

Stage 5 Years 9 & 10 – Term 3

Concept	Duration
Negotiation (Making Plans to go out on the weekend)	Term 3 – 10 weeks (20 hours)

Unit overview

Students with prior learning and/or experience

Students clarify, express preference for and summarise arrangements for social outings. Students engage with authentic texts about different venues for outings (e.g., restaurants, cinemas, sporting, or special events etc.) located within [Country]) and compose texts, including a script of a dialogue, a report, and a digital presentation, related to negotiating with friends or family their preferences and plans for a range of outings.

Students with a background in [Language]

Students access a range of online articles and video clips to identify and analyse culture in 'target language country' and how different groups of society spend their time on the weekend or participate in cultural activities. Students write a blog post or news article in which they compare social leisure time in both Australia and [Country] as well as discuss the importance of socialising and participating in cultural activities.

Learning intentions

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

- exchange information about social outing preferences
- interact with peers via email, social-media formats or school-based verbal and written exchanges to arrange plans to go to different venues such as the cinema, a restaurant, a sporting or special event or a concert
- acquire vocabulary, phrases and language structures related to negotiation and effectively implement specific grammatical structures in oral exchanges and written responses for the purpose of considering, discussing, negotiating, deciding
- apply intonation and phrasing patterns in both formal and informal speech when negotiating

Success criteria

Evidence of successful learning will include:

- exchanging information in [Language] about plans for going out on the weekend
- demonstrating an ability to access, organise and interpret information and respond effectively in [Language]. using a range of linguistic structures and formats to compose informal and formal texts related to the concept of negotiating and making plans
- communicating ideas and opinions effectively in both written and verbal tasks for the purpose of arguing a point of view
- composing texts relating to asserting a point of view, negotiating, and reaching agreement

- compose accurate informative, persuasive, and reflective texts in [Language], using a range of linguistic structures and formats for a specific audience related to the concept of negotiating plans to go out
- analyse a range of texts in [Language], identifying and explaining cultural values in texts and the way in which they reflect the interrelationship between language, culture, and identity.

- demonstrating an understanding of their own personal and cultural context and how this is shaped by ways of communicating, thinking, and behaving.

Outcomes (Unit Focus Outcomes in Bold)	Resources
<p>LXX5-1C manipulates [Language] in sustained interactions to exchange information, ideas, and opinions, and make plans and negotiate information and ideas in texts for different audiences</p> <p>LXX5-2C identifies and interprets information in a range of texts</p> <p>LXX5-3C evaluates and responds to information, opinions, and ideas in texts, using a range of formats for specific contexts, purposes, and audiences</p> <p>LXX5-4C experiments with linguistic patterns and structures to compose texts in [Language], using a range of formats for a variety of contexts, purposes, and audiences</p> <p>LXX5-5U demonstrates how [Language] pronunciation and intonation are used to convey meaning</p> <p>LXX5-6U (scripted) demonstrates understanding of how [Language] writing conventions are used to convey meaning</p> <p>LXX5-6U analyses the function of complex [Language] grammatical structures to extend meaning (7U scripted)</p> <p>LXX5-7U (scripted) analyses linguistic, structural, and cultural features in a range of texts (8U scripted)</p> <p>LXX5-8U (scripted) explains and reflects on the interrelationship between language, culture, and identity (9U scripted)</p>	<ul style="list-style-type: none"> • YouTube clips, audio-visual texts related to the concept of negotiation - making plans and going out on the weekend • Websites, research articles and informative texts relating to social activities, both authentic and constructed for learning • Online learning tool Kahoot • Worksheets and exercises prepared by teachers or sourced from textbooks • Online class blog/forum • Teacher prepared comprehension texts, questionnaires, and surveys (hard copy/classrooms) about negotiation/making plans in [Country] and Australia • Digital diagram templates, including Venn diagram • KWL • Templates for graphic organisers, e.g., Think/Pair/Share • I see, I think, I wonder

