

ENCHANTED PLACES: MODULE OUTLINE

Field: Imaginative world **Band:** Upper primary



Purpose

Students read and listen to episodes in a fantasy story. They identify and analyse key elements of the fantasy in order to write and dramatise a final episode for the story.

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 access information to understand significant key landmarks in target country.

Suggested teacher language

This natural language provides rich input.



Teaching considerations

Functions and language elements

- [identifying and asking about people, places and things](#): who, what, when, where questions, means of transport, animals, counting, number problems
- [describing people, places and things](#): Number Challenger, enchanted characters and places, real and enchanted, body parts
- [describing procedures](#): transport arrangements, puzzles
- [describing situations and events](#)
- [asking for and giving locations](#): in, under ...
- [greeting](#)
- [introducing](#)
- [comparing](#): same, different
- [identifying and asking when](#): future, past
- [expressing feelings](#): I'm frightened, tired, excited ...

Assessment strategy

In [Task 4](#) the teacher can observe and make notes on students' strategies, knowledge and skills when reading descriptions. At what [level](#) can students comprehend language describing imaginary sea creatures?

In [Task 5](#) and [Task 6](#) the teacher can record responses and collect students' notes to identify their listening strategies and linguistic knowledge. At what [level](#) can students comprehend language about episodes in a fantasy story?

In [Task 5](#) the teacher can collect postcards and analyse students' writing. At what [level](#) can students use language to write about a place?

In [Task 6](#) the teacher can record performance notes on students' prepared speaking, and collect samples of written work for show portfolios. At what [level](#) can students use language to talk and write about episodes in a story?

Sample units

One work unit is provided for this module:



[Unit 1: Enchanted adventure](#)

Teaching considerations

Students' prior experiences in planning leisure activities for a dream weekend will vary. Some students may need additional information to engage in the tasks.

ENCHANTED ADVENTURE: UNIT OVERVIEW



Orientating task

- 1 Determine which places are real and which are enchanted. Draw and describe an enchanted place. Read and dramatise the beginning of an enchanted adventure story.



Enhancing tasks

- 2 Identify different means of transport and design the mystery vehicle for the enchanted adventure.
- 3 Role-play the children's encounter with a number challenge at their first destination. Solve number problems to win a free trip home from the planet.
- 4 Read an underwater adventure episode. Create enchanted sea creatures and exotic underwater seafood recipes.
- 5 Identify the site and time period of a time-machine destination, and write an e-postcard from that destination. Solve a code puzzle in order to leave and return to the current time.

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



Synthesising task

- 6 Write and dramatise a final episode for the story. Create and solve problems that could be used for episodes.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)