

## TRANSPORT: MODULE OUTLINE

**Field:** Built world    **Band:** Upper primary



### **Purpose**

Students investigate and develop a variety of transport options and transport systems which help minimise traffic congestion and pollution.

### **Core learning outcomes**

This module is designed to be used with students in the elementary stage of LOTE learning.

Outcomes for students at the elementary stage would be:

Comprehending [3.1](#), [3.2](#), [3.3](#), [4.1](#), [4.2](#), [4.3](#)

Composing [3.4](#), [3.5](#), [3.6](#), [4.4](#), [4.5](#), [4.6](#)

Some students could be in the beginner stage of LOTE learning.

Outcomes for students at the beginner stage would be:

Comprehending [1.1](#), [1.2](#), [1.3](#), [2.1](#), [2.2](#), [2.3](#)

Composing [1.4](#), [1.5](#), [1.6](#), [2.4](#), [2.5](#), [2.6](#)

To see the detailed descriptions, click on the relevant level.

### **Content**

The content for this module is delineated in the field and tasks and under the headings of ‘sociocultural understanding’ and ‘functions and language elements’. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students. Students’ needs and teaching programs will determine the specific content of [form-focused instruction](#).

### **Sociocultural understanding**

Students become aware of similarities and differences between Australian transport vehicles and systems and those of the target country.

### **Suggested teacher language**

This natural language provides rich input.



### **Teaching considerations**

## Functions and language elements

- **identifying things:** modes of transport, transport infrastructure, power sources
- **identifying places:** land, sea, air, travel destinations
- **identifying when:** days of week, most, least
- **describing routines and procedures:** use of transport, ways to reduce pollution and congestion
- **describing things:** features of transport modes and systems, 4 wheels, 2 doors
- **expressing opinions:** I think ..., fun, interesting
- **asking for and giving locations:** top, bottom, inside, outside, behind, in front
- **giving reasons:** because
- **expressing needs:** for transport systems
- **expressing likes and dislikes**
- **comparing:** but I, and I, also

## Assessment strategy

In Unit 1, **Task 3** the teacher can observe and analyse students' oral interactions about transport items and their power sources. At what **level** can students discuss means of transport?

In Unit 2, **Task 2** the teacher can collect evidence of students' abilities to identify key items of information in a text. At what **level** can students understand references to types of transport?

In Unit 2, **Task 4** the teacher can record anecdotal observations of students' asking about needs. At what **level** can students discuss the infrastructure required for different types of transport?

In Unit 1, **Task 5** and Unit 2, **Task 5** the teacher can collect and analyse samples of writing for working or show portfolios. At what **level** can students use language to describe modes of transport?

### Sample units

Two work units are provided for this module:



**Unit 1: Out and about**



**Unit 2: New and improved**

## Teaching considerations

Students will have varying experiences with the diverse range of transport due to their geographic locations and socioeconomic circumstances.

Cultural backgrounds and socioeconomic circumstances can impact on students' out-of-school activities. The activities related to noting local transport infrastructure may need to be modified for small communities. Their lack of pollution or traffic congestion could be celebrated instead.

*New and improved* – Enhancing Tasks 4 and 5 will need to be modified for students not living in towns. Pictures or videotapes could be used as stimuli. Students could develop transportation maps for a town they have visited or for an imaginary town.

## OUT AND ABOUT: UNIT OVERVIEW

### Aim

Students investigate features of transport modes. They design and describe a new form of transport that looks interesting and causes less pollution.



### Orientating task

- 1 Make a mural of transport modes. Label and describe each mode.



### Enhancing tasks

- 2 Listen to advertisements about transport items, decide on a vehicle to purchase, and give reasons for the decision.
- 3 Classify transport items by their power source.
- 4 Read about unusual transport items at a Wacky Transport Museum.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



### Synthesising task

- 5 Design a new form of transport that minimises pollution and describe its unique features. The items may be placed in the Wacky Transport Museum.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)

## NEW AND IMPROVED: UNIT OVERVIEW

### Aim

Students design and describe an improved transport system for a community.



### Orientating task

- 1 Identify the mode of transport used most often in a week by class members.



### Enhancing tasks

- 2 List and compare the modes of transport that the target country's students use in a week.
- 3 List and make a poster of ways of using transport to reduce traffic congestion and pollution.
- 4 Draw and list the types of infrastructure needed for a transport system and match the transport mode to the infrastructure.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.



### Synthesising task

- 5 Design and draw a transport system for a community, marking in common destinations and connecting these with transport infrastructure.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)