

## Stage 4 Years 7 & 8 – Term 1

Concept	Duration
My Life (Daily Routine)	10 weeks (20 hours)

### Unit overview

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

Students exchange information and ideas about their daily and weekly routines, hobbies and social activities for [Language] students visiting the school.

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

Students exchange information, ideas and opinions to real/virtual students in [Country], highlighting similarities and differences of teenage life in Australia and teenage life in [Country].

### Learning intentions

#### By the end of this unit students will be able to:

- exchange information about their daily and weekly activities, hobbies and pastimes
- Identify and implement vocabulary related to the topics of daily and weekly activities
- compose accurate informative and reflective texts in [Language], using a range of linguistic structures and formats for a specific audience
- Compare, contrast and explain key cultural differences in daily and weekly routine for teenagers in Australia and [Country].
- understand that daily and weekly routines vary across cultures and reflects different cultural ideas and perspectives about individual teenage lives and the community life in [Country].

### Success criteria

#### Evidence of successful learning will include:

- exchanging information in [Language] about daily and weekly routines, hobbies and social activities and experiences
- Using a range of linguistic structures and formats to compose informal and formal texts related to the concept of *My Life*
- communicating ideas and opinions effectively in both written and verbal tasks
- applying a variety of language structures and correct pronunciation and intonation to create accurate texts
- Demonstrating understanding of their own context and how this differs to the context of [Country].

Outcomes (Unit Focus Outcomes in Bold)	Resources
<p><b>LXX4-1C uses [Language] to interact with others to exchange information, ideas and opinions, and make plans</b></p> <p>LXX4-2C identifies main ideas in, and obtains information from texts</p> <p>LXX4-3C organises and responds to information and ideas in texts for different audiences</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</p> <p>LXX4-7U applies features of Arabic grammatical structures and sentence patterns to convey information and ideas</p> <p><b>LXX4-9U identifies that language use reflects cultural ideas, values and beliefs</b></p>	<p>YouTube clips, audio-visual texts related to the concept of family and lifestyle</p> <p>Websites</p> <p>Websites, research articles and informative texts relating to health and wellbeing, both authentic and constructed for learning</p> <p>Online learning tool Padlet and Kahoot</p> <p>Worksheets and exercises written by teachers or sourced from text books</p> <p>Flashcards, pictures and posters</p> <p>Interactive whiteboard (IWB) activities</p> <p>Templates for graphic organisers, e.g. Think/Pair/Share, Venn diagrams etc</p>

Syllabus Content	Teaching, learning and assessment <i>Students with Prior learning and/or experience</i>
<p><b>Content for students with prior learning and/or experience</b></p> <ul style="list-style-type: none"> <li>understand and use elements of [language] grammar and sentence structure to express ideas <b>(LXX4-7U) (or 6U)</b></li> <li>apply [Language] pronunciation and intonation patterns, and punctuation <b>(LXX4-5U)</b></li> <li>interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences <b>(LXX4-1C)</b></li> <li>engage in collaborative activities that involve planning, making decisions and negotiating <b>(LXX4-1C)</b></li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Brainstorm Activity Teacher introduces unit and brainstorms the idea of 'My Life'. Teacher asks students what aspects of life need to be included in order to describe aspects of 'My Life' in [Language] e.g family members, school subjects, hobbies, timetables, daily routines, aspirations, days of the week, time.</li> </ul> <p><b>Vocabulary Activity and Pre-test:</b></p> <ul style="list-style-type: none"> <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 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 this list; <i>school subjects, family members, neighbourhood locations, hobbies, time of days adjectives; early, late etc verbs; to go, to study, to make, to practise, to train, to help, to play, to arrange/organise, to clean, to sleep, to wake etc.</i></li> <li>Students complete a quadrant worksheet with the following 4 headings; <i>My Family and Home Life, My School Life, My Hobbies/Interests, My Friends</i>. Teachers to guide students to write in point form some ideas in they would include under each subheading or teacher may complete an example on the board.</li> </ul>
<ul style="list-style-type: none"> <li>interact with peers and known adults on a range of topics and experiences <b>(LXX4-1C)</b></li> <li>compose informative and imaginative texts in a variety of formats for different purposes and audiences <b>(LXX4-4C)</b></li> </ul>	<p><b>Family and Home Life</b></p> <ul style="list-style-type: none"> <li>Teacher and students view a YouTube clip/listen to dialogue of young [Language] speakers discussing their family and home life. Students identify main ideas and specific information in comprehension style questions.</li> <li>Students read brief texts by individuals describing aspects of family life. Students identify main ideas and specific information in comprehension style questions.</li> <li>Students listen to/read a recount about a family in [Language] and their home and identify main points and supporting detail</li> </ul>

