

MAKING CONTACT: MODULE OUTLINE

Field: International world **Band:** Upper primary



Purpose

Students explore ways of communication with the international world and prepare messages and parcels to send.

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 awareness of and empathy with the culture of children of the same age in the target country through making contact with them.

Suggested teacher language

This natural language provides rich input.



Teaching considerations

Functions and language elements

- [identifying and asking about people, places and things](#): school personnel, school locations and personal profiles, ways of communicating, grams, kilograms
- [expressing and asking about likes and dislikes](#): favourite hobbies, foods, colours ..., I like wearing ...
- [giving locations](#): the (music room) is here
- [describing people, places and things](#): school layout, school personnel, clothing
- [expressing possession](#): our
- [identifying when](#): times of the day, o'clock
- [describing routines and procedures](#): school activities, meal times, letter conventions — greeting, closure, sender, receiver, address, date, subject/topic
- [comparing](#): fast, faster, fastest, means of communication
- [greeting and leave taking](#): formal conventions for correspondence
- [expressing and asking about hopes](#): goals
- [expressing feelings](#)

Assessment strategy

In Unit 1, [Task 2](#), [Task 3](#), [Task 4](#) and [Task 6](#) the teacher can collect and analyse samples of written work in students' portfolios and observe their oral interactions. At what [level](#) can students use language to describe aspects of their school lives?

In Unit 2, [Task 3](#), [Task 4](#) and [Task 5](#) the teacher can collect and analyse samples of written work to add to students' working portfolios. At what [level](#) can students use language to describe aspects of their daily lives?

In Unit 2, [Task 6](#) the teacher can record and analyse anecdotal observations of students' oral interactions. At what [level](#) can students use language to describe aspects of their daily lives?

In Unit 2, [Task 2](#) and [Task 6](#) the teacher can collect work samples based on students' listening and reading. At what [level](#) can students understand language describing aspects of daily lives?

Sample units

Two work units are provided for this module:



[Unit 1: School to school](#)



[Unit 2: Person to person](#)

Teaching considerations

Students' prior knowledge of penpals and the communication options suggested in the module will differ.

Consultation with the class teacher may facilitate a team approach to discussing subjects, countries and clothing, to ensure that students explore broad understandings and the associated stereotypes.

SCHOOL TO SCHOOL: UNIT OVERVIEW

Aim

Students establish ways of making contact with the international world. They prepare a school and class profile and decide on the most cost-effective way to send it.



Orientating task

- 1 Read a letter from a target country school. Record information from the letter in a profile. Develop a similar profile for the class.



Enhancing tasks

- 2 Label a map of the school and enter information onto a school data form.
- 3 Fill in a school timetable. Write diary entries for a school day.
- 4 Describe school uniforms and casual clothing and present information as a script or caption for a video, photo or collage.

- 5 Identify ways to communicate overseas, noting the advantages and disadvantages of each method. Calculate the most efficient and cost-effective way to send various items to the target country school.

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



Synthesising task

- 6 Prepare and describe aspects of school life in written and graphic form and decide how to send these to a target country school.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)

PERSON TO PERSON: UNIT OVERVIEW

Aim

Students prepare written and oral exchanges to learn more about a penpal.



Orientating task

- 1 Read a penpal profile.



Enhancing tasks

- 2 Read personal information about penpals and fill in the missing information.
- 3 Read a personal letter, noting formatting conventions. Reply to the letter.
- 4 Read and write faxes to convey personal information.
- 5 Prepare an email message to send to a real or imaginary penpal.

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



Synthesising task

- 6 Conduct and record an interview with a potential penpal to find out personal information.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)