Syllabus Content	Teaching, learning and assessment <i>Students with Prior learning and/or experience</i>
<p>(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"> • LXX5-1C • LXX5-5U • LXX5-6U (7U scripted) 	<p>Introduction</p> <ul style="list-style-type: none"> • Teacher introduces the unit by showing a short, animated video about making plans https://www.youtube.com/watch?v=ENPSjB90MR4 • Teacher leads discussion by asking questions, such as What was the video about? Where are they planning to go? How does the male character make the festival appealing? How does the female character respond? How does she seek more information? What final plans do they make? • Teacher writes the word 'Negotiation' on the board in [Language], and students brainstorm words and expressions that relate to the topic, e.g., requesting, suggesting, asking questions, clarifying, agreeing/disagreeing, giving reasons, insisting, making concessions, moving the negotiation forward, summarising, finalising, concluding • As a class, students produce a definition for the word 'Negotiation' • Students complete a KWL table to assess prior learning. They then brainstorm different plans that they would make for going out on the weekend with their friends in [Country], e.g., the movies, a special venue or event, a café or restaurant, park, sporting match etc. <p>Vocabulary Activity and Pre-test:</p> <ul style="list-style-type: none"> • 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 know, using dictionaries • Students practise and consolidate new vocabulary and phrases using flashcards, Quizlet, Kahoot etc. using correct pronunciation, rhythm, and intonation • Suggested words and expressions to be included in this list relate to sharing information, feelings, opinions, ideas, and points of view, agreeing/disagreeing, clarifying, convincing, coming to agreement, finalising plans
<ul style="list-style-type: none"> • LXX5 – 6U (7U scripted) 	<p>Verbs/ Compound and Complex Sentences</p> <ul style="list-style-type: none"> • Teacher guides students in practising the use of more complex verb tenses, compound and complex sentence structures and parts of speech to describe, recount, reflect, inform, express opinions, and argue a point of view, such as [add specific grammatical structures in [Language]] • Students complete Cloze texts and other grammar activities to reinforce the correct use of complex verb structures in texts.

Syllabus Content	Teaching, learning and assessment <i>Students with Prior learning and/or experience</i>
<ul style="list-style-type: none"> • LXX5-6U (7U scripted) 	<p>Language for Reflection</p> <ul style="list-style-type: none"> • Students conjugate the following verbs in the present tense (or other tense appropriate for the specific language: to think, to believe, to value, to identify, to reflect, to appreciate, to feel, to learn, to consider, to find, to acknowledge, to discover and/or other verbs of teacher's choice • Teacher provides sentence starters or scaffolded sentences to assist students in practising sentences that allow students to express reflection about contexts of negotiation, e.g. "I have found..., I believe..., I have learnt..., I've come to value..., I've come to appreciate..." • Teacher provides students with a variety of linking words appropriate for students' level, e.g., <i>however, moreover, besides, therefore, even though, despite, overall, for instance, for example, nonetheless, nevertheless, whereas ...</i> • Teacher provides Cloze texts, scaffolded sentences and other consolidation activities that allow students to practise using more complex sentence structures
<ul style="list-style-type: none"> • LXX5-1C • LXX5-8U 	<p>Expanding the concept – negotiation in action</p> <ul style="list-style-type: none"> • Teacher and students discuss features of authentic conversations when negotiating in [Language], such as the use of repetition, pauses, interruptions, contractions, incomplete sentences, and use of nonverbal elements and body language • Students work in groups of 3 to create a role play, using a scaffold provided by the teacher, where student A is negotiating with students B and C. Students can decide on what they are negotiating. They focus on practising the use of learnt vocabulary and sentence structures, and the above language features, nonverbal elements, and body language • Students reflect on their language choices, and communicative and cultural behaviours when negotiating in [Language] and English-speaking contexts.
<ul style="list-style-type: none"> • LXX5-2C • LXX5-3C • LXX5-5U • LXX5-6U (7U scripted) 	<p>Making plans to go to the cinema</p> <ul style="list-style-type: none"> • Teacher provides students with the given image

