**Persian – Stage 3B (Year 6)**

**(Unit 2)**

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| **Unit Title: Famous people** | | **Duration: 10 weeks** | |
| ***Students learning Persian as a second or additional language***  Students research information about famous people from Persian-speaking countries and around the world from the past and present. In groups, students do activities such as creating posters, developing a simple script for a TV show or an interview with a chosen figure, and present it in the form of role play work. Individually, students write a short essay or a commentary about a famous person and why they have become well-known.  ***Students with prior learning and/or experience***  Students research information about famous people from Persian-speaking countries and around the world from the past and present. In groups, students do activities such as creating posters, developing a simple script for a TV show or an interview with a chosen figure, and present it in the form of role play work. Individually, students write a short essay or a commentary about a famous person and why they have become well-known and how the person has had an influence. | | | |
| **Outcomes** | **Resources** | |
| A student:   * uses Persian to interact with others to exchange information and opinions, and to participate in classroom activities  **LPE3-1C** * 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  **LPE3-7U** | * Information Websites such as   <https://bit.ly/2L5MhZH>  <https://bit.ly/3mVTrO4>  <https://bit.ly/39E6mAG>  <https://bit.ly/2VCqPgP>   * Written posts, news, ads, or articles online, in newspapers, magazines, books, etc. about a famous figure and their impacts * Video clips such as TV interviews with famous people, e.g., <https://bit.ly/37AVCjP> * Online sources for images and pictures, e.g., <https://www.pinterest.co.uk/missparsa/historical-people-persian-iranian-figures/> * Teacher and student made worksheets and exercises | |

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| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** | |
| * participate in a group activity * obtain and organise specific information from texts * respond in English or Persian to texts, using a range of formats | * collaborate with peers in group activities and share experiences to make choices and arrangements * locate and classify information from a range of spoken, written, digital and visual texts * respond in English or Persian to information and ideas using a range of formats | |
| ***Weeks 1 & 2 – Building the field***   * Teacher   + Explains to the class who is considered as a famous or a public figure, i.e., a person who is associated with a particular political position, movement, invention, product, brand, art, and who is known and in most cases loved by many people locally or internationally.   + Reads a short biography of a few historical and contemporary figures from a Persian speaking country and around the world.   + Shows a video clip related to a Persian-speaking famous person, e.g., an interview, and discusses key information and language use   + Encourages students to note down key information and vocabulary   + helps students create a word bank in Persian   + Helps students to form a table from the information collected   + Encourages students to share their viewpoints about their favourite famous people, and the reasons for their interests * Students:   + Locate and note down key points of information and new vocabulary and expressions   + Participate in class discussion and share their perceptions and viewpoints   + With teacher’s guidance, organise the information and vocabulary in the form of a table   + Make their own word bank   + Share information about a famous person they know and the reasons for their interest   + Discuss if they would like to become a public figure, and if so in what field and why. | | |
| **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 culturally specific terms and expressions * composes texts in Persian using a series of sentences | | * respond in English or Persian to information and ideas, using a range of formats for different audiences * identify phrases and expressions used only in Persian and English * compose informative and imaginative texts for a variety of purposes and audiences |
| ***Weeks 3 & 4 – Learning new vocabulary and expressions, and how to apply them***   * Teacher:   + provides listening and vocabulary building exercises to assist students consolidate vocabulary and expressions to describe a locally or internationally well-known figure e.g., Einstein, Ferdowsi, etc. Prior/Background learners are provided with more sophisticated vocabulary.   + Explains in what ways the social life of some of people may change when they become famous   + provides a list of well-known figures from Persian-speaking countries and writes them on the board.   + initiates the discussion about a brief description of the people listed on the board   + encourages students to choose one from the list for an individual activity, e.g., writing a short essay or commentary about the person, why they are famous, and how they have an impact on people’s lives. Ask each student to read their essays aloud to the class. This task may extend to the following weeks.   + Practices the new vocabulary and expressions with the students and encourages them to use them in different sentences   + Groups students and ask them to do research about one of the famous people listed and make a poster about the figure and present it to the class. This task may extend to the following weeks.   + brings to the class images related to renowned figures and hold them up and ask students to tell who the photo belongs to and why they are famous. The teacher completes the explanations about each figure and ask students to write the information on the board.   + assists students to organise, prepare and present the information in the form of a poster. This task may extend to the following sessions. * Students:   + revise or learn vocabulary and expressions taught by teacher.   + Do research about their chosen famous figure from the list. They can use video clips or newspapers, magazines, or online texts, with teacher’s guidance, to learn the vocabulary and expressions. Prior /background learners learn more sophisticated vocabulary.   + Practice new words and expressions and use them in different similar sentences and texts. Prior /background learners may use a variety of words in accordance with the purpose and the audience.   + organise the information in the form of a poster, as their group task   + write up an essay as an individual task | | |
| **Students learning Persian as a second or additional language** | | **Students with prior learning and/or experience** |
| * composes texts in Persian using a series of sentences * recognise the systematic nature of Persian grammar rules * create bilingual texts and resources for their own language learning and the school community | | * compose informative and imaginative texts for a variety of purposes and audiences * understand and use basic structures and features of Persian grammar to elaborate on meaning * create bilingual texts and resources for their own language learning and the school community |
| ***Weeks 5 & 6 – participating in teacher-led activity***   * Teacher:   + organises the list of the students’ chosen figures and write them on the board   + asks students to read their essays aloud to the class. The teacher gives feedback.   + encourages students to present their completed posters to the class.   + Asks students to note down key information and new vocabulary and expressions from each presentation   + explains Persian grammatical rules and language structure and helps students apply them in their composed texts   + helps students with learning new vocabulary and the English equivalents   + shows parts of video clips related to interviews with celebrities and famous people and encourages students to note down key questions and information   + explains how meaning is shaped not only by words, but also by gesture, intonation and use of voice appropriate to the context   + Groups students into pairs for an interview role play work   + Provides a list of contemporary famous figures and writes them on the board and asks each pair to choose one.   + Asks students in each pair to do research about their chosen famous figure and come up with interview questions for the following session. * Students:   + Read aloud their essays to the class.   + Each pair of students present their completed posters to the class   + note down the key information about each presentation. Prior /background learners identify and write more detailed information.   + Participate in class discussions about their viewpoints on the poster presentations.   + add the key terms and expressions to their word bank and record their English equivalents   + note down new grammatical concepts as instructed by the teacher and use them in sentences   + work in pairs and, with teacher’s guidance, on the interview role play work.   + write down their chosen topic and the relevant key aspects, facts, and information on the board.   + Start rehearsing their role play work. | | |