Syllabus Content	Teaching, learning and assessment <i>Students with Prior learning and/or experience</i>
<ul style="list-style-type: none"> <li>respond in English or [Language] to information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences (LXX4-3C)</li> </ul>	<ul style="list-style-type: none"> <li>use pictures to retell the text, discussing and sharing opinions about the family's activities and experiences</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>Teacher revises vocabulary and structures to be used in a self-introduction. Students translate short self-introductions from [Language] into English and vice versa, discussing variations in language use and cultural features</li> <li>Students use model texts to sequence and organise information for their own short presentation introducing their family and describe their home life e.g my family is very busy, my family is very quiet etc.</li> <li>Students apply knowledge of new vocabulary and grammatical structures to share information about family and friends in a speaking task. Students submit their draft self-introduction to the teacher for feedback, then revise and participate in 'speed-dating' interview rounds where students are given an opportunity to speak with all their peers for 2 minutes each.</li> <li>Students create a digital presentation titled 'a typical week in our home'. Students provide 3 slide PowerPoint presentation with details introducing their family members, the responsibilities of each family member around the home, and the activities of the family during the week and weekend.</li> </ul>
<ul style="list-style-type: none"> <li>reflect on how their own biography, including family origins, traditions and beliefs, affects their sense of identity and ways of communicating (LXX4-9U)</li> </ul>	<p><b>Culture and Family</b></p> <ul style="list-style-type: none"> <li>Students reflect on and discuss cultural concepts of family, friendship and lifestyle in [Country] and Australia</li> <li>Students participate in a Socratic circle discussion where they share their impressions of the way their culture is reflected in their family lifestyle. How does their cultural background present itself in their daily family life?</li> <li>Teacher may provide images, quotes or other prompting material for students to develop their ideas</li> <li>Students reflect on the importance of maintaining their cultural heritage and write a diary entry of 150-200 words consolidating their ideas and opinions from the class discussion</li> </ul>
<ul style="list-style-type: none"> <li>create bilingual texts and resources for the classroom</li> <li>obtain and process (LXX4-4C)</li> <li>information from a range of spoken, written and digital texts (LXX4-2C)</li> </ul>	<p><b>Days of the Week and Telling the Time</b></p> <ul style="list-style-type: none"> <li>Teacher provides worksheets and model texts that introduce the days of the week and time of day (morning, midday, afternoon, evening)</li> <li>Teacher introduces or revises the time, hours, minutes, seconds am/pm with supporting activities</li> </ul>

