

## FAMOUS PEOPLE: MODULE OUTLINE

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



### Purpose

Students read written profiles of famous Australian and target cultures' people and present an oral or written report on a famous person.

### 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 read and hear about the contribution made by famous people to their cultures and the qualities that are important in becoming a famous person. Names of famous people in the target country have been included as research possibilities.

### Suggested teacher language

This natural language provides rich input.



### Teaching considerations

## Functions and language elements

- [congratulating, complimenting, praising](#): Well done!
- [describing situations, activities and events](#): biographical information, ways of helping
- [describing people, places and things](#): famous, physical and personal traits, place of birth
- [describing procedures](#): stir, mix, add, shape
- [expressing and asking about likes and dislikes](#): I like ...
- [expressing thanks and gratitude](#): formulaic at this level
- [giving and responding to instructions](#): recipe vocabulary
- [giving reasons](#): because
- [greeting](#)
- [introducing](#)
- [identifying and asking about activities, situations and events](#): life milestones
- [identifying and asking about people, places and things](#): occupations, family members
- [identifying and asking when](#): years, date of birth

## Assessment strategy

In [Task 2](#) the teacher can collect and analyse timelines as samples of students' comprehension of a written text. At what [level](#) can students comprehend language to identify when things happen?

In [Task 6](#) the teacher can use the summaries of the information and the oral presentations to check students' reading comprehension. At what [level](#) can students comprehend language describing the lives of famous people?

In [Task 7](#) the teacher can record performance notes of students' oral and/or written presentations and anecdotal observations of oral interactions throughout the election of a class hero. At what [level](#) can students use language to describe the characteristics of people?

### Sample units

One work unit is provided for this module:



### [Unit 1: Famous people](#)

## **Teaching considerations**

Some students may feel uncomfortable when asked to reveal aspects of their own histories, such as on a timeline. It may be advisable to ask those students to focus instead on someone they know or admire for those activities.

When selecting additional famous people ensure there is a balance of females and males. Students' prior knowledge of famous people will vary.

## FAMOUS PEOPLE: UNIT OVERVIEW



### Orientating task

- 1 Identify famous Australians and categorise their names into fields of endeavour.



### Enhancing tasks

- 2 Read a biographical profile of Cathy Freeman and order key events on a timeline.
- 3 Read the text about Cathy Freeman and draw a sociogram of the important people in her life and the roles they played.
- 4 Describe personal traits and read a poem illustrating the personal traits of a champion.
- 5 Prepare role cards to present an episode of 'What a Life' highlighting important people and events in the life of a famous person.
- 6 Read information about a famous person and summarise details for a presentation about that person.

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



### Synthesising task

- 7 Present information about a famous person. Choose a famous person as class hero.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)