**Persian – Stage 3A (Year 5)**

|  |  |
| --- | --- |
| **Unit Title:** Travel and Tourism | **Duration: 10 weeks** |
| ***Students learning Persian as a second or additional language***Students research and gather information about a tourist location in a Persian-speaking country and create a poster, a video clip, or an advertisement, etc, to share their findings on different aspects of the locations e.g., culture, life style, language, weather conditions, etc. They can also provide suggested locations of cultural interest to Australian tourists.***Students with prior learning and/or experience:***Students research and gather information about a tourist location in a Persian-speaking country and create a poster, a video clip, or an advertisement, etc, to share their findings on different aspects of the locations e.g., culture, life style, language, weather conditions, etc. They suggest locations of cultural interest to Australian tourists, in a multimodal presentation, providing reasons for their suggestions inclusive of personal preferences.  |

|  |  |
| --- | --- |
| **Outcomes** | **Resources** |
| A student:* obtains and processes information in texts, using contextual and other clues **LPE3-2C**
* responds to texts using different formats **LPE3-3C**
* applies key features of Persian pronunciation and intonation **LPE3-5U**
* applies basic Persian writing conventions **LPE3-6U**
* demonstrates understanding of Persian grammatical structures **LPE2-7U**
* recognises how texts and language use vary according to context and purpose **LPE2-8U**
 | * Written posts, news, or articles online, in newspapers, magazines, books, websites etc. about tourism and travels to tourist locations in a Persian-speaking country; e.g.,

<https://www.chetor.com/130533-%D8%AC%D8%A7%D9%87%D8%A7%DB%8C-%D8%AF%DB%8C%D8%AF%D9%86%DB%8C-%D8%A7%DB%8C%D8%B1%D8%A7%D9%86/><https://www.eligasht.com/Blog/search/%D8%A7%DB%8C%D8%B1%D8%A7%D9%86/>* Video clips such as

<https://www.youtube.com/watch?v=JZiBJd-Gf1k><https://www.youtube.com/watch?v=NgjR1UzjnKM> [English]* Teacher and student made worksheets and exercises
* Flashcards, pictures, images, posters, etc.
 |

|  |  |
| --- | --- |
| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * obtain and organise specific information from texts
 | * locate and classify information from a range of spoken, written, digital and visual texts
 |
| ***Weeks 1 & 2 – Building the field in travel and tourism**** Teachers shows parts or entire video clips related to tourist location in a Persian-speaking country and encourage students to explore and generate information about the main points of the clip. Teacher initiates discussion for students to consider aspects of the travel point and directs the discussion to planning for a trip, including best time for visiting the location, attractive points, etc, and asks relevant questions.
* Students:
	+ locate key points of information and new vocabulary and expressions from the video clip.
	+ Identify specific information such as names of familiar cities, weather conditions, etc.
	+ Participate in the discussion about their perceptions of the tourist location as seen in the clip.
	+ share their information about the same tourist location or any other experience with the class. Students with prior experience or background in Persian provide more details or more complexity of structures.
	+ recall the main points viewed in the video clips and explain them to the class.
	+ discuss their understanding of how the location can be a point of attraction. Students provide examples from different other cities and points of attraction across different countries.
 |
|  **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * respond in English or Persian to texts, using a range of formats
 | * respond in Persian to information and ideas, using a range of formats for different audiences
 |
| ***Weeks 3 & 4 – Learning new vocabulary and expressions, and how to apply them**** Teacher:
	+ provides a list of tourist sites in Persian-speaking countries and encourage students to do research on at least two cities and present the information related to the points of attraction, weather conditions, people’s life style, popular foods, etc, in different forms such as a poster, map, table, etc.
	+ runs vocabulary building exercises to assist students consolidate vocabulary and expressions to describe a tourist location. Prior/Background learners are provided with more sophisticated vocabulary.
	+ helps students create word bank in Persian
	+ brings to the class images related to popular tourist cities, e.g. Isfahan, and asks the students to write the related word on the board, e.g.,*siosepol, gaz,* etc.
	+ assists students to organise and present the information in the form of a poster, a table, or a videoclip, etc. This task may extend to the following sessions.

