

Lesson Plan

IMVR LESSON PLAN

Learning Languages with IMVR

Learning Area	Languages (other than English)	Kit	IMVR Lumination Learning Lab
Year Level	Years 5-10	Duration	1x 60 minute Lesson

Introduction/Description

When learning an additional language, it can be helpful to be able to have conversational practice and receive feedback, particularly for pronunciation and use of vocabulary. Students can use Immersive Virtual Reality (IMVR) to practice their conversational skills and create their own vocabulary list, complete with recorded versions of their pronunciation.

Learning Intentions

Students will be able to practice their conversational skills and pronunciation of words in the chosen language they are studying.

Task Summary


Students will create an interactive vocabulary list of words pertaining to the topic or theme that is being studied using Thinglink and CoSpaces. They will also be able to practice their conversational pronunciation using *MondlyVR* in IMVR.

Preparation

Students are expected to:

- Have some background knowledge on the language and vocabulary associated with the current topic being studied.
- Have some background in using IMVR and Mondly.
- Have a basic background in using Thinglink. If not, please add at least a 1x 60 minute lesson for learning the basics.
- Have a basic understanding of how to use CoSpaces.
- Have pre-prepared a vocab list (either written out or given by the teacher).

Teachers should make sure that:

- IMVR headsets are calibrated and charged.
- They are familiar with the *MondlyVR* experience.
- Students are able to access Thinglink and have logins.
- Slide deck has been checked and adapted to show the vocabulary and language appropriate to the lesson.
- Students have access to microphones/ headphones if required for voice recording.
- Slides 4, 6, 7, & 8 have been updated (where highlighted) in the  Learning Languages with IMVR teaching slide deck, to give students specific instructions in relation to the level/ topic they would like students to engage with on Mondly, or CoSpaces.
- Students are divided into pairs or groups depending on how many devices are available. A suggested rotation cycle may be:

Group	Round 1	Round 2	Round 3
Group 1	IMVR	CoSpaces	Thinglink
Group 2	Thinglink	IMVR	CoSpaces
Group 3	CoSpaces	Thinglink	IMVR

This may differ based on student numbers

Resources

- Hardware:
 - Student laptops
 - IMVR Headsets
 - Student Mobile Devices
- IMVR Apps
 - [Mondly VR](#)

Experience the most advanced way to learn languages from the comfort of your couch. Mondly VR perfectly complements with Mondly's main language learning app, allowing you to practice everything that you learn. Our virtual characters will show you how fun learning can be! You'll get

instant feedback on your pronunciation, suggestions that enrich your vocabulary and surprises that transform learning a language with Mondly VR in a unique experience.

- Videos:
 - [How important is pronunciation in language learning](#) (4.55)
- Apps:
 - [CoSpaces EDU](#) (VR creation tool)
 - [CoSpaces German Words](#) Example
 - [Thinglink](#) (Creation tool)
 - [Thinglink Vocab](#) Example
- Teaching Materials:
 - [Learning Languages in IMVR Teaching Slide Deck](#)

Other Learning Areas

- Digital Technologies

Learning Sequence

1

Introduction
(8-10 mins)

Ask students to discuss in pairs – how important is pronunciation in learning a new language? Share thoughts with the class.

Direct students to watch

▶ How Important is Pronunciation in Language Learning? - OUINO.com (4.55)

2

Development
(40-45 mins)

Introduce the stations students will be engaging in

Station Based Rotations in 10-15 min intervals

Station 1 - IMVR

- Students are to engage with MondlyVR and have conversations or practice vocabulary in the appropriate language.

The teacher will need to have chosen whether it is a vocabulary session or a conversational language session. This will depend on the level of the students and the specific topics they may be studying.

Station 2 - Thinglink

- Students are to upload a picture of their vocab list to [Thinglink](#) (either written out by them, or given pre-prepared by the teacher).
- They are to add nodes to each list word with a voice recording of them pronouncing the word correctly (see example in [Learning Languages in IMVR teaching slide deck](#)).

