Stage 5 unit starter – food trucks

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This unit starter can be adapted for any language. Modify the unit to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. The learning, teaching and assessment strategies and final assessment task are suggestions only.

The resources provided in this unit of work are in English to make it generic for all languages. Teachers should spend time sourcing similar resources to the ones provided in their target language to use with their students in the classroom.

This unit includes suggested alignments with Aboriginal pedagogies to support the inclusion of Aboriginal perspectives in language programs. These are not found in Aboriginal content but Aboriginal processes. These alignments work to ensure every Aboriginal child and young person achieves their potential through education as agreed in the [Partnership Agreement with the NSW AECG 2020-2030, Walking Together, Working Together](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-consultative-group-partnership-agreement). It also supports the [10 Year Plan – Footprints to the Future](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/aec/media/documents/Footprints_to_the_Future.pdf) where all learners and teachers develop an understanding of Aboriginal heritage and culture.

# Rationale

Food trucks have become an increasingly popular manner of serving food worldwide. People are attracted to the spontaneity and variety of world cuisines that can be enjoyed in a casual setting. This unit of work combines our love of food, language and culture in a unit designed to stimulate creative and critical thinking through simulated entrepreneurship. Students will design a food truck, the menu, a recipe and role-play interactions with customers. Students will learn to describe their business, including the food they sell, prices, opinions, cooking techniques and use persuasive language to entice new customers.

This unit of work lends itself to being organised as guided inquiry-based learning. The unit is divided into small mini topics, which students can investigate, facilitated by the teacher and carefully curated resources that will support students in acquiring appropriate language and intercultural understanding.

# Duration

10 weeks (25 hours)

# Key inquiry questions

* How does food form part of our cultural identity?
* How can food be used as a medium of increasing intercultural understanding?
* If I could start a food truck business, what could I design?
* How can I use language to grow my business and increase customers?
* How do we talk about food in [language]?

# Learning across the curriculum

* Intercultural understanding
* Personal and social capability
* Difference and diversity
* Work and enterprise
* Numeracy
* Literacy

# Language functions

* Designing your concept
* Training staff how to make the food
* Writing social media posts to advertise
* Serving the customers
* Pricing and advertising

# Sample assessment activities

* Assessment as and for learning
  + Assessment activities designed to check student learning and inform future language learning are embedded throughout the unit. See the ‘evidence of learning’ and ‘feedback’ columns for more information. Assessment as learning activities are identified by (AaL) and assessment for learning activities are identified by (AfL).
* Assessment of learning (Interacting and Composing)
  + Your [language]-speaking friend wants to go into business with you, designing and running a food truck in [country]. To make your business stand out, you will offer food with an international flavour, served up with a sprinkling of language and cultural information to feeding your customers’ minds as they enjoy a taste of the country’s cuisine you have chosen. Submit your business proposal to potential financial backers, including your truck design, menu, a video example of you both explaining how to make one dish and video footage of you interacting with your customers (one of you will play the customer).

Non-scripted languages: LXX5-1C, LXX5-4C, LXX5-5U, LXX5-6U, LXX5-7U, LXX5-8U

Scripted languages: LXX5-1C, LXX5-4C, LXX5-5U, LXX5-6U, LXX5-7U, LXX5-8U, LXX5-9U

# Outcomes

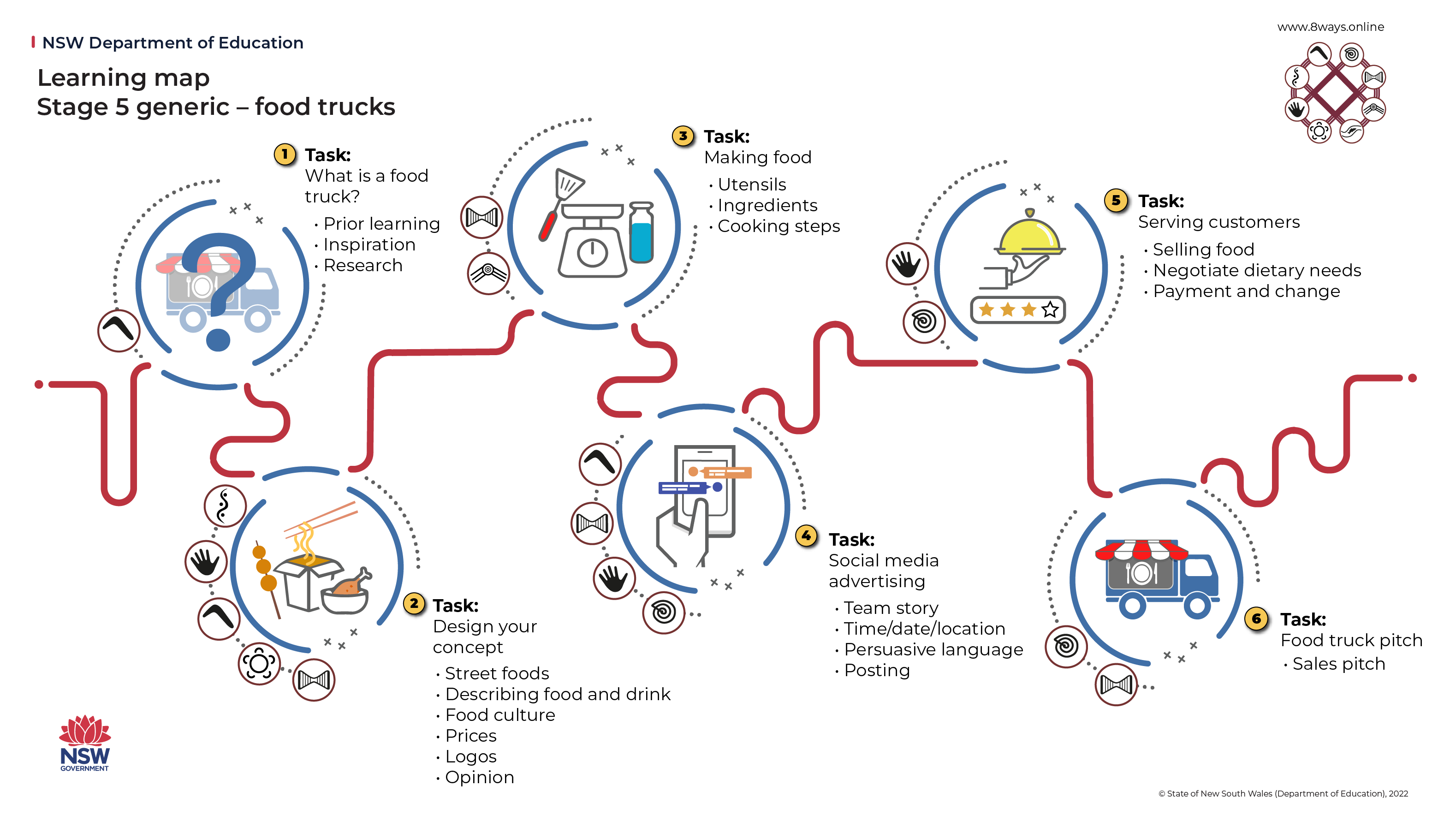
|  |  |  |
| --- | --- | --- |
| Outcome code | Scripted language | Non-scripted language |
| LXX5-1C | manipulates [language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate | manipulates [language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate |
| LXX5-2C | identifies and interprets information in a range of texts | identifies and interprets information in a range of texts |
| LXX5-3C | evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences | evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences |
| 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 | experiments with linguistic patterns and structures to compose texts in [language], using a range of formats for a variety of contexts, purposes and audiences |
| LXX5-5U | demonstrates how [language] pronunciation and intonation are used to convey meaning | demonstrates how [language] pronunciation and intonation are used to convey meaning |
| LXX5-6U | demonstrates understanding of how [language] writing conventions are used to convey meaning | analyses the function of complex [language] grammatical structures to extend meaning |
| LXX5-7U | analyses the function of complex [language] grammatical structures to extend meaning | analyses linguistic, structural and cultural features in a range of texts |
| LXX5-8U | analyses linguistic, structural and cultural features in a range of texts | explains and reflects on the interrelationship between language, culture and identity |
| LXX5-9U | explains and reflects on the interrelationship between language, culture and identity |  |

Note: When you see [language] in this document, insert the language of the syllabus you are teaching. When you see text *in italics*, replace it with appropriate text in the language you are teaching.

All outcomes referred to in this unit are adapted from the K-10 language syllabuses developed from the [Languages K-10 Framework](https://educationstandards.nsw.edu.au/wps/wcm/connect/d4d35a4b-3647-4bb2-bcfa-ac2b5c0818fc/languages-k-10-framework-2017.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

# Learning map

Use this [learning map](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/media/images/languages-s5-learning-map-food-trucks.png) to introduce the unit to your students.



# Unit starter

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Syllabus content (scripted) | Syllabus content (non-scripted) | Suggested teaching and learning strategies | Evidence of learning | Feedback |
|  |  | **What’s a food truck?**   * **Building the field**   Introduce the unit with the [learning map](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/media/images/languages-s5-learning-map-food-trucks.png).  Students brainstorm what they know about food truck culture.  Teacher introduces the task for this unit of work.  Teachers asks students: What do we already know that will be useful in this unit of work? What do we need to learn to be able to compete the task? What are your strengths that will be helpful in this task? What skills would you like to develop?  Read articles for inspiration and to stimulate creative thinking. Find example articles like this, [lonelyplanet.com/articles/worlds-coolest-food-trucks](https://www.lonelyplanet.com/articles/worlds-coolest-food-trucks), written in your target language.  Story sharing – students share their food truck experiences and their prior knowledge. Students read about others’ experiences. | Students mind map their ideas collaboratively using a mind mapping tool such as:  [mindmeister.com](https://www.mindmeister.com/)  [Bubbl.us](https://bubbl.us/)  [Popplet](http://popplet.com/)  (AfL) | Teacher discusses students’ ideas and poses questions to ensure students have considered all key learnings required to complete the task successfully. Students add the new information to the mind maps. |
| LXX5-8U  investigate the impact of factors such as media, technology, globalisation and popular culture on [language] | LXX5-7U  investigate the impact of factors such as media, technology, globalisation and popular culture on [language] | **Designing your concept**   * **Researching possible dishes**   In pairs, students research popular street foods from around the world. (They do not have to pick a cuisine from their target country – creativity is encouraged!) They add the name of their dishes, a photo and a blurb in English to explain the dish to a shared Google Slides presentation.  LearnMap Learning map – students make a plan that identifies street foods around the world, with images and description. | Class collaborated presentation.  (AfL) | Students and teacher add comments to suggest corrections. |
| LXX5-5U  demonstrates how [language] pronunciation and intonation are used to convey meaning | LXX5-5U  demonstrates how [language] pronunciation and intonation are used to convey meaning | * **Describing food and drink**   If students have already learnt some words for food and drink before, brainstorm all of the useful vocabulary on the board. Teacher prepares a list of vocabulary that is frequently used in the Google Slides presentation and drills pronunciation, showing a photo of the ingredient.  Teacher calls out ingredients, and students call out dishes that contain the ingredient.  Teacher introduces words to describe dishes, using facial gestures to convey meaning (words such as taste, raw/cooked, hot/cold and texture).  NonVerbal Non-verbal – teacher uses facial gestures to convey meaning.  Teacher shares a copy of the presentation to each student, so they can manipulate the slides to categorise the dishes under title slides such as hot, cold, salty, sweet, spicy. | Students organise dishes correctly under heading that describe the dish.  (AaL) | Students self-correct own work looking at teacher-provided model answer. |
| LXX5-9U  understand that language, culture and communication are interrelated and shaped by each other | LXX5-8U  understand that language, culture and communication are interrelated and shaped by each other | * **Researching food culture in the target country**   Students investigate food culture and associated etiquette in the target country.  Students record short video snippets to demonstrate their understanding of important food etiquette.  Story sharing – students read stories about food culture from around the world to learn from those cultures and share with others. | Students record short video snippets to demonstrate their understanding of important food etiquette.  (AfL) | Whole class watches submitted video snippets and responds to teacher questions about what they notice. Teacher provides advice if some important points of etiquette have been misrepresented or overlooked. Students write a summary of how they would improve their video snippets. |
| LXX5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts | LXX5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts | * **Giving prices**   Revise numbers learnt so far and, if necessary, prices in your target country, introduce large numbers and the words for the unit of money used in the target country. Give each student an amount of money and hold a silent auction, with students offering bids for mystery items.  Students research prices for dishes and add to the class Google Slides. | Bids increase in value, demonstrating student understanding of the numbers they are saying.  Students add acceptable prices to the Google Slides.  (AaL) | Teacher observes and encourages, modifying as necessary |
| LXX5-4C  create a range of bilingual texts and resources for the school and wider community | LXX5-4C  create a range of bilingual texts and resources for the school and wider community | * **Suggesting colour and design choices**   Discuss colours and how they affect our moods and what meanings they can symbolise in our society. Students share any knowledge they have of colour symbolism. Students research the meanings of colours in both the culture they are selling to, and the culture their cuisine comes from to inform their design choices on their food truck.  SymImage Symbols and images – students look at colours and what the colour symbolises in different countries.  Students brainstorm possible elements of the food truck logo and collaboratively write a list of possibilities, using a reliable online dictionary to research new vocabulary. Teachers can use this opportunity to educate students about success strategies for dictionary use, such as:   * reading through all the returned results to choose the word that conveys the intended meaning for the context * Google image searching the newly discovered word to ensure the image they imagined comes up * looking for example sentences using the word to ensure the correct nuance has been translated. | Students collaboratively create a list of design element nouns and adjectives (size, colour, position).  (AfL) | Teacher adds comments to the document, identifying words that may not convey the correct meaning. Students follow up on comments, improving word choice by looking again at dictionaries or consulting with teacher if necessary. |
| LXX5-1C  initiate and sustain interactions to share information, opinions and ideas | LXX5-1C  initiate and sustain interactions to share information, opinions and ideas | Teacher introduces the structures necessary to suggest ideas in the language:   * *How about … ?* * *What if we … ?* * *What do you think of … ?* * *Do you like … ?*   Teacher models the structures to the students by showing different colours and design elements and asking the questions. Continue until students begin to offer the questions themselves. | Students begin to offer the questions themselves. | Teacher observes and encourages, recasting as necessary. |
| LXX5-1C  participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems | LXX5-1C  participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems | Teacher draws or projects outline of a food truck on the board. Teacher places a small design element on the truck, such as an apple, low down and to the right. Teacher introduces comparative location words by moving the design element and having students repeat. (Higher, lower, more to the left, more to the right, in the middle).  Teacher places a bigger version of the same element on the truck, modelling the phrase *‘What if it were bigger/smaller?’* and having students repeat.  Students take turns to come to the board as class members offer design changes and students draw/manipulate objects to reflect the suggestions.  DeconRecon Deconstruct/reconstruct – students take images and phrases from the first part of the activity to reconstruct design changes with manipulated structures. | Students manipulate design images to reflect suggestions made by classmates. | Teacher observes and encourages, recasting as necessary. |
| LXX5-1C  initiate and sustain interactions to share information, opinions and ideas | LXX5-1C  initiate and sustain interactions to share information, opinions and ideas | * **Giving your opinion**   Discuss the inspiration for food trucks the students are contemplating so far. See [roaminghunger.com/blog/9173/design-your-own-food-truck](https://roaminghunger.com/blog/9173/design-your-own-food-truck) as a stimulus for discussion. Survey students for homework to see what image they want to convey, for example country, style, energetic, relaxed, eco-friendly, healthy, budget friendly, exclusive. |  |  |
| LXX5-7U  understand and use [language] language and grammatical forms, and explore how to use/combine these elements to express complex ideas | LXX5-6U  understand and use [language] language and grammatical forms, and explore how to use/combine these elements to express complex ideas | Teacher projects images that convey those moods, and drill vocabulary for each one.  Teacher introduces the structure *‘I think [design element] seems [mood].’* Teacher plays some music and have students walk around the room. When the music stops, students face the nearest student and race one another to give the phrase, using the design elements and mood the teacher displays on the board or on flashcards.  Using the same manipulatives, teacher introduces *‘I prefer [design element], because it seems more [mood].’* Students sit in a circle. The first student offers the statement, *‘I think [design element] seems [mood].’* The next student builds on that statement, changing either the design element or the mood*, ‘I prefer [design element], because it seems more [mood].’* Each student takes turn to offer their opinion, changing one element in the sentence.  DeconRecon Deconstruct/reconstruct – students offer their opinions by using original sentences and changing elements in them to form new ones. | Students manipulate the structures, and then eventually produce them to negotiate design choices in their pair work of designing their food truck. | Teacher observes and encourages, prompting, recasting and supplying new vocabulary as necessary. |
| LXX5-1C  participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems | LXX5-1C  participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems | Students form their pairs for the project. Students work together to design their logo and their food truck, either on paper, for example: [drive.google.com/file/.../view](https://drive.google.com/file/d/0B3MQ59Q5kMmBay02bXQ3Znh6YkU/view) or using tools online, such as: [designevo.com/logo-maker/](https://www.designevo.com/logo-maker/) (search for food truck). The design should include a menu board with key items and prices. As they work, students negotiate the design in the target language, using the phrases learnt so far. If they cannot say something in language, they should try a different way to say it, search online dictionaries for vocabulary or finally, consult the teacher.  SymImage Symbols and images – students consider imagery to design food truck logo and what it represents. | Students manipulate structures to negotiate design choices in their pair work of designing their food truck. Teacher observes interaction and collects informal data on students’ ability.  (AfL) | Teacher observes and encourages, prompting, recasting and supplying new vocabulary as necessary. |
| LXX5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts | LXX5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts | **Training staff how to make the food**   * **Utensils**   Watch a cooking video together as a class to identify the vocabulary for utensils in it. Students collaborate on a class poster teaching the vocabulary for each utensil. See [rosanasenglishblog.blogspot.com](http://rosanasenglishblog.blogspot.com/2012/11/cooking-utensils-vocabulary-poster.html) for inspiration.  DeconRecon Deconstruct/reconstruct – students identify vocabulary for utensils from cooking video and create a poster to share with others. | Students create a class utensil vocabulary poster.  (AfL) | Teacher corrects and prints poster for display. |
| LXX5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts | LXX5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts | * **Listing ingredients**   Students brainstorm all the different ways we measure ingredients, for example cup, teaspoon, tablespoon, grams, millilitres. Look at a sample recipe and students guess which terms in the language match which measurements in English. | Students name measuring tools accurately. | Teacher verbally corrects on the spot. |
| LXX5-4C  compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences | LXX5-4C  compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences | If your target language uses different forms of measurement to what we use in Australia, discuss how to convert measurements. Students create an infographic to show common conversions for cooking and temperature measurements. For inspiration, look at [images-na.ssl-images-amazon.com/images.\_.jpg](https://images-na.ssl-images-amazon.com/images/I/81pW6kdG2TL._SL1500_.jpg%20) as an example. Online tools such as [Canva](https://www.canva.com/en_au/) are useful for creating infographics. Note: Canva is for users 13+ and requires Chrome to run, so if the hyperlink doesn’t open, right-click on the link, then copy and paste it into your Chrome internet browser. | Students collaborate on an infographic.  (AfL) | Students compare their examples to those created by their peers and discuss difference and resolve any errors. |
| LXX5-4C  create a range of bilingual texts and resources for the school and wider community | LXX5-4C  create a range of bilingual texts and resources for the school and wider community | Using picture dictionaries as reference, students split into groups to make digital games to practise food and drink vocabulary. For example, one group could research fruit, another vegetables, another pantry staples and another drinks. Play the games in class and for homework. Suggested websites to make the games include:  [quizlet.com](https://quizlet.com/en-gb)  [create.kahoot.it](https://create.kahoot.it/)  NonLinear Non-linear – students take food and drink vocabulary from the dictionary to create vocabulary games to support learning new food words. | Students’ confidence and accuracy grows as they play.  (AaL) | Feedback is instant, provided by software. Students note own vocabulary items they need to practise more and plan when they will practise. |
| LXX5-7U  understand and use [language] language and grammatical forms, and explore how to use/combine these elements to express complex ideas  LXX5-8U  apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts | LXX5-6U  understand and use [language] language and grammatical forms, and explore how to use/combine these elements to express complex ideas  LXX5-7U  apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts | * **Giving instructions to explaining cooking steps**   Teacher shows a video of a recipe from the target language. Students complete a worksheet, looking for vocabulary for cooking as they watch, such as cut, chop, stir, fry, bake, turn, dip, pour.  Discuss the grammar of the verb form that is used. Practise manipulating verbs students are familiar with into that verb form. Students brainstorm other cooking verbs, and the teacher models looking them up in the dictionary online. Discuss the dictionary form of the verb, and how to manipulate it into the correct form for giving instructions in recipes.  Students complete a table on the worksheet showing verb form manipulation.  DeconRecon Deconstruct/reconstruct – students watch a video of the recipe to identify vocabulary related to cooking. Students reconstruct this vocabulary into different verb forms for different contexts. | Students complete worksheet.  Students accurately manipulate verb forms.  (AaL) | Marked together as a whole class, with students making corrections to their own work as needed. |
| LXX5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts  LXX5-6U  recognise and use hiragana, katakana and familiar kanji in texts, using knowledge of kanji to predict the meaning of new words | LXX5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts | Students read a sample recipe in the target language and answer comprehension questions about the steps involved, the structure of the text and the language forms used. | Students answer comprehension questions correctly.  (AfL) | Teacher marked with written corrections. Teacher can add in more practice activities to improve comprehension if general trends of misunderstanding are observed. |
| LXX5-4C  compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences | LXX5-4C  compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences | In pairs, students create the recipe they will provide in their business proposal on a shared document. | Students write a recipe in the target language.  (AfL) | Teacher provides comments highlighting omissions and errors, with reminders of suggested tools, websites, models and/or information to help students improve their work. |
| LXX5-1C  initiate and sustain interactions to share information, opinions and ideas  LXX5-3C  respond in English or [language] to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience | LXX5-1C  initiate and sustain interactions to share information, opinions and ideas  LXX5-3C  respond in English or [language] to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience | **Writing social media posts to advertise**   * **Sharing the team’s story**   Brainstorm sentences students already know to introduce themselves that will be relevant in this context. Ask them what other things they would like to say. Introduce new phrases, such as:   * *I began cooking at the age of …* * *I am interested in …*   Teacher plays the two truths and a lie game. Teacher says three statements using the new structures. Two of the statements are true, one is false. Students guess which statement is false.  Students write their team story.  Teacher reads out team stories and students try to match the story with the correct team.  Students improve their team story, incorporating corrections from the teacher and taking inspiration from any additional sentences heard from other teams.  C:\Users\snogher\AppData\Local\Microsoft\Windows\INetCache\Content.Word\StoryShar.png Story sharing – students share stories about themselves and their own cooking backgrounds. | Students offer their own truth or lie statements after hearing it modelled several times by the teacher.  Students write their team story.  (AfL, AaL) | Teacher reads out the team stories, correcting any errors as they are read out. Students self-correct and improve their work in pairs. |
| LXX5-1C  initiate and sustain interactions to share information, opinions and ideas | LXX5-1C  initiate and sustain interactions to share information, opinions and ideas | * **Telling time**   Revise telling the time through a pair work activity. Give each pair a stack of cards with different times written on them in the target language on one side, and a clock face showing the time on the other. Students place the card clock face down. Student A takes the top card and holds it up so Student B can see the time written in the language. Student B shows the correct time, using a digital clock, such as [helpingwithmath.com/printables](https://www.helpingwithmath.com/printables/worksheets/time/3md1-clock-face-generator01.htm). Student A checks the time matches the clock on the other side of the card. If correct, student B gets a point. If not, they discuss the correct answer together. | Students show the correct time on the clock.  (AaL) | Peer feedback. |
| LXX5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts | LXX5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts | * **Giving the date**   Students come to the teacher. Teacher states the date of another teacher’s birthdays and gives the student a photo of the teacher. Students take the photo and sick it on the classroom calendar, on the date of the teacher’s birthday. (You could also do this one with celebrities – students could bring a photo of a celebrity and their birthday on a separate card for homework.)  Students rewrite the dates in their school diaries in the target language. | Students place the photo of the person on their birthday in the calendar. | Students take turns to read out the name of the person and the birthdate they see on the calendar. Teacher restates the date if it is incorrect. |
| LXX5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts | LXX5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts | * **Stating location**   Brainstorm all of the places a food truck might appear, and introduce phrases for those locations, such as at the beach, market festival.  Teacher introduces the phrases for near, beside, behind, opposite, in front of. Teacher gives students a toy or paper food truck and a map. Teacher calls out locations and students place the food truck in the correct spot. | Students place food truck on map correctly.  (AaL) | Students check their own location, by comparing with the teacher provided answer. |
| LXX5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts | LXX5-2C  obtain and synthesise information and ideas from spoken, written, visual or multimodal texts | Students read a series of social media posts/advertisements and answer questions about when and where the business will be open. | Students answer questions in English about what they have read.  (AfL) | Teacher corrected. |
| LXX5-4C  compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences | LXX5-4C  compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences | Students create a simulated social media post (use Canva, Google Docs, Slides or similar – don’t really post it on the internet!) advertising where and when they will be open.  DeconRecon Deconstruct/reconstruct – students read social media posts to identify key features that can be used to recreate their own posts. | Students create a social media post.  (AaL) | Peer feedback. |
| LXX5-8U  apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts  LXX5-4C  compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences | LXX5-7U  apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts  LXX5-4C  compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences | * **Persuasive techniques**   Explore a range of advertisements and ask questions to lead students to notice emotive language and persuasive techniques, for example emotive words, repetition, puns, hyperbole.  Students brainstorm all the words they already know that evoke an emotional reaction, and create a wish list of new words to learn on a shared Google Doc. Divide the words between groups and students use online dictionaries to translate the vocabulary, while the teacher checks the document and comments where better word translations are available. Students categorise the words into positive and negative and rank the new words according to strength of emotion they evoke (for example delicious is more tasty than tasty).  In groups, give students a photo and they write a blurb about the photo, enticing customers to come and try the food. Display the photos and blurbs around the classroom. Students complete a gallery walk, reading all the blurbs and draw a heart or star on the two blurbs that most enticed them.  NonVerbal Non-verbal – students give feedback using stars and hearts during the gallery walk. | Students accurately categorise and rank words.  Students write captions for a photo, enticing new customers.  (AfL) | Teacher corrects blurbs while viewing the gallery walk.  Class votes on most persuasive captions. |
| LXX5-1C  initiate and sustain interactions to share information, opinions and ideas | LXX5-1C  initiate and sustain interactions to share information, opinions and ideas | * **Interacting with followers**   Teacher models being a food truck owner on social media, by posting an Instagram style pic of lots of people enjoying a food truck on Google classroom with a caption like *‘Don’t miss out on our infamous … tonight!’*)  Students collaborate to ask questions to find out more, using language they have learnt in the past, such as *where, what time, what are you selling, how much is … ?*  Students now can go and ask questions on the social media posts created in the previous activity and interact with one another. Give students specific instructions of how many questions or comments they should leave. The teacher also adds comments to ensure all posts receive a range of questions.  C:\Users\snogher\AppData\Local\Microsoft\Windows\INetCache\Content.Word\CommLink.png Community links – students share their social media posts to interact with each other. | Students ask questions on social media posts and can answer the questions asked on their own post.  (AfL) | Teacher provides immediate verbal feedback to individual students as they work on this activity. |
| LXX5-1C  initiate and sustain interactions to share information, opinions and ideas | LXX5-1C  initiate and sustain interactions to share information, opinions and ideas | **Serving the customers**   * **Asking what they would like**   Teacher models asking *‘What would you like?’* and answering using a range of food props such as photos, plates, pretend food or real food. Students repeat after the teacher. Encourage students to provide more and more of the answers by whispering, then mouthing, then staying silent and gesturing with hands for students to answer.  NonVerbal Non-verbal – teacher uses hand gestures and mouthing to guide students. | Students will begin to volunteer answers when they have heard the structures enough times. | Teacher gives positive encouragement and acknowledgement of participation. |
| LXX5-1C  participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems | LXX5-1C  participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems | * **Explaining ingredients and allergens**   Look at allergen information provided on packaging in the target culture. Discuss differing requirements of allergen disclosure around the world.  Teacher teaches students how to say *‘I am allergic to … ’*, *‘ … is allergic to … ’*. *‘Are there any … in this?’*  Students listen to a range of food ordering scenarios and demonstrate their understanding of allergens stated.  Teacher prepares and gives one quarter of the students (the ‘restaurants’) ‘dish ingredient cards’, containing the name of the dish and a photo on the front, and a list of ingredients on the back. The remainder of the students are given allergen cards. Students rotate around the ‘restaurants’, checking if the food they have on their allergen card is present or not and compiling a list of dishes they can safely eat. Swap the restaurants part way through so they can have an opportunity to ask the questions | Students identify allergens correctly.  Students bring their allergen card and safe dish list to teacher for checking.  (AfL) | Whole class marked, re-listen to passages as needed.  Teacher assists students with incorrect information to try again, practising the structures again if needed, and directing them to the appropriate ‘restaurant’. |
| LXX5-3C  respond in English or [language] to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience  LXX5-9U  analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes | LXX5-3C  respond in English or [language] to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience  LXX5-8U  analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes | * **Asking how they will pay, giving change and thanking**   Teacher provides students with links to a range of videos depicting payment transactions. Investigate common payment options in the target culture – is it only cash, is ‘tap’ available, and so on. What is the etiquette regarding handing over and receiving the money and counting out the change?  Hold a class discussion about which level of politeness to use in this situation – we are serving customers, but this is a casual setting. Discuss how language could vary between what you say to your friend, how you speak to the customer of a food truck and a customer in an expensive restaurant.  Students create a how-to video, educating how to pay and give change in the target language.  C:\Users\snogher\AppData\Local\Microsoft\Windows\INetCache\Content.Word\CommLink.png Community links – students share their ‘how-to’ video with others to inform them how to pay and give change in the target language. | Students create a ‘how-to pay’ video tutorial.  (AfL) | Teacher marked, written feedback provided. |
| LXX5-1C  participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems | LXX5-1C  participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems | Students practise and create a video showing them interacting with their customer at the food truck. | Students create a video demonstrating their ability interact appropriately including ordering, checking ingredients, paying and thanking.  (AoL) | Teacher marked. |
| LXX5-3C  respond in English or [language] to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience | LXX5-3C  respond in English or [language] to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience | **Food truck pitch**  It’s time to pitch the food trucks!  Explore [sample sales pitches](https://blog.hubspot.com/sales/sales-pitch-examples) in the target language, identifying key linguistic features.  Teachers set up each pitch according to class size, for example view all of the pitches one-by-one, or set up expo style, where students can freely view each exhibition around the room.  Students complete a worksheet summarising the food truck name, cuisine, price range and rate the appeal.  Compile all of the information to decide as a class which food truck wins the pitch.  C:\Users\snogher\AppData\Local\Microsoft\Windows\INetCache\Content.Word\CommLink.png Community links – students share their food truck pitches with others. | Students complete worksheet demonstrating understanding of texts. | Used to inform discussion and choice of winner. |

# About this resource

* The target audience for this resource is teachers of Stage 5 modern languages.
* Email questions and feedback about this resource to [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au) using the subject line ‘Stage 5 food trucks’.
* This resource will be reviewed in 12 months’ time as part of ongoing internal evaluation.
* Created/last updated: 7 July 2022.

## How to use this resource

This 10-week unit can be modified to suit the language you are teaching and the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. You can learn more about differentiation by accessing the department’s [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies). The learning, teaching and assessment strategies and assessment task are suggestions only.

## Evidence base

This unit of work supports the following themes from [‘What works best’ 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update#Summary1):

* high expectations
* explicit teaching
* effective feedback
* assessment.

## Further information

* Aligned to system priorities and/or needs: [NSW Department of Education 2018-2022 Strategic Plan](https://education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan#Downloads5) – academic achievement.
* Aligned to [School Excellence Framework](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/school-excellence-and-accountability/media/documents/SEF_Document_Version_2_2017_AA.pdf): Learning domains – curriculum; assessment; Teaching domain – effective classroom practice.
* Consultation: Aboriginal Education and Wellbeing Officers (Glenfield and Wagga).