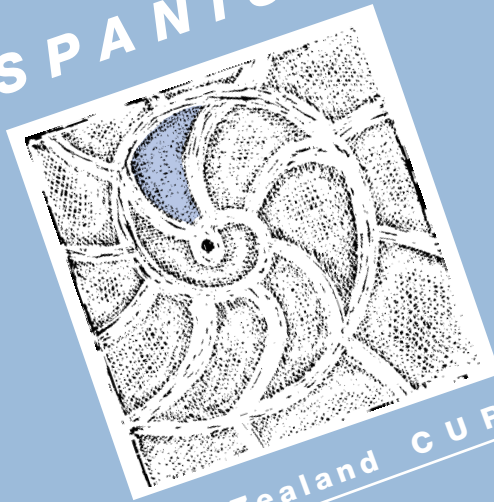


SPANISH



in the New Zealand CURRICULUM

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## Foreword

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This document is the first curriculum statement for Spanish language for New Zealand schools. It builds on research and experience in foreign language learning, and provides the basis for Spanish language programmes in schools with forms 1 and 2 and secondary classes, and in interested primary schools.

In 1992, the Minister of Education requested the development of the Spanish curriculum, as part of a broad initiative aimed at extending the learning of foreign languages in schools. The development process involved a small project team, an advisory group, and consultation with teachers and other language educators. A draft statement was prepared and circulated to schools and interested groups for comment and discussion. The views of all those who responded have been taken into account in preparing the final curriculum statement.

This curriculum statement gives special emphasis to continuity and progression in Spanish programmes by specifying clear learning goals expressed as achievement objectives at eight levels. It includes a range of learning and teaching examples and assessment procedures to enhance the learning of all students.

I am grateful for all who have contributed to the development of this curriculum statement, especially Ministry staff, the writers, and the members of the review committee, all of whom gave freely of their time, expertise, and experience.



Lyall Perris  
Acting Secretary for Education

## Introduction

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Spanish is included in Language and Languages, which is one of the essential learning areas of *The New Zealand Curriculum Framework*.

All students benefit from learning another language from the earliest practicable age. Such learning broadens students' general language abilities and brings their own language into sharper focus. It enriches them intellectually, socially, and culturally, offers an understanding of the ways in which other people think and behave, and furthers international relations and trade. Students will be able to choose from a range of Pacific, Asian, and European languages, all of which are important to New Zealand's regional and international interests.

*The New Zealand Curriculum Framework*, page 10

The purpose of *Spanish in the New Zealand Curriculum* is to provide teachers with a basis from which to plan programmes for learning and teaching the Spanish language in New Zealand schools. In keeping with the principles of *The New Zealand Curriculum Framework*, primary schools, or schools with forms 1 and 2 and secondary classes, may wish to use this statement to guide the development of Spanish language programmes. The curriculum statement is not a classroom programme in itself, nor does it provide the specific detail which would be included in a teachers' programme planning guide. It is designed to provide continuity and a clear progression of achievement. It sets out specific goals, which will help students to become aware of what they have already achieved and what they can aim to achieve in the future.

The statement includes achievement objectives at eight levels, which are organised in terms of communication functions (refer to page 15) and divided into the strands of listening, speaking, reading, and writing. These strands indicate the language necessary for students to perform the various communication functions as they progress in learning the Spanish language.

The statement supports the integration of the language strands in teaching practice, affirms the importance of using language for communicative purposes, and encourages learning and teaching which is responsive to individual needs.

The statement includes ideas for learning, teaching, and assessment and also for possible cultural experiences, as well as suggested structures and vocabulary. These are not exhaustive lists of ideas — they are intended only as examples, to suggest possible directions for teachers in their planning.

### Why Learn Spanish?

If New Zealand is to participate successfully in trade, technology, tourism, education, diplomacy, environmental issues, cultural exchanges, and humanitarian roles and responsibilities, we will need people who are fluent in certain languages. In the past, very few languages have been offered in most New Zealand schools. Our education system needs to provide our young people with opportunities for learning more foreign languages.

Spanish is a particularly significant language for New Zealand because of the important economic and cultural ties this country is developing with Spain, Latin America, and the rest of the Spanish-speaking world. The large and rapidly growing Spanish-speaking Pacific Rim populations, in particular, offer

New Zealand considerable potential for tourism and trade. There are over 350 million native speakers of Spanish in twenty-two countries; this makes Spanish one of the most widely spoken languages in the world.

A lively and expressive language, Spanish is one of the easiest languages for New Zealand students to learn. English speakers and students of the Romance languages find that many Spanish words are similar to words they already know. Speakers of Maori and Pacific Islands languages often find it easy to reproduce Spanish orally, because the vowel system is similar to their own. In addition, the varied cultures of Spanish-speaking peoples provide the basis for a wide range of challenging and entertaining learning activities for students.

By learning Spanish, young New Zealanders can:

- become confident in communicating with native Spanish speakers about trade, travel, or tourism, or in other professional, educational, or social contexts;
- broaden their employment options, both in New Zealand and internationally;
- come to understand, as they grow in understanding and acceptance of Spanish language and culture, how Spanish people act and think;
- broaden their knowledge beyond cultural stereotypes and national boundaries, and promote tolerance and positive attitudes between people of different linguistic, cultural, and national backgrounds;
- communicate more effectively with New Zealand settlers from Spanish-speaking backgrounds, and develop and maintain relationships with them;
- develop the skills, understandings, and attitudes which facilitate the learning of other languages;
- develop an awareness of the interdependence of all people.

This curriculum statement for Spanish is intended to make the language more accessible to a larger number of learners and to raise awareness of the importance of the language. This should encourage more teachers to train in the language and stimulate the development of teaching resources. In addition, the publication of this statement signals to Spanish-speaking people that New Zealand is seriously interested in strengthening its social, economic, and political ties with Spanish-speaking countries.

## Some Issues for Learning and Teaching Spanish

Teachers should be aware of certain important issues relating to the learning and teaching of Spanish.

### *The Need for a Flexible Curriculum*

There are growing demands on language learning programmes in schools. Teachers need a curriculum statement which is flexible and adaptable, to allow them to cater for all kinds of students and for their school's particular local needs and conditions. This statement can be used for emergent language programmes in primary schools, as well as for more concentrated programmes starting at various year levels in secondary schools.

In addition, the learning framework included in this statement allows a range of entry points to cater for various language backgrounds among students in New Zealand schools. For example, the framework can accommodate students who are already fluent speakers of Spanish, or have some familiarity with the spoken language, but who lack comparable skills in written Spanish.

### ***The Communicative Approach***

Students reach higher levels of competence in a foreign language when they use it to talk, read, and write about their own needs, experiences, opinions, and interests. Such activities are part of the communicative approach to language learning which is fundamental to the design of this curriculum statement (refer to page 10).

### ***Using the Curriculum for Programme Planning***

The learning framework provided here outlines a consistent progression of learning steps. However, it is not a teaching programme. Teachers should interpret the framework to take account of local needs, preferences, and priorities. They should then use it as the basis on which to build a programme which takes advantage of the resources available, and is appropriate to the ages, interests, and prior language experiences of their students.

### ***Independence in Learning***

The statement is designed to foster learning-how-to-learn skills, so that students will be able to take increasing responsibility for their own Spanish language learning.

### ***The Relationship of Language and Culture***

Culture embodies the everyday experiences and lifestyles of native speakers as well as the historical background of a language. Because language and culture are so closely related, cultural aspects in this statement are fully integrated with the teaching of the language rather than isolated and treated separately. There are many opportunities for learners to compare aspects of Spanish culture with aspects of their own.

### ***Which Form of Spanish?***

As Spanish is an official language in twenty-two different countries, many linguistic and cultural variations have naturally developed within the language. All forms of modern spoken Spanish, including Peninsular and Latin American, are interrelated and can be understood by all Spanish speakers. The variations are manifestations of the richness and uniqueness of the Spanish language as reflected in its geographical and historical development. This statement is based on modern standard Spanish and avoids using examples that are regionally specific, as far as possible. However, Spanish teachers can explore the rich variations of Spanish with their students and explain to them that all forms of the language are valued worldwide.

### ***Using Technology in Learning Spanish***

This curriculum statement anticipates an increasing use of technology for language learning. New technologies mean that a wider range of learning opportunities will be available to all students, including students who do not have ready access to school-based learning programmes. Technology increases the mix of approaches teachers can use, and lends itself well to small-group work and peer assessment. With the increasing range of computer software and applications available for language learning, teachers and students can do word processing in Spanish, use interactive language-building programmes, and access information about the Hispanic world through international connections such as the Internet. Useful exchanges with other language learners can be established through computer links, both within New Zealand and with native speakers in other countries.

## The Essential Skills

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Language study contributes significantly to the development of the Essential Skills outlined in *The New Zealand Curriculum Framework*. Communication Skills are fundamental in the language classroom, and are reflected specifically in the communication functions (refer to page 15) and in the strands of listening, speaking, reading, and writing. Both verbal and non-verbal communications, in a range of different cultural, social, and linguistic contexts, are recognised as appropriate forms of the language.

Information Skills will be developed as students organise and analyse information, interpret different points of view, and distinguish fact from opinion. Students will have opportunities to enhance their Problem-solving Skills as they exercise their imagination, initiative, and flexibility through language, making connections and establishing relationships both with their first language and within the new language. Learning a new language provides many opportunities for critical, creative, and logical thinking.

Social and Co-operative Skills for language development are recognised through the inclusion of peer and group activities in the learning process. Group work and pair work feature in the language classroom as useful ways to encourage students to participate and to develop consideration and respect for others.

Self-management Skills and Work and Study Skills are developed through language learning because of the consistent and progressive nature of language acquisition, and the need for students to practise and revise their prior learning frequently. Furthermore, the suggested learning activities include tasks which will encourage students to be responsible for their own learning. The suggested assessment activities provide opportunities for students to monitor their own progress.

Numeracy Skills are enhanced as students learn to manipulate Spanish in mathematical contexts — telling time, referring to dates, and using measurements. Physical Skills could also be included in the language programme as students participate in cultural activities, including sports, games, and dance.

## Attitudes and Values

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The attitudes and values of *The New Zealand Curriculum Framework* will be reflected in the Spanish language classroom. As part of the school curriculum, the Spanish curriculum will help students to develop and clarify their own values and beliefs, and to respect and be sensitive to the rights of people who hold values and attitudes which differ from their own. As they compare their own values and attitudes with those of the Spanish-speaking people they are learning about, students will be able to examine the context and implications of their own values, and the values that support our current social structures. Personal as well as collective attitudes will be explored, which will help individual students to develop positive attitudes towards learning as a life-long process.



## Learning-how-to-learn Partnership

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Language competence increases as responsibility for learning is transferred progressively from teacher to learner. To facilitate the development of language learning skills, teachers need to:

- consistently build the self-confidence of students in language learning by focusing on the successful production of language, not on failure;
- understand how second languages are learned;
- set clear, achievable goals with their students for learning the language;
- create an effective learning environment in the classroom;
- use Spanish for classroom management whenever possible;
- encourage interaction and communication between students, as well as between students and teachers;
- learn more about the students' perspectives, preferences, and needs through continuous monitoring of their progress;
- encourage students to make conscious decisions about their learning;
- consistently challenge students to improve the quality of their performance, and provide them with helpful feedback;
- recognise that language acquisition is a continuous but uneven process, involving the interaction of all four strands (listening, speaking, reading, writing), and that students progress at different rates;
- progressively nurture independent, self-motivated language learning.

As learners of a second language, students need to:

- become aware of, and progressively build on, the language learning skills they have already;
- understand what they are trying to achieve in language learning;
- discover and develop language learning skills which are useful beyond the classroom;
- learn to use appropriate reference materials, such as glossaries, bilingual and monolingual dictionaries, and atlases;
- be committed to cumulative and consistent language learning;
- be positive, active, and willing learners of the language and culture;
- develop "guessing" skills to help them negotiate meaning;
- develop the habit of searching for meaning and asking for clarification;
- feel that they can experiment and take risks with the language as part of their language development;
- be able to learn from mistakes, understanding that this is a natural part of the language learning process;
- monitor their own progress towards their language learning goals.

## The Communicative Approach

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The communicative approach is activity based, interactive, and learner centred. It encourages learners of a language to use that language as much as possible, for real, purposeful communication, in real life or in other relevant situations, such as role-playing. Learners are expected to become competent communicators in the language, able to convey meaning to others.

The goals of the communicative approach are to enable learners to:

- use language appropriately in a range of social and cultural contexts;
- understand and convey meaning through interaction with other speakers of the language.