Station 3 - CoSpaces

- Students use [CoSpaces](#) to create a gallery that includes written sentences and voice recordings of them speaking and pronouncing the sentences accurately based on the topic that they are learning about.
 - Teachers may want to give sentence starters, again, depending on the level of the student.
 - Students may work in pairs if appropriate.

3

Conclusion
(5 mins)

Students may share either their CoSpaces or Thinglink with their groups to check their pronunciations.

Additional Teaching Notes

This lesson has been written with the intention that it may be used with any of the languages that Mondly caters to. There are multiple themes and skill levels. The teacher will need to take note of what stages they want the students to engage with in Mondly.

Vocab lists include:


- Introductions
- Space
- Fruits
- Animals
- Vegetables 1
- Vegetables 2

Conversation scenarios include:

- Hello (train)
- Taxi
- Hotel - Reception
- Hotel - Room
- At the restaurant
- Appointment
- Shopping
- Tickets

The three skill levels for these include beginner, intermediate, and advanced.

A reminder that teacher will need to update **slides 4, 6, 7, & 8** (where highlighted) in the

 Learning Languages with IMVR teaching slide deck with specific instructions that relate to the students level/ topic studied.

Modifications

Adaptations

Students may be given a pre-made template in CoSpaces with sentence prompts or starters

Extension Ideas

Students may work in pairs and create/ record a scene in CoSpaces where they are having a conversation on the studied topic in the studied language

Curriculum Connections

Australian Curriculum	NSW Curriculum	VIC Curriculum
<p>Year 5&6 - Digital Technologies</p> <p>Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)</p> <p>Year 7&8 - Digital Technologies</p> <p>Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)</p> <p>Year 9&10 - Digital Technologies</p> <p>Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities (ACTDIP043)</p>	<p>Stage 3 - Digital Technologies</p> <p>plans and uses materials, tools and equipment to develop solutions for a need or opportunity ST3-2DP-T</p> <p>Stage 4 - Digital Technologies</p> <p>uses a range of technologies appropriately and safely in the development of quality design solutions DT4-10</p> <p>Stage 5 - Digital Technologies</p> <p>develops and evaluates creative, innovative and enterprising design ideas and solutions DT5-6</p>	<p>Levels 5 & 6 - Digital Technologies</p> <p>Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols VCDTDI029</p> <p>Levels 7 & 8 - Digital Technologies</p> <p>Define and decompose real-world problems taking into account functional requirements and sustainability (economic, environmental, social), technical and usability constraints VCDTCD040</p> <p>Levels 9 & 10 - Digital Technologies</p> <p>Manage and collaboratively create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities VCDTDI049</p>

Languages	Stage 3 – Languages	Levels 5 & 6 – Languages
<p>Year 5&6</p> <p><u>Arabic:</u> Understand patterns of intonation and pronunciation, including the way vowels soften and extend sounds, and apply appropriate conventions to their writing [Key concepts: sound systems, application, writing systems; Key processes: analysing, applying] (ACLARU148)</p> <p><u>Chinese</u> Discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing (ACLCHU042)</p> <p><u>French</u> Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts [Key concepts: listening discrimination, accuracy, fluency; Key processes: listening, reading, recognising] (ACLFRU048)</p> <p><u>German</u> Explain and apply basic rules for German pronunciation, intonation, spelling and punctuation [Key concepts: pronunciation, writing systems, punctuation; Key processes: spelling, making connections, applying rules] (ACLGEU148)</p> <p><u>Hindi</u> Understand how the conventions of written script determine the structure and organisation of written language, and understand the relationship between word formation and pronunciation [Key concepts: variation, discrimination, representation; Key processes: understanding, recognising, applying conventions] (ACLHIU048)</p>	<p><u>Arabic:</u> uses Arabic to interact with others to exchange information and opinions, and to participate in classroom activities LAR3-1C</p> <p><u>Chinese:</u> applies key features of Chinese pronunciation and intonation LCH3-5U</p> <p><u>French:</u> applies key features of French pronunciation and intonation LFR3-5U</p> <p><u>German:</u> applies key features of German pronunciation and intonation LGE3-5U</p> <p><u>Hindi:</u> applies key features of Hindi pronunciation and intonation LHI3-5U</p> <p><u>Indonesian:</u> applies key features of Indonesian pronunciation and intonation LIN3-5U</p> <p><u>Italian:</u> applies key features of Italian pronunciation and intonation LIT3-5U</p> <p><u>Japanese:</u> applies key features of Japanese pronunciation and intonation LJA3-5U</p> <p><u>Korean:</u> applies key features of Korean pronunciation and intonation LK03-5U</p> <p><u>Modern Greek:</u> applies key features of Modern Greek pronunciation and intonation LMG3-5U</p> <p><u>Spanish:</u> applies key features of Spanish pronunciation and intonation LSP3-5U</p> <p><u>Turkish:</u></p>	<p><u>Arabic</u> Understand patterns of intonation and pronunciation, including the way vowels soften and extend sounds, and apply appropriate conventions to their writing VCARU148</p> <p><u>French:</u> Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts VCFRU048</p> <p><u>German:</u> Explain and apply basic rules for German pronunciation, intonation, spelling and punctuation VCDEU148</p> <p><u>Hindi:</u> Interact using descriptive and expressive language to give opinions, talk about themselves and their feelings and show interest in and respect for others VCHIC037</p> <p><u>Indonesian:</u> Notice pronunciation of phonemes such as ng/ngg/ny, and notice the difference in pronunciation of loan words from English VCIDU046</p> <p><u>Italian:</u> Develop pronunciation and intonation of Italian-specific sounds VCITU051</p> <p><u>Japanese:</u> Engage with authentic spoken language, recognising how words blend and understanding the relationship between sounds, words and meaning VCJAU156</p> <p><u>Korean:</u> Socialise and build relationships with peers and teacher through the exchange of personal information in relation to self, friends and family members VCKOC134</p> <p><u>Modern Greek:</u> Identify and reproduce letter clusters, the digraphs/diphthongs, reproduce key features of intonation and pronunciation, experiment with</p>

