding sentences to express more complex ideas e.g. clauses
Expand phonemes and scripts	• Pronunciation accuracy in speech • Natural rhythm in short interactions • Recognition of sentence-level intonation • Expanded Kanji appropriate to topics
Introduction to target text types	• Short recounts • Informal messages • Structured oral responses

Fourth Semester of Study

Component	Description
Key grammar structures	Purpose • ～ために Intentions • ～つもり • ～予定 • ～計画

Permission & obligation

- ～てもいい
- ～なくてもいい
- ～ないといけません
- ～なくてははいけません

Prohibition

- ～てはいけません
- ～てはだめ
- ～たらはいけません

Advice

- ～た方がいい
- ～ない方がいい
- ～たらいい
- ～といい

Conditionals

- ～たら
- ～と

Simultaneous actions

- ～ながら

Decisions

- ～ことにします
- ～にします

Prediction

- ～でしょう
- ～かもしれません

Requests

- ～ないでください

Expressing duration

- ～から～まで

	• ～かかります Particles • に (time) • で (place/action) • を • へ • と (person) • や
Engage with socio-linguistic concepts	• Expressing opinions • Making suggestions • Awareness of formality in spoken vs written
Expand phonemes and scripts	• Fluency in extended speech • Intonation for emphasis and attitude • Character recognition strategies
Introduction to target text types	• Informative texts • Opinion statements • Recognition of authentic texts (signs, menus, etc)

Summary of Essential Kanji

(Not required in the A Course)

By the end of the two-year course at T Course, students should be able to recognise and write all of these kanji. This list below is identified as the essential required kanji, however; teachers are encouraged to extend kanji knowledge appropriate to the topic and student ability.

一 二 三 四 五 六 七 八 九 十 百 千

万 人 才 日 月 火 水 木 金 土 日 本

川 山 田 何 口 右 左 上 下 中 外 大

小 高 町 円 分 時 間 半 今 週 私 元

父 母 兄 犬 友 先 生 年 休 行 来 食

好 見 聞 会 言 目 毎 国 学 校 天 車

気 子 手 家 住 思 入 出

Recognition only

白 青 赤 黒 安 新 古 長 広 近 花 茶

魚 肉 曜 電 物 海 番 朝 夜 昼 晩 道

読 話 飲 書 買 午 前 後 寺 雨 店 語

弟 姉 妹 男 女 雪 体 足 耳 名 東 西

南 北 春 夏 秋 冬

Recognition only - Compound

勉強 料理 仕事 旅行 家族 東京 京都 本州 九州 北海道

大阪 広島 英語 週末 有名 明日

Beginning Spanish Language Development Sequence

First Semester of Study

Component	Description	
Simple self-introduction dialogues	Greetings, name, age, basic personal details, simple preferences using memorised structures	
Key grammar structures	• Noun gender and number (el/la, los/las) • Definite & indefinite articles • Present tense (regular verbs + key irregulars: ser, tener, estar, ir, hay) • Basic adjectives (agreement & position)	• Subject pronouns • Core prepositions: a, de, en, con • Core conjunctions: y, o • Basic negation: no
Initial introductions to socio-linguistic concepts	• Introduction to Formal vs informal address (tú vs usted) • Gender in nouns and adjectives • Cultural norms in greetings and politeness	
Introduction to phonemes and scripts	• Spanish alphabet and sound system (phoneme–grapheme correspondence). New sounds: Ñ, ll-y, ch, j-g, r-rr • Vowel purity (a, e, i, o, u) • Basic pronunciation rules (stress patterns, syllable timing)	• Introduction to accent marks (á, é, í, ó, ú) • Recognition and production of simple written forms • Initial high-frequency vocabulary building
Introduction to basic text types	• Simple dialogues • Short personal descriptions • Annotated sentences	