* Students:
	+ revise and learn vocabulary and expressions.
	+ can use video clips or newspaper, magazine or online texts, with teacher’s guidance, to do research on two favourite cities and to learn the vocabulary and expressions in context. Prior /background learners learn more sophisticated vocabulary.
	+ Present the information obtained from different texts in the form of a poster or a table, etc.
	+ create a personal word bank.
	+ translate the vocabulary and expressions into English.
	+ write the words on the board
	+ use the words in different similar sentences
	+ start thinking about and organising the information in the form of a poster, a table or a videoclip as instructed by teacher.
 |
| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning
* identify and reproduce Persian letter combinations and understand that letters change according to their position
 | * apply the Persian sound system, including variations in tone, stress and phrasing
* extend knowledge of the Persian alphabet and use an increasing range of letter combinations
 |
| ***Weeks 5 & 6 –participating in group activities to learn language variations and making meaning**** Teacher:
	+ Provides students with a set of word families related to tourist locations and encourages students to do research to find similar word groups, eg, باقلوا-یزد, حافظیه-شیراز, گل-بهار, دیزین-اسکی, etc.
	+ shows an advertisement from a newspaper, and a video clip related to tourism to a particular city and discusses the choice of words, variations in the tone, intonation, stress, etc.
	+ Helps students to make an ad about travelling to their favourite city and present it to the class. Where appropriate, the teacher stresses the words that are written and pronounced differently, such as مثلاً، حتماً, or the words that may be written differently, e.g., بلیط، بلیت
	+ Discusses how the meaning, emotions, and the impact may change with variations in the pronunciation, tone, intonation, stress, etc.
	+ Creates awareness that there are variations in spoken Persian across different cities of Persian-speaking countries or regions and provides examples
	+ Allows students to reiterate the words, expressions and sentences with different variations in the pronunciation, tone, intonation, stress, etc.
* Students:
	+ note down the key information including the word families from the advertisement text provided by teacher. Prior /background learners identify and write more detailed information.
	+ add the key terms and expressions, including the name of the cities, popular spots, food, etc. to their word bank
	+ listen to or read an advertisement on travelling to a city and discuss their opinion about travelling there. Prior /background learners share their experiences and stories about their travel experience to the city, if applicable.
	+ Collaboratively with the teacher and the peers, create an advertisement on a city and travels, and write new words on the board with the help of the teacher.
	+ students repeat after the teacher the pronunciation of the words and sentences in different forms and variation in the tone, intonation, stress, etc.
	+ students create a list of the words from the texts used in class that are written or pronounced differently and write them on the board.
 |

|  |  |
| --- | --- |
| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * recognise the systematic nature of Persian grammar rules
* identify how the features of text organisation vary according to purpose and audience
 | * understand and use basic structures and features of Persian grammar to elaborate on meaning
* identify how the features of text organisation vary according to purpose and audience
 |
| ***Weeks 7 & 8 – participate in teacher-led activities to learn about language style (formal and informal) and grammatical rules**** Teacher:
	+ Provides different texts, written and/or video clips, and discusses how the language style may differ according to the context, purpose and the audience
	+ initiates discussion about different vocabulary and word choices appropriate to the purpose of the text
	+ discusses different grammatical concepts and parts of speech in Persian language, including nouns, verbs, adjectives, etc, by giving examples from the text and explain their construct, e.g., how to make an adjective from a noun
	+ discusses different forms of sentences in the text, e.g., questions, statements, imperatives, negative forms, and their construct
	+ groups students to work together to play around with grammatical rules and the structure of sentences e.g., converting some of the nouns into adjectives, making questions from statements, making negative form of sentences, etc, and present them to the class or write them on the board
	+ groups students into pairs. Encourages each pair to take up the role of friends, parent and child, teacher and student, travel agent and customer, etc, and come to the front and act in their roles and present a short conversation, using formal or informal language.
* Students
	+ make notes on information gained from teacher including the list of the parts of speech from the text
	+ Identify the degree of formality of different texts presented by the teacher and identify the language style used, e.g., colloquial Persian in informal spoken texts and formal Persian in formal situations and written texts
	+ Work in groups and practice grammatical rules and sentence structures, and share them with class by writing them on the board, e.g., converting nouns into adjective, making questions, making negative form of statements, etc. Students with prior learning and/or experience can assist other peers and present more complex grammatical rules.
	+ Identify features of the text presented by the teacher that makes it formal or informal
	+ Work in pairs. Each student takes up a specific role, e.g., child, parent, student, teacher, customer, travel agent, etc. Students create a short conversation and act and present it in front of the class. The class discuss the degree of formality of the conversations and identify relevant features.
	+ Discuss whether how they use Persian language with their family members, friends, and other people in their community. Students with prior learning and/or experience may elaborate further on their word choice, and sentence structure.
 |
| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * respond in English or Persian to texts, using a range of formats
* identify and apply the features of text organisation that vary according to purpose and audience
* understand and use basic structures and features of Persian grammar to elaborate on meaning
 | * respond in Persian to information and ideas, using a range of formats for different audiences
* identify and apply more sophisticated features of text organisation that vary according to purpose and audience
* understand and use basic structures and features of Persian grammar to elaborate on meaning
 |
| ***Weeks 9 & 10 – working collaboratively to consolidate learnings**** Teacher:
	+ groups students in pairs
	+ provides the students with a list of city names in Persian-speaking countries to choose from.
	+ helps students with finding relevant information about the city
	+ explains the grammatical concepts and sentence structure patterns in the text
	+ discusses the pronunciation and intonation of the words, phrases and sentences
	+ gives students time to rehearse the new terms and expressions in Persian
	+ helps students make a poster about their selected city and its attraction
	+ asks students to present the poster to the class and talk about their findings
	+ provides feedback on the students’ final work
* Students in pair**:**
	+ choose one of the tourist locations from the list
	+ conduct research to find information about the location
	+ write down their findings using the modelled language, and make a poster using their findings and images
	+ present the poster to the class and talk about their findings
	+ discuss any pros and cons and what-to-do’s and what-not-to-do’s about travelling to the specific tourist location
	+ discuss the degree of formality and the language style they presenters are using to present their work to the class and how it could have been different if the audience were different
 |

|  |
| --- |
| **Sample assessment activity (Weeks 9 & 10)** |
| ***Students learning Persian as a second or additional language***Students in pairs create a poster and present it to the class using the modelled language and style and discuss grammatical and language style aspects.***Students with prior learning and/or experience:***Students in pairs create a poster and present it to the class using the modelled language and style in a more sophisticated manner than their peers who are learning Persian as a second or additional language. They present how their word choice and language structure could be different for different audiences. **Outcome assessed: LPE3-2C, LPE3-3C, LPE3-5U, LPE3-6U, LPE3-7U, LPE3-8U** identifies that language use reflects sound knowledge of Persian language structure, and how terms and expressions reflect cultural values and beliefs |

|  |
| --- |
| **Reflection and Evaluation** |
| At the conclusion of the unit, teachers should reflect on student learning and engagement in activities, and use this to inform planning for subsequent learning experiences. Teachers could consider assessment records and results and student feedback to help them ascertain the quality of teaching and learning experiences.* To what level did students achieve the learning outcomes?
* How effective were the activities in helping students to understand key concepts and achieve the learning outcomes?
* Did teaching strategies and activities facilitate high levels of student engagement? Why/why not?
* How could the unit be improved to enhance student engagement and learning?
* Were students’ needs catered for?

Teachers could consider student feedback to help them ascertain the quality of teaching and learning experiences.* What did you learn in this unit of work that you did not know before?
* Do you feel you need further revision of vocabulary, expressions and /or grammar?
* Which activity did you enjoy the most?
* What would you like to do more of?
 |