

AT MY PLACE: MODULE OUTLINE

Field: Personal and Community Life **Band:** Middle Primary



Purpose

Students describe friends and the people they live with and talk about the things they do together.

Core learning outcomes

This module is designed for students 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.

Sociocultural understanding

Students understand how different cultures describe household members and the distinctions that some cultures make between different family members.

Assessment strategy

In Unit 1, [Task 2](#) and [Task 3](#), the teacher can record anecdotal observations of students' informal oral interactions about family members. At what [level](#) can students use language to describe members of the household?

In Unit 1, [Task 5](#) and Unit 2, [Task 4](#), the teacher can record performance notes on written and spoken presentations. At what [level](#) can students use language to identify household members?

In Unit 1, [Task 4](#), the teacher can collect a work sample of students' listening for specific details. At what [level](#) can students comprehend language about household members?

Functions and language elements

- [affirming or negating statements](#): true, false
- [comparing](#): tall, short
- [describing people](#): height, hair colour, eye colour, personal characteristics
- [expressing feelings](#): sad, happy, angry, surprised, fun, okay
- [expressing possession](#): my
- [greeting](#): good morning, good afternoon
- [identifying activities](#): chores, playing, sharing, laughing, buying
- [describing routines](#): household chores
- [identifying people and places](#): members of the household, park, restaurant, movies
- [identifying when](#): days of the week
- [introducing](#): This is ...
- [offering and responding to invitations and suggestions](#): Let's ... , yes, I'd like to, sorry I can't.
- [welcoming](#)



Teaching considerations

Sample units

Two work units are provided for this module:



[Unit 1: My household](#)



[Unit 2: My friends](#)

MY HOUSEHOLD: UNIT OVERVIEW

Aim

Students describe household members by talking about their physical characteristics and the work they do.



Orientating task

- 1 Read captions in a family photo album. Identify members of the household and some of the tasks they do.



Enhancing tasks

- 2 List people who make up a household and play 'Happy families'.
- 3 Make groups with people who share a physical trait. Match descriptions with people and describe household members.
- 4 Listen to people describing household chores and match the chores with what is said about them. Talk about how to get others to do chores around the house.

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



Synthesising task

- 5 Compile a labelled collage, photo album or poster of household members, their physical descriptions and the work they do.

MY FRIENDS: UNIT OVERVIEW

Aim

Students describe the personal characteristics required in a friend and think about the things students can do with a friend.



Orientating task

- 1 Listen to a puppet describing the sort of friend it is looking for and what it would like to do with its friend.



Enhancing tasks

- 2 Read a list of personal characteristics and decide whether each is 'important' or 'not important'. Think about some illustrations and decide whether the people are being good friends or not.
- 3 Choose things you would like to do from a list and suggest which day of the week would be suitable. Question classmates to find someone who wants to do the same thing and is free on the same day.

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



Synthesising tasks

- 4 Role-play welcoming and introducing a friend, talking about that friend's qualities, and making and agreeing to suggestions about things to do and places to go together.
- 5 Design a personal advertisement to find a companion for some fun activities.