

THE OUTBACK: MODULE OUTLINE

Field: Natural world **Band:** Upper primary



Purpose

Students make preparations for a trip to the outback for potential tourists from the target country.

Core learning outcomes

This module is designed for 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 understand the language used by people from the target country to describe aspects of Australia’s outback.

Suggested teacher language

This natural language provides rich input.



Teaching considerations

Functions and language elements

- **identifying places and things:** names of outback areas, tourist areas, Australian states, clothing, transport
- **describing places and things:** physical features of outback areas, largest, longest
- **asking for and giving locations:** near, centre, cardinal points
- **describing things:** types of clothing, kinds of transport, weather, kilograms
- **affirming or negating statements**
- **identifying and asking when:** times of the day, months
- **identifying activities:** holiday activities
- **expressing needs:** You will need ...
- **giving reasons:** Because ...

Assessment strategy

In **Task 2** the teacher can record and analyse responses of students' reading of the brochure. At what **level** can students comprehend language describing aspects of a trip in the outback?

In **Task 3**, **Task 4** and **Task 5** the teacher can observe and record results of informal oral negotiations. At what **level** can students comprehend language describing aspects of a trip in the outback?

In **Task 6** the teacher can observe students' listening behaviours and responses as they sequence photos. At what **level** can students comprehend language describing aspects of a trip in the outback?

In **Task 7** the teacher can collect samples of written work for student portfolios, and record performance notes on students' prepared presentations. At what **level** can students use language to describe aspects of a trip in the outback?

Sample units

One work unit is provided for this module:



Unit 1: Outback adventure

Teaching considerations

Students' prior experiences in planning and engaging in holidays will vary. Some students may never have been on a holiday, and others may have no knowledge of the outback.

When discussing issues related to the land, be sensitive to the range of student perspectives, especially those who are Indigenous Australians.

OUTBACK ADVENTURE: UNIT OVERVIEW



Orientating task

- 1 Identify characteristics of the outback and locate towns and tourist spots on a map of Australia. List things to plan for an outback holiday.



Enhancing tasks

- 2 Read an itinerary for an outback tour. List physical features, activities, places of interest and ways to travel.
- 3 Interpret data from a climatic table and use the information to plan for an outback trip.
- 4 Itemise, calculate weight of and categorise equipment needed for an expedition.
- 5 Identify benefits of various forms of transport. Choose the most appropriate form of transport for given scenarios.
- 6 Listen to a recount of an outback trip. Sequence 'photos' of activities and write captions for them.

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



Synthesising task

- 7 Plan an itinerary for an outback trip and present it in a brochure.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)