Syllabus Content	Teaching, learning and assessment <i>Students with Prior learning and/or experience</i>
<ul style="list-style-type: none"> <li>understand and use elements of [Language] grammar and sentence structure to express ideas <b>(LXX4-7U)</b></li> <li>compose informative and imaginative texts in a variety of formats for different purposes and audiences <b>(LXX4-8U)</b></li> </ul>	<ul style="list-style-type: none"> <li>In pairs, students create an infographic poster to be used as a supporting resource in the classroom summarising a general daily routine of a student in Australia e.g Morning 7am – 9 am Wake up, eat breakfast go to school, 12pm Lunch, socialise ...</li> </ul>
<ul style="list-style-type: none"> <li>respond in English or [Language] to information, ideas and opinions, using different formats for specific contexts, purposes and audiences <b>(LXX4-3C)</b></li> <li>compose informative and imaginative texts in a variety of formats for different purposes and audiences <b>(LXX4-4C)</b></li> </ul>	<p><b>School subjects and Timetables</b></p> <ul style="list-style-type: none"> <li>Teacher introduces or revises school subjects presenting students with a bilingual vocabulary list with supporting activities</li> <li>Teacher provides students with a partially incomplete timetable. Students engage in a listening task in which they are required to insert subjects into blank spaces on the timetable in [language]</li> <li>Teacher provides students with blank timetable with the day broken into 3 parts (morning, afternoon, evening)– students to write in [Language] in point form the activities they complete during a typical week and weekend</li> <li>Students engage in a speaking task where they share their timetable with a partner verbally using model sentences on board provided by teacher e.g 'On Monday morning I have Mathematics' whilst their counterpart writes what they hear into a blank timetable template. Students swap roles after one round.</li> <li>Teacher to lead class discussion about cultural differences in schooling and way of life in [Country] e.g school may finish early in the day, students work after school, day light lasts much later into the evening etc.</li> </ul>
<ul style="list-style-type: none"> <li>understand and use [Language] language and grammatical forms, and explore how to use/combine these elements to express complex ideas <b>(LXX-6U)</b></li> <li>understand and use elements of [Language] grammar and sentence structure to express ideas <b>(LXX-7U)</b></li> </ul>	<p><b>Adverbs of Definite and Indefinite Frequency</b></p> <ul style="list-style-type: none"> <li>Teacher introduces adverbs of definite frequency in [Language] e.g <i>every day, hourly, weekly etc</i> and indefinite frequency e.g often, always, usually, rarely etc. Students complete supporting activities on worksheets</li> <li>Teacher provides model texts of individuals explaining their typical week and weekend. Students to read and answer questions as well as highlight the use of adverbs of frequency in the texts.</li> <li>Students compose their own short paragraph using the timetable students created in previous activity and their newly learnt adverbs. E.g '<u>Every</u> Monday afternoon I have soccer training. I visit my grandmother <u>weekly</u>. We <u>usually</u> have lunch there.' Students are to highlight their use of frequency adverbs.</li> </ul>

Syllabus Content	Teaching, learning and assessment <i>Students with Prior learning and/or experience</i>
<ul style="list-style-type: none"> <li>• apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts</li> <li>• compose a range of informative and imaginative texts using different formats to express ideas, attitudes and values <b>(LXX5-4C)</b></li> <li>• understand and use [Language] language and grammatical forms, and explore how to use/combine these elements to express complex ideas <b>(LXX- 6U)</b></li> <li>• understand and use [Language] language and grammatical forms, and explore how to use/combine these elements to express complex ideas <b>(LXX-7U)</b></li> <li>• understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences <b>(LXX4-8U)</b></li> </ul>	<p><b>Simple Past Tense Diary Entry</b></p> <ul style="list-style-type: none"> <li>• Teacher to revise past tense grammatical structures in [language]. Students conjugate the following verbs in the simple past tense; to go, to eat, to learn, to play, to speak or other verbs of teacher's choice</li> <li>• Students to complete supporting grammar activities provided by teacher</li> <li>• Students to complete a diary entry of 150 words (scaffolded by teacher if needed) in which they recount a school day. Students are to identify and underline/highlight their use of the past tense in their response</li> </ul>
<ul style="list-style-type: none"> <li>• interact with peers and known adults on a range of topics and experiences <b>(LXX4-1C)</b></li> <li>• engage in collaborative activities that involve planning, making decisions and negotiating <b>(LXX4-1C)</b></li> <li>• respond in English or [Language] to information, ideas and opinions, using different formats for specific contexts, purposes and audiences <b>(LXX-2C)</b></li> <li>• obtain, interpret and evaluate information, ideas and opinions from a range of texts <b>(LXX4-3C)</b></li> </ul>	<p><b>Leisure Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher provides new vocabulary and grammatical structures based on social activities and leisure. Students to participate in quizlet or flashcards to practise new words and phrases of activities in both Australia and [Country] eg. Cricket, basketball, dance, music lessons, going to the cinema, swimming at the pool, going to the beach etc.</li> <li>• Teacher and students discuss and compare family, friendship and social life in Australia and in [Country]. Eg. importance/value placed on sport in Australia, things we enjoy in Australia (going to the beach etc.)</li> <li>• Teacher introduces phrases terms for "I like, "I enjoy" and students complete activities and practise sharing views about their favourite activities</li> <li>• Students collaborate with peers in comprehension exercises, e.g. true/false or multiple-choice quizzes, about the daily routines and leisure activities of different people, and identify similarities and differences</li> </ul>

