

FAMILY LIFE: MODULE OUTLINE

Field: Personal and community life **Band:** Upper primary



Purpose

Students describe family members and family celebrations in written captions and make an oral presentation of a family photo album.

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 develop an understanding of aspects of the target culture when they compare and contrast Australian family life, rituals and customs with those of the target country.

Suggested teacher language

This natural language provides rich input.



Teaching considerations

Functions and language elements

- [introducing](#)
- [identifying and asking about people](#): biographical information
- [describing people](#): kinship terms, relationships to others
- [affirming or negating statements](#)
- [identifying and asking when](#): year, age, birth dates
- [giving locations](#): sites of celebrations and holidays
- [identifying and asking about activities and events](#): family occasions, recreational
- [describing events](#): family occasions, recreational
- [expressing feelings](#): excited, frightened
- [congratulating](#): Happy ...
- [giving reasons](#): formulaic or with conjunction
- [expressing opinions](#)
- [complaining](#)

Assessment strategy

In [Task 2](#) and [Task 3](#) the teacher can collect and analyse written samples for work portfolios. At what [level](#) can students use language describing milestones in a person's life?

In [Task 3](#) the teacher can observe students' abilities to understand spoken information. At what [level](#) can students comprehend language describing events in a person's life?

In [Task 2](#) and [Task 6](#) the teacher can observe students' abilities to read and extract detail from information. At what [level](#) can students comprehend language describing events in a person's life?

In [Task 8](#) the teacher can collect written samples for work portfolios and record anecdotal observations of students' speaking and listening in informal interactions. At what [level](#) can students use language to describe milestones in personal and family life?

Sample units

One work unit is provided for this module:



[Unit 1: Family life](#)

Teaching considerations

In considering how different cultures describe household members, note that there are variations within, as well as between, cultures and avoid stereotypes.

When discussing family backgrounds and family roles, be inclusive of the range of families. Some students may not have access to a family photograph album. Use discretion when asking students to disclose personal information, such as their family tree.

Not all cultures celebrate birthdays and family celebrations in the same way and some do not celebrate them at all.

Students' experiences of holiday places, facilities and activities will vary.

FAMILY LIFE: UNIT OVERVIEW



Orientating task

- 1 Discuss the Hogan family and fill in a family tree.



Enhancing tasks

- 2 Read with the teacher's help a birth notice to determine the birth details of a member of the Kouras family. Fill in a cloze activity with birth notice details.
- 3 Begin a timeline of personal milestones. Listen to an interview of Grandfather George's first day at school and write a caption for a photo about a first day at school.
- 4 Label a wedding photo, write a caption for a photo album and tell about the photo.
- 5 Make a collage of a family celebration and describe the celebration.
- 6 Read a brochure advertising a family holiday place and fill in a customer satisfaction questionnaire.
- 7 Add personal memories and family celebrations to the timeline and share them with a partner.

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



Synthesising task

- 8 Prepare a family album highlighting milestones in personal and family life. Present a particular episode.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)