

## THE IMPORTANCE OF WATER: MODULE OUTLINE

**Field:** The Natural World

**Band:** Lower Secondary



### Purpose

Students listen to and read texts which raise awareness of the importance of water for people and the environment so that they can describe strategies to conserve water.

### **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 follow the path of a river in **target country** in order to understand the role of water in the lives of **target country** people. Students may also be able to investigate water conservation in countries speaking **target language**.

## Functions and language elements

- **affirming or negating statements:** important, not important, used, not used, waste, conserve
- **comparing:** more than, less than
- **describing people, places and things:** quiet, busy, clean, dirty, wide, narrow, drought-affected, brown, dry, dusty, dying, dead, thin, simple, difficult, cheap, expensive, fractions, amounts of water
- **describing and asking about routines and procedures:** day, week, month and year, always, sometimes, never, for saving water
- **expressing opinions:** I think ...
- **giving instructions:** save water
- **giving reasons:** because ...
- **identifying activities:** using water
- **identifying places and things:** farms, crops, towns, houses, factories, pollution causes
- **offering suggestions:** to preserve water

## Assessment strategy

In **Task 6** the teacher can use students' responses to the reading activity to assess students' abilities to comprehend illustrated texts. At what **level** can students understand a text about the effects of drought?

In **Task 8** the teacher can use students' responses to the questions about water usage to assess students' abilities to understand and answer questions. At what **level** can students understand and respond to questions about water usage?

In **Task 10** the teacher can use the mini-campaign to assess students' skills in using language for persuasive purposes in either written or spoken form. At what **level** can students use language to provide information about water conservation?



## Teaching considerations

### Sample units

One work unit is provided for this module:



### **Unit 1: Waterwise**

## WATERWISE: UNIT OVERVIEW



### Orientating task

- 1 Listen to a commentary of a trip along a river, identify features of the river and its surroundings, and list places where water is used and managed.



### Enhancing tasks

- 2 List daily routines and activities and classify them according to whether or not they require water and whether they involve large or small amounts of water.
- 3 Express opinions about the relative importance of daily activities in terms of water usage.
- 4 State estimated amounts of water used for daily activities and the frequency of those activities.
- 5 Compare estimated and actual water usage for daily activities and state amounts of water used over time by large numbers of people.
- 6 Read a case study about drought and identify its effects on the land, the life of the farmer and the Australian economy.

- 7 Read about some causes of water pollution and strategies for effectively managing water, and match these causes and strategies.
- 8 Give opinions about water conservation, provide information about water usage and conduct surveys to determine how wisely people use water.
- 9 Describe daily activities in terms of water usage, develop ideas about water conservation and express these ideas in a promotional sticker and/or commercial, poem or song.

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



### Synthesising task

- 10 Develop a mini-campaign to raise awareness of water usage.