

Stage 4 Years 7 & 8 – Term 3

Concept	Duration
Shopping	10 weeks (20 hours)

Unit overview (from SCL whole school Scope & Sequence)

Students with prior learning and/or experience

Students produce a bilingual guide about their local shopping centre for [Language]

Students with a background in [Language]

Students produce a bilingual brochure with information explaining aspects of their local area for [Language] visitors.

Learning intentions

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

- exchange information about aspects of shopping, types of shops, public markets, buying things, asking for information about goods (price, quality, quantities, sizes)
- Identify and implement vocabulary related to the topic of shopping
- acquire vocabulary, phrases and language structures related to shopping and effectively implement specific grammatical structures in oral exchanges and written responses such as simple past tense, adjective agreements, past continuous, the imperative form and superlatives
- compose accurate informative and reflective texts in [Language], using a range of linguistic structures and formats for a specific audience related to the topics of shopping in both [Country] and in Australia
- demonstrate knowledge of key cultural differences in shopping for food and clothes in Australia and in [Country].

Success criteria

Evidence of successful learning will include:

- exchanging information in [Language] about shopping items and shopping experiences
- Using a range of linguistic structures and formats to compose informal and formal texts related to shopping
- 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] when considering shopping, currencies, cultural values and globalisation

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>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>LXX4-5U applies [Language] pronunciation and intonation patterns</p> <p>LXX4-6U demonstrates understanding of key aspects of writing conventions</p> <p>LXX4-7U applies features of [Language] grammatical structures and sentence patterns to convey information and ideas</p> <p>LXX4-8U identifies variations in linguistic and structural features of texts</p> <p>LXX4-9U identifies that language use reflects cultural ideas, values and beliefs</p>	<p>YouTube clips, audio-visual texts related to the concept of leisure</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 textbooks</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 Students with Prior learning and/or experience
<p>Content for students with prior learning and/or experience (teachers to refer to their specific language syllabus to enter appropriate content point for students with prior learning and/or experience as these are different in every language)</p> <ul style="list-style-type: none"> LXX4-1C LXX4-2C LCC4-5U 	<p>Introduction</p> <ul style="list-style-type: none"> Brainstorm Activity Teacher introduces unit of shopping and maps out the scope of the unit to students providing them with a preview of what will be covered in the unit e.g. grocery shopping, clothing shopping, foreign currency, adjectives, verbs, quantities, sizes and price <p>Vocabulary Activity</p> <ul style="list-style-type: none"> 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 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. Students then complete in pairs or as a class the remaining words they did not from the vocabulary using dictionaries. Students practise and consolidate new vocabulary and grammatical structures using flashcards, quizlet, kahoot etc. using correct pronunciation, rhythm and intonation Suggested words to be included in the introductory list (with more detailed lists for specific shopping contexts); supermarket, market, fruit and vegetable grocer, patisserie (cake shop), bakery, hairdresser, newsagency, take-away shop, clothing store, online store, shoe store, sports store, book store, department store, expensive, discount, sale, value, quality, fresh, etc. verbs, <i>to buy, to sell, to pay, to find, to look for (search), to browse, to choose/select etc</i> Teacher provides language structures and sample phrases that demonstrate asking for details in [Language] linked to shopping and may be asked by both consumer and retailer e.g Where could I buy...? What time are the shops open? What time are you open till? What time do you close? Can I help you? Are you looking for something in particular? What is your price range? Do you prefer ... or ...? Students play online games to consolidate new vocabulary and phrases such as kahoot
<ul style="list-style-type: none"> LXX4-1C LXX4-2C 	<p>Currency Conversion</p> <ul style="list-style-type: none"> Teacher provides students with a recent supermarket catalogue in [language] online. Students read specials in supermarket catalogue and begin to familiarise themselves with vocabulary and corresponding images by completing verbal quiz or comprehension questions e.g. how much is the shampoo? What is the item on special for \$5.79? Which items are [country]products and how can we tell this in the catalogue? How much are the biscuits per kilo? Are there any brands featured that are available in Australia?