Syllabus Content	Teaching, learning and assessment <i>Students with Prior learning and/or experience</i>
<ul style="list-style-type: none"> <li>compose a range of informative and imaginative texts using different formats to express ideas, attitudes and values <b>(LXX4-4C)</b></li> </ul>	<ul style="list-style-type: none"> <li>work in pairs or small groups to share information about their own daily routines, making comparisons and giving opinions using scaffolded language to express their opinions</li> <li>Students conduct a survey of students' favourite leisure activities and outings in [Language], collate responses into a graphic presentation, and discuss overall findings. Teacher to brainstorm/provide model sentences/scaffolded language on board to assist students develop questions when asking each other and to describe the findings of the survey. Students complete a short paragraph writing task in which they explain the findings.</li> <li>Students compose an email to an anticipated exchange students from [Country] explaining the leisure activities common to youth in Australia and what they should expect to participate in when they arrive.</li> </ul>
<ul style="list-style-type: none"> <li>compose a range of informative and imaginative texts using different formats to express ideas, attitudes and values <b>(LXX4-8U)</b></li> <li>create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences <b>(LXX-4C)</b></li> <li>create a range of bilingual texts and resources for the school and wider community <b>(LXX-4C)</b></li> <li>participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems <b>(LXX-1C)</b></li> <li>reflect on how their own biography, including family origins, traditions and beliefs, affects their sense of identity and ways of communicating <b>(LXX4-9U)</b></li> </ul>	<p><b>Concluding Activities</b></p> <ul style="list-style-type: none"> <li>Students are organised into pairs to design a brochure for [Language] students visiting the school. The brochure is written in [Language] and includes pictures, describing the typical routine of Australian week days and weekends and interests and hobbies of teenage students.</li> <li>Students reflect on aspects of identity that are important across cultures</li> <li>Students share and compare cultural and intercultural experiences and exchange views on the benefits of speaking more than one language</li> </ul>

Syllabus Content	Teaching, learning and assessment <i>Students with a background in [Language]</i>
<p><b>Content for students with a background in [Language]</b></p> <ul style="list-style-type: none"> <li>interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences (LXX4-1C)</li> <li>compose informative and imaginative texts in a variety of formats for different purposes and audiences (LXX4-4C)</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Teacher introduces unit and brainstorms the idea of 'My Life'. Teacher asks students what aspects of life need to be included in order to describe aspects of 'My Life' in [Language] e.g family members, school subjects, hobbies, timetables, daily routines, aspirations, days of the week, time.</li> <li>Vocabulary Activity and Pre-test:</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 new from the list e.g 5/20.</li> <li>Students then complete in pairs or as a class the remaining words they did not from the vocabulary using dictionaries.</li> <li>Suggested words to be included in this list; <i>school subjects, family members, neighbourhood locations, hobbies, time of days adjectives; early, late etc verbs; to go, to study, to make, to practise, to train, to help, to play, to arrange/organise, to clean, to sleep, to wake etc.</i></li> <li>In English, students complete a quadrant worksheet with the following 4 headings; <i>My Family and Home Life, My School Life, My Hobbies/Interests, My Friends</i>. Teachers to guide students to write in point form some ideas they would include under each subheading or teacher my complete an example on the board.</li> <li>Teacher leads/guides student research on young people's lifestyles across [Country]. If appropriate, students may compare both rural and urban lifestyles of youth in [country] and identify the influence of factors such as geography, climate, environment on lifestyles (e.g time of sunset/sunrise, heavy winters, summer lifestyle etc.)</li> <li>Students are to collate and present this information in pairs in a 3 slide PowerPoint Presentation titled 'Youth lifestyles in [Country]'.</li> </ul>
<ul style="list-style-type: none"> <li>access and evaluate information from a range of spoken, written and digital texts (LXX4-3C)</li> <li>interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences (LXX4-1C)</li> </ul>	<p><b>Family and Home Life</b></p> <ul style="list-style-type: none"> <li>Teacher provides 2 authentic texts for reading/viewing that provide information about family lifestyles in [Country]. E.g. n excerpt from a novel, picture book, film, television commercial, popular song etc.</li> <li>Teacher deconstructs language features, cultural stereotypes presented, highlighting idioms and expressions in a text to show purpose</li> <li>Students identify main ideas and specific information in comprehension style questions and language activities.</li> <li>Students use a table to compare the 2 text types and how information about family lifestyles is conveyed</li> </ul>



Syllabus Content	Teaching, learning and assessment <i>Students with a background in [Language]</i>
	<ul style="list-style-type: none"> <li>Students and teacher brainstorm different formats for presenting a self-introduction in a spoken, written or multimodal text</li> <li>Students compose a self-introduction, using scaffolds in [Language] including details, e.g. about self, family, friends and pets, routines and lifestyles, to share with peers in a class padlet page titled 'our families' (75 words)</li> <li>Students complete a Q&amp;A session with every student asking 2 questions about the responses presented on the padlet. Students draw together common ideas amongst their peers responses and write a diary entry reflecting on their experience as an [nationality] living in Australia, including influences, effects on routines, lifestyles and traditions (150 words).</li> </ul>
<ul style="list-style-type: none"> <li>initiate and sustain interactions to share information, opinions and ideas <b>(LXX5-1C)</b></li> <li>access and evaluate information from a range of spoken, written and digital texts <b>(LXX4-2C)</b></li> <li>respond in [Language] to information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences <b>(LXX4-3C)</b></li> </ul>	<p><b>Teenage Life and Leisure Activities</b></p> <ul style="list-style-type: none"> <li>Teacher provides 2 authentic texts for reading/viewing that provide information about family lifestyles in [Country]. For example, an excerpt from a novel, picture book, film, television commercial, popular song etc.</li> <li>Teacher deconstructs language features, cultural stereotypes presented, highlighting idioms and expressions in a text to show purpose</li> <li>Students identify main ideas and specific information in comprehension style questions and language activities.</li> <li>Students use a table to compare the 2 text types and how information about youth lifestyles is conveyed</li> <li>Students expand their knowledge of the topic by working in pairs or small groups to share information and opinions about their own daily routine, school life and leisure activities. Students may make comparison with lifestyle in [Country] e.g school start and finish time, school holidays throughout the year, common hobbies and leisure activities, working part-time in Australia for children and teens in comparison to [Country]</li> <li>Students write an article for the school newsletter (scaffolded/modelled by teacher) discussing the busy or not so busy lifestyle of Australia students, according to the opinions and experiences of each individual student.</li> <li>Students may participate in a class debate/Socratic circle with reference to the statement 'Teenagers in Australia are some of the luckiest and busiest in the world.'</li> </ul>