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| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** | |
| * compose informative and imaginative texts, using scaffolded models, for different purposes and audiences * recognise the systematic nature of Persian grammar rules * identify how the features of text organisation vary according to purpose and audience | * compose informative and imaginative texts for a variety of purposes and audiences * 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 – Learning about and applying grammatical rules in written and oral texts***   * Teacher:   + Discusses how spoken and written forms of Persian differ, by giving examples from formal written forms and colloquial expressions used in conversation   + Initiates discussion on the use of formulaic expressions, e.g., those exchange in the interview clips, and explains how it changes in written   + helps students to write up a script for their interview role play and gives the students time to practice their play   + helps students understand how meaning is shaped not only by words, but also by gesture, intonation and use of voice appropriate to the context   + Asks students to prepare and write another essay for their assessment week, on a topic related to a famous person   + Encourages students to participate in class discussions about their favourite figure, and pros and cons of being a celebrity, etc. * Students   + Present the work that they had prepared during the past weeks, e.g., their poster, essays, etc.   + recognise differences between spoken and written forms of Persian, and identify some examples in their written and oral texts and in their conversations with their peers   + note down a list of formulaic expressions as provided by teacher and peers. Students with prior learning and/or experience can reflect on the experience of using such exchanges, e.g., those exchanged in the video clips shown by teacher   + understand that meaning is shaped not only by words but also by gesture and use of voice, and that these elements also vary in formal and informal language.   + Talk about one of their favourite celebrities or famous people and explain why they are interested in that figure   + Share their opinions about pros and cons of being a celebrity   + In pairs, prepare their script for their interview role play for the following weeks | |
| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** | |
| * composes texts, both written and oral, in Persian using a series of sentences *and formulaic expressions appropriate to the context and audience* | * composes texts, both written and oral, in Persian using a series of sentences *and formulaic expressions appropriate to the context and audience* | |
| ***Weeks 9 & 10 – working in groups to consolidate learnings***   * Teacher:   + helps students find and organise relevant information for their essays and role plays   + gives students time to rehearse the new words and expressions in Persian   + helps students organise the information in the form of an essay   + asks students to read their essays to the class   + asks students to present to the class about different aspects of their work, e.g., history, language and formulaic expressions, etc.   + allocates time for each pair to do their interview role play in class   + provides feedback on the students’ final work, both their written texts, presentations and role plays * Students**:**   + conduct research to collect information about different aspects related to the famous figure   + read aloud their written final essay to the class   + in pairs, they do their interview role play in class   + share their ideas about other students presented work. Students with prior learning and/or experience can give more detailed and sophisticated feedback.   + Note down teacher’s feedback on others’ and their own work | |

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| **Sample assessment activity (Weeks 9 & 10)** |
| ***Students learning Persian as a second or additional language***  Students in pairs create a text, e.g., a poster, a short essay or commentary, interview script etc, using the modelled language and style and present the work and the historical and cultural aspects tied to it to the class.  ***Students with prior learning and/or experience:***  Students in pairs create a text, e.g., a poster, a short essay or commentary, interview script etc, 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 the work and the historical and cultural aspects tied to it to the class, and share their own experiences related to the rituals and formulaic expressions exchanged in a certain cultural event.  **Outcome assessed: LPE3-1C/LPE3-2C/LPE3-3C/LPE3-4C/LPE3-5U/LPE3-7U/** identifies that language use reflects sound knowledge of Persian language structure, and how terms and expressions reflect cultural values and beliefs |

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| **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? |