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
	<ul style="list-style-type: none"> Teacher discusses [country's] currency e.g. yen, rupee, lira, euro etc and demonstrates how to complete a currency conversion online or with app. Students are asked to convert 10 catalogue items into AUD and draw conclusions about prices in [country] in comparison to Australia.
<ul style="list-style-type: none"> LXX4-2C LXX4-3C LXX4-4C LXX4-5U LXX4-6U (7U scripted) 	<p>Grocery Shopping</p> <ul style="list-style-type: none"> Teacher and students view a YouTube clip or read a text about shopping in [Country] for food providing information to students about how people shop for their groceries in [Country]. E.g. local market, small special stores, commercial supermarkets, in the evenings, on the weekends etc. Students identify main ideas and specific information in comprehension style questions. Students read brief texts introducing specific or specialty stores in [country] e.g. bakery, fish shop, butcher, fruit and vegetable grocer, toy shop, florist, cake store, fromagerie, delicatessen, gelateria (ice-cream shop) etc and what is generally purchased there. Students annotate with teacher guidance or in pairs with a dictionary and complete comprehension style activities Teacher provides specific bi-lingual vocabulary list or dictionary activity for more detailed list of food and grocery products. Teacher may select vocabulary quiz style game for students e.g bingo, kahoot etc. Pair or group reading task: Teacher provides students with a scenario e.g <i>birthday party for 6 students in the class with a budget of 150 euro, purchase 5 items you would need to make your favourite meal</i>. Asking students to go onto online grocery store in country, students must purchase or 'add to cart' items they will require for their scenario. Students complete a reading style activity, navigating through site in [language] and browsing through categories and their products. Students take a screen shot of their final shopping cart and send to teacher or present to class to demonstrate and discuss their final selection of products. Students write and perform an exchange between a consumer and retailer e.g. bakery owner and customer and write a dialogue using basic phrases such as "Could I please have...?", "How much is...?" "Are there are any ... left?", "What can I do for you today?" "Thank you, have a good day" and other typical shopping phrases. Students perform their scenarios in front of class. 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. Students write a brief diary entry recounting a day a day of shopping and some things were out of stock, out of their budget or difficult to purchase. Teacher may reinforce vocabulary through Shopping List Bingo game or Shopping List Memory Game where each student is a given a different shopping list and teacher calls out grocery items or students turn over small cards with grocery items and tick off items that match with those on the list.

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<ul style="list-style-type: none"> • LXX4-6U • LXX4-5U 	<p>Quantities and system of measurement in [country]</p> <ul style="list-style-type: none"> • Teacher briefly provides overview of system of measurement in [Country] i.e metric or imperial system • Teacher provides model texts and language activities to introduce students to quantities in [language] e.g kilo, half a kilo, litres, mls etc. • Teacher revises numerals in the 100's and 1000's • Teacher provides students with activities to practise asking for items in specific quantities in dialogue pairs e.g 1 kilo of rice, 3 litres of milk, 300g of parmesan cheese etc.
<ul style="list-style-type: none"> • LXX4-1C • LXX4-2C • LXX4-3C 	<p>Shopping for Clothing</p> <ul style="list-style-type: none"> • Teacher and students view a YouTube clip or read a text about shopping in [Country] for clothing items providing information to students about how people shop for everyday items in [Country]. E.g. local market, streetscape/small shopping villages, shopping centres and department stores, small special stores etc. Students identify main ideas and specific information in comprehension style questions. • Teacher provides specific bi-lingual vocabulary list or dictionary activity for a detailed list of clothing items. Teacher may select vocabulary quiz style game for students e.g. bingo, kahoot etc. • Students listen to/read a text featuring a dialogue between retailer and consumer regarding clothing. Alternatively, students listen or watch a similar text. Students annotate the text and complete corresponding language exercises • Students use above text as a model to complete their own written dialogue of 100 – 150 words between retailer and consumer purchasing a jacket for an upcoming excursion. Students may role play this task if time permits. • Individual/Pair Reading Task Teacher provides students with a scenario and list of clothing items needed. E.g Excursion to Eiffel Tower, jacket, long pants, jumper, beanie, sock and sneakers, thermal vest optional. Students to visit online clothing store in [language] e.g ASOS.gr, H&M, Zara etc and 'add to cart' items specified for the excursion. Students complete a reading style activity, navigating through site in [language] and browsing through categories and their products. Students take a screen shot of their final shopping cart and send to teacher or present to class to demonstrate and discuss their final selection of products.