Syllabus Content

Teaching, learning and assessment
Students with Prior learning and/or experience




- Students complete a “I see, I think, I wonder” on the image in [Language] and discuss responses as a class. Teacher provides a model script of a dialogue between two friends negotiating which movie they would like to see. Students then work in pairs to write their own script of a dialogue where they pretend, they are the two friends in the given image and negotiate to watch one of the three films shown in the posters. Student's role plays their dialogue for the class
- As a class, students collaborate to assess each role play performance against a set of criteria provided by the teacher

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	<ul style="list-style-type: none"> • SUGGESTED ACTIVITY: (WORKSHEET) <ul style="list-style-type: none"> ○ Teacher can provide the following dialogue to students in English and get them to translate it into {language}. Alternatively, the teacher may choose to translate the following dialogue and provide it to the students. <p>Dialogue 1</p> <p>Andy Hi Linet. Do you have any plans for this Sunday?</p> <p>Linet No. Why?</p> <p>Andy Let's go to the movies.</p> <p>Linet Sounds good.</p> <p>Andy Do you like science fiction or romantic movies?</p> <p>Linet I love romantic movies.</p> <p>Andy There is a new movie called Titanic. I think it is very romantic.</p> <p>Linet Great! Where is the movie theatre?</p> <p>Andy You know. It is next to the coffee shop on Barcelona Street.</p> <p>Linet What time is the movie?</p> <p>Andy It is at half past ten.</p> <p>Linet Let us meet in front of the movie theatre at nine.</p> <p>Andy Ok. See you then.</p> <p>Linet Alright. Bye.</p> • Students reflect on their performance of the dialogue using the reflection stem "Today I learnt..."

Syllabus Content	Teaching, learning and assessment <i>Students with Prior learning and/or experience</i>
<ul style="list-style-type: none"> • LXX5-2C • LXX5-3C • LXX5-5U • LXX5-6U (7U scripted) • LXX5-8U (9U scripted) 	<p>Making plans to go to a restaurant</p> <ul style="list-style-type: none"> • Students, in pairs, research places to eat out in [Country] and identify two different restaurants. Students look at restaurant ratings - location - the variety in the menu - reviews • Each student selects their preferred restaurant • Teacher models and writes useful phrases on the board, e.g. I prefer to eat ..., This is cheaper, healthier, easier to get to ... etc. • Students, in pairs, negotiate their choice of restaurant, reaching agreement and justifying their choice • Students, in pairs, compose a report of 150 – 200 words in [Language] identifying the reasons to support their chosen restaurant • Reflection using an exit slip - students reflect on the activity completed, in a couple of sentences, including whether it was easy or hard to come to a decision.
<ul style="list-style-type: none"> • LXX5-2C • LXX5-4C • LXX5-5U • LXX5-6U (7U scripted) • LXX5-7U (8U scripted) • LXX5-8U (9U scripted) 	<p>Arranging to go to a sporting (or special) event</p> <ul style="list-style-type: none"> • Students read or view texts in [Language] providing information about aspects of [Country's] sporting (or special) events Students identify main ideas and specific information through comprehension style questions. Teacher leads discussion, and provides support and guidance on the structure and features of the text(s), including sequencing of ideas, language use, e.g., verb tense, text type, idiomatic expressions, aspects of culture that are reflected in the text, language features that are used for effect • Teacher outlines the task: students, in groups of three, are to collaborate to choose an event. Teacher provides each group with a budget of [equivalent to \$250] to attend their chosen event, and a set of criteria for what needs to be covered in this budget • Student groups negotiate their choice of event and the budget allocation, then compose a digital text, e.g., a PowerPoint, to present their plan to the class • Students use the criteria provided by the teacher to vote at the end of each presentation using apps on their phone • Students reflect on the process of negotiating the choice of event and budgeting, including at least one point of difficulty they encountered in the process and how they overcame it. Students compose a diary entry, blog post, or feature article (or other text type) of 150 words (scaffolded by teacher if needed) in which they express their reflection on the concept of negotiation.