A foreign language programme with communication as its main goal contains certain features. These features must be carefully planned for, implemented, integrated, and maintained. In a successful Spanish language programme using the communicative approach:

- the dominant language in the classroom is Spanish;
- communication involves using appropriate language for real purposes;
- students' conversation in Spanish is a very important part of the programme;
- communication will often have some personal importance or meaning for students;
- communication will often be unrehearsed and may be unpredictable, especially in conversation;
- developing listening skills is recognised as an essential part of language learning;
- students learn appropriate grammar when they need it to comprehend or convey messages in Spanish;
- classroom organisation encourages interaction, allowing pairing and grouping of students;
- when assessing, teachers and students place emphasis on communicative abilities.

Teachers should work within the principles of the communicative approach while taking into consideration the needs, interests, and learning styles of their students. Inside these limits, teachers are free to choose from a range of techniques and strategies which are consistent with research into how students best learn or acquire a language.

### The Roles of Teachers and Students

One of the main aims of learning Spanish is to build students' confidence in using that language to communicate. Teachers provide models of good communication skills. They also facilitate learning by setting up a range of interactive situations in which Spanish can be spoken and by using Spanish when managing classroom activities. They initiate, and sometimes participate in, conversational exchanges between students. Both teachers and students are communicators, actively engaged in the process of communication.

## The Process of Teaching and Learning

Learning activities should focus on communication. Students choose what to say or write, and practise the language acquired as they learn. They experiment with new language and receive feedback on the effectiveness of their communication. Frequently, students work in small groups, using authentic Spanish materials whenever possible. Consistently, the focus is on purposeful communication in Spanish, with English playing only a minimal role.

There are several techniques which support students in learning Spanish, particularly in the early stages. Teachers may use visual cues or prompts, key words, gestures, mime, repetition, rephrasing, or examples, or they may provide models for learners. Initially, students may need guidance on how to approach particular tasks. Tailoring tasks and activities to the needs of the students, so that they are motivated to learn Spanish and maintain their interest in it, is a challenge for all teachers.

## Language Structures

Language structures are learned best when they are used to fulfil communication functions. The simple structures are generally learned first, for each function. However, more complex structures may be introduced early if they occur frequently or are of high interest value. Teachers encourage students to explore the range of the language and its possibilities, and they model structural patterns in communicative contexts. As students internalise language patterns, they acquire the ability and confidence to use more complex structures and become independent communicators.

From the beginning, students are exposed to all forms of discourse — listening, speaking, reading, and writing. Each form will reinforce the others, and the reinforcement of structural patterns in meaningful contexts is an essential part of the language programme. Practice is a very important part of language learning.

## Responding to Error

Teachers need to find a productive balance between encouraging spontaneous communication and correcting errors. Errors are natural in the learning process. Even with incomplete structural knowledge of a language, students can still be effective communicators. During spontaneous conversation, teachers may choose to let the communication flow and allow some linguistic mistakes to go unnoticed for the time being, so that students in the early stages of learning can grow in confidence and willingness to use the language. As students progress through the levels, they will learn to communicate more accurately, just as small children do when learning their first language. Increasingly, they will become aware that accuracy is needed for really effective communication.

## The Learning Framework

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The learning framework is based on eight progressive levels, defined by a series of achievement objectives. Choosing how to develop and deliver programmes to realise these objectives is the responsibility of schools and of teachers.

The framework includes aims, language development descriptors, achievement objectives (which include communication functions and language level indicators), suggested socio-cultural aspects, suggested structures and vocabulary, suggested learning activities, and suggested assessment activities. These are intended to guide teachers in planning programmes.

Themes and topics are not specified in the framework. In planning programmes, teachers are encouraged to build on learners' prior knowledge, needs, and interests, and on the material and people resources available. Possible areas of experience and related topics are indicated in the suggested socio-cultural aspects which are provided at each level. The Appendix (on pages 70-72) provides further examples for teachers to consider.

## The aims of the learning framework cover all eight levels.

### **Aims**

for language learning  
which include *general aims*  
and *achievement aims*

## At each level, the framework consists of the following parts.

### **Language development descriptors**

which are general statements about  
language development

### **Achievement objectives**

include *communication functions*, which reflect  
communicative uses of Spanish in everyday situations,  
and *language level indicators*, which describe  
the language students will use to perform these functions  
at each level for each of the four *strands*,  
listening, speaking, reading, and writing

### **Suggested socio-cultural aspects**

which identify historical and social content  
specific to the language

### **Suggested structures and vocabulary**

which indicate the linguistic content expected and, when used in  
conjunction with the communication functions and the language level  
indicators, suggest the level of difficulty expected for each level

### **Suggested learning activities**

which are ways of using and reinforcing Spanish in realistic,  
communicative, language learning contexts

### **Suggested assessment activities**

which measure progress in realistic communicative situations  
through self assessment, peer assessment,  
and teacher assessment

## Aims

### General Aims

The general aims for learning a new language are consistent with the principles for Language and Language stated in *The New Zealand Curriculum Framework* (on page 10). The aims are:

- to encourage the learning of another language from the earliest practicable age;
- to broaden students' general language abilities and bring their own language into sharper focus;
- to enrich students intellectually, socially, and culturally;
- to develop in students an understanding of the ways in which other people think and behave;
- to further international relations and trade.

### Achievement Aims

The aims for learning Spanish are simple and practical, and provide a sense of purpose for the learning framework. Students should be:

- listening for understanding, interest, and enjoyment;
- speaking to be understood by native speakers of the language;
- reading for meaning and for appreciation of the language and culture;
- writing for a purpose and to be understood.

## Levels

The eight levels define a natural progression of difficulty. It is assumed that students will become increasingly familiar with the language contexts, the vocabulary, and the structures as they progress through the levels.

Differentiation between levels is built in through:

- the increasing complexity of the learning activities;
- the increasing range and variety of the language used;
- the expectation of increasing learner independence.

The levels defined by the framework do not necessarily coincide with traditional form levels or students' years of schooling. The age at which students begin learning a language will be one factor in determining how many levels a class might cover in any one year. For instance, a form 1 class might cover levels 1 and 2. If learning Spanish is to begin at the third form, then levels 1 to 3 might be covered in one year.

Note that, for the purposes of national awards, levels 5, 6, and 7 of this curriculum statement equate with levels 1, 2, and 3 of the Qualifications Framework.

## The Language Development Descriptors

These describe, in practical terms, the kind of language students should be able to understand and produce at each level. There are four developmental descriptors, each of which spans two achievement levels. They have been placed immediately before the relevant levels:

- |                          |                                 |
|--------------------------|---------------------------------|
| • Emergent Communication | for levels 1 and 2, on page 21; |
| • Survival Skills        | for levels 3 and 4, on page 33; |
| • Social Competence      | for levels 5 and 6, on page 45; |
| • Personal Independence  | for levels 7 and 8, on page 57. |

## The Achievement Objectives

The achievement objectives consist of two interrelated parts: communication functions, and language level indicators.

### *Communication Functions*

These reflect the communicative competence students are expected to achieve at each level. They indicate how the language is to be used in authentic communication at each level. Although different functions are described for each level, teachers can return to functions at any level, increasing the complexity of the structures and vocabulary for more advanced students.

### *Language Level Indicators*

These indicate the degree of linguistic competence which students are expected to achieve at each level. They describe the language students will use to perform the communication functions through the strands of listening, speaking, reading, and writing. As they progress, students can be expected to show an increasing sophistication in their Spanish language skills, and to use Spanish more and more accurately in a wider range of contexts.

## The Strands

In the learning framework, the strands at each level consist of oral language (listening and speaking) and written language (reading and writing). However, useful and logical connections can also be made when the achievement objectives are grouped as receptive (listening and reading) and productive (speaking and writing).

### *Receptive Language*

Receptive language objectives include understanding the global meanings of spoken or written language (“getting the gist of it” without necessarily recognising individual words), and recognising detail in spoken or written passages (drawing specific and appropriate meaning from the passages). Receptive language arises from listening and reading.

#### *Listening*

Listening objectives include:

- understanding and responding appropriately in a conversational context;
- getting the gist of spoken language;
- recognising detail and drawing specific meaning from information in spoken language.

#### *Reading*

Reading objectives include:

- getting the gist of written language;
- recognising detail and drawing specific meaning from information in written language.

### *Productive Language*

Achievement objectives for productive language describe progressive levels of fluency and accuracy in oral and written language, and greater competence in making oral and written presentations. Productive language arises from speaking and writing.

### *Speaking*

Speaking objectives include:

- speaking fluently and with increasing accuracy and complexity;
- conversing in social exchanges with increasing competence;
- speaking to an audience with increasing competence.

### *Writing*

Writing objectives include:

- writing with increasing fluency and accuracy;
- adapting text, writing pieces based on models, and using different genres.

## **Suggested Socio-cultural Aspects**

The historical and social aspects suggested in this curriculum statement define a minimal cultural content. Although cultural aspects are described at each level, the ideas presented are neither exhaustive nor exclusive — they can apply at any level. Depending on students' interests and the resources available, teachers should try to broaden and vary the cultural content of their teaching. They should also keep their cultural knowledge up to date. It is important to compare the New Zealand experience with that of other cultures. It is also desirable to link the socio-cultural aspects to the communication functions.

## **Suggested Structures and Vocabulary**

Structures and vocabulary are suggested to indicate the linguistic content expected at each level. These lists should be read in conjunction with the achievement objectives and the suggested socio-cultural aspects. Teachers are not required to keep strictly to the content of the consecutive levels as it is presented in this curriculum statement. The structures and vocabulary are only suggested, not prescribed, and teachers should feel free to modify and expand these to match the resources available and meet their students' needs.

## **Suggested Learning Activities**

The suggested learning activities introduce and reinforce functions, culture, structures, and vocabulary at each level. As starting points may vary for learning Spanish in New Zealand schools, teachers of younger students (form 1 and below) will need to present learning activities which are suitable for the ages of the children they teach. Similarly, teachers of older students will need to adapt and interpret the curriculum to meet their needs. Examples of possible learning activities suitable for different age groups have therefore been included in this statement. Wherever possible, the learning activities should be tailored to suit students by acknowledging and including their backgrounds and cultures. When teachers modify learning activities to match the needs, interests, and backgrounds of their students, the programmes become more enjoyable and meaningful.

## **Suggested Assessment Activities**

The suggested assessment activities arise from the suggested learning activities. They provide ideas for measuring language learning in realistic communicative situations. Typically, teachers' assessments will be ongoing, providing



immediate, frequent, and regular feedback to enable students to develop their language skills. Assessment will include teachers' informal observation of classroom learning as well as end-of-unit tasks designed to measure and record the acquisition of skills. Assessment can be included in both class work and homework.

Students should be encouraged to monitor their own progress, using peer- or self-assessment strategies and teacher-designed tasks in a range of learning situations and contexts. These tasks include pair work and self assessment using specific criteria to check their own progress.

Assessment should be based on activities which measure skills in communicative contexts. All forms of assessment should be regarded as diagnostic, providing students with constructive feedback and helping teachers to evaluate the effectiveness of programmes. It is important for teachers to ensure that assessment procedures are explained clearly, so that students understand them.

Assessment is a continuing process which measures the development of knowledge and skills against the stated objectives. Assessment should:

- motivate students;
- evaluate the effectiveness of both teaching and learning;
- diagnose and monitor students' strengths and weaknesses, to provide information for future programme planning;
- provide feedback to students, parents, school administrators, and the wider community.

Teachers are advised to:

- talk regularly and informally with students about their progress, their needs, and the kind of help they require;
- help students develop peer- and self-assessment strategies;
- observe and record the progress of individual students (for example, by preparing individual learning profiles).

Students should be encouraged to:

- measure and record their progress on checklists showing achievement in terms of what they can do with the language;
- reflect on what and how they have learned, so that they can understand the learning process better and work more effectively towards their language learning objectives;
- maintain folios of their work, including samples of written language, tapes recording progress in oral language, and language-related projects.

Assessment tasks should reflect the situations, the expected language content, and the purposes for which skills are used in everyday situations. Assessment should measure both communicative competence and linguistic accuracy, and should allow for a range of students' responses, rather than anticipating strictly predetermined language content.

When assessing progress and achievement, the emphasis given to the four strands should reflect the balance of class activities, the particular needs of the learner, and the stage of language learning. For example, class programmes will often focus on oral language (listening and speaking) in the early stages and move on to written language (reading and writing) later, so assessment procedures may need to reflect this sequence.

## Programme Planning

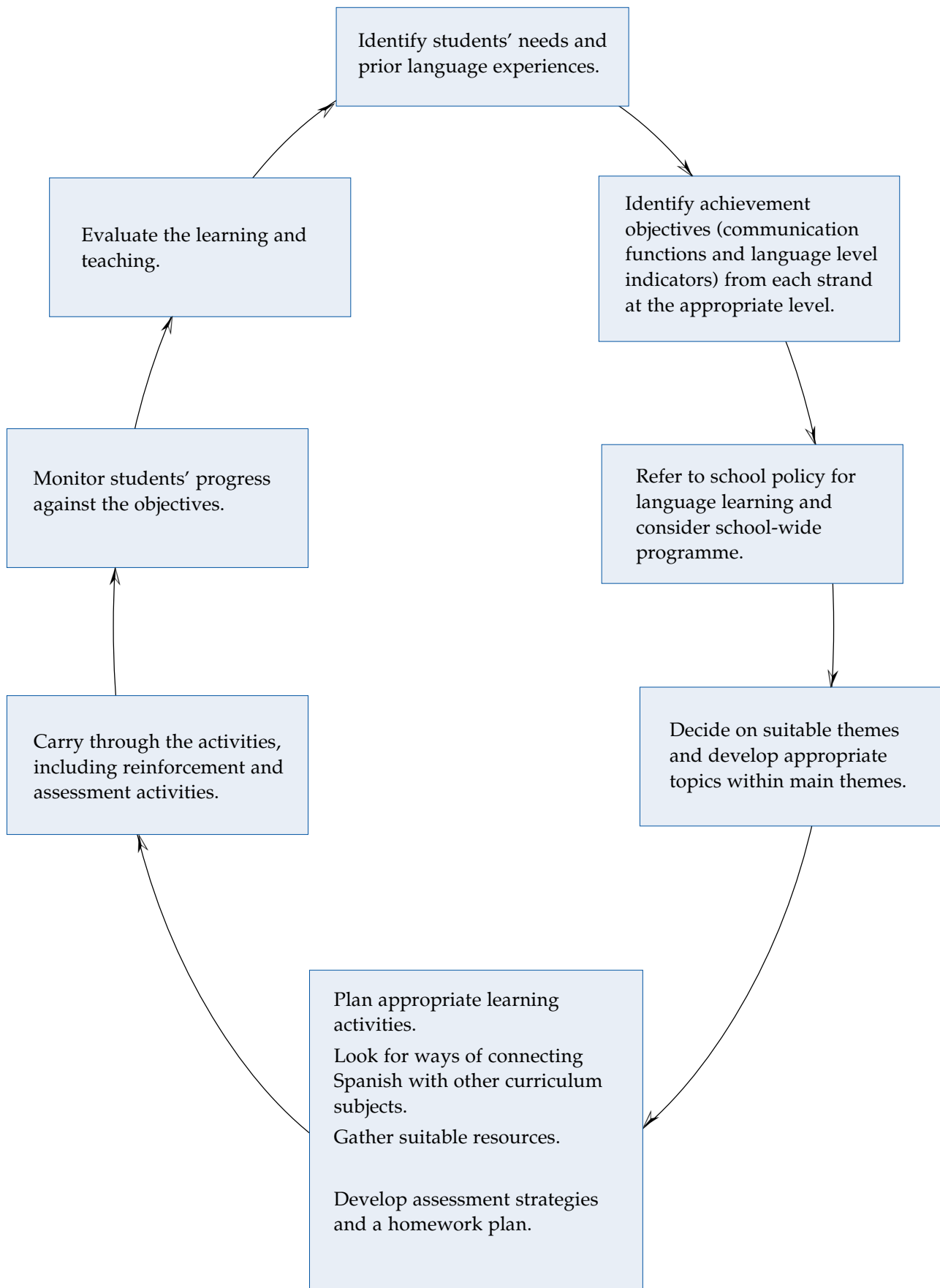
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Schools and teachers should work through a logical series of steps to create successful school and classroom programmes in Spanish. It is suggested that teachers:

- incorporate the philosophy and aims for learning Spanish as set out in this curriculum statement;
- identify the needs, interests, and prior language experiences of learners, and any special requirements or school policies relating to language learning;
- look at the long-term programme, considering the school-wide language programme (for example, the sequencing of levels, timetabling, possible national awards), and possible links with programmes in other learning institutions, as well as the short-term programme (for example, the term programme, the weekly plan);
- identify the achievement objectives from the relevant strand or strands;
- establish short-term objectives for each unit;
- decide on suitable themes;
- develop appropriate topics within the main themes to provide a balanced learning programme;
- select and gather suitable resources;
- select or develop suitable learning activities to enable learners to combine and apply the four strands for meaningful communication, together with specific content such as structures, vocabulary, and cultural and general knowledge;
- prepare communicative exercises to reinforce structures and vocabulary;
- select or create appropriate assessment activities;
- develop a homework plan to encourage language study outside the classroom;
- evaluate the learning programme against the objectives;
- consider the sequence or progression of the main themes and topics;
- look for ways of connecting language learning with other curriculum areas or specific subjects, to enhance integrated learning (for example, with history, geography, music, or food preparation);
- consider the cyclical development of functions, activities, structures, and vocabulary to provide opportunities for reinforcement, consolidation, and extension of language skills and usage.

## *An Approach to Programme Planning*

The diagram shown here illustrates one possible planning process, with many possible starting points.



## The National Qualifications Framework and Unit Standards

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This curriculum statement is the guiding document for the development of a teaching and learning programme. It also provides the basis for developing unit standards, which are the “building blocks” of the National Qualifications Framework. These unit standards are not units of work in themselves; their function is to specify standards of assessment.

Assessment for the National Qualifications Framework should be integrated with learning, and will generally be done within the school, by the teacher. The New Zealand Qualifications Authority will provide advice on appropriate assessment procedures to be used for this purpose.

Unit standards for schools encompass levels 1 to 3 of the National Qualifications Framework. These qualification levels equate to levels 6, 7, and 8 of the New Zealand Curriculum Framework.

## Levels 1 and 2: Emergent Communication

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*By the end of level 2*

learners can understand language that contains well-rehearsed sentence patterns and familiar vocabulary, and can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of and understand the typical cultural conventions that operate in interpersonal communication. Although they may be enthusiastic participants in class, learners may still be reticent about using Spanish outside the classroom.

# Spanish in the New Zealand Curriculum

## Level 1: Emergent Communication

### Achievement Objectives

The communication functions illustrate the communicative competence students should have at level 1. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.

#### **Communication Functions**

Students should be able to:

- greet, farewell, and thank people;
- introduce themselves and others;
- recognise and respond to greetings, farewells, introductions, and thanks;
- ask for and respond to simple personal information;
- recognise and respond to simple classroom instructions;
- understand and express dates and time.

#### **Ejemplos**

hola, buenos días, adiós, hasta luego, gracias

Soy Luis. Me llamo Matilde. Te presento a Juan.

mucho gusto, encantado, adiós, de nada, gracias

¿Cómo te llamas? Me llamo Ana.  
¿Cómo estás? Estoy bien, gracias.  
¿De dónde eres? Soy de Chile.  
¿Cuál es tu ocupación? Soy estudiante.

¡Escucha! ¡Repitan!

¿Qué día es hoy? Hoy es el 7 de enero. ¿Qué hora es? Son las dos. Es la una y media.

## Language Level Indicators

*In personal and familiar contexts, students should be able to:*

### Listening

- understand and respond appropriately (in words or actions) to simple words and phrases;
- get the gist of phrases and short sentences;
- recognise and understand key words in simple phrases.

### Speaking

- approximate pronunciation and intonation by imitating sounds, simple words, names, and phrases;
- respond appropriately to simple set phrases, questions, or visual stimuli.

### Reading

- identify letters of the alphabet, combinations of letters, accents, and punctuation, and their associated sounds;
- recognise and understand simple words and phrases.

### Writing

- write alphabet letters, names, and simple words and phrases, using accents and punctuation.

## Suggested Socio-cultural Aspects

Where Spanish is spoken (geographical overview) • Different accents, pronunciation, and vocabulary (for example, in Spain and Latin America)  
• Greeting people (including formal and informal address) • Body language (including handshakes, hugging, kissing) • Birthdays and saints' days • Common perceptions and cultural stereotypes

## Suggested Structures

Subject pronouns

ser (Soy neocelandés/estudiante.)  
ser + de (Soy de Nelson.)

llamarse (Me llamo Pedro.)

Interrogatives  
(¿Quién es? Es María.)

Gender and number (singular/plural)

Definite articles

Indefinite articles

Cognates: exact  
close  
false

Negation

Sentence structure (subject + verb + object)  
(El niño es boliviano.)

Time: ¿Qué hora es?  
Es la una y cuarto.  
Son las cinco.

Dates: ¿Qué día es hoy?  
Hoy es el tres de abril.  
Hoy es domingo.

Greetings and farewells

Classroom instructions

Use/non-use of capital letters

Punctuation: accents, tilde  
question marks  
exclamation marks

Conjunctions

Prepositions

## Suggested Vocabulary

yo, tú, usted

Nationalities, occupations  
Place names

Names

¿qué? ¿cómo? ¿de dónde? ¿cuál? ¿quién?

la dirección, el número de teléfono

Numbers: 1-31

Gender nouns: el chico/las chicas

el/los, la/las

un/unos, una/unas

el animal, la idea, la unión  
el fútbol, la clase, el profesor  
asistir, once, quince

no

la hora, el día, mediodía, medianoche  
y, menos, media, cuarto, en punto

Months, days  
hoy, mañana, la semana, el mes, el año

el cumpleaños ¡Feliz cumpleaños! el santo  
por favor, gracias, de nada

¡hola! ¿qué tal? ¿cómo estás? ¿cómo te llamas?  
Me llamo ..., buenos días, buenas tardes/noches,  
adiós, hasta luego/mañana/la vista

¡escucha! ¡repite! ¡lee! ¡habla! ¡escribe! ¡ven aquí!  
¡vete! ¡canta! ¡dime! ¡abre! ¡cierra! ¡siéntate!  
¡levántate! ¡cállate!

y

a, de, con, en



## Suggested Learning Activities

*Students could be learning through:*

- listening to people from Spain and Latin America talking on audio tape, and showing understanding by ticking boxes, answering questions, or filling gaps;
- listening to and singing simple songs (*Feliz Cumpleaños, La Bamba*, number songs);
- role-playing introductions and farewells, or asking for names, addresses, phone numbers, and birthdays;
- making a poster about a Spanish-speaking country;
- labelling things in the classroom;
- playing communicative games, for example, circular word/name/alphabet chains, or *Lo Tengo*);
- reading and filling in a personal information form;
- making a class map of the world showing Spanish-speaking countries;
- making a class calendar for each month showing their own birthdays, saints' days, and holidays in New Zealand and Spanish-speaking countries;
- introducing the Spanish alphabet letters and sounds with words, including definite articles and some familiar words (cognates), for example, *C — el círculo, la casa, la cena*;
- spelling aloud names, numbers, and other words, and writing them from dictation;
- taking part in a class discussion about the Spanish language and Spanish speakers;
- using classroom expressions and commands which have been introduced orally, with gestures, by the teacher, for example, when acting out expressions or commands written in Spanish on cards, while other students guess the words;
- playing number games like *¡Caramba!*, where students sit on desks and recite Spanish numbers in turn until they come to a multiple of five, when they shout "*¡Caramba!*" instead, (that is, *uno, dos, tres, cuatro, ¡Caramba!, seis, siete ...*) while students who do say the name of a number which is a multiple of five (5, 10, 15 ...) sit down on their chairs, and the game continues;
- marking time on a blank clock in pairs — one partner has a particular time written in Spanish on a paper and reads it aloud, and the other partner draws the hands on the clock in the right places;
- having a class discussion about greetings, formal and informal address (*usted, tú*), and body language, and following this with role plays;
- making flashcards with pictures of Spanish words, numbers, and vocabulary items;
- doing a cognate search with partners, using a page from a Spanish newspaper, highlighting all the familiar words (cognates), then selecting one article, and guessing the main point from their knowledge of the cognates;

- making a “chain drill” which begins with the teacher, who says, for example, “Mi número de teléfono es 528 4567”, then asks a student, “¿Cuál es tu número de teléfono?” — the student answers, then asks the next student the question, and so on;
- making alphabet posters in groups, which are each given a single letter of the Spanish alphabet, then cut out up to ten pictures of objects which begin with that letter in Spanish, and label them;
- using the word processor to type the vocabulary they know, individually, without the definite articles (for example, words like día, profesor) for five minutes, then changing places with a partner who puts the correct article in front of each word;
- typing on the computer questions such as ¿cómo te llamas? or ¿qué tal?, then changing partners and answering each other’s questions;
- using available computer programmes and games, in pairs, to reinforce their language learning;
- playing a pronunciation ball game in which the teacher writes ten words on the board, numbers them, then throws a ball to a student and calls out one of the numbers. The student pronounces the word that goes with that number, and throws the ball back to the teacher. If the pronunciation is correct, the teacher moves to another student. If it is incorrect, the teacher throws the ball back to the same student to try again (up to three tries), after which other students can help. Teachers can speed the game up as the students become more proficient.

## Suggested Assessment Activities

### **Self Assessment**

*Students could monitor their own progress by:*

- using a checklist like this one;

I can greet people and farewell them.  
 I can introduce myself.  
 I can introduce others.  
 I can use numbers for time and dates.

- beginning to keep a folio of their work, including audio tapes for oral work.

### **Peer Assessment**

*Students could monitor one another’s progress when they are:*

- using bilingual vocabulary and phrase tests;
- taking part in guided dialogues;
- doing question and answer tests together;
- doing substitution exercises together;
- working on a computer together.

## **Teacher Assessment**

*Teachers could assess students' progress when students are:*

- reading and filling in a personal information form (reading, writing);
- completing written questions with interrogatives (¿qué? ¿quién? ¿cómo?) and answering them (reading, writing);
- listening to a passage and then completing a true/false exercise (listening);
- listening to different dates and times and choosing the correct ones from three options (listening, reading);
- marking times on pictures of clocks, from dictation, then writing the time below each picture (listening, writing);
- completing a conversation by adding the missing words, which could be greetings, interrogatives, or ser (reading, writing);
- matching pictures with words, for example, greeting or farewell scenes, or people with different occupations (reading, writing);
- role-playing introductions and farewells, or asking someone's name, address, phone number, and birthday (speaking, listening);
- locating and labelling Spanish-speaking countries on a map (reading, writing).

# Spanish in the New Zealand Curriculum

## Level 2: Emergent Communication

### Achievement Objectives

The communication functions illustrate the communicative competence students should have at level 2. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.

#### Communication Functions

Students should be able to:

- ask about and respond to personal information about themselves and others;
- describe themselves and others;
- recognise descriptions of themselves and others;
- describe places, animals, and things;
- recognise descriptions of places, animals, and things;
- point out and/or identify people, places, and things;
- recognise, express, and enquire about physical states (hot, cold, hunger, thirst, age);
- recognise, express, and enquire about the relationships between people and the ownership of things.

#### Ejemplos

- ¿Cómo se llama ella? Se llama Ana.  
¿Cuántos años tienes? Tengo 15 años.
- ¿Cómo es tu amigo? Es alto y guapo.  
Soy joven y tengo los ojos azules.
- Es un parque muy bonito.  
Mi perro tiene orejas muy largas.  
Las computadoras son fantásticas.
- ¿Qué es? Es una escuela.  
¿Quién es? Es la profesora.
- ¿Tienes hambre? Sí, tengo mucha hambre. ¿Tienes frío? No, no tengo frío.
- ¿Quiénes son? Son mis padres.  
¿De quién es este libro? Es de Mario.

## Language Level Indicators

*In personal and familiar contexts, students should be able to:*

### Listening

- understand and respond appropriately to phrases and simple information;
- get the gist of simple dialogue and information;
- recognise and understand key words or phrases in simple dialogue and information.

### Speaking

- speak simple words and phrases with increasingly accurate pronunciation and intonation;
- initiate and respond in brief conversations using learned words and phrases.

### Reading

- get the gist of simple dialogue and information;
- recognise and understand key words and phrases in simple texts.

### Writing

- write simple phrases and sentences;
- write simple words and phrases from memory.

## Suggested Socio-cultural Aspects

First names and double last names • Gestures and differences in body language (talking with hands, facial expressions, loud voices, closeness, touching) • The range of characteristics of Spanish speakers (physical and social) • Affection among Spanish speakers (diminutives and endearments, such as *mi hijita*, *mi cielo*, *mi vida*) • Background history of Spain

## Suggested Structures

Personal pronouns

ser + de (possession/material)  
(El libro es de Pablo.)

tener

tener expressions  
(Tengo sueño. ¿Tienes sed?)  
(¿Cuántos años tienes? Tengo  
13 años.)

Adjectives: agreement  
placement

Adjectives ending in “-ísimo”

Demonstrative adjectives

Possessive adjectives

Question structure  
(¿Eres tú de Samoa? ¿Tú eres  
de Samoa?)

Diminutives

## Suggested Vocabulary

yo, tú, usted, él, ella  
nosotros, vosotros, ustedes, ellos, ellas

hambre, sed, calor, frío, sueño, miedo, razón,  
años, éxito, ganas de ...

Descriptive

Colours: rojo, azul, amarillo, verde

Size: grande, pequeño, alto, bajo, largo, corto,  
mediano

Age: joven, viejo, nuevo

Qualities: bueno, malo, bonito, guapo, listo,  
simpático, rizado, lacio, ondulado

Eye and hair colour: rubio, pelirrojo, negro,  
castaño, café claro, azules, verdes, negros, grises

Limiting

Number: mucho, poco, bastante, todo

buenísimo

este/esta, ese/esa, aquel/aquella

mi, tu, su, nuestro, vuestro and plural/  
feminine forms

casita, chiquito, perrito

Numbers: 31-100

Animals: gato, perro, ave, pájaro, caballo, oveja,  
vaca, gallina, cerdo

Animal sounds: pío-pío, guau-guau, quí-quí-ri-quí

Face parts: los ojos, el pelo, la nariz, la boca, las  
orejas, los dientes, los labios

Place names: la escuela, la casa, la tienda, el  
supermercado, la playa, el cine, el parque, el  
café, el restaurante

Classroom vocabulary: el libro, el lápiz, el  
cuaderno, el bolígrafo, el/la estudiante, el/la  
profesor/a, el escritorio, la mesa

## Suggested Learning Activities

*Students could be learning through:*

- beginning to develop a “treasure box” of props for role play and dressing up;
- listening to (or reading) a description and identifying the person described, from a selection of pictures;
- developing, through role play in pairs, a dialogue in which personal information is asked for and given;
- drawing a funny picture (a cartoon) according to oral instructions, for example, *El monstruo tiene un ojo grande y un ojo pequeño*;
- writing a description of a person (favourite actor, friend, or cartoon figure) to match a photo or picture;
- conducting a simple survey, in writing, of the characteristics or preferences of class members (hair colour, eye colour, pets);
- singing and memorising a simple song, for example, *La Finca de Papá*;
- making a “nombre” mobile showing their own double surname structure and giving two or three adjectives to describe themselves;
- taking part in a group discussion, after which they make a poster illustrating an expression of affection, or a diminutive, through contrast and comparison, for example, *hijo/hijito, casa/casita*;
- making a multi-cultural poster which shows some of the different kinds of Spanish speakers, using pictures and words to indicate adjectives, countries;
- contributing to a class project — the creation of a historical timeline of Spain which may include written facts, descriptions of events, photographs, pictures, and articles from Spanish magazines or newspapers (teachers should assign a “chunk” of time to a pair or group for research);
- working in pairs, where one student describes aloud a person, place, animal, or thing and the other student draws it;
- filling in bubbles with descriptions (hot, cold, tired) of people in pictures;
- playing charades to describe physical states (hot, cold, thirsty, tired);
- identifying the physical states of people or animals from pictures;
- role-playing, with props, using vocabulary and structures which relate to possession of objects (*¿De quién es este lápiz? ¿Es tu lápiz? Sí, es mi lápiz*);
- adapting “Little Red Riding Hood” (“Caperucita Roja”) for role play and presenting it to the class (vocabulary could include *ojos, boca, nariz, orejas, dientes*, words for family members, and adjectives);
- playing Pictionary on the board, with two teams;
- making posters about themselves and their lives, using “ser” for half the poster and “tener” for the other half, with pictures and words describing themselves or family members, for example, *Mi perro es ... Mi perro tiene ...*;
- using the word processor to conjugate verbs, then checking each other’s work;
- working in pairs to type descriptions of someone who all the students know, then going to another pair’s computer and guessing who they have described;
- using the computer with drawing software, selecting a picture and typing a description of it;
- using the computer, in pairs, to type in words for people, places, or things, then changing to another pair’s computer and adding the possessive pronouns for the words typed;
- using the computers and Spanish software in their free time.

## Suggested Assessment Activities

### Self Assessment

*Students could monitor their own progress by:*

- using a checklist like this one;

I can describe myself and others.

I can describe and point out places, animals, and things.

I can understand and respond to simple instructions.

I can talk about which people possess which things.

- keeping a folio of their work, including audio tapes for oral work.

### Peer Assessment

*Students could monitor one another's progress when they are:*

- using bilingual vocabulary and phrase tests;
- taking part in guided dialogues;
- doing question and answer tests together;
- doing substitution exercises together;
- working on a computer together.

### Teacher Assessment

*Teachers could assess students' progress when students are:*

- writing, from dictation, a dialogue with greetings and personal information, or descriptions of people, places, or things (listening, writing);
- listening to descriptions of people and identifying them from pictures provided (listening);
- completing a written conversation about personal details (reading, writing);
- doing a reading comprehension exercise with multiple-choice questions or true/false statements about a picture or a passage of text (reading);
- role-playing a conversation about the possession of something (speaking, listening);
- giving a simple talk, either introducing themselves or talking about someone else, or about an animal, a place, or an object (speaking);
- describing someone from a picture (writing, speaking);
- choosing the correct place in a picture, when the teacher describes different places (listening);
- completing a written conversation by writing in appropriate questions for the answers given (reading, writing);
- talking about someone famous, giving details of their name, occupation, and nationality (speaking);
- saying or writing how the people in certain pictures appear to feel — for example, *tiene hambre, sed, frío* (speaking, writing);
- reading statements about pictures, or about a written passage, relating to the history of Spain, and marking them true or false (listening, reading).



## Levels 3 and 4: Survival Skills

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*By the end of level 4*

learners can cope with a variety of routine situations when visiting Spanish-speaking countries or when dealing with Spanish speakers in New Zealand. They can use familiar language with some flexibility and pick up some new language from its context. They can read and write simple notes and short letters, and fill out most parts of official forms. They can understand and make use of many of the customs and beliefs of Spanish-speaking cultures. Although their confidence is growing, they may still be hesitant about talking to native speakers in some situations.

# Spanish in the New Zealand Curriculum

## Level 3: Survival Skills

### Achievement Objectives

*The communication functions illustrate the communicative competence students should have at level 3. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.*

#### **Communication Functions**

*Students should be able to:*

- understand, state, and ask about the existence of people, places, and things;
- understand, state, and ask about the location of people, places, and things;
- recognise, express, and ask about likes and dislikes;
- recognise, express, and ask about obligations;
- recognise, express, and ask about how they and others feel;
- ask how to say something in Spanish.

#### **Ejemplos**

Hay veinte estudiantes en clase.  
Aquí hay muchas ovejas.  
Hay un libro en la mesa.

Los chicos están en la clase.  
¿Dónde estás? Estoy en casa.  
La tienda está cerca de la plaza.  
El coche está enfrente del banco.

¿Te gusta estudiar? No me gustan los exámenes.

Tenemos que practicar la lección.  
Debes llegar temprano a casa.

¿Cómo estás? Estoy cansado.

¿Cómo se dice “I like”?

## Language Level Indicators

*In a range of personal and familiar contexts, students should be able to:*

### Listening

- understand and respond appropriately to dialogue and information in simple language;
- get the gist of longer dialogue and information;
- recognise and understand detail in longer dialogue and simple language.

### Speaking

- speak a range of words, phrases, and sentences with increasingly accurate pronunciation and intonation;
- initiate and respond appropriately in brief conversations, using variations of learned words and phrases;
- use simple language to give brief presentations.

### Reading

- get the gist of longer dialogue and information;
- recognise and understand detail in longer dialogue and simple language.

### Writing

- write a range of words, phrases, and simple sentences with increasingly accurate spelling, use of accents, and punctuation;
- apply knowledge about vocabulary and structures to vary phrases and sentences.

## Suggested Socio-cultural Aspects

Popular sports and leisure-time activities in the Hispanic world • Layout of cities and houses (plaza) • Traditional music, dancing, and costumes  
Pre-Hispanic cultures in America

## Suggested Structures

Present tense of regular verbs

Hay (Hay muchos chicos en clase.)

Estar (Los chicos están aquí.)  
(¿Cómo estás?)

Prepositions of location

Contracted prepositions

Present participles (-ar: hablando)  
(-er: comiendo)  
(-ir: viviendo)

Estar + present participle  
(Estoy estudiando.)

Tener + que + infinitive  
(Tengo que estudiar.)

Deber + infinitive  
(Debo estudiar.)

Gustar (Me gusta el chocolate.)

Gustar + infinitives  
(Me gusta jugar.)

Adjectives of feelings  
(Estoy feliz.)

Adjectives of quantity

Adverbs

## Suggested Vocabulary

-ar verbs: bailar, cantar, estudiar, hablar, mirar, practicar, tomar, trabajar, jugar (infinitive only)

-er verbs: comer, beber, leer, comprender

-ir verbs: abrir, escribir, vivir, recibir, discutir

¿dónde?