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<ul style="list-style-type: none"> • LXX4-1C • LXX4-6U (7U scripted) • LXX4-5U 	<p>Grammar: Adjectives ‘too’, ‘very’, ‘enough’</p> <ul style="list-style-type: none"> • Teacher introduces and models the use of ‘too’, ‘very’ and ‘enough’ in [Language] to modify the meaning of adjectives or amounts when shopping e.g. <ul style="list-style-type: none"> ○ These jeans are <u>too small</u>. Are they available in a bigger size? ○ This coat is <u>very expensive</u>. That fish smells <u>very fresh</u>. ○ Do you have <u>enough</u> food for the party? I think we have bought <u>enough</u> today. ○ Don't buy John any toys for his birthday. He already has <u>enough</u>! • Students complete corresponding grammar activities to develop understanding and practise correct use of the above adjectives. • Students are given 3 flash cards with each one with a random phrase using one of the above adjectives e.g. “I don’t think we have enough money”. Students perform a dialogue in pairs, and must include the 3 phrases they’ve been given in their role play.
<ul style="list-style-type: none"> • LXX4-4C • LXX4-6U (7U scripted) • LXX4-7U (8U scripted) 	<p>Grammar: Adjectives for Clothing – material, colour, fit and price</p> <ul style="list-style-type: none"> • Teacher introduces basic grammar rules and structures of adjectives according to specific [Language] • Teacher to revise how adjectives and adjective agreement is developed in [Language]. Teacher demonstrates through model structures how adjectives are used correctly in [Language] and asks students to complete various language activities to reinforce existing knowledge on adjective use. • Teacher provides a bi-lingual adjective vocabulary list suited to the needs of the shopping unit e.g. • Teacher provides vocabulary list and corresponding activities that demonstrate adjectives used specifically for clothing are used e.g. leather, silk, woollen cheap, expensive, cotton, lace, velvet, waterproof, striped, spotted/polka-dot, floral, synthetic, plastic, thick, thin, warm, cooling etc. • Students complete supporting activities that allow students an opportunity to apply the explicit grammar rules within context • Teacher provides model texts describing clothing in detail e.g. fashion magazine Students to deconstruct and annotate the text, complete comprehension questions, as well as highlight/underline the use of adjectives in the texts. • Speaking/Written task Teachers may provide students with pictures of clothing or allow students to find an outfit in a magazine or online and describe it as a speaking task or as a written task. Students should try to use an adjective at least 3 times in their response applying the correct grammatical rules. E.g the girl wears a black, velvet skirt with a navy lace top...

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<ul style="list-style-type: none"> • LXX4-4C • LXX4-6U (7U scripted) • LXX4-7U (8U scripted) 	<p>Grammar: Simple Past or Simple Future Tense</p> <p>Verb – present continuous</p> <ul style="list-style-type: none"> • 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 return, other verbs of teacher's choice • Students to complete supporting grammar activities provided by teacher allowing them an opportunity to apply the explicit grammar rules within context • Students to complete a note/text message/ or email of 50 – 100 words to other students updating them on preparations for the teacher's birthday. E.g "I have bought balloons, serviettes and candles. I still need to buy a present and a cake for her." Students are to identify 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.
<ul style="list-style-type: none"> • LXX4-2C • LXX4-3C • LXX4- 4C • LXX4-8U (9U scripted) 	<p>Cultural Shopping</p> <ul style="list-style-type: none"> • Teacher selects cultural delicacies, specialty products or souvenirs that is exclusive or well known in [Country] and is bought often 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 items and where they can be bought • Students identify main points and supporting detail and complete corresponding comprehension and language activities • Students complete a research activity on teacher guided cultural delicacy/specialty products or souvenirs. Teacher structures this according to class context and [Country's] products allocating different products to different students or different pairs. • Students write a dialogue of 100- 150 words for the following scenario: • Students write in [Language] and perform a dialogue between 2 friends – an Australian student and a student from [Country]. You are going to visit your friend in [Country]and would love to know what some unique and specialty gifts and souvenirs are to purchase and where you could find them. You are seeking gifts that reflect cultural significance and are linked to traditions and cultural practices. Communicate with your friend in [country] about what you could buy.

