

LIVING ON THE MOON: MODULE OUTLINE

Field: The Built World **Band:** Lower Secondary



Purpose

Students listen to and read texts about conditions on the moon to understand the building modifications needed for people to live there. They design (and label) a realistic (rather than fantastical) moon residence.

Core learning outcomes

This module is designed for students in three stages of LOTE learning. It is assumed that most students will be in the lower intermediate stage. Outcomes for students at the lower intermediate stage would be:

Comprehending [5.1](#), [5.2](#), [5.3](#), [6.1](#), [6.2](#), [6.3](#)

Composing [5.4](#), [5.5](#), [5.6](#), [6.4](#), [6.5](#), [6.6](#)

Some students could be in either the beginner or elementary stages 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](#)

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](#)

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.

[Sociocultural understanding](#)

Students develop an understanding of which features of **target culture** buildings and lifestyle would need modification for moon life.

Functions and language elements

- **comparing:** structures for comparatives, hotter, colder, lower, higher
- **describing and asking about routines and procedures:** daily activities
- **describing activities:** fun, boring, frightening
- **describing places and things:** buildings, household equipment, ... is used to ...
- **expressing feelings:** happy, sad, lonely, bored, tired
- **expressing and asking about needs:** air, water, food
- **expressing likes and dislikes**
- **expressing ability and inability**
- **giving reasons:** because there is no air ...
- **identifying when:** time, adverbs of frequency
- **identifying and asking about places and things:** rooms in a building, furniture and fittings, vehicles
- **identifying activities:** leisure activities
- **affirming or negating statements:** true, false
- **expressing possibility and impossibility**

Assessment strategy

In **Task 5** the teacher can assess students' listening or reading abilities as they identify daily routines and use them to compose a timetable. At what **level** can students comprehend language describing living on the moon?

In **Task 3** and **Task 6** the teacher can collect samples of written work and record performance notes on speaking. At what **level** can students use language describing living on the moon? At what **level** can students use language requesting and providing specific details?



Teaching considerations

Sample units

One work unit is provided for this module:



Unit 1: Moon residence

MOON RESIDENCE: UNIT OVERVIEW

Orientating task

- 1** Identify human requirements that a moon settlement should accommodate. Record information in a table about conditions on the moon.

Enhancing tasks

- 2** Compare environments on earth and the moon. Describe features of a settlement that would make it possible for people to survive moon conditions.
- 3** Identify and describe objects other than buildings that people might need in a moon settlement.
- 4** Read or listen to a communication from a person who is spending a few days on the moon and note how leisure activities are modified.
- 5** Read or listen to a communication from a moon dweller and identify differences from life on earth.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).

Synthesising task

- 6** Design and construct a model moon residence, explaining design features that help people adjust to life on the moon. Describe a person's day in this residence.