

NATIONAL PARKS: MODULE OUTLINE

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



Purpose

Students identify and describe natural features and their importance in Australia, and expand knowledge of natural features in **target country**.

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 develop greater knowledge and understanding of natural features in **target country**.

Functions and language elements

- [asking and giving permission](#): may or may not do
- [asking for repetition](#)
- [asking for and giving clarification](#)
- [asking for and giving confirmation](#)
- [attracting attention](#): Look here ...
- [describing activities](#): leisure activities, reef activities
- [describing places and things](#): scenic qualities, animals, plants
- [expressing ability and inability](#): can, can't
- [expressing feelings](#)
- [expressing obligation and duty](#): tourist behaviour
- [expressing agreement and disagreement](#)
- [offering and responding to suggestions](#): to reduce human impact
- [identifying and asking when](#): times of day
- [expressing opinions](#): I think ...
- [giving and asking for locations](#): on the right, on the left, in, near, beside, under, on ...
- [giving reasons](#): for heritage listings
- [giving and responding to instructions and advice](#): game rules, should or should not ...
- [identifying and asking about people, places and things](#): natural features, marine animals
- [expressing interest and lack of interest](#)

- [identifying and asking about situations and activities](#): animal habits, characteristics and behaviour
- [comparing](#)
- [welcoming](#)

Assessment strategy

In [Task 3](#), [Task 4](#) and [Task 9](#) the teacher can assess students' listening and reading abilities. At what [level](#) can students comprehend language describing natural features and rules for visiting such features?

In [Task 5](#), [Task 7](#) and [Task 10](#) the teacher can collect samples of written work or record performance notes on speaking. At what [level](#) can students use language to write or talk about natural features?



Teaching considerations

Sample units

One work unit is provided for this module:



[Unit 1: Great Barrier Reef](#)

GREAT BARRIER REEF: UNIT OVERVIEW

(This unit on the Great Barrier Reef exemplifies discussion on natural features. Teachers could substitute a natural feature from their own region or **target country**.)



Orientating tasks

- 1 Locate the Great Barrier Reef on a map and identify some natural features in **target country**.
- 2 Listen to statements about other natural features and suggest criteria for world heritage listing.



Enhancing tasks

- 3 Listen to or read a description of the Great Barrier Reef and rate its scenic quality. (This is a *personal* opinion.) Nominate other places with similar scenic qualities and describe them.
- 4 Listen to or read about a famous natural feature in **target country** and rate its scenic quality. Explain one's choice.
- 5 Identify groups who use natural features like the reef and state how each group uses them. Complete charts listing views on reef usage, in particular.

- 6 Play a game, 'Ruling the reef', and identify influences on the reef, both good and bad.
- 7 Listen to a commentary given on a cruise in a glass-bottomed boat. Analyse the language of such a commentary.
- 8 Plan a field trip to a natural feature like the Great Barrier Reef. Decide what to take and what to do on the trip.
- 9 Read a list of rules for visiting the reef. Write a set of rules to observe when visiting a local natural feature or one in **target country**.

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



Synthesising task

- 10 Give a short presentation depicting a tour guide with a group of tourists visiting an area of natural importance, either local or in **target country**.