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<ul style="list-style-type: none"> LXX4-4 LXX4-8U 	<p>Concluding Activity</p> <ul style="list-style-type: none"> Students are organised into pairs to design a bi-lingual infographic, voice-over video or poster that provides advice, tips and tricks, key words, phrases and cultural protocols about shopping in [Country] for first-time visitors consolidating their knowledge from the unit.

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<p>Content for students with a background in [Language]</p> <p>(teachers to refer to their specific language syllabus to enter appropriate content point for students with a background in [Language] as these are different in every language)</p> <ul style="list-style-type: none"> LXX4-1C LXX4-2C LCC4-5U 	<p>Introduction</p> <ul style="list-style-type: none"> Brainstorm Activity Teacher introduces unit of shopping and maps out the scope of the unit to students providing them with a preview of what will be covered in the unit e.g. grocery shopping, clothing shopping in their suburb and in [Country] customer complaints and returns, foreign currency, adjectives, verbs, quantities, sizes and price <p>Vocabulary Activity and Pre-test:</p> <ul style="list-style-type: none"> 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 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. Alternatively students complete a kahoot or other quiz style game to demonstrate their level of knowledge of language in this area.</i> Students then complete in pairs or as a class the remaining words they did not know from the vocabulary using dictionaries. Students practise and consolidate new vocabulary and grammatical structures using flashcards, quizlet, kahoot etc. using correct pronunciation, rhythm and intonation Suggested words to be included in the introductory list (with more detailed lists for specific shopping contexts); supermarket, market, fruit and vegetable grocer, patisserie (cake shop), bakery, hairdresser, newsagency, take-away shop, clothing store, online store, shoe store, sports store, book store, department store, expensive, discount, sale, value, quality, fresh, etc. verbs, <i>to buy, to sell, to pay, to find, to look for (search), to browse, to choose/select etc</i>

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<ul style="list-style-type: none"> Teacher revises language structures and sample phrases that demonstrate asking for details in [Language] linked to shopping in a kahoot or other quiz style game e.g Where could I buy...? What time are the shops open? What time are you open till? What time do you close? Can I help you? Are you looking for something in particular? What is your price range? Do you prefer ... or ...?
<ul style="list-style-type: none"> LXX4-1C LXX4-2C 	<p>Currency Conversion</p> <ul style="list-style-type: none"> Teacher provides students with a recent supermarket catalogue in [language] online. Students read specials in supermarket catalogue and begin to familiarise themselves with vocabulary and corresponding images by completing verbal quiz or comprehension questions e.g. how much is the shampoo? What is the item on special for \$5.79? Which items are [country] products and how can we tell this in the catalogue? How much are the biscuits per kilo? Are there any brands featured that are available in Australia? Teacher discusses [country's] currency e.g yen, rupee, lira, euro etc and demonstrates how to complete a currency conversion online or with app. Students are asked to convert 10 catalogue items into AUD and draw conclusions about prices in [country] in comparison to Australia.
<ul style="list-style-type: none"> LXX4-2C LXX4-3C LXX4-4C LXX4-5U LXX4-6U (7U scripted) 	<p>Grocery Shopping</p> <ul style="list-style-type: none"> Teacher and students view a YouTube clip or read a text about shopping in [Country] for food providing information to students about how people shop for their groceries in [Country]. E.g. local market, small special stores, commercial supermarkets, in the evenings, on the weekends etc. Students identify main ideas and specific information in comprehension style questions. Students read brief texts introducing specific or specialty stores in [country] e.g. bakery, fish shop, butcher, fruit and vegetable grocer, toy shop, florist, cake store, fromagerie, delicatessen, gelateria (ice-cream shop) etc and what is generally purchased there. Students annotate with teacher guidance or in pairs with a dictionary and complete comprehension style activities 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. Students write an exchange between a consumer and retailer e.g bakery owner and customer and write a dialogue using basic phrases such as "Could I please have...?", "How much is...?" "Are there any ... left?", "What can I do for you today?" "Thank you, have a good day" and other typical shopping phrases. Students perform their scenarios in front of class. Students read, watch or listen to texts that discuss shopping in detail in [Country]. Students complete comprehension style activities.

