

AROUND THE WORLD: MODULE OUTLINE

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



Purpose

Students research and present general knowledge information about countries around the world in a game format.

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 gain a wider understanding of the geography, schooling, games, special days or festivals and famous sites in other countries and especially in the target country.

Suggested teacher language

This natural language provides rich input.



Teaching considerations

Functions and language elements

- **identifying and asking about places and things:** countries, natural features, cities, famous sites, special days and festivals
- **expressing opinions:** I think ...
- **giving reasons**
- **describing procedures**
- **offering and responding to suggestions**
- **describing places and things:** school systems
- **identifying when:** time, years, months, ages
- **comparing:** longest, highest, biggest
- **giving instructions:** how to play games

Assessment strategy

In **Task 3** the teacher can assess and make notes on students' listening strategies and comprehension as they record details from a listening text about an imaginary school system. At what **level** can students comprehend language identifying aspects of a school system?

In **Task 4** and **Task 6** the teacher can observe oral interactions and note students' linguistic knowledge and strategies as they ask and answer questions about festivals or special days, famous sites and geographical features. At what **level** can students use language to identify and describe festivals or special days, famous sites and geographical features?

In **Task 3**, **Task 4**, **Task 5** and **Task 6** the teacher can observe and make notes on students' use of reading strategies and comprehension as they develop questions from written information. At what **level** can students comprehend language identifying and describing aspects of the culture in the target language?

In **Task 7** the teacher can record and analyse anecdotal observations of students' speaking while they give instructions for games, and can collect and analyse written samples of game rationales and endorsements. At what **level** can students use language to give instructions for playing games?

Sample units

One work unit is provided for this module:



Unit 1: Global chase

Teaching considerations

When considering what typically happens in a particular country, emphasise the issue of diversity within the culture. This is an important aspect of valuing diversity.

Mentioning this variety continually will challenge stereotypical thinking.

It is important in Enhancing Task 4, when discussing 'special days', that a range of special days celebrated by the diverse peoples within Australia is included, not just special days that appear on Western calendars.

Some students, for religious or cultural reasons, do not celebrate birthdays.

GLOBAL CHASE: UNIT OVERVIEW



Orientating tasks

- 1 Label countries and any known features on a world map within a given time limit. Suggest reasons for learning about the world.
- 2 Draft a design for an 'Around the world' game, suggesting categories for questions. Read and modify a rationale for the game.



Enhancing tasks

- 3 Listen to details of an imaginary schooling system. Develop details for the ideal schooling system. Research and write questions about schooling around the world or in the target country.
- 4 Match dates with Australian special days or festivals. Research and write questions about special days or festivals around the world or in the target country.
- 5 Listen for famous sites observed during a mystery tour and identify the countries. Plan a similar tour for a partner. Research and write questions about famous sites around the world or in the target country.

- 6 Ask and answer questions about geographic illustrations. Compile the illustrations and information into a class geographic magazine. Research and write questions about the world or the target country geography.

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



Synthesising task

- 7 Finalise board games, including a rationale or a promotion. Answer questions about countries around the world to play the games. Give opinions on the various game formats.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)