

HAVE A GOOD READ: MODULE OUTLINE

Field: The Imaginative World **Band:** Lower Secondary



Purpose

Students develop comprehension of literary texts through engaging with and responding to text content.

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 lower intermediate stage. 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](#)

Some students could be in the beginner or elementary stages 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](#)

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.

Sociocultural understanding

The teacher can introduce authentic texts from **target country** from which students can infer aspects of the cultural context. Students can analyse features of text types in **target language**, noting social mores and customs, and patterns of interaction.

Functions and language elements (the exact details will depend on the stories read)

- [describing situations, activities and events](#): plot
- [identifying when](#): settings, sequence — first, then, next
- [giving and asking for locations](#): setting
- [expressing feelings](#)
- [expressing opinions](#)
- [identifying people, places and things](#): characters and setting
- [describing and asking about people, places and things](#): characters and setting
- [expressing agreement and disagreement](#)
- [offering and responding to suggestions](#)

[Assessment strategy](#)

In Unit 1 the teacher can use any of the tasks to assess students' abilities to understand texts as they engage in response tasks. At what [level](#) can students understand language describing incidents and characters in a story?

In Unit 1, [Task 9](#) the teacher can record performance notes on students' rehearsed speaking. At what [level](#) can students use language to describe incidents and characters in a story?

In Unit 2, [Task 3](#) the teacher can assess students' listening abilities as they respond to clues for 'Concept bingo'. At what [level](#) can students understand language describing incidents and characters in a story?

In Unit 2, [Task 3](#) and [Task 4](#) the teacher can assess students' writing abilities as they write clues for 'Concept bingo' and construct further episodes for the story. At what [level](#) can students use language to describe incidents in a story?

In Unit 2, [Task 1](#) the teacher can assess students' reading abilities when they match first key sentences and then chunks of text to pictures in the story. At what [level](#) can students understand language describing incidents and characters in a story?



[Teaching Considerations](#)

Sample units

Two work units are provided for this module:



[Unit 1: Working with text](#)



[Unit 2: The flash](#)

WORKING WITH TEXT: UNIT OVERVIEW

Note: This unit suggests a range of strategies that teachers can use to help students work with texts. The tasks are not intended to convey a sequence for any one text; rather they are a collection of possible tasks organised according to the three phases of planning and learning. The examples and resources are samples only and must be modified to suit the text being used.

Purpose

Students read texts in **target language** using a variety of strategies.



Orientating tasks

- 1 Read the title of a story and summary sentences about it to help comprehend the gist of a text. Match summary sentences with pages or paragraphs, and identify where the summarised details occur in the full text.
- 2 Predict what will happen next in a story, and check predictions while the teacher reads the text. Identify the sequence of events and read them out loud, in order.



Enhancing tasks

- 3 Identify and sequence the main events in a story by drawing a story map.
- 4 Identify and sequence the main events in a story. Chart these on a plot profile graph, rating each event on an excitement scale to create the plot profile.
- 5 Recall supporting details in a story while playing concept bingo.
- 6 Represent the relationships between characters and events in story webs.
- 7 Examine the words and sentences in the story. Fill in words to complete a cloze, arrange words into sentences, modify and innovate on sentences, and order sentences into a summary paragraph.

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

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THE FLASH: UNIT OVERVIEW

Aim

Students use different strategies to read and understand, and then innovate on a given text.



Orientating task

- 1 Predict the main points of a story from pictures. Listen to the story to check predictions. Read summary sentences about the story and match them to the pictures.



Enhancing tasks

- 2 Retell the main events in a story. Sequence the events into a story map. Dramatise a retelling of the story.
- 3 Describe the story's characters in a character web. Write clues for and play concept bingo. Describe one character from the story.
- 4 Suggest ideas for episodes of or endings to a story. Develop and write an episode of or ending to the story.

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



Synthesising task

- 5 Prepare, practise and record a radio play using narration, direct speech and sound effects.