

## SCAVENGER HUNT: MODULE OUTLINE

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



### Purpose

Students use language associated with travelling to participate in a scavenger hunt in **target country** and to write a travel diary.

### **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 either 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](#)

Students gain knowledge about cities and famous places in **target country**.

## Functions and language elements

- [identifying and asking about places and things](#): countries, cities, famous natural and built features, travel items
- [describing and asking about procedures](#)
- [giving and asking for directions and locations](#): right, left, straight ahead, get off, cardinal points
- [describing situations](#): weather
- [expressing and asking about needs](#): packing list items
- [giving reasons](#): because
- [describing places and things](#): currency
- [expressing needs](#): travel requisites

## Assessment strategy

In [Task 7](#) the teacher can use students' presentations during the guided tour as well as anecdotal records of students' interactions in group exchanges throughout the unit to assess speaking skills. At what [level](#) can students use language to describe places in a country?

The teacher can use students' diaries that have been added to through the unit to assess writing skills. At what [level](#) can the students use language to describe events on a trip?

In [Task 4](#), [Task 5](#) and [Task 7](#) the teacher can use the listening activities and observe students' responses to assess listening skills. At what [level](#) can students comprehend language describing tourist activities?

In [Task 1](#), [Task 3](#) and [Task 6](#) the teacher can use students' responses to the advertisement and application form, budget and scavenger hunt clues and brochures respectively to assess reading skills. At what [level](#) can students comprehend language requesting and providing specific details?



## Teaching considerations

### Sample units

One work unit is provided for this module:



### [Unit 1: Scavenger hunt](#)

## SCAVENGER HUNT: UNIT OVERVIEW



### Orientating task

- 1 Read an advertisement about a scavenger hunt in **target country** and complete an application form. Start a diary.



### Enhancing tasks

- 2 Read about weather conditions in **target country**. Identify what is needed and write a packing list in the diary.
- 3 List the things known about the country on an information sheet. Work out a daily budget in Australian dollars and convert the amount to the currency of **target country**. Email the consulate and make a diary entry.
- 4 Listen to instructions for obtaining the second item in the scavenger hunt. Draw maps and show a route from directions given. Email the consulate and make a diary entry.

- 5 Listen to and solve a riddle about a famous feature of **target country**. Write a riddle about another famous feature of **target country**. Listen to and solve riddles written by others.
- 6 Prepare a brochure for a guided tour to a famous feature of **target country**.

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



### Synthesising task

- 7 Take the class on a conducted tour around a famous feature of **target country** and point out and describe items of interest. Complete diary entries and submit travel wallet and completed diaries to receive a certificate.