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<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"> LXX5- 2C LXX5-3C 	<p>Introduction</p> <ul style="list-style-type: none"> Teacher shows a short, animated video of making plans. https://www.youtube.com/watch?v=ENPSjB90MR4 Teacher to use the following questions to introduce the unit of “Negotiation.” Brainstorm ideas. Questions to ask could be: <ul style="list-style-type: none"> What was the video about? Where are they planning to go? How does the male character make the festival appealing? Teacher to write the word “Negotiation” on the board in {Language}, and students brainstorm words that relate to the topic. <ul style="list-style-type: none"> For example: to go to the movies, to a holiday resort, to a venue, to an event, to a restaurant etc. As a class students produce a definition for the word ‘Negotiation.’ <p>Vocabulary Activity and Pre-test:</p> <ul style="list-style-type: none"> 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 know from the vocabulary using dictionaries. Students practise and consolidate new vocabulary and phrases using flashcards, Quizlet, Kahoot etc. using correct pronunciation, rhythm, and intonation Suggested words to be included in this list; negotiation, connect, socialise, <i>identity, community, values, history, experience, opinion, relatives, buy, purchase, perspectives, rituals, customs, traditions, park, movies, beach, cinemas, country, first impression, beliefs, to identify, to believe, to enjoy, to belong, to agree, to disagree, to convince etc.</i> Students complete a KWL table to assess prior learning. Students to work in groups of 3 to create a role play where student A is negotiating with student B. Students can decide on what they are negotiating.

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<ul style="list-style-type: none"> • LXX5-2C • LXX5-3C • LXX5-7U (8U scripted) 	<p>Making plans to the cinemas</p> <ul style="list-style-type: none"> • Recap previous lesson. recall words used in terms of the topic. Teacher to create an anchor chart using the words about Negotiation. • Provide students with the given image.  <ul style="list-style-type: none"> • Students complete a “I see, I think, I wonder” on the image in {language}. Discuss responses as a class. This activity can be followed by getting students to write their own script based on what they see in the given image. Students pretend they are two friends on the given image and negotiate to watch one of the three film posters seen. • Teacher can provide the following dialogue to students in English and get them to translate it into {language}. Alternatively, the teacher may choose to translate the following dialogue and provide it to the students. <p>Dialogue 1</p> <p>Andy Hi Linet. Do you have any plans for this Sunday? Linet No. Why? Andy Let’s go to the movies. Linet Sounds good.</p>

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<p>Andy Do you like science fiction or romantic movies?</p> <p>Linnet I love romantic movies.</p> <p>Andy There is a new movie called Titanic. I think it is very romantic.</p> <p>Linnet Great! Where is the movie theatre?</p> <p>Andy You know. It is next to the coffee shop on Barcelona Street.</p> <p>Linnet What time is the movie?</p> <p>Andy It is at half past ten.</p> <p>Linnet Let's meet in front of the movie theatre at nine.</p> <p>Andy Ok. See you then.</p> <p>Linnet Alright. Bye.</p>
<ul style="list-style-type: none"> • LXX5-1C • LXX5-5U • LXX5-2C • LXX5-3C 	<p>Arrangement to go to the Sporting event</p> <ul style="list-style-type: none"> • Teacher splits students into groups of 3 and provides them with a Budget of \$230. Teacher gives students a criterion of what needs to be covered in this budget. Students need to go to a sporting event and use the budget to enjoy the event. Teacher to provide students with sentence starters and phrases in [language]. • Students to present their presentation to the class - could be through a ppt - visuals • Students to vote at the end of the presentation using apps on their phone • Teacher provides students with the language used to purchase in English or [Language]. • Students read or view text in [Language] providing information about aspects of [Country's] Sporting events. Students identify main ideas and specific information in comprehension style questions. Teacher lead discussion/provides support and guidance of the structure and features of the text(s), including sequencing of ideas, language use, e.g., verb tense, text type, idiomatic expressions, aspects of culture that are reflected in the text, language features that are used for effect.

