# [Language] Stage 2 – Where are you from?

**Learning sequence description**

Students listen to a modelled version of questions and answers including those about nationalities and countries. They build vocabulary of nationalities and countries and reflect on grammatical patterns involving the two groups of words. They make a deck of cards and incorporate [Language] into familiar card games. Finally, they create their own card game that involves using the vocabulary of nationalities and countries in [Language].

## Syllabus outcomes and content

**LXX2-1C** – interacts with others to share information in [Language]

* interact with teacher and peers in guided exchanges

**LXX2-5U** – recognises pronunciation and intonation patterns of [Language]

* reproduce pronunciation and intonation and recognise sound–writing relationships

**LXX2-7U** – demonstrates understanding of elements of [Language] grammar in familiar language patterns

* understand and identify elements of basic grammar
* identify particular language features and textual conventions

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## Lesson 1 – Where are you from?

Students are learning to ask and answer questions about themselves in [Language]

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Students use their knowledge of [Language] to complete 4 questions from a word bank.  |  | [Language] Stage 2 Where are you from? student workbookPage 3 |
| 1.2 | Students listen to an audio recording of 4 questions and answers in [Language]. They then write the best answers under the questions written in the student workbook.  |  | Audio file – provided by teacher[Language] Stage 2 Where are you from? student workbookPage 4 |
| 1.3 | Students write truthful answers about themselves to the 4 questions. |  | [Language] Stage 2 Where are you from? student workbookPage 5 |
| 1.4 | **Opportunity for monitoring student learning**Practice conversation – Teacher observationWith a family member or friend, students record themselves in practice conversations using the 4 questions. Students send recorded conversations to the teacher.**What to look for*** Understanding – does the conversation demonstrate student understanding of [language]?
* Grammar – is the spoken word order correct in the conversations?
* Fluency – does the student speak with appropriate fluency? Does the student read through the conversation too quickly? Does the student spend a long time trying to read or pronounce some words?
* Pronunciation – are the sounds and words of [Language] pronounced correctly?
 |  | [Language] Stage 2 Where are you from? student workbookPage 6Audio recording device |
| 1.5 | **Students reflect on their language use in the conversation. They complete the table in the student workbook.** |  | [Language] Stage 2 Where are you from? student workbookPage 7 |

## Lesson 2 – Nationalities and countries

* Students are learning to write and say the words for nationalities and countries in [Language].

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Students think carefully before writing a list of known vocabulary related to nationalities and countries. |  | [Language] Stage 2 Where are you from? student workbookPages 8-9 |
| 2.2 | Students complete a table by matching nationality words to the corresponding country word and making notes in English.  |  | [Language] Stage 2 Where are you from? student workbookPage 10 |
| 2.3 | Students listen to an audio recording of the nationality and country words, paying attention to pronunciation. Students repeat each piece of vocabulary, record themselves and check their own pronunciation. |  | [Language] Stage 2 Where are you from? student workbookPage 11Audio recording device |
| 2.4 | Students reflect on the vocabulary of nationalities and countries by looking for patterns in the words. |  | [Language] Stage 2 Where are you from? student workbookPage 12 |

## Lesson 3 – Making cards

Students are consolidating their learning in Lesson 2.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | Students make a deck of playing cards. There must be an equal number of cards and the cards must be equal in size. Students write nationality words on half of the cards and country words on the other half.  |  | [Language] Stage 2 Where are you from? student workbookPage 13CardScissorsPens/pencils |
| 3.2 | Students use their new deck of cards to play ‘snap’ with a family member or friend. When each card is turned over, players say ‘I’m ‘Nationality’’ or ‘I’m from ‘Country’’. |  | [Language] Stage 2 Where are you from? student workbookPage 14Student made deck of cards |

## Lesson 4 – Creating a card game

Students are learning to incorporate the language they have learnt into a created card game.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | Students use their deck of cards to play ‘memory’ with a family member or friend. When each card is turned over, players say ‘I’m ‘Nationality’’ or ‘I’m from ‘Country’’. |  | [Language] Stage 2 Where are you from? student workbookPage 15 |
| 4.2 | **Opportunity for monitoring student learning**Create a card game – practical activityStudents are asked to develop their own card game. The card game must involve each player using the language ‘I’m ‘Nationality’’ or ‘I’m from ‘Country’’.**What to look for*** Opportunities for regular use of language by players.
* Creativity of the card game.
 |  | [Language] Stage 2 Where are you from? student workbookPage 16Student made deck of cards |
| 4.3 | Students reflect on the game they created. They consider if they have allowed for enough language use and if any rules should be changed. |  | [Language] Stage 2 Where are you from? student workbookPage 17 |

## Lesson 5 – [title/key inquiry question]

Students are learning to:

* [learning intention 1]
* [learning intention 2]
* [learning intention 3].

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 5.1 | [Sentences only, no formatting, no dot points] |  | {Resource 13 – title}[Resource type – source, if required] |
| 5.2 | [Sentences only, no formatting, no dot points] |  | {Resource 14 – title}[Resource type – source, if required] |
| 5.3 | **Opportunity for monitoring student learning**[Title of task] – [NESA strategy][Description of task]**What to look for*** [Criterion 1].
* [Criterion 2].
* [Criterion 3].
 |  | {Resource 15 – title}[Resource type – source, if required] |

## Lesson 6 – [title/key inquiry question]

Students are learning to:

* [learning intention 1]
* [learning intention 2]
* [learning intention 3].

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 6.1 | [Sentences only, no formatting, no dot points] |  | {Resource 16 – title}[Resource type – source, if required] |
| 6.2 | [Sentences only, no formatting, no dot points] |  | {Resource 17 – title}[Resource type – source, if required] |
| 6.3 | **Opportunity for monitoring student learning**[Title of task] – [NESA strategy][Description of task]**What to look for*** [Criterion 1].
* [Criterion 2].
* [Criterion 3].
 |  | {Resource 18 – title}[Resource type – source, if required] |

## Lesson 7 – [title/key inquiry question]

Students are learning to:

* [learning intention 1]
* [learning intention 2]
* [learning intention 3].

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 7.1 | [Sentences only, no formatting, no dot points] |  | {Resource 19 – title}[Resource type – source, if required] |
| 7.2 | [Sentences only, no formatting, no dot points] |  | {Resource 20 – title}[Resource type – source, if required] |
| 7.3 | **Opportunity for monitoring student learning**[Title of task] – [NESA strategy][Description of task]**What to look for*** [Criterion 1].
* [Criterion 2].
* [Criterion 3].
 |  | {Resource 21 – title}[Resource type – source, if required] |

## Lesson 8 – [title/key inquiry question]

Students are learning to:

* [learning intention 1]
* [learning intention 2]
* [learning intention 3].

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 8.1 | [Sentences only, no formatting, no dot points] |  | {Resource 22 – title}[Resource type – source, if required] |
| 8.2 | [Sentences only, no formatting, no dot points] |  | {Resource 23 – title}[Resource type – source, if required] |
| 8.3 | **Opportunity for monitoring student learning**[Title of task] – [NESA strategy][Description of task]**What to look for*** [Criterion 1].
* [Criterion 2].
* [Criterion 3].
 |  | {Resource 24 – title}[Resource type – source, if required] |

## Lesson 9 – [title/key inquiry question]

Students are learning to:

* [learning intention 1]
* [learning intention 2]
* [learning intention 3].

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 9.1 | [Sentences only, no formatting, no dot points] |  | {Resource 25 – title}[Resource type – source, if required] |
| 9.2 | [Sentences only, no formatting, no dot points] |  | {Resource 26 – title}[Resource type – source, if required] |
| 9.3 | **Opportunity for monitoring student learning**[Title of task] – [NESA strategy][Description of task]**What to look for*** [Criterion 1].
* [Criterion 2].
* [Criterion 3].
 |  | {Resource 27 – title}[Resource type – source, if required] |

## Lesson 10 – [title/key inquiry question]

Students are learning to:

* [learning intention 1]
* [learning intention 2]
* [learning intention 3].

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 10.1 | [Sentences only, no formatting, no dot points] |  | {Resource 28 – title}[Resource type – source, if required] |
| 10.2 | [Sentences only, no formatting, no dot points] |  | {Resource 29 – title}[Resource type – source, if required] |
| 10.3 | **Opportunity for monitoring student learning**[Title of task] – [NESA strategy][Description of task]**What to look for*** [Criterion 1].
* [Criterion 2].
* [Criterion 3].
 |  | {Resource 30 – title}[Resource type – source, if required] |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?