Unit of Work Planning proforma

1. **Brief description of the group of students** *This unit of work is planned for students aged 8–12, with varied levels of Greek proficiency and exposure to the language. Differentiation is included to support high-potential students through extension activities. Students' interests, including video games, programming, LEGO, cooking, Greek mythology, dance and socialising, have also been considered.*

2. **Brief description of the Community Language school they attend:** *The students attend a community language school in a mixed Stage 2 and Stage 3 class. Students attend lessons after a full week of day school and other extracurricular activities, so lessons need to be engaging, varied and interactive to maintain focus and participation.*

<table>
<tr>
<td>3. LANGUAGE
Modern Greek</td>
<td>4. STAGE/YEAR AND AGE
Stage 2 & Stage 3
Students aged 8-12
across Year 3 to Year 6</td>
<td>5. Topic / Title
A Trip to Greece</td>
<td>6. DURATION (Number and duration of lessons)
7 weeks, with 2-hour lessons each week</td>
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<td colspan="2">7. Aim of this Unit
At the end of this Unit students will be able to: communicate in Greek in common travel situations such as packing, travelling through an airport, meeting others, going to the beach, ordering food and shopping at the grocery store. They will also create a short travel diary using familiar vocabulary and simple sentences.</td>
<td colspan="2">8. End task/s
Description: Students will create a "My Trip to Greece" travel diary in Greek. Each entry describes experiences from the unit. Students may include drawings, maps, or photos to make the diary more engaging. They will then share a short part of their diary with a partner or small group, where they ask and answer simple questions in Greek and respond about their experiences.
· Audience: Classmates, friends, and family. The diary is written as if sending it to a friend, so students imagine a real person reading their story, not just the teacher.
· Purpose: Students reflect on what they have learned during the unit and use Greek to describe their experiences. Through sharing and discussing their diary with peers, they practise social language, ask and answer questions, and build confidence communicating with others. The task also allows them to be creative and express their ideas in an engaging and meaningful way.</td>
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<td colspan="2">9. Targeted Syllabus Outcomes
ML2-CRT-01 (ML3-CRT-01 for stage 3)</td>
<td colspan="2">10. Success criteria Students will be able to:

• write a short travel diary in Greek
• describe places they visited, people they met and things they did
• use simple sentences and the right vocabulary
• include drawings, maps, or photos</td>
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	• *share part of their diary with classmates and answer simple questions*
11. **Prior knowledge/learning** This unit builds on: *Students already know the difference between genders of nouns, basic colours, numbers, some verbs, and the concept of present tense verb conjugation. They are also familiar with vocabulary related to food, fruits, vegetables, and family members. They are able to understand and respond to simple questions, such as "what's your name?", "how old are you?", "what time is it?". They are also able to read Greek, even if they don't understand all the words. This prior knowledge will support new vocabulary and sentence structures in this unit.*	12. **Suggested vocabulary** ***Suitcase Items:*** *t-shirt, shirt, pants, shorts, skirt, dress, jacket, sandals, sneakers, socks, hat, sunglasses, swimsuit, suitcase.* ***Airport:*** *airport, airplane, boarding pass, passport, gate, flight, straight, left, right.* ***Interests:*** *dancing, drawing, reading, swimming, gymnastics, soccer, basketball, riding a bike, skateboarding, playing video games, coding/programming, playing music, cooking, dogs, cats, pets, reptiles.* ***Beach:*** *beach, towel, hat, rackets, ball, tennis ball, flippers, mask, shells, bucket and shovel, umbrella, ice cream, sand, sandcastle, seagull.* ***Café / Restaurant:*** *loukoumades, toast, ham, cheese, tomato, orange juice, soft drink, souvlaki, pita, chicken nuggets, chips, spinach pie, spaghetti bolognese, chocolate ice cream, strawberry ice cream, vanilla ice cream, cup, cone.* ***Grocery Store:*** *milk, eggs, yoghurt, butter, cheese, bread, cereal, pasta, rice, legumes, olive oil, chicken, mince meat, fish, potatoes, carrots, corn, spinach, lettuce, apples, oranges, pears, bananas, strawberries, lemons, watermelon, shampoo, shower gel, conditioner.*
13. **Key sentence structures** 1. *I put / have in my suitcase…, Do you have…? Yes, I have… / No, I don't have…* 2. *Where are you going? I am going to…, Which gate? Go straight / turn left / turn right.* 3. *My name is…, I am … years old, my mum / dad / brother / sister is…, He/She likes… I like…, Do you like…?* 4. *I went to the beach, I brought…, I played with…,* 5. *Greetings, I would like…, Can I have…? Here you are, Thank you, you're welcome, My favorite food is…. What would you like?, I would like…,I bought …, How much does/do it/they cost? It costs…*	14. **Resources** *Tablets, TV screen, laminated printouts, mini whiteboards, markers, flashcards, storybook, suitcase templates, maps, menus, role-play props, scissors, glue, coloured pencils, and the* ***Super Mario Gender Grid****. *Super Mario Gender Grid is a Gender Noun Grid I created last year for my lessons. Students sort new vocabulary by gender under the correct category, helping them recognise common noun endings, article patterns, and plural forms through observation and repeated use.*

15. **Sequence of language teaching / learning activities (including differentiation)**	16. **Resources**
<u>Lesson 1:</u> Pack Your Bags! Ετοιμάστε/Πακετάρετε τις βαλίτσες σας. Purpose: To be able to describe the items they pack in their suitcase for a trip to Greece and they can write this information in their final travel diary. *Activities:* 1. ***Grammar revision / Vocabulary Introduction (20 min).*** *Read the new vocabulary from a presentation (t-shirt, shirt, pants, shorts, skirt, dress, jacket, sandals, sneakers, socks, hat, sunglasses, swimsuit). Categorise the nouns in the Super Mario Grid(reviewing colors, gender endings, articles and the plural of neutral nouns)* 2. ***Colour and Label Task (15 min)****. Students colour printable clothing items and label each item in Greek.* 3. ***Pack the Suitcase (10 min)****. Students cut out their chosen clothing items and place them into an A4 suitcase 3x3 grid template.* 4. ***Partner Speaking Task – Sentence Scaffold (15 min).*** *Students describe what they pack using a sentence scaffold. "I put in the suitcase + (matching noun gender article) + (color in matching gender) + (item/noun)"* 5. ***Writing on mini whiteboards (10 min).*** *Students write on their mini whiteboards a sentence with one item from their suitcase.* 6. ***Guess What Is in the Suitcase?(15 min).*** *Students play the game (similar to Go Fish) in pairs and ask questions using a scaffold displayed on screen, revising the verb **to have**. "Do you have + (item)?" "Yes, I have the + (item) / No, I don't have the + (item).* 7. ***Suitcase Bingo (15 min).*** *Students play bingo using the packed suitcase grid.* *or* 8. ***Dress the Doll (15 min).*** *Students name and dress a printable doll, then describe what the doll is wearing using simple sentences: "Maria wears a red dress"* *Differentiation for advanced student(s):* ● *Write the plural of all gender items in the Super Mario Grid.* ● *Describe in an extended sentence what their doll is wearing using "and". "John wears green shorts and a red t-shirt and a pair of blue sandals".* ● *Write at least 2 detailed sentences describing their suitcase contents.*	● *Super Mario Gender Grid* ● *Clothing Items coloring/label page* ● *Suitcase grid* ● *Presentation* ● *Sentence scaffold speaking task* ● *Sentence scaffold Guessing game* ● *Bingo wheel* ● *Paper doll print* ● *Mini whiteboards* ● *Whiteboard markers* ● *Scissors* ● *Glue* ● *Coloring pencils* ● *TV screen*

<u>Lesson 2:</u> Lost at the Airport! Στο Αεροδρόμιο! Purpose: To be able to understand and use simple language needed at the airport and communicate in travel situations. *Activities:* 1. ***Revision Warm Up (10 min).*** *Students revise vocabulary from Lesson 1 through a quick pair dialogue remembering what they packed in their suitcase / or what clothes their doll wears (HW).* 2. ***Vocabulary Introduction (20 min).*** *Students are introduced to new vocabulary through a structured PQA sequence supported by visual prompts that follow an airport travel progression (suitcase, passport, airport, airplane, check-in, boarding pass, gate, flight, seat, passport check, straight, left, right). Students respond to personalised questions connected to travel and airport experiences while the teacher introduces and practises the vocabulary with the class. Students review prior knowledge of numbers and reply when asked their name.* 3. ***Boarding Pass Task (10 min).*** *Students complete a simple boarding pass template with their name, chosen destination and gate number (from the presentation)* 4. ***Role-play: Check-in (20 min).*** *Students are the travellers checking in for their flight. The advanced student starts as the check in agent. They practise a short dialogue using modelled phrases (presentation) such as greeting, showing passport, and receiving the boarding pass. (If other students feel confident they can try the role of the agent too)* 5. ***Giving Directions Game (25 min).*** *Students are given a different route on an airport grid map (appropriate to their level). They have to write down directions (using scaffold sentences) to navigate a traveller along that route. They then need to say it and in order to add some movement they can do the appropriate arm signaling.* 6. ***Waiting for boarding chit chat (10 min).*** *Students ask and answer questions with a partner: What's your name? Where are you going? What gate are you going to?* 7. ***Diary Reflection (10 min).*** *Students complete a short cloze activity using vocabulary from the lesson (e.g. check-in, passport, boarding pass, gate, airplane). They fill in the missing words to describe their airport experience before sharing their answers with the class.* *Differentiation:* ● *Use additional airport vocabulary to extend speaking and writing tasks.* ● *Give directions independently, planning his own route from the airport entrance to the check in counter, then to passport check and finally to the correct gate.* ● *For the cloze activity he won't have the word bank and will have extended vocabulary and use of plural of the words.* ● *Act as the check-in agent for the role play.*	● *Super Mario Gender Grid* ● *Lesson Presentation* ● *Airport map* ● *Boarding Pass* ● *Cloze Activity* ● *TV screen* ● *Mini whiteboards* ● *Whiteboard markers*

Lesson 3: Meeting the Big Greek Family./ Συνάντηση με τη μεγάλη Ελληνική οικογένεια. Purpose: To be able to introduce themselves, share personal information and hobbies, and ask simple questions so students can build confidence socialising with others and describe meeting new people in Greece in their final travel diary. *Activities:* 1. ***Revision Warm Up (10 min).*** *Students in groups of two revise airport vocabulary following a photo timeline of their experience at the airport. Students revise family member vocabulary with an extended family photo as a prompt.* 2. ***Vocabulary Introduction (10 min).*** *Students are asked about their interests and hobbies and practise new vocabulary for hobbies, interests, games, and pets. (Some of their interests are already known from observation through the last 1.5 years that I've been teaching them) New can be introduced on the spot.* 3. ***Guess Who? – Interests Edition (20 min).*** *Students play a "Guess Who?" speaking game using character cards with names, ages, hobbies, and pets. Teacher picks a random card-person. Students ask questions (with the question builder support)and try to guess the mystery person.* 4. ***Meet the Family Task (15 min).*** *Students introduce their families by writing a sentence about the members' interests. Examples are displayed. They can use the previous task scaffold.* 5. ***Role-play – Meeting New People (20 min).*** *Students work in pairs pretending to meet a Greek child or family member for the first time. They introduce themselves, share their age, talk about what they like, and say if they have a pet. Students can use the previous scaffold* 6. ***Find Common Interests (15 min).*** *Students move around the room asking classmates simple questions about hobbies and interests. They record who has the same interests as them.* 7. ***Reflection (10 min).*** *Complete a sentence presenting a friend with a common interest.* *Differentiation:* ● *Use extended vocabulary to describe family members and their interests.* ● *Write a short paragraph introducing themselves and a new friend.*	● Lesson Presentation ● *Guess Who cards* ● *Guess Who - Questions Scaffold* ● *Common Interests Form* ● *TV screen*
Lesson 4: Beach Day! Στην Παραλία! Purpose: Students will be able to use beach vocabulary and simple sentence structures to describe what they packed in their beach bag for a day at the beach in Greece. This prepares students for writing about their beach experience in their final travel diary. *Activities:*	● *Super Mario Gender Grid* ● Presentation ● *Find the differences* ● *tablets* ● *Edpuzzle Pip and Posy* ● *Picture Book: Pip and Posy: The new friend.*

1. ***Revision Warm Up (10 min).*** *Students revise key vocabulary from previous lessons (family, hobbies, and simple personal information). Students introduce themselves, talk about their interests, and ask follow-up questions about their classmates' hobbies and preferences using familiar sentence structures.* 2. ***Vocabulary Introduction (10 min).*** *The lesson transitions from the revision activity into the new topic through discussion of students' interests and hobbies (e.g. «I like going to the beach»). Vocabulary is then introduced through PQA using a visual presentation with photos. The teacher displays each beach item and asks personalised questions to connect the vocabulary to students' own experiences at the beach. Students respond using single words, short phrases, gestures, or simple sentences while the teacher recycles and reinforces the target vocabulary. Categorise the nouns (beach, towel, rackets, ball, tennis ball, flippers, mask, shells, bucket and shovel, umbrella, ice cream, sand, sandcastle, seagull) in the Super Mario Grid* 3. ***Beach Bag Barrier Game – "Find the differences?" (15 min).*** *Students are divided into 2 groups. A photo of a beach bag with different items for each group. Students need to ask questions and identify the differences in their bag contents. Simple Sentence/Question scaffold displayed on the screen for review/support (presentation).* 4. ***Story Time – Pip and Posy:The New Friend (15 min).*** *The book is introduced by displaying the cover and discussing what students can see and predict about the story. Students then scan a QR code from the presentation using their tablets to access the video activity in Edpuzzle. Students watch a Greek read-aloud of Pip and Posy: The New Friend and complete interactive listening tasks by identifying familiar beach vocabulary throughout the story and responding to simple comprehension questions to demonstrate basic understanding.* 5. ***Role-play – At the Beach (15 min).*** *Students draw or write the items they brought in their beach bag on mini whiteboards using familiar beach vocabulary. Then work in pairs pretending to meet at the beach. They talk about what they brought in their beach bag.* 6. ***Diary Reflection (5 min).*** *Students write: A sentence with three items they have in their beach bag.* *Differentiation:* ● *Retell part of the story using simple Greek. Book provided for reference.* ● *Compare a beach day in Greece and Australia.* ● *Write a diary entry that includes activities they did at the beach using sequencing words such as first, then, later.*	● *Youtube: Pip and Posy: The new friend* ● *Mini whiteboards* ● *Whiteboard pens* ● *TV Screen*
Lesson 5: Order like a local! Παραγγείλετε σαν ντόπιος! (Στο εστιατόριο!) Purpose: To be able to communicate and order food and drinks in a Greek café or restaurant using simple language. This prepares students to use Greek in real-life situations and write about eating out in their final travel diary. *Activities:* 1. ***Revision Warm Up (10 min).*** *Students revise vocabulary from the previous lesson by telling a partner 2 things they packed for the beach. Teacher revisits the Pip and Posy beach story and asks what the friends ate at the beach (ice*	● *Super Mario Gender Grid* ● Food sorting worksheet ● *Padlet order online* ● *Tablets* ● *TV Screen*

cream). *Discussion starter questions: "Do you like ice cream?""What flavour do you like?", "What else do you like to eat?" Students share familiar foods from prior learning, including fruit, vegetables, and other favourite Greek foods. This discussion introduces the idea of ordering food and drinks at cafés and tavernas in Greece.* 2. ***Vocabulary Introduction / menu reading (25 min).*** *Students explore a simplified Greek café menu with photos through a presentation while learning new vocabulary : donuts with honey, toast, ham, cheese, tomato, greek salad, orange juice, soft drink, souvlaki, pita, chicken nuggets, spaghetti bolognese, spinach pie, chips, chocolate ice cream, strawberry ice cream,vanilla ice cream, cup, cone.* 3. ***Food Sorting writing task(10 min).*** *Students sort menu items into categories such as food / drink / dessert.* 4. ***Order online (20 min).*** *Students use school tablets to place an online food order on Padlet by typing a sentence in Greek with their chosen meal, drink, or dessert. Support is provided on the presentation. Students then read classmates' orders and discuss popular choices.* 5. ***Role-play – Ordering at a Café (15 min).*** *Students work in pairs or small groups as customers and waiters. They greet each other, order food and drinks, ask simple questions, and respond politely using modelled language from the presentation.* 6. ***Diary Reflection (10 min).*** *Students write one sentence about what they ate, drank or ordered at the cafe.* *Differentiation:* ● *Order for all of his family members, reasoning his choices depending on their personal preferences. He should use extended vocabulary, and add menu items.* ● *Use extended vocabulary* ● *Use manners, use plural when talking to the waiter.*	● *Presentation* ● *Mini whiteboards* ● *Whiteboard pens.*
Lesson 6: Let's go shopping! / Πάμε για ψώνια! Στην αγορά! Purpose: Students will learn to communicate while visiting a grocery store using simple language. This prepares them to use Greek in real-life situations and write about shopping in their final travel diary. *Activities:* 1. ***Revision Warm Up (10 min).*** *Students work in pairs and talk about what they ordered at the tavern in the previous lesson using a sentence scaffold.* *Students then are asked about the ingredients needed to make a Greek salad from the menu. This revises known fruit and vegetable vocabulary and introduces the lesson theme.*	● *Super Mario Gender Grid* ● *Presentation* ● *Labeling Worksheet* ● *Shopping Game Grocery Cards* ● *Scissors* ● *Mini whiteboards* ● *Whiteboard pens.* ● *Cash register toy (not necessary)*

2. ***Vocabulary Introduction (15 min).*** *Students are asked about their family grocery list and what their family usually buys from the supermarket. Teacher presents photos of grocery items and recycles grocery vocabulary through questions.*
    - *Dairy and meat: milk, eggs, yoghurt, cheese, butter, mince meat, chicken, fish*
    - *Fruits and Vegetables (revision): potatoes, carrots, tomatoes, cucumber, lettuce, apples, oranges, pears, strawberries, lemons, watermelon, fig.*
    - *Pantry Items: pasta, legumes, oil, bread, cereal*
    - *Other: shampoo, soap, conditioner*
3. ***Grocery labeling worksheet (15 min).*** *Students complete a grocery labeling worksheet independently and label as many grocery items as they can within 5 minutes. After the independent task, students pair up to compare answers, discuss vocabulary, and fill in any blank labels together. Every 2 minutes students rotate partners and repeat the process with a new classmate. Teacher provides support for correct pronunciation.*
4. ***Writing my Shopping List task (5 min).*** *Students write their own shopping list with 6 items on their mini whiteboards and share with their partner to find common groceries.*
5. ***Role Play - Let's Go Shopping (30 min).*** *Students take turns visiting the grocery store using the shopping list from the previous task. One student is the shop assistant and another is the customer. The customer asks for the items they want to buy and the shop assistant shows where the items are. Dialogue support will be displayed on the screen and grocery item cards will be used as props for the role-play. All students take turns in both roles. Cash register toy can be used as a prop too.*
6. ***The Neverending Shopping List (10mins)*** *Teacher starts a sentence: "I went to the market and I bought…". The Students repeat and add a grocery item each time. They shouldn't repeat an item and they try to add as many items as they can remember.*
7. ***Diary Reflection (5 min).*** *Students write one sentence (complete the sentence) with what they bought at the supermarket.*

Differentiation:
Support:
- *Use of picture word bank / list as they get exposed to a large vocabulary and this can be overwhelming.*

Extension:
- *Find a favourite food recipe on a Greek cooking website and make a list of the groceries needed.*

- *Cooking/recipe Website*

Lesson 7: My Trip to Greece – Final Diary Completion/ Ταξίδι στην Ελλάδα

Purpose: Students will complete their final travel diary using language learned throughout the unit and share their work with the class.

Activities:

1. ***Revision Warm Up (20 min).*** *Quick whole-class recap of key vocabulary and sentence patterns from each lesson. Students are shown one slide or visual from each previous lesson and respond to teacher questions using familiar Greek vocabulary and rehearsed sentences. Each student is encouraged to give at least one answer for each slide. Teacher questions may include: "What did you pack in your suitcase?", "How did we go to Greece?", "What do you need at the airport?", "What do you like?", "Where did we go?", "What did you pack in your beach bag?", "What did you order at the tavern?", "What did you buy at the market?"*
2. ***Trip Timeline (5 min)****. Create the trip timeline on the board together. Students help sequence the trip: Packing the suitcase -> to the airport -> Meeting new people -> At the beach ->At the tavern ->Go Shopping.*
3. ***Writing Support****. Present Sentence starters and a short diary example.*
4. ***Diary Writing Time (45 min with break).*** *Students write their diary using their individual writing support. They are allowed to use scaffolds, vocabulary, notes, worksheets, pictures or drawings from the previous lessons. Teacher helps the beginners more.*
5. ***Peer check / Practice reading (10 mins).*** *Students share with a partner and practise reading their diary aloud. Partners use a checklist to give feedback.*
6. ***Presentation / Sharing (10 mins).*** *Students read their diary sentences to the class. One classmate asks one simple related question or gives a positive comment.*

Differentiation:

Support:

- *Beginner students will be provided with a structured scaffold, allowing them to copy model sentences, complete cloze activities, and draw on vocabulary introduced in previous lessons.*
- *Intermediate students will be supported with simple sentence starters alongside a visual timeline to guide the sequencing of ideas.*

Extension:

- *Advanced students will be given only the timeline, and connection sentences expressions / words and are expected to independently construct sentences and organise their writing.*

- *Writing support for all levels (B - Beginners, I - Intermediate, A - Advanced)*
- *Presentation*
- *Peer feedback checklist*

Evaluation

Scaffolds turned out especially helpful for shy students and beginners, supporting their confidence and participation.

Differentiation strategies helped my advanced student stay engaged and interested in learning.

The class responded positively to the use of personalised questions and answers (PQA) and sentence scaffolding

Role-plays and discussions need more time.