¿por qué?, porque

aquí, ahí, allí

cerca (de), lejos (de)

por aquí, por allí

al lado de, enfrente de, detrás de, encima de, debajo de, en medio de, en el rincón, en la esquina

al, del

Sports vocabulary: los deportes, los pasatiempos

bien, mal, contento, enfermo, alegre, feliz, triste, regular, deprimido, aburrido, cansado

mucho, poco, demasiado, bastante, más, menos

muy, también, demasiado, bastante, más, menos, antes, después

House/city/country vocabulary: la finca, la granja, la hacienda, la estancia, la ciudad, el campo, el pueblo, el barrio, la plaza

Furniture vocabulary

Clothing vocabulary

Numbers: 100-1000

## Suggested Learning Activities

*Students could be learning through:*

- locating places on a map, working in pairs, using “estar” to ask and answer questions, for example, ¿Dónde está el banco? Está cerca de la tienda;
- identifying feelings shown in pictures by saying aloud or writing how the subject appears to be feeling;
- writing a short conversation about introductions and feelings, and presenting it to the class either in written form, or through role-playing (live or on audio tape);
- reading and discussing a model letter with the class, then writing a similar letter to a penfriend with details about themselves (name, nationality, likes, dislikes);
- singing traditional songs (*Cielito Lindo, La Cucaracha, ¡Qué viva España!*);
- learning a traditional dance;
- group work, using a written form to survey the class’s likes and dislikes, then reporting findings to the class orally;
- making a poster of Hispanic sports, singers, or costumes;
- playing a communicative game, for example, ¿Qué hay sobre la bandeja? (where players memorise up to twelve objects on a tray and give the Spanish words for the objects later);
- watching a video on flamenco or traditional Latin American dancing, then trying the dance themselves;
- watching a video on bull-fighting, rodeo, or gauchos, then discussing the subject or role-playing it;
- having a class discussion about fiestas, then planning a party and making a piñata and tapas (this activity could take one or two weeks);
- practising substitution drills aloud in pairs, for example, one says “Tengo que ir (tú)” and the other responds “Tienes que ir”;
- labelling pictures of activities using tener + que + infinitive and deber + infinitive;
- drawing a picture of their house or school and labelling the rooms in Spanish;
- creating a city with posters (small groups could each create and label parts of the city — barrio, centro, escuela, iglesia, hospital, plaza, parque, cine — and then put their posters together to form the whole city);
- writing an advertisement to sell a house (describing the house);
- role-playing a telephone call to a real estate agent to enquire about buying a house, for example, “Deseo comprar una casa,” “¿Tiene usted una casa?” “¿Cómo es?” “¿Qué tiene?”;
- creating simple crucigramas (crosswords) using verb conjugations;
- making a “chain drill”— Me gusta tu camisa, ¿Te gusta mi camisa? Mi casa está cerca de la escuela, ¿Dónde está tu casa?;
- doing a mini-project on traditional music, instruments, dancing, and costumes, and presenting it as a poster or written article;
- watching a Copa Mundial match with commentary in Spanish, and discussing it, focusing on what they like and don’t like about the game;

- giving a short talk (three minutes) to the class on their own favourite sports or leisure activity — the talk should be based on set questions, for example, ¿Qué? ¿Cuándo? ¿Dónde? ¿Por qué? ¿Cómo? and followed up with the production of a poster;
- listening to traditional music and playing along with percussion instruments to explore the various rhythms;
- continuing the historical timeline begun at level 2 to include information on the pre-Hispanic cultures of America;
- making cards or posters using sports pictures cut from magazines along with Spanish words, for example, Juego al rugby, Me gusta el tenis, La natación es fantástica;
- using the computer to make posters, birthday invitations and cards, and advertisements to sell their own houses;
- typing -ar, -er, and -ir verb infinitives on the computer with partners, then changing to another pair's computer, conjugating their verbs, making sentences using these verbs, and saying the sentences to one another;
- using CD-ROM programmes on the computer to research information on cultural aspects for projects on the Hispanic world.

## Suggested Assessment Activities

### Self Assessment

*Students could monitor their own progress by:*

- using a checklist like this one;

I can talk about where places and people are.  
 I can talk about likes and dislikes.  
 I can talk about how I feel and how others feel.  
 I can talk about what I have to do or should do.

- describing, in a class diary, what new Spanish they have learned in a given period, and how they have learned it;
- keeping a folio of their own work up to date.

### Peer Assessment

*Students could monitor one another's progress when they are:*

- using bilingual vocabulary and phrase tests;
- taking part in guided dialogues;
- doing question and answer tests together;
- doing substitution exercises together;
- working on a computer together.

## **Teacher Assessment**

*Teachers could assess students' progress when students are:*

- designing a tourist brochure which describes New Zealand's features, using *hay, ser, and estar* (writing);
- filling in gaps with prepositions of location, for example, *El banco está \_\_\_ el cine* (reading, writing);
- showing their comprehension of a piece of writing in Spanish, for example, a letter, by answering questions in English (reading);
- interviewing the teacher, or role-playing a guided dialogue, about likes and dislikes (speaking, listening);
- answering written questions after listening to a dictated passage (listening, writing);
- giving a talk about their own feelings, including their likes and dislikes (speaking);
- giving, orally or in writing, a simple description of a city or town square as it looks in a photograph or painting (speaking, writing);
- completing a paragraph about sports, leisure activities, or pre-Hispanic cultures in America, by selecting words from a list to fill in blanks (reading, writing);
- completing a guided dialogue (spoken or written) about the location of a place (listening, speaking, reading, writing);
- responding to brief verbal instructions with the appropriate action — *Toma el lápiz, Escribe tu nombre, Abre la boca*, and so on (listening);
- drawing rooms in a house from a dictated description, drawing furniture in the rooms, then labelling the items (listening, writing).

# Spanish in the New Zealand Curriculum

## Level 4: Survival Skills

### Achievement Objectives

*The communication functions illustrate the communicative competence students should have at level 4. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.*

#### **Communication Functions**

*Students should be able to:*

- ask for and respond to information about events in the present;
- understand and talk about where, when, and how often activities take place;
- understand, ask about, and express future plans;
- ask for and respond to simple directions;
- understand and use words relating to measurement;
- compare and contrast people, places, and things.

#### **Ejemplos**

¿Estudias o trabajas?  
Siempre leo mucho en clase.  
Discutimos el problema juntos.

¿Dónde trabaja Juan?  
¿Cuándo estudias español?  
¿A qué hora van a la escuela?

¿Cuándo vamos a viajar a Chile?  
Voy a ver una película mañana.

¿Dónde está la oficina? Está a la derecha.

Dos kilos de bananas.  
Una taza de azúcar.  
Tres metros de largo.  
Mi casa está a quince kilómetros del centro.

Mi hermano es mayor que yo.  
Auckland es más grande que Thames.  
El español no es tan difícil como el japonés.



## Language Level Indicators

*In a range of personal and familiar contexts, students should be able to:*

### Listening

- understand and respond appropriately to more complex dialogue and information in simple factual and expressive language;
- get the gist of more complex dialogue and information;
- recognise and understand detail in simple factual and expressive language.

### Speaking

- speak confidently and with increasingly accurate pronunciation and intonation, using learned words, phrases, and sentences;
- initiate and maintain brief conversations using simple factual and expressive language;
- use simple descriptive language in brief presentations.

### Reading

- get the gist of more complex dialogue and information;
- recognise and draw meaning from detail in longer dialogue, and understand detailed information in simple factual and expressive language.

### Writing

- write brief passages using simple sentences with increasingly accurate spelling, use of accents, and punctuation;
- apply knowledge about vocabulary and structures to create simple text.

## Suggested Socio-cultural Aspects

Family in the Hispanic world • Telephone conventions • Daily routines in the Hispanic world (siesta, meal times, school, work) • Shopping and bartering • Food and cooking • Money systems and currency • Spain and the discovery and conquest of America

## Suggested Structures

Present tense of regular verbs

Non-use of subject pronouns  
(Hablo muchas lenguas.)

Ir (Ir de compras)

Immediate future (ir + a + infinitive)  
(Voy a trabajar mañana.)

Verbs of motion + a  
(Llego a la escuela temprano.)

Personal "a"  
(Veo a Julia.)

Question words

Tag questions

Time (¿A qué hora vas a la escuela?)  
(Voy a la escuela a las ocho.)

Hacer for weather (¿Qué tiempo hace?)  
Weather expressions

Comparative adjectives

Superlative adjectives

Ordinal numbers

Adverbs of time

Direct object pronouns  
(Lo tengo.)

y and variations

## Suggested Vocabulary

Regular -ar verbs

Regular -er verbs

Regular -ir verbs

Directions: a la derecha, a la izquierda, todo  
derecho

¿por qué? ¿dónde? ¿adónde? ¿cuándo? ¿cómo?  
¿cuánto? ¿quién? ¿qué? ¿cuál?

¿verdad? ¿vale? ¿no? ¿no es cierto? ¿no crees?

hace sol/buen tiempo/mal tiempo/frío/calor, está  
despejado/nublado, hay nubes/viento/neblina/  
niebla/sol

llover (la lluvia), nevar (la nieve)  
la temperatura, grados centígrados

mejor, peor, mayor, menor  
más—que, tan—como, menos—que

caro, más caro, el más caro, carísimo

primero, segundo, ... décimo

Weights and measures: kilos, metros, tazas,  
cucharadas, kilómetros

siempre, nunca, vez + variations

me, te, lo, la, nos, os, los, las

y, e, o, u (e inglés, u otro)

si

Family vocabulary

Food and kitchen vocabulary: la cena, el desayuno,  
el almuerzo, la merienda

Shopping vocabulary: el precio, una ganga, una  
rebaja, caro, barato, regatear, ¿cuánto cuesta/vale/es?

Telephone vocabulary: dígame, te habla —, no  
cuelgue, la operadora, una llamada a cobro revertido,  
una llamada de larga distancia/una conferencia

Money vocabulary: el dinero, la moneda, el cambio,  
el suelto, el peso, la peseta, el cheque, la tarjeta de  
crédito, el cheque de viajero

## Suggested Learning Activities

*Students could be learning through:*

- listening to a timetable for school, work, or meals, and marking it on a chart;
- completing a verb chart where one or two conjugations are given;
- preparing and producing an interview about daily activities, or plans for the immediate future, with questions like ¿Qué vas a hacer este fin de semana?;
- listening to directions for finding a place and marking the route on a map;
- answering simple oral or written questions about a schedule, letter, timetable, or brochure which has been read to the class;
- writing down a shopping list as dictated over the telephone;
- setting up an open-air market and role-playing the parts of shoppers and vendors, bartering and exchanging money (imitation or real);
- preparing a snack or meal from different Spanish-speaking countries;
- role-playing a restaurant or bank dialogue (discussing menus and/or money);
- making a family-tree poster with photos or drawings, labelling their own family members in Spanish and presenting the poster to the class orally;
- drawing pictures of their immediate family and giving information, for example, Mi padre se llama ..., Es ..., Tiene ... años, Trabaja/Estudia ..., Le gusta ..., Es más ... que ...;
- writing a weekly diary of their class activities;
- watching and discussing a video on the conquest of the Americas;
- making an appointment or date using the telephone;
- comparing shopping, schools, and daily routines in New Zealand and Spanish-speaking countries, and presenting the information on a poster or orally, for example, En Nueva Zelanda voy a la escuela a las nueve, En Panamá voy a la escuela a las siete y media;
- continuing the historical timeline from levels 2 and 3 to include information on the discovery and conquest of America;
- making a “chain drill”— ¿A qué hora tomas la cena? Tomo la cena seis;
- listening to a weather report on audio or video tape and drawing weather symbols on a map, showing the regional weather;
- keeping a weather chart based on the question ¿Qué tiempo hace hoy? — pairs of students record conditions and report daily findings to the class;
- using the computer in pairs, typing a shopping role-play with questions, then changing partners and answering one another’s questions, forming a dialogue to present orally to the class;
- using the computer to produce a short story about their families, pets, birthdays, and where they live, then swapping computers, reading one another’s stories, and typing two questions for the author to answer;
- working in pairs to think up, and type on computer, questions about food, meal times, daily routines, and shopping in Spain and Latin America. They could then research the answers in a CD-ROM programme such as Encarta (or in the library) and answer the questions. Students could also change computers and answer each other’s questions.

## Suggested Assessment Activities

### Self Assessment

*Students could monitor their own progress by:*

- using a checklist like this one;

I can talk about time and events in the present.  
I can ask and express opinions.  
I can talk about plans in the immediate future.  
I can understand and respond to simple directions.  
I can compare and contrast people, places, and things.  
I can talk about what I do every day.  
I can talk on the telephone.

- describing, in a class diary, what new Spanish they have learned and how;
- keeping a folio of their own work up to date.

### Peer Assessment

*Students could monitor one another's progress when they are:*

- using bilingual vocabulary and phrase tests;
- doing substitution exercises together;
- working on computers together;
- filling in checklists relating to one another's language work.

### Teacher Assessment

*Teachers could assess students' progress when students are:*

- listening to someone making plans for a trip and plotting the itinerary on a map, or marking statements true or false (listening);
- using a photograph to introduce their family to the class and talking about their daily routines (speaking);
- listening to descriptions of a Hispanic family and filling in their family tree (listening, writing);
- writing a message about what they plan to do after school (writing);
- reading a passage in Spanish about daily routines and then, in English, answering questions about these routines (reading);
- writing down a dictated "telephone" message and relaying the message back to the teacher (listening, speaking, writing);
- "chatting on the telephone" in pairs, sitting back-to-back (listening, speaking);
- looking at pictures of cities, people, or things and making comparisons (speaking, writing);
- listening to an answerphone message and answering simple questions about it (listening, speaking, writing);
- ordering food and/or drinks in a restaurant (listening, speaking);
- looking at pictures and saying what the people in them are going to do (speaking, writing);
- listening to a passage in Spanish about the discovery and conquest of America, and answering related multi-choice questions, in English (listening);
- identifying foods from pictures, aloud or in writing (speaking, writing);
- listening to the weather forecast for a particular country and answering questions about it in Spanish (listening, speaking, writing).

## Levels 5 and 6: Social Competence

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*By the end of level 6*

learners are confident enough to seek out opportunities to use Spanish. They can initiate and sustain a conversation with a sympathetic native speaker, and speak at some length if required. They can interact flexibly in familiar social situations and cope with some less familiar ones. They can use basic language patterns spontaneously. They show a willingness to experiment with new language and to read independently. They can write extended passages, long personal letters, and simple formal letters. Their behaviour is culturally appropriate in most social situations, and they are sensitive to the values held by people from Spanish-speaking cultures.

# Spanish in the New Zealand Curriculum

## Level 5: Social Competence

### Achievement Objectives

The communication functions illustrate the communicative competence students should have at level 5. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.

#### Communication Functions

Students should be able to:

- understand, ask about, and express events or facts in the past;
- ask about, express, and respond to states, actions, or events referring to themselves;
- ask for, offer, accept, and refuse help;
- recognise, enquire about, and express ability or inability;
- recognise, enquire about, and express wishes and intentions;
- understand, issue, accept, and decline invitations;
- recognise, enquire about, and express agreement and disagreement;
- give and receive apologies;
- recognise, ask for, and express opinions with reasons.

#### Ejemplos

¿Has visto *Terminator* 2?  
He comido mucho hoy.

¿A qué hora te levantas?  
Pienso acostarme tarde el sábado.

¿En qué puedo servirle?  
¿Puedo ayudarte con tu tarea?  
¡Claro! ¡Por supuesto! ¡Cómo no!

¿Sabes esquiar?  
Puedo llamarte luego.

¿Quiere viajar a México?  
Deseamos comprar un coche.

¿Quieren ir al cine esta noche?  
Sí, gracias, es una buena idea.  
No, gracias, tengo que trabajar.

¿Estás de acuerdo con la ley?  
No, no estoy de acuerdo.

Siento haber llegado tarde. No importa.

¿Qué piensas del uniforme?  
Creo que es muy práctico.

## Language Level Indicators

*In familiar contexts, and some that are less familiar, students should be able to:*

### Listening

- understand and respond appropriately to dialogue, narrative, and information expressed in more complex language;
- get the gist of more complex language;
- recognise and understand detail in more complex dialogue and information.

### Speaking

- speak confidently, with increasingly accurate pronunciation and intonation and with increasing fluency;
- use more complex language in simple conversations to seek information and respond appropriately;
- use more complex language to present information and ideas.

### Reading

- get the gist of a wide range of texts containing some unfamiliar language;
- recognise detail and interpret meaning from a range of texts.

### Writing

- write simple passages using more complex language confidently and with increasing accuracy;
- write simple passages with some linking of sentences and structuring of ideas.

## Suggested Socio-cultural Aspects

Formal and informal letters • Weddings, anniversaries, and festivals  
Religion, first communion, Christmas, Easter • Dress in the Hispanic world (styles and formality) • Health • Spain and Spanish colonisation (el mestizaje, la iglesia, la esclavitud)

## Suggested Structures

Present tense of irregular/radical stem-change verbs:

Class I (pensar)

Class II (poder)

Class III (pedir)

First person singular changes

Reflexive verbs and pronouns

(Me lavo, te vas, se viste)

Regular/irregular past participles

Present perfect

(He hablado ...)

Sentir + haber + past participle

(Siento haber llegado tarde.)

Acabar + de + infinitive

(Acabo de comer.)

Hacer for time ("ago", duration)

(Hace un año que lo he estudiado.)

(Hace un año que estudio.)

Desde hace + present perfect

(He estudiado desde hace un mes.)

Adverb formation (prefix, suffix)

Adverbs

Indefinite pronouns

Negative pronouns

Negative adverbs

Negative expressions (double)

(Nunca digo nada a nadie.)

Forms of address, in letters

Expressions of acceptance and agreement

## Suggested Vocabulary

venir, querer, sentar, sentir

dormir, jugar, volver, recordar

decir, vestir, seguir, conseguir

salir, hacer, traer, poner, conocer, saber

creer, pensar, estar de acuerdo (acordarse)

acostarse, bañarse, cepillarse, despertarse,

enamorarse, lavarse, levantarse, llamarse,

peinarse, preocuparse, sentarse, ponerse, sentirse,

vestirse, irse

hablado, comido, vivido

escrito, hecho, visto

pacientemente, cuidadosamente, con paciencia,  
con cuidado

quizás, tal vez, todavía, ya

algo, alguno, alguien

nada, ninguno, nadie

aún no, ni, ya no, nada más, nunca, jamás,

tampoco

querido, estimado, sinceramente, atentamente,  
besos y abrazos, cariñosamente

Set phrases: enhorabuena, gracias por, lo siento  
mucho, perdón, felicidades, ¿te gustaría ...? ¿qué  
tal si ...?

Parts of the body

Health/medical vocabulary: sano, enfermo, la  
dieta, estar en buena forma, el resfriado, la tos, la  
gripe, la fiebre

doler (Me duele la garganta.)

¡Claro! ¡Por supuesto! ¡Cómo no!



## Suggested Learning Activities

*Students could be learning through:*

- playing action games, for example, Pepe Dice (using reflexive verbs), charades (naming feelings), or Lo Tengo (naming body parts);
- role-playing doctors and patients in a tourist situation in a Spanish-speaking country — patients explain how they feel (symptoms with body parts) and doctor gives suggestions (tener + que + infinitive, deber + infinitive);
- listening to a Spanish news bulletin or advertisement, then answering questions about it;
- role-playing a number of telephone conversations — inviting a friend out, thanking someone, declining an invitation, apologising for something;
- role-playing a dialogue (in pairs) to plan a trip, outing, or excursion (using irregular verbs);
- creating and presenting a dialogue using responses appropriate to a particular situation (congratulations, thanks, apology), for example, Hoy es mi cumpleaños ... ¡Feliz cumpleaños! He sacado una buena nota ... ¡Enhorabuena! or ¡Felicidades!;
- debating a given topic, for example, ¿Qué piensas del uniforme de la escuela? ... Creo que es horrible porque ... or (No) estoy de acuerdo porque ...;
- reading wedding, anniversary, or first communion messages in a Spanish newspaper, then telling in their own words, in Spanish, what the announcement is about;
- creating a drama depicting Christmas celebrations in several Spanish-speaking countries, for example, Las Posadas (Mexico) and el Día de los Reyes Magos (Spain), and singing Christmas carols (villancicos);
- making posters showing the Spanish colonies and their dates of colonisation;
- writing a Work Wanted advertisement in Spanish, describing their own abilities (poder);
- labelling pictures, using the present perfect tense, to show what people have done, for example, El chico ha hecho su tarea ... Las mujeres han ido de compras;
- creating and conducting a class survey to find out where students have been or what they have done or seen, for example, ¿Has viajado a ...? ¿Has visto ...?;
- presenting a fashion parade, in pairs, with one student dressing up and the other describing to the class what he or she is wearing;
- describing and comparing the clothing and fashions in advertisements in a Spanish magazine (orally and in written form);
- redesigning the school uniform and presenting the new design, with pictures or OHPTs, to the class (comparatives, colours, adjectives);
- reading formal and informal Spanish letters and using them as models for writing their own letters;
- using the telephone to invite people to a party celebrating a special occasion;
- continuing the historical timeline started at level 2 to include information on the Spanish colonisation of the New World;
- making a “chain drill”— ¿Hace cuánto tiempo has estudiado español? He estudiado español desde hace dos años (present perfect), ¿A qué hora te levantas? Me levanto a las siete (reflexives);
- brainstorming, in Spanish, good and bad health habits and following up (in groups) by making posters illustrating these habits;

- making short oral presentations (about three minutes) based on the question, *¿Qué haces para estar en buena forma?*;
- using the computer in pairs — one partner types simple sentences, the other rewrites the sentences in the present perfect;
- taking turns with a partner to type infinitives for stem-changing verbs — each partner then conjugates the other's infinitives;
- using the computer to type a list of adjectives, then changing them to adverbs;
- writing, on the word processor, a story about their own daily routines (using reflexive verbs), then finding a partner and editing one another's work.

## Suggested Assessment Activities

### Self Assessment

*Students could monitor their own progress by:*

- using a checklist like this one;

I can ask for and offer help.  
 I can talk about what I and others can or can't do.  
 I can talk about wishes and intentions.  
 I can issue, accept, and decline invitations.  
 I can congratulate, thank, and apologise.  
 I can talk about what I and others have done.  
 I can write a formal and an informal letter.

- describing, in a class diary, what new Spanish they have learned in a given period, and how they have learned it;
- keeping a folio of their own work up to date.

### Peer Assessment

*Students could monitor one another's progress by:*

- using bilingual vocabulary and phrase tests;
- taking part in guided dialogues;
- doing question and answer tests together;
- doing substitution exercises together;
- working on a computer together;
- filling in checklists relating to one another's language work.

### Teacher Assessment

*Teachers could assess students' progress when students are:*

- listening to a conversation or invitation and writing the details in Spanish — date, time, place, occasion (listening, writing);
- writing a postcard or letter from their holiday place stating what they have done and what they have not done (writing);

- completing a conversation by responding to questions in the present perfect tense (listening, speaking, reading, writing);
- listening to a news bulletin or advertisement, then answering written questions about it (listening, writing);
- role-playing a telephone conversation inviting a friend out (listening, speaking);
- completing a conversation by providing the appropriate questions for given responses (listening, speaking, reading, writing);
- listening to statements about pictures — of a wedding, festival, or religious celebration — and marking them true or false (listening);
- reading a passage about colonisation or celebrations and answering multi-choice questions about it (reading);
- changing affirmative statements to negative ones, using indefinite and negative pronouns — Hay alguien aquí = No hay nadie aquí (reading, writing);
- preparing and writing a dialogue in which one person issues an invitation and the other declines or accepts (speaking, writing);
- answering and asking questions in a conversation about abilities and possibilities — ¿Puedes venir a mi casa? Sí, puedo venir (listening, speaking);
- describing their own daily routine, or a friend's, using reflexive verbs and referring to time (speaking, writing);
- following pictures and clocks and writing a diary entry for a worker, homemaker, or student (writing);
- role-playing a doctor-patient situation (speaking, writing);
- reading a formal letter and writing an answer to it (reading, writing).

# Spanish in the New Zealand Curriculum

## Level 6: Social Competence

### Achievement Objectives

The communication functions illustrate the communicative competence students should have at level 6. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.

#### **Communication Functions**

Students should be able to:

- understand, ask about, and express events or facts in the past;
- recognise, ask about, and express likes and dislikes, giving reasons;
- ask for, offer, and respond to suggestions about plans;
- express acceptance and refusal, giving reasons;
- understand and express descriptions of activities, events, and facts in a sequence;
- express and respond to concern, surprise, happiness, and interest about an event or fact;
- understand and describe how to do or use something.

#### **Ejemplos**

Hoy me levanté tarde.  
Cuando era niña, me levantaba temprano.

¿Te cae bien Felipe? No me cae bien porque es arrogante.

¿Qué te parece si organizamos una fiesta? Me parece estupendo.

¿Qué tal si vamos al cine?  
Lo siento, no puedo hoy.

Primero fuimos al museo. Luego visitamos la torre. Después comimos en el café.

No salí bien en el examen. ¡Qué lástima!  
Me encontré un billete de \$50.  
¡Qué bien!

Para hacer una tortilla española: Se baten los huevos, se pican las cebollas, se pelan las patatas ...  
Se usa esta llave para abrir la puerta.

## Language Level Indicators

*In a range of contexts and selected genres, students should be able to:*

### Listening

- understand and respond appropriately to more complex dialogue, narrative, and information;
- get the gist of language from selected authentic sources such as Spanish visitors or Spanish television programmes, videos, or audio tapes;
- recognise detail and interpret meaning in more complex language.

### Speaking

- speak confidently and fairly fluently with increasingly accurate pronunciation and intonation;
- use more complex language appropriately and with confidence in conversation;
- use a wide range of language to present information and ideas.

### Reading

- get the gist of a wide range of texts containing some unfamiliar language;
- recognise detail and interpret meaning from a range of texts.

### Writing

- write simple passages of linked paragraphs using more complex language with confidence and increasing fluency and accuracy;
- write a sequence of descriptive statements in a logical progression, following a model.

## Suggested Socio-cultural Aspects

Education systems • Working in the Hispanic world (city and country)  
 Travel and transportation • Trade and industry • Dating and relationships (piropos) • Spain and the independence of the Spanish colonies

## Suggested Structures

Uses of articles with reflexive  
(Me pongo el sombrero.)

Indirect object pronouns  
(me, te, le, nos, os, les)  
(Le escribo./Se la escribo.)

Preterite past tense:  
regular/irregular forms,  
spelling changes

Imperfect past tense:  
regular/irregular forms

Prepositions

Linking conjunctions

Exclamations

"Se" for passive voice  
(Se habla español aquí.)  
(Se venden revistas allí.)

Suggestions

## Suggested Vocabulary

gustar, quedar bien, doler, encantar, interesar,  
importar, sorprender, caer bien, preocupar

ayer, la semana pasada, el año pasado, hace diez  
días, anteaer, en el siglo XIV

por, para

luego, después, pues

¡Qué lástima! ¡Qué bien! ¡Qué lata! ¡Caramba!  
¡Qué alegría! ¡Qué horror! ¡Qué suerte!

se

¿Qué tal si ...? ¿Qué te parece si ...? ¿Te apetece ...?

Travel and transportation vocabulary: en avión/  
barco/autobús/tren/coche/bicicleta, a pie/  
caballo, el billete, el boleto, el vuelo, la visa, el  
pasaporte, hacer una reservación (reserva)

Trade and industry vocabulary: el comercio, la  
agricultura, la industria, la compañía, la  
economía, desarrollar, la solicitud de trabajo, la  
entrevista

Employment vocabulary

Education vocabulary

## Suggested Learning Activities

*Students could be learning through:*

- writing an autobiography and presenting it to the class as a poster or book;
- watching a video or television programme, or listening to a native speaker, live or on tape, to collect material for a project on a specific topic, then answering, in Spanish, questions which relate to the topic;
- writing a diary entry, letter, or postcard, using the preterite or imperfect past tense, describing recent activities;
- role-playing a telephone call and talking about plans for the weekend or making a date, suggesting possibilities (when, where, why) and responding to suggestions, for example, *¿Qué tal si ...? ¿Te gustaría ...? ¿Qué te parece si ...?*;
- reading and following recipes;
- reading a recipe and telling the class in their own words how to prepare it (se + present tense);
- reading and responding to a model letter asking for personal information, for example, about their likes and dislikes, plans, and past events in their lives;
- role-playing a telephone call where the caller describes a new possession and explains how it works, while the listener asks questions to guess what it is;
- listening to a passage about education in the Hispanic world and answering questions relating to it, orally or in writing;
- studying and reciting “trabalenguas” (tongue twisters) and “refranes” (proverbs) and making up new ones;
- making a chart showing comparisons between New Zealanders and Spanish-speaking people — likes, dislikes, interests, and customs, including customs relating to dating and relationships (les gusta, les interesan, les encanta);
- writing to pen-friends who are students in Spanish-speaking countries;
- updating the posters on colonisation made at level 5, showing dates and important facts about the independence of these colonies;
- reading a passage about social aspects of Spanish culture and extracting the main idea in English, or answering questions in English;
- writing letters to organisations such as consulates, embassies, or trade departments asking for information on schools, student exchanges, study programmes, education, health, employment, trade, or tourism in Spanish-speaking countries, and setting up an information booth;
- continuing the historical timeline begun at level 2 to include information on Spain and the independence of the former Spanish colonies in America;
- making a “chain drill” — *¿Adónde fuiste ayer después de la escuela? Fui a casa, ¿Dónde vivías cuando eras pequeño? Vivía en Nelson;*
- role-playing, in groups, the parts of people at a travel agency organising a trip to a Spanish-speaking country — making reservations, discussing prices and dates of travel, and also talking about which country to visit and why;
- making a short oral presentation about a recent holiday or trip;
- filling in a job application form in Spanish and role-playing a job interview;
- writing short passages in the present tense on a computer, then changing to another computer and putting another student’s passage into the past tense;
- using the computer to produce a Work Wanted advertisement in Spanish, describing their own talents and qualifications.

## Suggested Assessment Activities

### Self Assessment

Students could monitor their own progress by:

- using a checklist like this one;

I can talk about events in the past.  
I can talk about likes and dislikes, giving reasons.  
I can ask for and give suggestions.  
I can accept and refuse, giving reasons.  
I can describe how something is done.  
I can describe the use of an object.

- describing, in a class diary, what new Spanish they have learned and how;
- keeping a folio of their own work up to date.

### Peer Assessment

Students could monitor one another's progress when they are:

- taking part in guided dialogues;
- doing question and answer tests together;
- doing substitution exercises together;
- filling in checklists relating to one another's language work.

### Teacher Assessment

Teachers could assess students' progress when students are:

- listening to a conversation (two young people making a date) and answering questions on details — when, where, who, feelings of speakers (listening, writing);
- reading and responding in writing to a penfriend's postcard telling about their recent holiday and asking about the reader's (reading, writing);
- replying aloud to spoken remarks, giving an appropriate response, for example, concern, shared pleasure, interest (listening, speaking);
- completing a conversation by responding to questions in the preterite or imperfect past tense (listening, speaking, reading, writing);
- reading an advertisement and writing down the main facts given (reading, writing);
- reading or listening to a passage in Spanish (on employment, history, or education) and answering questions (listening, reading, speaking, writing);
- writing a postcard describing recent activities, using the preterite or imperfect past tense (writing);
- giving a talk about similarities and differences between New Zealanders and Spanish-speaking people, using *les gusta*, *les interesa*, *les encanta* (speaking);
- describing an older person as they were when young, or a place as it was fifty years ago (speaking, writing);
- listening to a conversation between two people talking about their likes and dislikes and their reasons for these, and answering written questions about what was said (listening, writing);
- completing a conversation asking for plans, and offering suggestions about them — *¿Qué tal si vamos al cine?* and so on (listening, speaking, reading, writing);
- looking at pictures and explaining how something is done — *Se deposita la moneda ... Se marca el número*, and so on (speaking, writing);
- role-playing a phone call telling what they did yesterday (listening, speaking).



## Levels 7 and 8: Personal Independence

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*By the end of level 8*

learners can take part in general conversation with native speakers, understanding most of what is said, and contributing relevant comments. They can explain and debate about many of their own ideas and opinions, and use language imaginatively. They can read a variety of authentic materials on non-specialised topics, and write expressively for a variety of purposes. They are comfortable interacting with native speakers, especially those of their own age, in social situations.

# Spanish in the New Zealand Curriculum

## Level 7: Personal Independence

### Achievement Objectives

The communication functions illustrate the communicative competence students should have at level 7. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.

#### Communication Functions

Students should be able to:

- interpret selected and adapted media (newspapers, magazines, television, video, radio, and popular music);
- give and ask reasons for or against an idea or activity;
- understand and respond appropriately to information about actions or events which are conditional upon other actions or events;
- express and enquire about actions or events which are conditional upon other actions or events;
- report what someone said or wrote;
- ask someone to do or not do something;
- understand commands and respond to them;
- understand and respond appropriately to expressions of wonder about an event or activity;
- express wonder about an event or activity.

#### Ejemplos

- Según el artículo, no habrá escuelas en el futuro.  
Lo malo es que hay mucha violencia en este programa.
- Deberíamos conducir más. No estoy de acuerdo. Deberíamos conducir menos para ahorrar energía.
- Si tenemos tiempo, iremos al café.
- Si paso el examen, mi padre me comprará un coche.
- Mi amigo me dijo que vendría hoy.
- Enciende la luz, por favor. No la apagues todavía.
- Ven acá. Ya voy.
- ¿Qué vendrá en el examen?
- ¿Dónde estarán los chicos?

## **Language Level Indicators**

*In a wide range of contexts and genres, students should be able to:*

### **Listening**

- understand and respond appropriately to abstract ideas expressed in more complex language;
- recognise opinions, attitudes, and emotions;
- comprehend detail and summarise meaning.

### **Speaking**

- speak confidently and fairly fluently, using more complex language with increasingly accurate pronunciation and intonation;
- initiate and confidently maintain conversation which may have some unpredictable content;
- use various kinds of complex language to present points of view.

### **Reading**

- get the gist of a range of texts, including texts which convey opinions, attitudes, and emotions;
- comprehend detail and summarise meaning.

### **Writing**

- write longer passages, which have more complex sentences and paragraphs, with confidence and increasing fluency and accuracy;
- write factual and imaginative passages to present ideas, information, and points of view.

## **Suggested Socio-cultural Aspects**

Socio-economic concerns (unemployment, rural and urban migration, social welfare, family, education, health, the rights of indigenous peoples) • Roles of women and men (machismo) • Media and film • Literature • Modern history (nineteenth and twentieth century) in the Hispanic world

## Suggested Structures

Future tense (estaré, haré)  
(regular/irregular forms)

Wonder (¿Qué hora será?)

Conditional tense (estaría, haría)  
(regular/irregular forms)

debería + infinitive  
(Debería terminar pronto)

Wonder (¿Dónde estaría la llave?)

Future perfect (habré hecho)

Neuter pronouns

Relative pronouns

Possessive pronouns

Imperative (commands)  
(affirmative/negative)

Formal (Ud/Uds)

Informal (tú/vosotros)

Pronouns with imperative

(Pregúntaselo.)

(No se lo preguntes.)

Linking expressions

Words for clarifying communication

## Suggested Vocabulary

lo, lo que, esto, eso

que, cual, donde, quien

mío, tuyo, suyo, nuestro, vuestro, (el mío ...)

Refranes, dichos, idiomatic expressions

Media vocabulary: la telenovela, las noticias,  
los anuncios publicitarios, el canal, la  
pantalla, el corresponsal, la entrevista, el  
pronóstico

el desempleo, el paro, los indígenas

a pesar de, por lo tanto, además de, aunque,  
sin embargo, según, en cuanto a, con  
respecto a

por ejemplo, en otras palabras, lo que quiere  
decir es ...

## Suggested Learning Activities

*Students could be learning through:*

- preparing questions and interviewing native speakers (possibly exchange students) on particular cultural, social, or economic issues;
- writing an article based on a given newspaper headline, for example, “Estudiante descubre un tesoro perdido” or “Estudiante salva la vida del profesor de español”;
- listening to interviews in Spanish (taped or read aloud) on familiar topics, identifying the feelings and attitudes of speakers, and comparing these with their own responses by filling in a grid, for example, Está contento/Le encanta/Le gusta/No está de acuerdo;
- reading travel brochures, planning an outing, making an itinerary, presenting this to the class, and saying what will happen and what they will do as a group;
- making a publicity poster or an advertisement, using formal commands to urge readers to do, see, or buy something;
- reading and summarising short articles or stories, or making editorial comments on them (acordarse, gustar);
- setting up a reading/reference library in class, including “published” work of students, and ordering Spanish magazines and newspapers;
- watching a video of a news programme, or a documentary about a social situation or problem, and discussing (in Spanish) what they have seen (indirect speech);
- surveying classmates on their preferences in fast food, music, and hobbies, then reporting the results to the class, using indirect speech;
- producing, in class, a soap opera which includes a lot of dramatised emotion;
- playing word games, for example, Hangman, Chain Messages, or Chinese Whispers around the class — “María dice que ...” (indirect speech);
- making posters featuring important historical identities of Spain and Latin America (for example, Isabella and Ferdinand, Pancho Villa, Simón Bolívar, Ché Guevara, Franco, Rey Juan Carlos, Evita Perón);
- reading selected literature, as a class or individually;
- making a bulletin board or scrapbook of articles about the Hispanic world from New Zealand newspapers and magazines;
- reading a New Zealand newspaper article and reporting in Spanish what it says, to the class (indirect speech);
- continuing the historical timeline begun at level 2 to include information about modern history in the Hispanic world;
- making a “chain drill” — ¡Levántate! No quiero levantarme (No voy a levantarme) ¿Dónde estarás en el año 2000? Estaré en ...;
- attending Spanish film festivals and discussing the films they see;
- watching a video of a popular Hispanic television or music programme and comparing it with New Zealand television or music;
- researching and writing an essay, in Spanish, comparing the roles of men and women in New Zealand and Hispanic countries;
- debating for and against an idea or activity, for example, Deberíamos tener clases el sábado;
- using the computer, in pairs, to type a passage in the present tense, then changing to another pair’s computer and re-writing their passage, using the future and conditional tenses;

- using the computer to type ten media vocabulary words, then exchanging words with a partner and creating sentences or a short passage with those words;
- using the computer to establish pen-friend links with another New Zealand school which has Spanish classes.

## Suggested Assessment Activities

### Self Assessment

*Students could monitor their own progress by:*

- using a checklist like this one;

I can read and interpret media.  
 I can talk about events in the future.  
 I can report what someone said or wrote.  
 I can talk about events that are conditional upon other events.  
 I can tell someone to do or not do something.  
 I can argue for and against an idea or activity.  
 I can express wonder about an event or activity.

- describing, in a class diary, what new Spanish they have learned in a given period, and how they have learned it, working with partners or in groups;
- keeping a folio of their own work up to date.

### Peer Assessment

*Students could monitor one another's progress by:*

- using bilingual vocabulary and phrase tests;
- taking part in guided dialogues;
- doing question and answer tests together;
- doing substitution exercises together;
- working on a computer together;
- filling in checklists relating to one another's language work.

### Teacher Assessment

*Teachers could assess students' progress when students are:*

- writing interview questions on issues such as smoking, violence, television, or the interviewee's music preferences, presenting the interview orally in pairs, then writing a report in which they analyse the information gained (listening, speaking, reading, writing);
- making an itinerary which says what certain tourists will do and when they will do it (speaking, writing);
- matching newspaper articles to headlines (reading);

- rewriting, in the future tense, a paragraph which was written in the present tense (reading, writing);
- preparing, and presenting to the class, a talk in which they discuss their own goals and plans, using the future tense (speaking);
- rewriting direct speech as indirect speech, for example, “Hola ¿cómo estás?” Juan pregunta, becomes: Juan preguntó cómo estaba (reading, writing);
- responding orally to a given stimulus, which could be, Cuando saco una buena nota en un examen me siento orgulloso, or, Cuando hay un terremoto tengo miedo (listening, speaking);
- role-playing a telephone call about what activity to do and why (listening, speaking);
- reading a newspaper or magazine article in Spanish, and answering written questions on it (reading, writing);
- taking a set of historical events, written in Spanish, and putting them into the correct sequence (reading);
- answering questions using the conditional, such as ¿Qué harías con mil dólares? (listening, speaking, reading, writing);
- reading an article or book and saying, or writing in their own words, what it is about (reading, writing, speaking);
- writing an imaginary horoscope for a friend (writing).

# Spanish in the New Zealand Curriculum

## Level 8: Personal Independence

### Achievement Objectives

The communication functions illustrate the communicative competence students should have at level 8. The language level indicators illustrate the linguistic competence students should show while performing the communication functions.

#### **Communication Functions**

Students should be able to:

- understand, express, and respond to the consequences of actions and events (if ... then);
- give, seek, and receive advice;
- recognise, express, and enquire about the doubt, possibility, probability, and uncertainty of actions and events;
- make and respond to requests for something to be done;
- ask and direct others to do something or not to do it, to go somewhere or not to go there;
- understand, express, and respond to a prediction or hypothesis and argue for and against it;
- understand and express advantages and disadvantages, giving reasons.

#### **Ejemplos**

Si tuviera dinero, compraría más.  
Si fueras rico, no trabajarías.

Te aconsejo que veas ese programa.

Dudo que tengan este libro.  
Es probable que llueva mañana.  
Espero que lo haya visto.

La profesora quiere que terminemos el proyecto hoy.

No quiero que salgas con ese chico.  
Ve a la fiesta, pero no vayas con él.

Habrà una cafetería en la escuela.  
No creo que tengan bastante dinero.

Sería bueno que tuviéramos más profesores porque habría menos estudiantes en cada clase.



## Language Level Indicators

*In a wide range of contexts and genres, students should be able to:*

### Listening

- understand and respond appropriately to complex dialogue, narrative, and information;
- interpret opinions, attitudes, and emotions;
- recognise fine detail and draw inferences and conclusions.

### Speaking

- speak confidently and fluently with fairly accurate pronunciation and intonation;
- initiate and confidently maintain conversation with a variety of speakers;
- use various kinds of complex language structures to present, argue, and support points of view.

### Reading

- get the gist of a wide range of texts;
- recognise fine detail and draw inferences and conclusions.

### Writing

- adapt format, length, and style in writing to suit both purpose and audience;
- write longer factual and imaginative passages in a range of genres, with confidence and fluency.

## Suggested Socio-cultural Aspects

Hispanic humour contrasted with that of other cultures • Government systems in New Zealand and the Hispanic world (Spanish monarchy, Latin American governments) • Religion in the Hispanic world • The environment • Modern trends in the Hispanic world • Hispanic links with New Zealand

## Suggested Structures

Subjunctive forms and mood:

Present subjunctive (hable)

Present perfect subjunctive

(haya hablado)

Imperfect subjunctive

(hablara/hablase)

Pluperfect subjunctive

(hubiera/hubiese hablado)

Conditional perfect

(habría hablado)

Sequence of tenses:

(Quiero que vengas.)

(Quería que vinieras.)

(Lo habría hecho si hubiera tenido más tiempo.)

Prepositions: verbs with

verbs without

Al + verb

(Al ver a Juan, lo saludé.)

Negative conjunctions

Infinitives as nouns

(Ver es creer.)

Passive voice: Ser + past participle

(Fue escrito por ...)

(Ha sido escrito por ...)

(Será escrito por ...)

## Suggested Vocabulary

espero/quiero/puede/necesito/es importante/es probable/ojalá/tengo miedo de/no creo (+ que + subjunctive)

soñar con, depender de, consistir en, contar con, enamorarse de, casarse con, tratar de agradecer, lograr, buscar, pagar, mirar

sino, ni siquiera

Politics vocabulary: el partido, el gobierno, el presidente, el primer ministro, la corte

Religion vocabulary

Environment vocabulary: el medio ambiente, la ecología, la conservación, la naturaleza

## Revision and Extension

Classic “pitfalls”

Gender/number agreement and exceptions

Use/non-use of articles

Personal “a” and verbs with “a”

Irregular verbs (all tenses)

Position of adjectives

Ser and estar

Object pronouns (direct/indirect)

Reflexive verbs and pronouns

Preterite and imperfect past tenses

Imperative

Subjunctive

Position of pronouns

False cognates

Use of prepositions (por/para)

Words and verbs often confused

## Suggested Learning Activities

*Students could be learning through:*

- chatting spontaneously with “surprise” visitors from Spanish-speaking countries;
- debating particular social issues, for example, drugs, alcohol, dating, ecology, driving, or education;
- listening to a Spanish media interview on controversial issues, for example, drug trafficking, education, or smoking, and then producing a poster showing their own points of view on the subjects;
- reading and reviewing a song, poem, or short story, and using it as a basis for creative writing;
- making a brochure outlining the special features of their own town or area, and telling Spanish speakers to come to New Zealand (using commands), as well as explaining why they should come;
- producing a video talk show on current issues, including an interview, a debate, a survey of the audience, and advertisements;
- writing a short piece, in prose or verse, protesting about a social issue;
- making a graffiti board for the class (¡Viva el español! ¡Más vacaciones! ¡Menos tarea!);
- taking part in a home reading programme with reading materials in Spanish;
- making a “Hispanic trivia” poster, showing basic information about a Spanish-speaking country and noting some of its unique features;
- reading and following a Spanish cartoon series regularly, for example, “Mafalda”, and creating their own cartoons;
- regularly updating the class history timeline begun at level 2, adding current information about the Spanish-speaking world;
- using information from embassies and consulates (gathered at level 6) to produce a resource (poster, book, or pamphlet) and presenting it orally, in Spanish, to the class;
- playing a Hispanic trivia game in teams, making up questions and answers, for example, ¿Cuántos países hay en Sudamérica? ¿Cómo se escribe la palabra “izquierda”?;
- playing *Escrúpulos* (Scruples), giving situations, responding with “sí” or “no”, arguing points of view, and offering reasons;
- designing and producing a “for or against” advertisement relating to a social issue (for example, drugs, alcohol, smoking, ecology, or education), using commands;
- researching the economic, social, and political links between New Zealand and Spanish-speaking countries through New Zealand government departments and through embassies and consulates, and presenting information, in posters and orally, to the class;
- making “chain drills” — ¿Qué quieres que haga yo ahora? Quiero que me hagas una hamburguesa;
- filling in speech bubbles in a comic strip with humorous exchanges;
- reading Spanish jokes, riddles, and “adivinanzas” to the class and having class members respond, or guess the answers, in turns;
- using the computer, in groups, to create a class newspaper covering current affairs, world news, fashion, advertisements, jobs, and horoscopes in Spanish, then printing the paper for the class to use with follow-up comprehension activities.

## Suggested Assessment Activities

### Self Assessment

*Students could monitor their own progress by:*

- using a checklist like this one;

I can talk about the consequences of actions and events.

I can give and seek advice.

I can talk about actions and events that may be doubtful, possible, probable, or uncertain.

I can ask for something to be done.

I can ask or direct someone to do or not to do, to go or not to go.

I can argue for and against a hypothesis.

I can talk about advantages and disadvantages, giving reasons.

I can appreciate Spanish humour.

- describing, in a class diary, what new Spanish they have learned in a given period, and how they have learned it;
- keeping a folio of their own work up to date.

### Peer Assessment

*Students could monitor one another's progress by:*

- using bilingual vocabulary and phrase tests;
- taking part in guided dialogues;
- doing question and answer tests together;
- doing substitution exercises together;
- working on a computer together;
- filling in checklists relating to one another's language work.

### Teacher Assessment

*Teachers could assess students' progress when students are:*

- giving a short, impromptu talk on a current issue (speaking);
- organising and producing a team project, including research, and presenting it with visual, written, and spoken elements (speaking, reading, writing);
- listening to a taped media interview about modern trends or a controversial issue in the Hispanic world, and answering written questions about the interview (listening, reading, writing);
- writing and producing a radio advertisement which uses commands to get listeners to do something, for example, to conserve energy, to learn another language, or to vote (writing, speaking);
- listening to a song of protest in Spanish and marking statements about it "true" or "false" (listening, reading);
- considering a cartoon, then writing a paragraph in which they state the main points in the cartoon and give their own opinions of it (reading, writing);

- writing a letter to the editor of a Spanish newspaper (or magazine) about one of their articles which the students have read (reading, writing);
- writing a dialogue in speech bubbles for a comic strip series (writing);
- completing sentences using the subjunctive — Es importante que ... Quiero que ... Espero que ... (reading, writing);
- talking about the advantages or disadvantages of, for example, wearing a uniform, attending a single-sex school, or learning another language, giving their reasons (speaking, writing);
- reading a Hispanic newspaper or magazine article about recent events or social issues in Spain or Latin America, and answering questions about it (speaking, reading, writing).

# Appendix

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## Areas of Experience and Topics

Possible areas of experience and related topics are listed here for teachers to consider. It is not an exhaustive list; teachers and students will have further ideas for organising language learning programmes. Students should be encouraged to explore their own interests within a particular focus, and to make creative links with other areas of the curriculum.

Many of the ideas in this list overlap. Most, however, can be used at any level and, over the learning period, can be organised to provide a spiral curriculum. Vocabulary and structures can be revised, reinforced, and extended as more complex activities are introduced to match the language competence of students. Open-ended activities within individual topics enable students to work at their own ability level, and thus cater for multi-level teaching in the classroom.

### *Suggested areas of experience*

Personal and social life  
(relations with other people,  
social attitudes, institutions)

Everyday activities

### *Suggested topics*

personal history  
health and fitness  
family  
family histories  
friendships  
growing up  
peer groups  
peer relationships  
roles and duties  
stereotyping  
customs and behaviours  
festivals and celebrations  
religious beliefs  
political events  
institutions (school, clubs, church)

domestic routines  
school routines  
hobbies and interests  
holiday activities  
sports  
pets  
travel and transport  
shopping  
entertainment  
food, drink, cooking  
eating out

## ***Suggested areas of experience***

## ***Suggested topics***

World around us

houses and housing  
home/town/city  
rural/city life  
land/sea  
industry  
local projects  
environmental issues  
migration  
plants/animals  
geography  
architecture  
history  
indigenous peoples

World of work

family occupations  
holiday work  
finding jobs  
writing letters  
local jobs/trades  
career plans/hopes  
tourism  
business projects  
farming/fishing  
unemployment  
money/exchange  
banking  
goods and services

Communications and technology

letters  
telephoning  
postal system  
television and radio  
print media  
comics and cartoons  
graffiti  
advertising  
computers  
benefits/problems of technology

International world

overseas travel  
exchanges  
national customs  
languages  
groups/organisations (United Nations)  
co-operation/conflict  
contributions to arts, science, technology

## *Suggested areas of experience*

## *Suggested topics*

Imagination and creativity

designing/making  
music/dance  
fashion/jewellery  
film/theatre  
circus/puppets  
street performers  
games/toys  
folklore/stories  
superstitions  
fiction/poetry  
drawing/painting/  
sculpture/pottery  
crafts

Cross-curricular content (areas and topics related to studies in other subjects)

other languages  
art  
career studies  
economics  
English  
environmental studies  
geography  
history  
home economics  
music  
science  
social studies  
technology