Second Semester of Study

Component	Description	
Key grammar structures	• Expanded present tense (high frequency stem-changing verbs: querer, jugar, pedir) • Introduction to past (preterite with high-frequency verbs only) (fui, era, tenía) • Reflexive verbs (basic use) • “Ir a + infinitive” (future intention) • Direct object pronouns (lo, la)	• Demonstratives and possessives • Adverbs (time, place, manner) • Expanded prepositions (para, por) • Conjunctions: pero, porque, por eso • Interrogatives (qué, quién, cuándo, dónde, etc.)
Engage with socio-linguistic concepts	• Politeness and register (requests, forms of address) • Cultural norms in interaction (directness, turn-taking) • Variation in Spanish-speaking contexts (intro awareness)	
Expand phonemes and scripts	• Increased fluency in decoding extended texts • Expanded accentuation rules (word stress patterns) • Intonation in statements vs questions vs exclamations	• Recognition of connected speech (liaison and rhythm) • Increased lexical range and spelling accuracy
Introduction to target text types	• Short messages and notes • Guided dialogues • Simple descriptive and transactional texts	

Third Semester of Study

Component	Description	
Key grammar structures	• Past tense expansion: imperfect vs preterite (intro distinction) • Present progressive (estar + gerund) • Perfect tense (haber + past participle) • Indirect object pronouns	• Comparatives and superlatives • Basic relative clauses (que) • Reflexive verbs (expanded use) • Use of ser vs estar (more nuanced)
Engage with socio-linguistic concepts	• Expressing opinions and attitudes appropriately • Cultural perspectives in describing experiences • Awareness of variation and audience	
Expand phonemes and scripts	• Improved fluency with longer texts • Increased control of natural rhythm and connected speech • More accurate stress and intonation in extended discourse • Reading authentic-style texts with support	
Introduction to target text types	• Emails and online posts • Personal recounts • Descriptive and reflective texts Diary entry	

Fourth Semester of Study

Component	Description	
Key grammar structures	• Full tense system consolidation: – imperfect, preterite, perfect, future • Conditional (common forms: me gustaría, podrías) • Subjunctive (common expressions and set phrases, Ojalá, Espero que...) • Imperatives (affirmative and negative)	• Impersonal forms (se habla...) • Complex sentence structures (porque, por eso, aunque, clauses) • Broader negation structures (nada, nadie, ni...ni)
Engage with socio-linguistic concepts	• Register control across contexts • Nuanced expression (persuasion, suggestion, opinion) • Awareness of dialect variation (within Spain and Latin America) and authenticity • Intercultural communication and appropriateness	
Expand phonemes and scripts	• Natural fluency in extended spoken discourse • Accurate stress, rhythm, and intonation • Comprehension of faster and less controlled speech • Confident reading of extended authentic texts	
Introduction to target text types	• Short informative texts (e.g. reports, articles) • Narratives and recounts with multiple time frames • Argumentative or opinion texts	

Model Exam Questions which encompass Understanding and Reflection

1. Parsing Sentences

Students annotate a sentence in the language studied explaining the parts and the rules.

2. Editing a Text

Students correct a text in language studied and then explain 1/2/3 of the rules/conventions that had been broken.

3. Transforming for Audience

Students transform a sentence for a formal or informal context and explain the choices.

Model Exam Questions which encompass Communicating and Reflection

4. Use a word bank to make as few long sentences as they can. You must use every word in the bank but can change the tense or form. You can provide your own conjunctions. Translate and explain choices for translation into English.

E.g.

tennis	dream	played	olympics	water	Peter
sky	blue	white	scream	run	Paul
laugh	finished	started	drinking	jump	Veronika

Stimulus Response- Understanding Category

Read or listen/watch a text in the studied language. Then questions such as:

- Pick the accurate illustration
- Answer a combination of direct and inferential multiple choice questions.
- Matching synonyms
- Matching sentences with most similar meaning but expressed differently

Write a dialogue - Communication and Understanding

Create for particular characters and context then vary for different parameters, e.g. change one character to the boss, change a character to be another child. Change the characters to be angry.

Communicating and Reflection on Learning and Self in the World Task

Interactive Oral Task

Students receive a stimulus image. They have fifteen minutes with the image to compose a spoken response of two minutes in the language studied.

They will then converse with the teachers starting with direct questions about the content in language for two minutes, and then a discussion of choices, errors or cultural observations, and personal reactions in English for two minutes.

Possible Teacher Questions for interview

What is that?

Who is the tallest?

What colour is the woman's skirt?

Do you like the man's shirt?

I notice you said "speaking" not "spoke", why is that?

What cultural behaviour do you observe in the image?

Speaking/Listening and Journal Task

All Assessment Categories

Entries- 150-300 words each in English and language studied

Reading Time- 10min

Justification- 5-6 min in English and language studied

Conversation- 3-4 min in English and language studied

During class work times, you have kept a journal of responses to class readings made up of eight entries. You submitted your eight entries to the teacher during class time.

Your journal entries may include writing on matters such as:

- reflecting on the language practices and experiences of the people in the texts studied and your own reactions
- evaluating impacts of ideas and practices on your own views,
- analysing conventions and idiomatic language use and consequent insights into culture and history,
- analysing new linguistic concepts,
- evaluating the parallels you have drawn between new features of the language studied and languages you already speak.

You should provide examples of language use to be discussed in the language studied. As such, use of the studied language will be rewarded in the relevant sections of the rubric. You will analyse the linguistic and cultural questions in English.

You will receive a printout of your journal and you will have twenty minutes to read over your entries. The teacher will choose one to discuss your deepened understanding of Language and Culture. Using the studied language, you will justify or critique your entry to the teacher and then participate in an interactive conversation with the teacher that stems from that justification.

E.g. I noticed that French people say ***** when we listen to movies, but in news media texts they say *****. That means that when I am at >>>>> I will say/ write *****. This is because..... That's similar to English when we say ***** but in formal settings we will say *****. It is difficult to remember

A	B	C	D	E
· analyses familiar and unfamiliar target language and/or script to decode and infer meaning in journal entries and stimulus material and draw conclusions	· decodes familiar and unfamiliar target language and/or script and infer meaning in journal entries and stimulus material to express opinions	· decodes familiar target language and/or script and explains meaning in journal entries and stimulus material	· decodes some familiar target language and/or script and explains some surface meaning in journal entries and stimulus material	· identifies some meaning in familiar language texts and/or script in journal entries and stimulus material
· reflects analytically on own and others cultural assumptions and perspectives	· reflects thoughtfully on own and others cultural assumptions and perspectives	· reflects on own and others cultural assumptions and perspectives	· describes own and others cultural assumptions and perspectives	· comments generally on self, culture or language
· creates insightful, accurate spoken responses to journal entries with depth and breadth for formal discussion with the teacher in an academic mode · applies complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange evaluations of own reflection and ideas from journal entries and about texts clearly, coherently and with impact · applies complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange evaluations of ideas clearly, coherently and with impact	· creates coherent, accurate spoken responses to journal entries with depth or breadth for formal discussion with the teacher in an academic mode · applies complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange analyses of own reflection and ideas from journal entries and about texts clearly and coherently · applies complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange analyses of ideas clearly and coherently	· creates well-organised accurate descriptive spoken responses to journal entries for intended purpose, audience and context · applies grammar, familiar vocabulary and set expressions to exchange explanations of own reflection and ideas from journal entries and about texts clearly and coherently · applies grammar, familiar vocabulary and set expressions to exchange explanations of ideas clearly and coherently	· creates mostly accurate spoken responses to journal entries relevant to the topic for intended purpose and audience · applies familiar grammar, vocabulary and set expressions to describe some of own reflection and ideas from journal entries and about texts clearly · applies familiar grammar, vocabulary and set expressions to describe some of own ideas clearly	· creates spoken responses to journal entries relevant to the topic for a purpose · applies some familiar grammar, vocabulary and set expressions to describe some of own reflection and ideas from journal entries and about texts · applies some familiar grammar, vocabulary and set expressions to describe some of own ideas

Semester Exam after Semester One or Two

Examine the following images and evaluate the sentences written in the target language. Justify your response in English.



Burriana in Nerja, Costa del Sol



La Carihuela, Costa del Sol

Circle **True, False or Probably** and then explain your answer in one sentence of English.

1. Burrina is an unpopular beach.

True, False or Probably

Justify-

2. La Carihuela is a popular beach.

True, False or Probably

Justify-

3. People at Burrina like to use boats.

True, False or Probably

Justify-

4. Burrina is near pretty mountains.

True, False or Probably

Justify-

5. The picture of La Carihuela was taken early in the morning.

True, False or Probably

Justify-

6. You may take an umbrella to Burrina.

True, False or Probably

Justify-

7. People who visit La Carihuela are very clean and tidy.

True, False or Probably

Justify-

8. I want to go to La Carihuela.

True, False or Probably

Justify-

9. I don't want to go to Burrina.

True, False or Probably

Justify-

10. Beaches without waves are stupid.

True, False or Probably

Justify-

Reading

Read the following texts in the target Language and answer the questions in English. **Quote the text to prove your answer.**

Buying and Selling Cars		
I want to sell my 2016 Toyota Camry. It is red and it is a hybrid. It is old, but it is very clean and smells good. It is a sensible car. Five people can ride in the car. The price is five thousand dollars.	Would you like to buy my 2005 Ferrari? It is purple and fast. Everyone loves my car. It is a classic car and very loud. It is so fun! Two people can ride in the car. The price is forty thousand dollars.	Please buy my 2020 Ford Mustang. It is yellow and cute. The white leather seats are cool. People look at my car and smile. Four people can ride in my car. It costs twenty five thousand dollars. You will enjoy this car!

11. Which car is the oldest?
12. Which car is the cheapest?
13. Which car can hold the most people?
14. Which ad tells you about the colour of the seats?
15. Evaluate which car is best for your family. (Write a paragraph justifying your response.)

Section Three

Read the following text in the target Language.

Greenpeace is a global organisation that wants to protect the environment. It began in Vancouver, Canada in 1971 and now has offices in 46 countries.

Greenpeace is a very large environmental organization. It is everywhere in the world. Some people say most people in the world know about Greenpeace. The organization tells people about important environmental issues and it also tells important people in government and companies about protecting the environment. Greenpeace protests a lot. Some people like Greenpeace but some people think Greenpeace is annoying. They don't want to think about environmental problems. They want to drive cars and use plastic.

Some Greenpeace people often take boats to protect the whales. Other Greenpeace people speak on the news about problems in forests and rivers as well.

Greenpeace does not take money from companies and governments. Greenpeace only takes money from people.

Answer the following questions in a few words. Quote the text to support your answer.

16. Where did the organisation begin?
17. How old is Greenpeace?
18. What does Greenpeace want?
19. Who does Greenpeace talk with?
20. What does Greenpeace protest about?
21. Where are some places Greenpeace does it's work?

Answer this question in a paragraph.

22. *How is your opinion about the environment similar or different to Greenpeace's?*



23. Read the following texts about Panda conservation in English. Also use your own knowledge about environmental problems and biodiversity. Write an answer in the target Language.

Wikipedia - Giant Pandas

Pandas live in the mountains of central China. They live in forests of tall trees. They eat the bamboo that grows under the trees. The weather is rainy and misty in the mountain forests. There are thick clouds almost all the time.

Ninety-nine percent of the food Pandas eat is bamboo. They like to eat around 54 kg of bamboo every day. They spend 10 to 16 hours every day looking for food and eating it. Sometimes, giant pandas eat other grasses. They drink from the small rivers in the mountains. They also eat small animals like mice. In zoos, giant pandas eat bamboo, vegetables, and fruit.

Unfortunately, pandas do not have many babies, so the population does not grow quickly. The Chinese government helps pandas to have more babies and help pandas look after their babies.

The giant panda is an endangered species. In 2013, there were less than 2,500 mature giant pandas living in the wild. No one hunts pandas now. Most people in China love pandas. However, other people cut down the trees and forests where Pandas live. They build houses and start farms where the pandas like to live. Then the pandas cannot find each

other as they live far from each other. There are farms and houses between them.

Also, sometimes the bamboo dies. Before, pandas could leave and find more bamboo. Now, they cannot leave the small forests that they live in. Too many people are living and working in panda areas. Pandas cannot move to new areas.

World Wide Fund for Nature, *What You Can Do!*

https://wwf.panda.org/discover/our_focus/wildlife_practice/profiles/mammals/giant_panda/whatyoucando/

When you donate to WWF, you will be donating to panda conservation projects on the ground in China. Your donation will contribute towards a variety of initiatives, including:

- **Nature reserve protection** to ensure that the reserve borders are patrolled and no illegal hunting or logging takes place inside them
- **Community development** projects such as providing wood saving stoves to limit the impact of wood-fuel harvesting on the panda's forests.
- **Research and monitoring work**, such as setting up infrared cameras to record panda movements in the Minshan and Qinling Mountains.
- **Travel smart.** The Chinese government and WWF are now working on ways to reduce the impact of tourism on panda habitats, by promoting eco-tourism.

22. Why are Pandas endangered? (Write a paragraph)
23. How can you help pandas from Canberra? (Write a paragraph)
24. Why do people want to help pandas? (Write a paragraph)