<p><u>Indonesian</u> Understanding the language system, including sound, writing, grammar and text. Notice pronunciation of phonemes such as <i>ng/ngg/ny</i>, and notice the difference in pronunciation of loan words from English [Key concepts: loan, emphasis; Key processes: experimenting, predicting] (ACLINU046)</p> <p><u>Italian</u> Develop pronunciation and intonation of Italian-specific sounds (ACLITU051)</p> <p><u>Japanese</u> Engage with authentic spoken language, recognising how words blend and understanding the relationship between sounds, words and meaning [Key concepts: phonemic awareness, spelling, rhythm; Key processes: identifying, discriminating, pronouncing, spelling] (ACLJAU156)</p> <p><u>Korean</u> Understand the relationships between letters and sounds, and between intonation and punctuation/printing conventions in Korean, applying this understanding to own speech, reading and writing [Key concepts: pronunciation, spelling, punctuation, correspondence; Key processes: recognising, analysing, relating, predicting] (ACLKOU164)</p> <p><u>Modern Greek</u> Identify and reproduce letter clusters, the digraphs/diphthongs, reproduce key features of intonation and pronunciation, experiment with the spelling of common words and apply basic punctuation rules [Key concepts: sound and writing systems; Key processes: recognising, understanding] (ACLMGU148)</p> <p><u>Spanish</u> Attend to the pronunciation of sounds and intonation patterns used in social interactions and apply writing conventions such</p>	<p>applies key features of Turkish pronunciation and intonation LTU3-5U</p> <p><u>Vietnamese:</u> applies key features of Vietnamese pronunciation and intonation LVI3-5U</p> <p>Stage 4 - Languages</p> <p><u>Arabic:</u> uses Arabic to interact with others to exchange information, ideas and opinions, and make plans LAR4-1C</p> <p><u>Chinese:</u> applies Chinese pronunciation and intonation patterns LCH4-5U</p> <p><u>French:</u> applies French pronunciation and intonation patterns LFR4-5U</p> <p><u>German:</u> applies German pronunciation and intonation patterns LGE4-5U</p> <p><u>Hindi:</u> applies Hindi pronunciation and intonation patterns LHI4-5U</p> <p><u>Indonesian:</u> applies Indonesian pronunciation and intonation patterns LIN4-5U</p> <p><u>Italian:</u> applies Italian pronunciation and intonation patterns LIT4-5U</p> <p><u>Japanese:</u> applies Japanese pronunciation and intonation patterns LJA4-5U</p> <p><u>Korean:</u> applies Korean pronunciation and intonation patterns LK04-5U</p> <p><u>Modern Greek:</u> applies Modern Greek pronunciation and intonation patterns LMG4-5U</p> <p><u>Spanish:</u> applies Spanish pronunciation and intonation patterns LSP4-5U</p>	<p>the spelling of common words and apply basic punctuation rules VCELU148</p> <p><u>Spanish:</u> Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements VCESU138</p> <p><u>Turkish:</u> Understand the relationships between intonation and stress in Turkish, and apply this understanding to their own written and spoken language and meaning-making VCTRU046</p> <p>Levels 7 & 8 - Languages</p> <p><u>Arabic:</u> Understand features of the Arabic sound system, including intonation and pronunciation, and how these are represented in written form, and apply writing conventions to form letters, words and texts VCARU012</p> <p><u>Chinese:</u> Discuss features of Chinese phonology and compare their own pronunciation with that of other speakers of Chinese VCZHU235</p> <p><u>French:</u> Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression, and notice how they combine to make or to change meaning VCFRU066</p> <p><u>German:</u> Recognise the pronunciation of loan words, and understand and apply knowledge of similarities and differences between German and English punctuation VCDEU165</p> <p><u>Hindi:</u> Initiate and sustain a range of spoken, written and online interactions, for example, exchanging views or experiences, offering opinions and making connections across different areas of interest VCHIC055</p> <p><u>Indonesian:</u></p>
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<p>as question and exclamation marks [Key concepts: auditory discrimination, stress, intonation, punctuation; Key processes: listening, reading, recognising] (ACLSPU156)</p> <p><u>Turkish</u> Understand the relationships between intonation and stress in Turkish, and apply this understanding to their own written and spoken language and meaning-making [Key concepts: accent, emphasis, vowel harmony, discrimination; Key processes: understanding, recognising, applying conventions] (ACLTUU046)</p> <p><u>Vietnamese</u> Recognise and apply features of intonation and pronunciation and writing conventions used in different types of texts and contexts [Key concepts: sound systems, pronunciation, punctuation; Key processes: recognising, applying] (ACLVIU151)</p> <p>Year 7 & 8</p> <p><u>Arabic</u> Understand and apply rules of intonation and pronunciation in spoken texts, and apply writing conventions with increased accuracy in written texts [Key concepts: writing conventions, pronunciation, sounds; Key processes: selecting, speaking, writing] (ACLARU165)</p> <p><u>Chinese</u> Examine differences in sounds and tones, and patterns of sound flow in speech (ACLCHU058) Year 7 entry level pathway: Recognise the tone-syllable nature of the spoken language, discriminate use of tones, rhythm, and sound flow in interactions, and use Pinyin to support learning the spoken language (ACLCHU090)</p> <p><u>French</u></p>	<p><u>Turkish:</u> applies Turkish pronunciation and intonation patterns LTU4-5U</p> <p><u>Vietnamese:</u> applies Vietnamese pronunciation and intonation patterns LVI4-5U</p> <p>Stage 5 - Languages</p> <p><u>Arabic:</u> manipulates Arabic in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate LAR5-1C</p> <p><u>Chinese:</u> demonstrates how Chinese pronunciation and intonation are used to convey meaning LCH5-5U</p> <p><u>French:</u> demonstrates how French pronunciation and intonation are used to convey meaning LFR5-5U</p> <p><u>German:</u> demonstrates how German pronunciation and intonation are used to convey meaning LGE5-5U</p> <p><u>Hindi:</u> demonstrates how Hindi pronunciation and intonation are used to convey meaning LHI5-5U</p> <p><u>Indonesian:</u> demonstrates how Indonesian pronunciation and intonation are used to convey meaning LIN5-5U</p> <p><u>Italian:</u> demonstrates how Italian pronunciation and intonation are used to convey meaning LIT5-5U</p> <p><u>Japanese:</u> demonstrates how Japanese pronunciation and intonation are used to convey meaning LJA5-5U</p> <p><u>Korean:</u></p>	<p>Notice how stress works in polysyllabic words and the use of intonation in subject-focus sentences VCIDU063</p> <p><u>Italian:</u> Develop an understanding and use the sound system of Italian VCITU070</p> <p><u>Japanese:</u> Understand that katakana is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds VCJAU174</p> <p><u>Korean:</u> Describe people, places, objects and everyday routines relating to school and home environments; express feelings and share interests and preferences VCKOC153</p> <p><u>Modern Greek:</u> Identify and reproduce irregularities of some sound-letter relationships and combinations, such as σμ, αυ, ευ, μία/μια, όι, άι, οί, αί, κι εγώ, build on pronunciation, using the accent mark for both intonation and meaning, spell frequently used words and apply accurate punctuation to writing VCELU165</p> <p><u>Spanish:</u> Notice the role and importance of pronunciation and intonation in Spanish, for example, to distinguish between statements, questions and exclamations, and understand Spanish writing conventions such as inverted question marks at the start of questions VCESU012</p> <p><u>Turkish:</u> Recognise and use appropriate features of Turkish sound and writing systems to produce texts that include specialised and less familiar language VCTRU063</p> <p>Levels 9 & 10 - Languages</p> <p><u>Arabic:</u> Understand rules of pronunciation and intonation and writing conventions, and apply these to own constructions to enhance meaning and aesthetic effect VCARU029</p>
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<p>Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression, and notice how they combine to make or to change meaning [Key concepts: word parts, idioms, expression; Key processes: listening, reading, identifying, describing] (ACLFU066) Year 7 entry level pathway: Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation [Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud] (ACLFU102)</p> <p><u>German</u> Recognise the pronunciation of loan words, and understand and apply knowledge of similarities and differences between German and English punctuation [Key concepts: pronunciation, punctuation, systems; Key processes: comparing, making connections, noticing] (ACLGU165) Year 7 entry level pathway: Recognise and use key features of the German sound system, including pronunciation, rhythm, stress and intonation, and identify main similarities and differences between the phonological and orthographic systems of English and German [Key concepts: pronunciation, spelling, intonation; Key processes: listening, imitating, recognising] (ACLGU012)</p> <p><u>Hindi</u> Identify correspondence between individual and combined elements of spoken and written Hindi, such as pronunciation of consonant clusters or the pronunciation and spelling of English words used in Hindi [Key concepts: syntax, prefixes, suffixes, word derivation; Key processes: recognising, analysing] (ACLU066) Year 7 entry level pathway: Understand the relationship between the sounds of spoken</p>	<p>demonstrates how Korean pronunciation and intonation are used to convey meaning LK05-5U</p> <p><u>Modern Greek:</u> demonstrates how Modern Greek pronunciation and intonation are used to convey meaning LMG5-5U</p> <p><u>Spanish:</u> demonstrates how Spanish pronunciation and intonation are used to convey meaning LSP5-5U</p> <p><u>Turkish:</u> demonstrates how Turkish