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<ul style="list-style-type: none"> Using the above texts as a model, students develop phrases that describe shopping in their own neighbourhood in detail e.g. Local shopping strips or shopping centres, weekend markets or grower's markets, specialty food stores such as Korean or Indian grocer etc. Students complete writing task of 150 words. You have new neighbours who have moved next door and don't know your suburb very well. They have emailed you asking for advice on best places to shop for their groceries and cultural food needs. Write an email providing detailed advice about where they will be able to find what they need. Teacher may choose to complete this as a reading and responding task or alternatively have students complete in an internet forum page style response. <i>Students complete online ready activity. Students are provided with a scenario such as birthday party for 6 students in the class with a budget of 150 euro, or, purchase 5 items you would need to make your favourite meal.</i> Asking students to go onto online grocery store in country, students must purchase or 'add to cart' items they will require for their scenario. Students complete a reading style activity, navigating through site in [language] and browsing through categories and their products. Students take a screen shot of their final shopping cart and send to teacher or present to class to demonstrate and discuss their final selection of products. 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.
<ul style="list-style-type: none"> LXX4-1C LXX4-2C LXX4-3C 	<p>Shopping for Clothing</p> <ul style="list-style-type: none"> Teacher and students view a YouTube clip or read a text about shopping in [Country] for clothing items providing information to students about how people shop for everyday items in [Country]. E.g. local market, streetscape/small shopping villages, shopping centres and department stores, small special stores etc. Students identify main ideas and specific information in comprehension style questions. Teacher provides specific bi-lingual vocabulary list or dictionary activity for a detailed list of clothing items. Teacher may select vocabulary quiz style game for students e.g bingo, kahoot etc. Students listen to/read a text featuring a dialogue between retailer and consumer regarding clothing. Alternatively, students listen or watch a similar text. Students annotate the text and complete corresponding language exercises Students use above text as a model to complete their own written dialogue of 100 – 150 words between retailer and consumer purchasing a jacket for an upcoming excursion. Teacher provides additional extension vocabulary and phrases to describe quality and make, additional colour shades (e.g dark blue, light blue, fuchsia, lime) purchasing for a gift and gift wrapping as well as how to return an item or make a complaint Teacher may provide students with authentic text from outlining returns policy in [Language]. Students may annotate and complete comprehension style questions.