Syllabus Content	Teaching, learning and assessment <i>Students with a background in [Language]</i>
<ul style="list-style-type: none"> <li>• apply knowledge of [Language] grammar to organise and elaborate on ideas and opinions <b>(LXX4-7U)</b></li> <li>• understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences <b>(LXX4-8U)</b></li> </ul>	<p><b>Language of Comparison</b></p> <ul style="list-style-type: none"> <li>• Teacher and students view a YouTube clip/listen to dialogue of young [Language] speakers discussing their school and home life. Students identify main ideas and specific information in comprehension style questions. Clip/dialogue is used as a stimulus to begin an initial comparison between lifestyles in Australia and [Country].</li> <li>• Teacher revises and consolidates grammatical structures used to make comparisons with supporting activities e.g <i>however, instead, nonetheless, on the other hand, on the contrary, alternatively, similarly, whilst, though</i> and language of addition e.g <i>furthermore, in addition, too, also etc.</i></li> <li>• <i>Students complete scaffolded activity where students write an article for a teen magazine/website comparing teen life in Australia with teen life in [Country]. Students must use at least 3 examples of language of comparison.</i></li> <li>• <i>Students participate in paired discussion comparing their initial impressions of the main differences in lifestyle between Australia and [Country] for students and teenagers. Students are to employ language of comparison in their dialogue.</i></li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• <i>Students create a digital poster/infographic highlighting the main differences in teen life between Australia and [Country]. Students are to use at least 3 examples of language of comparison in their posters. Students are to present their poster to the class.</i></li> </ul>
<ul style="list-style-type: none"> <li>• explore connections between language and culture in particular words, expressions and communicative behaviours <b>(LXX4-9U)</b></li> <li>• recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity <b>(LXX4-9U)</b></li> <li>• analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures <b>(LXX4-9U)</b></li> </ul>	<p><b>Idioms</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces and defines idioms to students and provides examples in English (Australian) and [Language]</li> <li>• Students are to find 2 digital texts, or alternatively teacher may provide them that explore teenage interests, school life or hobbies in [Country] written in [Language]</li> <li>• Students identify language features in written texts by highlighting idioms and expressions and explain their purpose/function in the text.</li> <li>• Teacher to provide students with other idioms in [Language] and students are to use these in sentences, or within a dialogue.</li> <li>• Writing task – students are to write an email to a friend in [Country] describing their life in Australia and make brief comparisons to life in Australia. Students are to use at least 2 idioms and 2 comparative phrases in their response (150 words). exchanging ideas on the differences between Greek and Australian school life, such as days and times they attend school in Greece</li> </ul>

Syllabus Content	Teaching, learning and assessment <i>Students with a background in [Language]</i>
<ul style="list-style-type: none"> <li>understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences <b>(LXX4-8U)</b></li> <li>interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences <b>(LXX4-1C)</b></li> </ul>	<p><b>Family Member Interview</b></p> <ul style="list-style-type: none"> <li>Students develop questions for an interview with a family member(s)/relative(s) on their home life in Australia and conduct an interview of 3 minutes in [Language]</li> <li>Students gather insights into family life in Australia and how it compares to family life in [Country] as well as evaluate the impact living in Australia has had on their family's lifestyles</li> <li>Students conduct interview with family member and record on video to present to class. Alternatively, students can voice record and present the audio file or the transcript of the interview,</li> <li>Students to write a written reflection of 100 words in [Language] summarising how this experience allowed them to access additional insights and perspectives in living between 2 cultures. Teacher may scaffold the reflection with questions to prompt student responses</li> </ul>
<ul style="list-style-type: none"> <li>understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences <b>(LXX4-8U)</b></li> <li>compose informative and imaginative texts in a variety of formats for different purposes and audiences <b>(LXX4-4C)</b></li> </ul>	<p><b>Concluding Activities</b></p> <ul style="list-style-type: none"> <li>Students imagine that they are on exchange to Australia from [Country]. Write a letter in [Language] to a friend, or family back in [Country] relaying the lifestyle and family life of students in Australia and how they might be different to life in your own country. (150 words)</li> <li>Students share and compare cultural and intercultural experiences and exchange views on the benefits of speaking more than one language and knowing more than one country</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: Interacting LXX4-1C, LXX4-5U, LXX4-9U

### 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:**