

SEASONS AROUND THE WORLD: MODULE OUTLINE

Field: The International World **Band:** Middle Primary



Purpose

Students write and illustrate an informative poster or brochure about seasonal activities in the target culture.

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 that all cultures celebrate the seasons in different ways and recognise which cultures celebrate particular events.

Functions and language elements

- [identifying things](#): festivals, sports, activities, food
- [describing things](#): festivals
- [identifying when](#): seasons, months
- [giving locations](#): near to, far from, Equator, (Southern) Hemisphere
- [identifying number and quantity](#): numbers of people
- [identifying places](#): countries
- [describing places](#): wet, dry, hot, cold, warm, cool, long, short
- [identifying and asking about activities](#): leisure and festival activities
- [giving reasons](#): It's cold, it's hot, it's not raining

Assessment strategy

In [Task 3](#) the teacher can assess students' abilities to comprehend spoken language from their responses to the questions. At what [level](#) can students comprehend language about sports and activities?

In [Task 6](#) and [Task 7](#) the teacher can use the worksheets to record students' abilities to comprehend written language. At what [level](#) can students understand key phrases about a festival?

In [Task 4](#), [Task 8](#) and [Task 9](#) the teacher can collect and analyse work samples of written language and record anecdotal observations of spoken language. At what [level](#) can students use language to write and talk about festivals and activities?



Teaching considerations

Sample units

One work unit is provided for this module:



[Unit 1: Seasons around the world](#)

SEASONS AROUND THE WORLD: UNIT OVERVIEW



Orientating tasks

- 1 Identify six seasons, locate where in Australia they are experienced and match them with months of the year.
- 2 Match activities with seasons in Australia.



Enhancing tasks

- 3 Identify the seasons in other countries, including the target country, and determine which months of the year represent the different seasons in the Northern Hemisphere.
- 4 Survey class members about sports and activities pursued in any specific season, and report back to the class.
- 5 Prepare and present an itinerary of countries to visit in order to do one pastime all year round.
- 6 Listen to and summarise information about a festival that celebrates spring in different cultures.

- 7 Read about a spring flower festival and match the written information with pictures.
- 8 Read information about seasonal festivals and prepare questions for a quiz on the festivals, the activities and the food.

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



Synthesising tasks

- 9 Illustrate and label a poster or write information in a brochure for people visiting **target country** in a particular season.
- 10 Describe aspects of a festival that has been especially created to celebrate a favourite season.