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<ul style="list-style-type: none"> Students complete a written and performed dialogue in which they are provided with a scenario where a consumer has a complaint and seeks to return an item. Teacher provides students with a scenario and list of clothing items needed. E.g Excursion to Eiffel Tower, jacket, long pants, jumper, beanie, sock and sneakers, thermal vest optional. Using online clothing stores in language as a model for clothing descriptions, teachers may provide photos of items of clothing with key words in English e.g “waterproof jacket, deep pockets and removable hood”, students write the description of the item of clothing in sentences in [Language]. Students to visit online clothing store in [language] e.g ASOS.gr, H&M, Zara etc and ‘add to cart’ items specified for the excursion. Students complete a reading style activity, navigating through site in [language] and browsing through categories and their products. Students take a screen shot of their final shopping cart and send to teacher or present to class to demonstrate and discuss their final selection of products.
<ul style="list-style-type: none"> LXX4-1C LXX4-6U (7U scripted) LXX4-5U 	<p>Advertising (Superlatives and the Imperative)</p> <ul style="list-style-type: none"> Teacher revises and consolidates grammatical structures of using superlatives “the best, the freshest, the friendliest etc.” and imperative “come in, buy now, enjoy etc” Teacher to provide a variety of catalogues in [Language] and ask students to identify superlatives and the imperative form in the catalogue. Teacher provides students with pictures of four different items. Students write (or role play) a dialogue of 150 words between retailer and consumer in which 2 of the 4 items must be sold to the customer, the retailer using persuasive language, the imperative and 2 superlatives. Students are given a variety of grocery products or store names and are asked in pairs or individually to write promotional descriptions using the imperative and superlative. Students may complete as presentation task and present their products and description to the class.
<ul style="list-style-type: none"> LXX4-4C LXX4-6U (7U scripted) LXX4-7U (8U scripted) 	<p>Verb Tenses: Past perfect Continuous and past continuous</p> <ul style="list-style-type: none"> Teacher to revise past tense grammatical structures in [language] or Simple Past tense, and introduce Past Perfect Continuous (I <u>had been shopping</u> for new jeans when I found...) and Past Continuous Tense (I <u>was shopping</u> all day or I <u>was looking</u> for gloves in every store I entered). Students conjugate the following verbs in teacher’s chosen tense; to shop, to buy, to pay, to return, to look for, to return, other verbs of teacher’s choice Students to complete supporting grammar activities provided by teacher allowing them an opportunity to apply the explicit grammar rules within context

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<ul style="list-style-type: none"> Students to complete a note/text message/ or email of 50 – 100 words to another student updating them on preparations for the teacher’s birthday using the above tense. E.g. “I <u>was searching</u> for pink balloons when I found the most perfect gift for her...”, serviettes and candles. I still need to buy a present and a cake for her.” Students are to identify and underline/highlight their use of past perfect continuous and past continuous 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.
<ul style="list-style-type: none"> LXX4-4C LXX4-6U (7U scripted) LXX4-7U (8U scripted) 	<p>Adjectives in Setting Descriptions</p> <ul style="list-style-type: none"> Teacher to provide pictures of shopping settings in [Country] e.g. European Christmas market, scenic village shopping street, local grower’s market, night street food market, high rise commercial shopping centre. Teacher provides or develops alongside students a sensory adjective vocabulary list to describe the settings according to the 5 senses e.g. humid, balmy, frosty, loud, bustling, crowded etc. Teacher provides grammatical activities to develop and reinforce knowledge and structures around the use of adjectives in [Language]. Students write a 100-word description for a travel blog in [Language] for visitors seeking information about shopping in [Country] about the setting provided on their stimulus. Students must use at least 6 adjectives in their description. Students complete the above activity with the same format but provide a description of shopping location/settings in their own area or in Sydney’s CBD in [Language]
<ul style="list-style-type: none"> LXX4-2C LXX4-3C LXX4- 4C LXX4-8U (9U scripted) 	<p>Cultural Shopping</p> <ul style="list-style-type: none"> Teacher selects cultural delicacies, specialty products or souvenirs that is exclusive or well known in [Country] and is bought often 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 items and where they can be bought Students identify main points and supporting detail and complete corresponding comprehension and language activities Students complete a research activity on teacher guided cultural delicacy/specialty products or souvenirs. Teacher structures this according to class context and [Country’s] products allocating different products to different students or different pairs. Students write a dialogue of 100- 150 words for the following scenario:

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<ul style="list-style-type: none"> Students write in [Language] and perform a dialogue between 2 friends – an Australian student and a student from [Country]. You are going to visit your friend in [Country] and would love to know what some unique and specialty gifts and souvenirs are to purchase and where you could find them. You are seeking gifts that reflect cultural significance and are linked to traditions and cultural practices. Communicate with your friend in [country] about what you could buy.
<ul style="list-style-type: none"> LXX4-4C LXX4-8U 	<p>Concluding Activities</p> <ul style="list-style-type: none"> Students produce a bilingual brochure with information explaining aspects of their local area for [Language] visitors. Students are organised into pairs to design a bi-lingual infographic, voice-over, videoposter that provides advice, tips and tricks, key words, phrases and cultural protocols about shopping in their local area consolidating their knowledge from the unit.

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: