

## Stage 4 Years 7 & 8 – Term 3

Concept	Duration
Food and dining out	Term 3 – 10 weeks (20 hours)

### Unit overview (from SCL whole school Scope & Sequence)

#### Students with prior learning and/or experience

Students research food and dishes related to their [Language] background and explore cultural connections in the context of eating at home and dining out. Students share information with their peers then compose a multimodal presentation of their own annotated recipe for a favourite dish, using sound and visual images, such as a video presentation with voice-over, for the class website.

#### Students with a background in [Language]

Students interview members of the local [Language]-speaking community about their eating patterns and diet. They then compose a report discussing diet trends in the local [Language]-speaking community, including their own experiences, preferences, and adjustments.


Learning intentions	Success criteria
<p><b>By the end of this unit students will be able to:</b></p> <ul style="list-style-type: none"> <li>exchange information about aspects of food, types of food, asking for and giving information about goods (price, quality, quantities, sizes)</li> <li>food and dining out and effectively apply specific grammatical structures in oral exchanges and written responses such as simple past tense, adjective agreements, past continuous, the imperative form and superlatives</li> <li>obtain, process, and respond to information from a range of spoken, written and digital texts related to the concept of food and dining out</li> <li>compose accurate imaginative, informative, and reflective texts in [Language], using a range of linguistic structures and formats for a specific audience related to the concept of food and dining out</li> </ul>	<p><b>Evidence of successful learning will include:</b></p> <ul style="list-style-type: none"> <li>exchanging information in [Language] about food and dining out, and cultural experiences with food</li> <li>using a range of linguistic structures and formats to compose informal and formal texts related to the concept</li> <li>communicating ideas and opinions effectively in both written and verbal tasks, using a variety of accurate language structures and correct pronunciation and intonation</li> <li>demonstrating an ability to access, collate and summarise information and respond effectively in [Language]</li> </ul>

- demonstrate knowledge of cultural connections with food and differences in eating at home and dining out in Australia and in [Country].

- demonstrating understanding of their own personal context, including adjustments made to ways of communicating and behaving when eating at home with family or dining out.

Outcomes (Unit Focus Outcomes in Bold)	Resources
<p>LXX4-1C uses [Language] to interact with others to exchange information, ideas, and opinions, and make plans</p> <p><b>LXX4-2C identifies main ideas in, and obtains information from texts</b></p> <p><b>LXX4-3C organises and responds to information and ideas in texts for different audiences</b></p> <p>LXX4-4C applies a range of linguistic structures to compose texts in [Language], using a range of formats for different audiences</p> <p><b>LXX4-5U applies [Language] pronunciation and intonation patterns</b></p> <p>LXX4-6U demonstrates understanding of key aspects of writing conventions (scripted)</p> <p><b>LXX4-6U applies features of [Language] grammatical structures and sentence patterns to convey information and ideas</b> (7U scripted)</p> <p><b>LXX4-7U identifies variations in linguistic and structural features of texts</b> (8U scripted)</p> <p><b>LXX4-8U identifies that language use reflects cultural ideas, values, and beliefs</b> (9U scripted)</p>	<ul style="list-style-type: none"> <li>• YouTube clips, audio-visual texts related to the concept of food and dining out</li> <li>• Websites, research articles and informative texts relating to the concept, both authentic and constructed for learning</li> <li>• Online learning tools Padlet and Kahoot</li> <li>• Worksheets, exercises, and model texts developed by teachers or sourced from textbooks</li> <li>• Flashcards, pictures, and posters</li> <li>• Interactive whiteboard (IWB) activities</li> <li>• Templates for graphic organisers, e.g., Think/Pair/Share, KWL, Venn Diagram etc</li> <li>• Reflection stems: 2 stars and a wish, journal writing</li> </ul>


Syllabus Content	Teaching, learning and assessment Students with prior learning and/or experience
<p><b>Content for students with prior learning and/or experience</b></p> <p>(Teachers refer to their specific language syllabus to enter <b>appropriate content dash points for students with prior learning and/or experience</b> as these vary across languages)</p> <ul style="list-style-type: none"> <li>• <b>LXX4-1C</b></li> <li>• <b>LXX4-5U</b></li> <li>• <b>LXX4-8U</b> (9U scripted)</li> </ul>	<p><b>Introduction</b></p> <p><b>Brainstorm Activity</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces the unit on food and dining out by showing images of different cultural dishes and asking students to guess which culture each dish belongs to, e.g., falafel, sushi, kebab, taco, pizza, etc.</li> <li>• Teacher and students brainstorm food that is particular to their own [Language] culture, and traditions relating to eating at home and/or at restaurants in [Country]</li> <li>• Students complete a KWL Chart (3 columns: What I know, What I want to know, What I learnt).</li> </ul> <p><b>Vocabulary Activity</b></p> <ul style="list-style-type: none"> <li>• Teacher presents the unit's core bilingual vocabulary list/word bank and allows students to match the [Language] word to the English word without dictionaries. Students are to note how many words they knew from the list e.g., 5/20</li> <li>• Students then complete in pairs or as a class the remaining words they did not know from the vocabulary, using dictionaries.</li> <li>• Students practise and consolidate new vocabulary and phrases using flashcards, quizlet, kahoot etc., with correct pronunciation, rhythm, and intonation</li> <li>• Suggested vocabulary to be included in the list (with students adding to the list during the course of the unit) relates to food and drink items, diet, menu courses, dishes, specific recipe terms, cultural expressions used when eating at home/dining out, cultural traditions: e.g. healthy, diet, recipe, main ingredients, vegetables, fruits, imperative verb forms (chop, cut, peel, boil, dice, etc), restaurant, cutlery, utensils, and verb forms such as to buy/purchase, to sell, to pay, to find, to look for (search), to browse, to choose/select, to eat, to prepare, to cook, etc.</li> </ul> <p><b>Building the context</b></p> <ul style="list-style-type: none"> <li>• Teacher provides language structures and sample phrases that demonstrate asking and answering questions in [Language] related to the images below</li> <li>• Students then view the image bowl and listen to 5 short dialogues to identify each number. Students then write a question/answer that reflects each image. (If necessary, teacher provides a jumbled list or a scaffold to support sentence writing.)</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with prior learning and/or experience
	
<ul style="list-style-type: none"> <li>• <b>LXX4-6U</b> (7U scripted)</li> </ul>	<p><b>Quantities and system of measurement in [Country]</b></p> <ul style="list-style-type: none"> <li>• Teacher briefly provides an overview of the system of measurement in [Country] i.e., metric, or imperial system</li> <li>• Teacher provides language activities to introduce students to quantities in [Language], e.g., grams, teaspoon, tablespoon, pinch of ..., bunch of ..., kilo, half a kilo, litres, mills etc.</li> <li>• Teacher revises numerals in the 100's and 1000's</li> <li>• Students consolidate learning by completing Cloze texts and listening/reading comprehension activities</li> <li>• Teacher provides a scaffold for students to practise, in pairs, asking for items in specific quantities for a recipe, e.g., 1 tablespoon of tomato paste, 1 litre of milk, 300g of mince, a pinch of salt etc.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LXX4-6U</b> (7U scripted)</li> </ul>	<p><b>Grammar: Adjectives 'too', 'very', 'enough'</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces and models the use of 'too', 'very' and 'enough' in [Language] to modify the meaning of adjectives or amounts for food, e.g., This soup is <u>too</u> salty. This dish is <u>very</u> hot. Do you have <u>enough</u> food for tonight?</li> <li>• Students' complete grammar activities to develop understanding of and practise correct use of the above adjectives</li> <li>• Students, in pairs, are given 3 flashcards with each showing a sentence using one of the above adjectives, e.g. "I don't think we have enough salt." Students use the 3 flashcards to compose and perform a short role play in pairs.</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with prior learning and/or experience
<ul style="list-style-type: none"> <li>• <b>LXX4-6U</b> (7U scripted)</li> <li>• <b>LXX4-2C</b></li> <li>• <b>LXX4-3C</b></li> </ul>	<p><b>Grammar: Simple past and/or simple future tense</b></p> <ul style="list-style-type: none"> <li>• Teacher revises simple past and/or simple future tenses in [Language]</li> <li>• Students practise use of the tenses by conjugating verbs such as to shop, to buy, to pay, to return, to look for, to choose, to add etc, and completing additional grammar activities such as Cloze texts, question/answer activities</li> <li>• Students read a note/text message/email from one friend to another, updating them on preparations for their mutual friend's party.</li> <li>• Students respond to comprehension questions, then identify and underline/highlight the use of the future tense and/or past tense in the text</li> <li>• Students compose a note/text message/email of 50–100 words in response, providing an update on their own preparations for the party.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LXX4-1C</b></li> <li>• <b>LXX4-8U</b> (9U scripted)</li> </ul>	<p><b>Food - cultural connections</b></p> <ul style="list-style-type: none"> <li>• Teacher writes the phrase “to break bread” on the board to stimulate discussion about the cultural significance of food (This is referring to the way that food brings people together and is important in our relationships. Anthropologist Margaret Mead famously wrote about how food is for gifting. What Mead meant by this is that food provides us with something more symbolic than simply nutrition (though that's certainly important). Food is meant to be exchanged and shared with family and friends.)</li> <li>• Students share their experiences with food that is important to their family and cultural background, and customs and traditions relating to eating a meal at home. Students think of their favourite food or dish that is connected to their [Language] background and write a journal entry of around 50 words reflecting on why it is their favourite.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LXX4-2C</b></li> <li>• <b>LXX4-3C</b></li> <li>• <b>LXX4-5U</b></li> <li>• <b>LXX4-6U</b> (7U scripted)</li> <li>• <b>LXX4-7U</b> (8U scripted)</li> <li>• <b>LXX4-8U</b> (9U scripted)</li> </ul>	<p><b>Choose a recipe!</b></p> <ul style="list-style-type: none"> <li>• Students work in pairs to research modern and traditional dishes related to their [Language] background. They select a dish, then research the recipe and any cultural information relating to the dish</li> <li>• Teacher provides students with a sample recipe that includes ingredients, method and annotations relating to aspects of culture</li> <li>• Students identify main ideas and specific information in the text by responding to comprehension questions</li> <li>• Teacher guides students in deconstructing the text, identifying the structure and features of the text, including sequencing of ideas, language use, language features that are used for effect and aspects of culture</li> <li>• Students, in pairs, use the structure and format of the sample recipe provided by the teacher to compose a multimodal presentation of their own annotated recipe, using sound and visual images, such as a video with voice-over</li> </ul>

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	<ul style="list-style-type: none"> <li>• Student pairs present their recipes to the class, with each presentation assessed by the class against a set of criteria provided by the teacher, and posted on the class website</li> <li>• Optional practical activity: If possible, teacher and students select and prepare one of the dishes.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LXX4-2C</b></li> <li>• <b>LXX4-4C</b></li> <li>• <b>LXX4-6U</b> (7U scripted)</li> <li>• <b>LXX4-7U</b> (8U scripted)</li> <li>• <b>LXX4-8U</b> (9U scripted)</li> </ul>	<p><b>Dining out</b></p> <ul style="list-style-type: none"> <li>• Student's research dining out in [Country] to access information such as different types of restaurants, menus, customs, and traditions. Students collaborate to share, collate, and summarise the information gathered for their class blog</li> <li>• Students listen to/read/view texts featuring dialogues between a customer(s) and a waiter in a restaurant in [Country] Teacher provides a transcript of one of the dialogues for students to deconstruct. Students identify the structure and features of the dialogue, including initiating and closing the conversation, exchanging information and ideas (such as making/responding to suggestions, agreeing/disagreeing, accepting/declining, praising/complaining), language features that are used for effect and aspects of culture. They discuss language used to express different levels of formality, and the use of appropriate gestures and body language when communicating in [Language]</li> <li>• Teacher provides students with a restaurant menu and a budget. Students, in groups, use the above sample text as a model to compose their own script of a dialogue of 100–150 words between customers and a waiter. Student's role play their dialogue for the class</li> <li>• Teacher provides student groups with detailed feedback on their scripts. Students respond to teacher feedback by completing a journal entry that includes 2 positive comments about their performance in the task and a wish for an aspect that they need to improve on or need to achieve.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LXX4-4C</b></li> <li>• <b>LXX4-8U</b></li> <li>• <b>LXX4-9U</b></li> </ul>	<p><b>Concluding activity - Student reflection</b></p> <ul style="list-style-type: none"> <li>• Students share their own experiences related to eating at home and dining out as students of [Language] background in the Australian context, such as daily diet, favourite food, special meals, customs, and family traditions</li> <li>• Students consider adjustments made to language use, body language and aspects of culture in different contexts such as eating at home with family, dining out with friends</li> <li>• Students write a journal entry, reflecting on how their own biography, including family traditions, affects their sense of identity and ways of communicating and behaving</li> <li>• Students complete the KWL chart.</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<p><b>Content for students with prior learning and/or experience</b></p> <p>(Teachers refer to their specific language syllabus to <b>enter appropriate content dash points for students with a background in [Language]</b> as these vary across languages)</p> <ul style="list-style-type: none"> <li>• <b>LXX4-1C</b></li> <li>• <b>LXX4-2C</b></li> <li>• <b>LCC4-5U</b></li> </ul>	<p><b>Introduction</b></p> <p><b>Brainstorm Activity</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces the unit of food and culture by providing them with a preview of what will be covered in the unit. Starts with showing the images of different cultural food and getting students to guess which culture it belongs to. e.g. - falafel, sushi, kabab, taco, pizza, etc.</li> <li>• Vocabulary Activity</li> <li>• Teacher may consider completing a KWL Chart (3 columns what I know, what I want to know, what I learnt) if appropriate for class context</li> <li>• Teacher presents the unit's <i>core bilingual vocabulary list /word bank</i> and allows students to match the [language] word to the English word <i>without dictionaries</i>. Students are to note how many words they knew from the list e.g., 5/20</li> <li>• Students then complete in pairs or as a class the remaining words they did not know from the vocabulary using dictionaries.</li> <li>• Students practise and consolidate new vocabulary and grammatical structures using flashcards, quizlet, kahoot etc. using correct pronunciation, rhythm, and intonation</li> <li>• Suggested words to be included in the introductory list (with more detailed lists for specific Food and culture contexts); healthy, main ingredients, vegetables, fruits, imperatives (police officer, cut, peel, boil, dice, etc), restaurant, cutlery, utensils etc.</li> <li>• verbs, <i>to buy/purchase, to sell, to pay, to find, to look for (search), to browse, to choose/select, to eat, to prepare, to cook, etc.</i></li> <li>• Teacher provides language structures and sample phrases that demonstrate asking for details in [Language] linked to food and culture that may be asked. e.g., Can I buy a kilo of tomatoes...? Can I have the menu? What time are you open till? What time do you close? Can I help you? Can I have the recipe? What is your preference? Do you prefer ... or ...?</li> <li>• Students play online games to consolidate new vocabulary and phrases such as kahoot</li> <li>• Students can be given the image bowl asking them to identify each number and briefly write a sentence to describe each section.</li> </ul>


Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	
<ul style="list-style-type: none"> <li>• <b>LXX4-1C</b></li> <li>• <b>LXX4-2C</b></li> <li>• <b>LXX4-9U</b></li> </ul>	<p><b>Culture and Food</b></p> <ul style="list-style-type: none"> <li>• Teacher to write the phrase “to Break Bread” on the board. Stimulate discussion about the meaning implied. (This is referring to the way that food brings people together and is important in our relationships. Anthropologist Margaret Mead famously wrote about how food is for gifting. What Mead meant by this is that food provides us with something more symbolic than simply nutrition (though that’s certainly important). Food is meant to be exchanged and shared with family and friends.)</li> <li>• Teacher to the below to formulate a discussion about the importance of food and culture</li> <li>• Do you have childhood memories of eating a favourite food? You remember how you eagerly anticipated ending each holiday meal with your grandmother’s sensational strawberry shortcake? Or how your dad made Saturday mornings extra special by serving up his famous chocolate chip pancakes. If you stop and think about it, you associate some of your favourite foods with family memories.</li> <li>• Food is clearly important for nutrition, but it is also meaningful to humans in other ways. Culturally speaking, food is very important. Food can be nostalgic and provide important connections to our family or our nation.</li> <li>• Food can be a bridge that helps immigrants find their place in a new society</li> <li>• Teacher to ask about the importance of food in terms of culture</li> <li>• (Food provides an important link to our cultural heritage. Imagine an Italian grandmother who immigrated to Australia and is teaching her grandchildren, who have never been to Italy, how to make an authentic Italian meal. This is an important experience in maintaining connections to one’s cultural heritage.)</li> <li>• Students to share their experiences with food and connections made to their culture. Students to think of their favourite food and why it is their favourite. Students to reflect on this activity by writing about this experience in about 100 words.</li> </ul>



Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<ul style="list-style-type: none"> <li>• <b>LXX4-2C</b></li> <li>• <b>LXX4-3C</b></li> <li>• <b>LXX4-4C</b></li> <li>• <b>LXX4-5U</b></li> <li>• <b>Lxx4-6U</b> (7U scripted)</li> </ul>	<p><b>Special Event</b></p> <ul style="list-style-type: none"> <li>• Teacher and students view a YouTube clip or read a text about any traditional food in [Country] for specific days such as celebrations - Eid, Christmas, Thanksgiving, Easter, etc. Identify vocabulary and phrases used</li> <li>• Students identify main ideas and specific information in comprehension style questions</li> <li>• Students in pairs choose a cultural celebration and write a dialogue about their plan for the event. recall the video and vocab / phrases used</li> <li>• Things to consider what they would be wearing, who they would invite, the food they would serve etc.</li> <li>• Teacher provides specific bi-lingual vocabulary list or dictionary activity for more detailed list of food and culture. Teacher may select vocabulary quiz style game for students e.g., bingo, kahoot etc.</li> <li>• Teacher lead discussion of the structure and features of the text, including sequencing of ideas, language use, e.g., past tense, in a recount, aspects of culture that are reflected in the text, language features that are used for effect</li> <li>• Students write a brief reflection recounting on the activity above</li> <li>• Teacher may reinforce vocabulary through <i>Food and Culture List Bingo</i> game or <i>Food and culture List Memory Game</i> where each student is a given a different food list and teacher calls out food items or students turn over small cards with food / culture items and tick off items that match with those on the list.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LXX4-6U</b> (7U scripted)</li> <li>• <b>LXX4-5U</b></li> </ul>	<p><b>Quantities and system of measurement in [country]</b></p> <ul style="list-style-type: none"> <li>• Teacher briefly provides overview of system of measurement in [Country] i.e., metric, or imperial system</li> <li>• Teacher provides model texts and language activities to introduce students to quantities in [language] e.g., grams, teaspoon, tablespoon, pinch of, bunch of, kilo, half a kilo, litres, mls etc.</li> <li>• Teacher revises numerals in the 100's and 1000's</li> <li>• Teacher consolidates learning by providing a cloze passage dialogue or a matching activity with {Language} terms to English terms</li> <li>• Teacher provides students with activities to practise asking for items in specific quantities in dialogue pairs for a menu e.g., 1 tablespoon of tomato paste, 1 litre of milk, 300g of mince, a pinch of salt etc.</li> <li>• At the end of the lesson teacher to ask students to close their notebooks and ask for measurement terms they recall.</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<ul style="list-style-type: none"> <li>• LXX4-1C</li> <li>• LXX4-2C</li> <li>• LXX4-3C</li> <li>• LXX4-4C</li> </ul>	<p><b>Food in a Restaurant</b></p> <ul style="list-style-type: none"> <li>• Teacher to recap previous lesson</li> <li>• Students listen to/read a text featuring a dialogue between customer and waiter regarding ordering food. Alternatively, students listen or watch a similar text. Students annotate the text and complete corresponding language exercises</li> <li>• Teacher to provide students with a restaurant menu and a budget. Students use the above text as a model to complete their own written dialogue of 100 – 150 words between the customer and waiter to order desired food. Students may role play this task if time permits</li> <li>• Teacher to provide students with a reflection stem “<i>Today I Learnt.</i>” Students reflect in their book on the lesson.</li> </ul>
<ul style="list-style-type: none"> <li>• LXX4-1C</li> <li>• LXX4-6U (7U scripted)</li> <li>• LXX4-5U</li> </ul>	<p><b>Grammar: Adjectives ‘too’, ‘very’, ‘enough’</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces and models the use of ‘too’, ‘very’ and ‘enough’ in [Language] to modify the meaning of adjectives or amounts for food e.g.</li> <li>• This soup is <u>too salty</u>. Can I please have it without salt?</li> <li>• This soup is <u>very hot</u>. The pide is <u>very</u> nice.</li> <li>• Do you have <u>enough</u> food for tonight? I think we have bought <u>enough</u> today.</li> <li>• Do not buy any tomatoes for dinner. We already have <u>enough</u> for tonight.</li> <li>• Students complete corresponding grammar activities to develop understanding and practise correct use of the above adjectives</li> <li>• Students are given 3 flashcards with each one with a random phrase using one of the above adjectives e.g. “I don’t think we have enough salt.” Students perform a dialogue in pairs and must include the 3 phrases they have been given in their role play.</li> </ul>
<ul style="list-style-type: none"> <li>• LXX4-4C</li> <li>• LXX4-6U (7U scripted)</li> <li>• LXX4-7U (8U scripted)</li> </ul>	<p><b>Grammar: Simple Past or Simple Future Tense</b></p> <p><b>Verb – present continuous</b></p> <ul style="list-style-type: none"> <li>• Teacher to revise future tense grammatical structures in [language] or Simple Past tense, or both. Students conjugate the following verbs in teacher’s chosen tense; to shop, to buy, to pay, to return, to look for, to add and other verbs of teacher’s choice</li> <li>• Students complete supporting grammar activities provided by the teacher allowing them an opportunity to apply the explicit grammar rules within context</li> <li>• Students complete a note/text message/ or email of 50 – 100 words to another student updating them on preparations for their close mate’s party. E.g., “I have bought balloons, serviettes and cake. I still need to buy a present and some streamers for him/her.” Students are to identify</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<p>and underline/highlight their use of the future tense or past tense in their response. Students are also encouraged here to apply their knowledge of using adjectives and underline/highlight the use of adjectives in their response.</p>
<ul style="list-style-type: none"> <li>• <b>LXX4-1C</b></li> <li>• <b>LXX4-2C</b></li> <li>• <b>LXX4-4C</b></li> <li>• <b>LXX4-6U</b> (7U scripted)</li> <li>• <b>LXX4-7U</b> (8U scripted)</li> </ul>	<p><b>Culture Lesson on Food</b></p> <ul style="list-style-type: none"> <li>• Teacher selects a cultural food exclusive or well known in [Country] and is often tasted by travellers or is renowned internationally. Students read or listen to texts in [Language] and through teacher guidance explore the cultural, historical, or social significance of these foods</li> <li>• Students identify main points and supporting detail and complete corresponding comprehension and language activities.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LXX4-2C</b></li> <li>• <b>LXX4-3C</b></li> <li>• <b>LXX4-4C</b></li> <li>• <b>LXX4-8U</b> (9U scripted)</li> </ul>	<p><b>Cultural Food lesson continued</b></p> <ul style="list-style-type: none"> <li>• Teacher to provide students with a city in {country}. This could be done by placing city names in a bag and getting students to pull one out. Students research the city for the food it is popular for. Complete a research activity and present to class</li> <li>• The following guidance may be given to students: <ul style="list-style-type: none"> <li>• Name of city, popular dish, backstory to the dish etc.</li> <li>• The image of the dish can then be placed on the map of the {country}. (See below example)</li> </ul> </li> </ul>

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	 <ul style="list-style-type: none"> <li>Teacher to provide students with a reflection stem “2 Stars and a Wish”. Students are to reflect by writing down 2 positive things about this experience/task and a wish that students might need to improve on or need to achieve.</li> </ul>
<ul style="list-style-type: none"> <li>LXX4-4C</li> <li>LXX4-8U</li> <li>LXX4-9U</li> </ul>	<p><b>Concluding Activity</b></p> <ul style="list-style-type: none"> <li>Teacher to recap the previous lesson. Students work in pairs recalling the city specific food they conducted research on</li> <li>Students write a dialogue of 100- 150 words for the following scenario:</li> <li>Students write in [Language] and perform a dialogue between 2 friends – an Australian student and a student from [Country] from the specific region that they researched on. <i>You are going to visit your friend in [Country, city]and would love to know what foods you must taste. Communicate with your friend in [country] about what food they must taste. Then reverse roles so both students get a chance to reflect on their researched city</i></li> <li>Students write a reflection, reflecting on the difference in food culture in {country} and Australia</li> <li>Students complete the KWL chart.</li> </ul>

## Assessment / Feedback overview

### Formative Assessment

A range of formative assessment strategies are used, such as interacting in role plays or class discussions, participating in class activities, multiple choice or true/false questions, pen and paper and/or electronic tasks, research tasks, group activities and presentations, classifying/recording/sharing ideas and information, recalling ideas and information, participating in and responding to self/peer/teacher assessment, resubmitting a task after receiving feedback, recording reflections on learning using diaries, designing bilingual tasks

### Summative Assessment

Outcomes assessed: Composing LXX4-4C, LXX4-6U, LXX4-8U

### Students with prior learning and/or experience

[...]

### Students with a background in [Language]

[...]

### Feedback to be provided

Teacher feedback – written, oral and observation

Student self-assessment

Peer assessment and feedback

## Evaluation

**Date commenced unit:**

**Date completed unit:**

After you have taught the unit of work, record in this section your evaluation of the unit and any variations you implemented or would choose to implement the next time you teach the unit. The evaluation process should include feedback from students, and will inform the next steps in student learning.

How did the unit 'rate' in these areas?	😊	😐	😞	Comments/variations
• Time allocated on topic				
• Student understanding of content				
• Opportunities for student reflection on learning				
• Suitability of resources				
• Variety of teaching strategies				
• Integration of Quality Teaching strategies				
• Integration of information and communication technology (ICT)				
• Literacy and numeracy strategies used				
• Learning across the curriculum content incorporated				
• Effectiveness of assessment strategies				

**Teacher's signature:**

**Date:**

**Curriculum Coordinator's signature:**

**Date:**

**Supervisor's signature:**

**Date:**