pronunciation and intonation are used to convey meaning LTU5-5U</p> <p><u>Vietnamese:</u> demonstrates how Vietnamese pronunciation and intonation are used to convey meaning LV15-5U</p>	<p><u>Chinese:</u> Compare features of prosody across languages and explore how they contribute to expression of meaning VCZHU254</p> <p><u>French:</u> Recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways VCFRU120</p> <p><u>German:</u> Notice examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions; and articulate and apply in writing common German spelling and punctuation rules, such as for commas and quotation marks VCDEU029</p> <p><u>Hindi:</u> Interact with peers and others in familiar and unfamiliar contexts to compare experiences and to express views on local and global issues, such as relationships, education and popular culture VCHIC109</p> <p><u>Indonesian:</u> Recognise pronunciation of compound words and polysyllabic words, and use of rhythm and stress in complex sentences VCIDU114</p> <p><u>Italian:</u> Understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts VCITU127</p> <p><u>Japanese:</u> Understand the intonation and phrasing patterns of spoken Japanese; and recognise that most kanji have more than one 'reading' and that the pronunciation changes according to kanji compounds VCJAU030</p> <p><u>Korean:</u> Understand and use key features of Korean sound and writing systems, including pronunciation, intonation and print conventions, applying this understanding to own speech and writing VCKOU031</p> <p><u>Modern Greek:</u></p>
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<p>Hindi and elements of the Devanagari script, such as the writing of conjunct characters and the combinations of consonants and matras [Key concepts: pronunciation, intonation, writing conventions; Key processes: listening, distinguishing, recognising] (ACLIU102)</p> <p><u>Indonesian</u> Understanding the language system, including sound, writing, grammar and text. Notice how stress works in polysyllabic words and the use of intonation in subject-focus sentences [Key concepts: stress, intonation; Key process: noticing emphasis] (ACLINU063) Year 7 entry level pathway: Understanding the language system, including sound, writing, grammar and text. Develop understanding of pronunciation related to single and combined sounds and the use of intonation in statements and questions, noticing Indonesian spelling and pronunciation conventions [Key concept: sound system; Key processes: recognising, comparing] (ACLINU097)</p> <p><u>Italian</u> Develop an understanding and use the sound system of Italian (ACLITU070) Year 7 entry level pathway: Develop awareness of features of the Italian sound system, including pronunciation, syllable stress, rhythm and intonation, and how these are represented in written form (ACLITU108)</p> <p><u>Japanese</u> Understand that katakana is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds [Key concepts: pronunciation, loan words, voiced/unvoiced sounds, contractions, blends; Key processes: pronouncing, recognising] (ACLJAU174) Year 7 entry level pathway: Recognise and use features of</p>		<p>Recognise and reproduce Greek sound-letter relationships and combinations in spoken and written forms and key features of pronunciation, rhythm and stress, including some irregularities VCELU029</p> <p><u>Spanish:</u> Recognise and apply rules of Spanish pronunciation, stress and intonation, demonstrating awareness of differences in accent and pronunciation across the Spanish-speaking world, and use appropriate writing conventions VCESU030</p> <p><u>Turkish:</u> Understand and apply features of the Turkish sound and writing systems, including pronunciation and spelling patterns, to produce different types of texts and to participate in extended interactions VCTRU114</p>
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<p>the Japanese sound system, including pitch, accent, rhythm and intonation [Key concepts: mora, pitch, rhythm, intonation; Key processes: listening, distinguishing, recognising] (ACLJAU012)</p> <p><u>Korean</u> Use appropriate pronunciation rules and writing conventions to produce and read short texts in Korean that include some less familiar language [Key concepts: system, rules, patterns; Key processes: inferring, analysing, applying rules] (ACLKOU183) Year 7 entry level pathway: Recognise features of the Korean sound and writing systems including Hangeul, making connections between spoken and written Korean texts [Key concepts: sound discrimination, alphabetic system, syllable, syllable block, 받침; Key processes: identifying, distinguishing, relating] (ACLKOU012)</p> <p><u>Modern Greek</u> Identify and reproduce irregularities of some sound–letter relationships and combinations, such as σμ, αυ, ευ, μία/μια, όι, άι, οί, αί, κι εγώ, build on pronunciation, using the accent mark for both intonation and meaning, spell frequently used words and apply accurate punctuation to writing [Key concepts: sound and writing systems; Key processes: repeating, experimenting, comparing, applying] (ACLMGU165) Year 7 entry level pathway: Identify similarities and differences between the phonological and orthographic systems of English and Greek, including accentuation and intonation in oral language, and decode and use the Greek script [Key concepts: sound system, writing system; Key processes: recognising, imitating, comparing] (ACLMGU012)</p> <p><u>Spanish</u></p>		
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<p>Develop more consistent control of the rhythms and intonation of spoken Spanish and of the features of the writing system [Key concepts: pitch, stress, rhythm, intonation; Key process: noticing emphasis] (ACLSPU174) Year 7 entry level pathway: Notice the role and importance of pronunciation and intonation in Spanish, for example, to distinguish between statements, questions and exclamations, and understand Spanish writing conventions such as inverted question marks at the start of questions [Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud] (ACLSPU012)</p> <p><u>Turkish</u> Recognise and use appropriate features of Turkish sound and writing systems to produce texts that include specialised and less familiar language [Key concepts: vowel elision, rhythm, stress; Key processes: identifying, experimenting, applying] (ACLTUU063) Year 7 entry level pathway: Understand the relationship between the sounds, rhythms, stress and intonation patterns of spoken Turkish, and recognise elements of the written language, such as spelling patterns, agglutination, vowel harmony and symbols [Key concepts: pronunciation, intonation, vowel harmony, agglutination; Key processes: listening, distinguishing, recognising, applying] (ACLTUU097)</p> <p><u>Vietnamese</u> Apply Vietnamese pronunciation, spelling and intonation patterns in a range of sentences such as statements, questions and exclamations [Key concepts: sound systems, writing systems; Key process: applying] (ACLVIU168) Year 7 entry level pathway: Recognise the features of the Vietnamese sound and writing system, including tones and tone markers, and explore</p>		
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<p>Vietnamese pronunciation and spelling rules [Key concepts: sound and writing system, pronunciation; Key processes: recognising, comparing] (ACLVIU012)</p> <p>Year 9&10</p> <p><u>Arabic:</u> Understand how rules of Arabic pronunciation, including patterns of stress and rules of pause, and writing conventions enhance meaning and aesthetic effect [Key concepts: fluency, complexity, appropriateness; Key processes: applying, analysing, synthesising] (ACLARU182)</p> <p><u>Chinese</u> Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions (ACLCHU074) Year 7 entry level pathway: Discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different age, gender, and regional background (ACLCHU106)</p> <p><u>French</u> Increase control of regular and irregular elements of spoken and written French, using elements such as liaisons, accents and expression [Key concepts: liaisons, accents, expression, style; Key processes: recognising, classifying, discriminating] (ACLFRU084) Year 7 entry level pathway: Recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways [Key concepts: liaisons, rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, producing] (ACLFRU120)</p> <p><u>German</u> Explore the features of spoken and written language, and apply variations in relation to features such as stress, pronunciation and contractions</p>		
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<p>[Key concepts: stress, rhythm, application; Key processes: exploring, reproducing, applying] (ACLGEU182)</p> <p>Year 7 entry level pathway: Notice examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions; and articulate and apply in writing common German spelling and punctuation rules, such as for commas and quotation marks</p> <p>[Key concepts: metalanguage, variation, context; Key processes: explaining, comparing, imitating, experimenting] (ACLGEU029)</p> <p><u>Hindi</u></p> <p>Recognise regular and variable elements of spoken Hindi, such as social and regional variations in the pronunciation of diphthongs, or inconsistencies between Hindi pronunciation and spelling and variations from Sanskrit and Perso-Arabic conventions</p> <p>[Key concepts: language variation, accent, register; Key processes: understanding, identifying, responding] (ACLHIU084)</p> <p>Year 7 entry level pathway: Recognise regularities and irregularities of spoken Hindi and conventions of the written script, and apply these to their own language production in increasingly complex ways</p> <p>[Key concepts: word building, pronunciation, accent; Key processes: recognising, applying] (ACLHIU120)</p> <p><u>Indonesian</u></p> <p>Understanding the language system, including sound, writing, grammar and text.</p> <p>Understand pronunciation and intonation conventions, and apply to new words with affixation and a range of complex sentences</p> <p>[Key concept: fluency; Key processes: prioritising, emphasising] (ACLINU080)</p> <p>Year 7 entry level pathway: Understanding the language system, including sound, writing, grammar and text.</p>		
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<p>Recognise pronunciation of compound words and polysyllabic words, and use of rhythm and stress in complex sentences [Key concepts: fluency, rhythm; Key processes: reproducing, experimenting] (ACLINU114)</p> <p><u>Italian</u> Use appropriate Italian pronunciation, stress and intonation in increasingly complex sentences and texts (ACLITU089) Year 7 entry level pathway: Understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts (ACLITU127)</p> <p><u>Japanese</u> Understand intonation and phrasing patterns in both informal and formal speech, and recognise multiple readings of familiar kanji in different compounds [Key concepts: phrasing, intonation, variation, meaning; Key processes: identifying, discriminating] (ACLJAU192) Year 7 entry level pathway: Understand the intonation and phrasing patterns of spoken Japanese; and recognise that most kanji have more than one 'reading' and that the pronunciation changes according to kanji compounds [Key concepts: phonetic changes, intonation patterns, pacing; Key processes: distinguishing, vocalising] (ACLJAU030)</p> <p><u>Korean</u> Apply features and rules of Korean pronunciation and Hangeul to understanding and producing a range of texts for different audiences and purposes [Key concepts: phonological rules, fluency, accuracy; Key processes: applying, analysing, synthesising] (ACLKOU202) Year 7 entry level pathway: Understand and use key features of Korean sound and writing</p>		
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<p>systems, including pronunciation, intonation and print conventions, applying this understanding to own speech and writing [Key concepts: pronunciation, spelling, punctuation, correspondence; Key processes: recognising, analysing, relating, experimenting] (ACLKOU031)</p> <p><u>Modern Greek</u> Use pronunciation rules and apply features of spoken Greek such as intonation, stress and rhythm to polysyllabic words, and extend to more advanced spelling and punctuation rules [Key concept: sound and writing systems; Key processes: applying, expanding] (ACLMGU182) Year 7 entry level pathway: Recognise and reproduce Greek sound-letter relationships and combinations in spoken and written forms and key features of pronunciation, rhythm and stress, including some irregularities [Key concepts: liaisons, rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, producing] (ACLMGU029)</p> <p><u>Spanish</u> Recognise that pronunciation, intonation, rhythm and pace assist in fluency and in meaning-making in spoken interactions [Key concepts: expression, fluency, accents; Key processes: discriminating, emphasising] (ACLSPU192) Year 7 entry level pathway: Recognise and apply rules of Spanish pronunciation, stress and intonation, demonstrating awareness of differences in accent and pronunciation across the Spanish-speaking world, and use appropriate writing conventions [Key concepts: rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, reproducing] (ACLSPU030)</p> <p><u>Turkish</u></p>		
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<p>Understand regular and irregular elements of spoken and written Turkish, and use elements such as affixation and compound patterns to produce complex phrases and elaborated texts and to participate in extended interactions [Key concepts: stress, register, emphasis, pace, mode; Key processes: understanding, experimenting, identifying] (ACLTUU080)</p> <p>Year 7 entry level pathway: Understand and apply features of the Turkish sound and writing systems, including pronunciation and spelling patterns, to produce different types of texts and to participate in extended interactions [Key concepts: word building, pronunciation, stress, cohesion; Key processes: recognising, applying, glossing] (ACLTUU114)</p> <p><u>Vietnamese</u> Understand the role of pronunciation, pauses, pace, intonation, fluency and appropriate writing conventions in effective communication and apply this knowledge to own interactions [Key concept: intonation, fluency, meaning; Key process: applying] (ACLVIU185)</p> <p>Year 7 entry level pathway: Apply knowledge of sounds, tones and spelling to spoken and written Vietnamese, inferring the meaning of unfamiliar words encountered in a range of contexts, and explore intonation patterns and pauses in a range of sentences [Key concepts: inference, connections; Key processes: applying, inferring] (ACLVIU029)</p>		
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Cross-Curriculum Priorities

- ☒ Aboriginal and Torres Strait Islander Histories and Cultures
- ☒ Asia and Australia's Engagement with Asia
- ☒ Sustainability

Capabilities

- ☑ Literacy
- ☒ Numeracy
- ☑ ICT Capability
- ☒ Critical and Creative Thinking
- ☒ Personal & Social Capability
- ☒ Ethical Understanding
- ☑ Intercultural Understanding