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<ul style="list-style-type: none"> • LXX5-1C • LXX5-4C • LXX5-6U (scripted) 	<p>Verbs/ Compound and Complex Sentences</p> <ul style="list-style-type: none"> • Understanding and using more complex verb tenses (I'm coming, I'll come, I came, I had come, I'm going to come), compound and complex sentence structures and parts of speech to describe, recount, reflect, inform, and express opinions, as in: I believe... I completely agree with you.... • Students complete a close passage and other grammar activities to reinforce the correct use of verbs in texts.
<ul style="list-style-type: none"> • LXX5-6U (7U scripted) • LXX5-4C • LXX5-6U (scripted) 	<p>Language for Reflection</p> <ul style="list-style-type: none"> • Students conjugate the following verbs in the present tense (or other tense appropriate for specific language; to think, to believe, to value, to identify, to reflect, to appreciate, to feel, to learn, to consider, to find, to acknowledge, to discover and/or other verbs of teacher's choice • Teacher to provide sentence starters or scaffolded sentences to assist students in practising sentences that allow students to express reflection about negotiation and meeting people e.g. "I have found..., I believe..., I have learnt..., I've come to value..., I've come to appreciate..." • Teacher provides students with a variety of linking words appropriate for students' level e.g., however, moreover, besides, therefore, even though, despite, overall, for instance, for example, nonetheless, nevertheless, whereas ... • Teacher to provide cloze passage, scaffolded sentences and other consolidation activities that allow students to practise using more complex sentence structures • Students to complete a diary entry, blog post, or feature article (or other text type) of 150 words (scaffolded by teacher if needed) in which they express their reflection on the arrangement they had to make.
<ul style="list-style-type: none"> • LXX5-3C • LXX5-4C • LXX5 6U (scripted) 	<p>Planning a holiday resort</p> <ul style="list-style-type: none"> • Teacher provides students with a model/template of a travel itinerary to [Country]. Teacher provides each student with a traveller's scenario e.g., <i>Family of 3, 2 weeks in [Country], Father is interested in war history, Mother is interested in shopping for local specialty foods and crafts, 7-year-old likes going to the beach and the outdoors.</i> • Students consolidate their knowledge acquired throughout the unit and create an itinerary to suit the scenario including dates, destinations, transport, accommodation, and sightseeing. • Students collaborate and work in pairs to complete the itinerary and submit to teacher • Students take on the persona of 1 of the members of their given scenario and write a diary entry or participate in a dialogue with the teacher in which they imagine they have completed the itinerary and provide a review of their impressions of their experience in [Country].

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<p>Holiday Resorts</p> <ul style="list-style-type: none"> • Teacher to have two different resort brochures on the board. Discuss facilities available for each taking notes (annotate) on the board. Stimulate discussion as to which resort to go to and why. Write sample phrases on the board. Call up on two students to come to the board. Using the phrases and discussion points made, students roleplay and negotiate on one of the resorts on the board. • Teacher to group students. Each group is to be provided with three-four holiday - resort brochures. Students in groups are to discuss which resort they would like to go to. They are to produce a dialogue and at the end produce a decision. They then present their discussion to the class. • Students reflect on this process.
<ul style="list-style-type: none"> • LXX5-1C • LXX5-2C • LXX5-3C • LXX5-5U • LXX5-8U (9U scripted) 	<p>Concluding Activity</p> <ul style="list-style-type: none"> • Students listen to a text in [Language] providing information about aspects of [Country's] travelling. Students identify main ideas and specific information in comprehension style questions. • In pairs, students are given a lucky dip - where cities of {country} and Australia are placed. Students can select one from the dip and introduce that city to the class. Teacher may provide the following questions to assist students with the information needed: Where is the city located? Why is this city important? What places are there to visit? Where in the city are these places? Briefly explain? How do we get to this city? What is the city famous for? • Teacher to collate the student work and create a booklet. • Students complete the learnt in the KWL chart.

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: LXX5-4C, LXX5-6U, LXX5-8U

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: