

## BIG CITIES: MODULE OUTLINE

**Field:** Built world    **Band:** Lower secondary (Year 10)



### Purpose

Students listen to and read texts that help them understand why and how cities develop. They identify and can recommend features of a city that would make it user-friendly for young people.

### 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 intermediate stage.

Outcomes for students at the intermediate stage would be:

Comprehending [DB6.1](#), [DB6.2](#), [DB6.3](#)

Composing [DB6.4](#), [DB6.5](#), [DB6.6](#)

Some students could be in either the lower intermediate or elementary stages of LOTE learning.

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](#)

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

### Sociocultural understanding

Students develop an understanding that, while big cities around the world have some common features, each city also has unique features.

### Suggested teacher language

This natural language provides rich input.

## Functions and language elements

- **identifying and asking about people, places and things:** cities, features of cities, populations
- **describing people, places and things:** size of cities, city features, land use, more, less, percentages, rich, poor, exciting, challenging, diverse, interesting
- **expressing and asking about wants:** services, leisure activities
- **expressing and asking about needs:** infrastructure, healthy lifestyle, ease of access, education
- **asking for and giving locations:** cities, countries, features
- **identifying and asking about situations, activities and events:** land use, natural features
- **describing situations, activities and events:** development of cities, population size, urban problems and solutions, socioeconomic factors
- **comparing:** size of cities and population, geography
- **giving reasons:** because ..., in order to ...
- **expressing opinions:** I think that ..., I believe that ...
- **expressing feelings:** I like ..., I dislike ..., it's boring, it's exciting
- **identifying and asking when:** years BC, centuries

- **expressing approval, agreement and disagreement:** with others' points of view
- **expressing possibility and impossibility:** Perhaps ..., it may be that ..., I doubt that ...
- **expressing probability and improbability:** If ... then ...

## Assessment strategy

In **Task 5** and **Task 8** the teacher can record and analyse students' use of reading strategies and comprehension while they respond to reading materials. At what **level** can students understand language dealing with issues of city living, especially with respect to young people?

In **Task 4** the teacher can observe and take notes of students' use of listening strategies and comprehension when they listen to an interview and identify points raised. At what **level** can students understand language about the advantages of living in a city?

In **Task 5**, **Task 6**, **Task 7** and **Task 9** and throughout the unit the teacher can make and analyse anecdotal records of students' abilities to communicate, including linguistic knowledge and fluency, while they make presentations and interact with one another. At what **level** can students use language to discuss different types of cities and issues for young people living in big cities?

In [Task 8](#) and [Task 9](#) the teacher can collect and analyse samples of students' written work, taken from materials prepared by individuals as contributions to group presentations, to identify students' linguistic knowledge and fluency. At what [level](#) can students use language to write a submission recommending changes to improve the quality of life in big cities and prepare a report on a city in Japan and how it caters for young people?

### [Teaching considerations](#)

#### **Sample units**

One work unit is provided for this module:



#### [Unit 1: User-friendly cities](#)

## USER-FRIENDLY CITIES: UNIT OVERVIEW



### Orientating task

- 1 Read and sequence a brief history of how cities developed.



### Enhancing tasks

- 2 Identify, categorise and express opinions about land use in Brisbane or another Queensland city.
- 3 Read a report on why people move to cities. Develop and write recommendations for dealing with some of the issues identified.
- 4 Listen to a young person being interviewed about advantages of living in a city and take notes. Identify points raised, agree or disagree with them, and expand on them.
- 5 Read about and expand on issues faced by people in cities. Select some that are relevant to young people, then develop and present ideas to deal with these issues.
- 6 Speculate on issues faced by people in cities of different population size, economy and geography.

- 7 Describe and compare features of planned and unplanned cities that contribute to or detract from their 'character'. Describe interesting features to include in a new city plan.

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



### Synthesising tasks

- 8 Recommend features that should be included to make a city user-friendly for young people.
- 9 Present a written and oral case study of a city in Japan. Include ways that it caters for young people.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)

## **Teaching considerations**

Some students may have little or no experience of cities, while others will have broader experiences which may include cities in other parts of Australia and the world.

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