

WEEKEND FUN: MODULE OUTLINE

Field: Leisure and Recreation **Band:** Middle Primary



Purpose

Students make arrangements for leisure activities with friends.

Core learning outcomes

This module is designed for students 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.

Sociocultural understanding

Students will develop understanding of leisure activities in the target culture by comparing their own leisure activities with those in **target language country**.

Functions and language elements

- [expressing and asking about wants](#): activities
- [identifying activities](#): watching TV, swimming, playing with friends, sleeping over, roller-blading, washing the dog
- [expressing opinions](#): fun, not fun, okay
- [identifying when](#): on weekdays, on the weekend
- [expressing regret](#): What a shame!
- [greeting and leave taking](#): telephone conventions
- [making arrangements](#): Shall we ... ? let's ... , when, where
- [identifying places](#): my place

Assessment strategy

In Unit 1, [Task 1](#) and Unit 2, [Task 1](#) the teacher can observe students' abilities to understand spoken texts. At what [level](#) can students comprehend language about activities?

In Unit 1, [Task 2](#) and [Task 4](#) and Unit 2, [Task 4](#) the teacher can record students' use of spoken and written language. At what [level](#) can students use language to identify activities?

In Unit 1, [Task 2](#) and [Task 4](#) and Unit 2, [Task 2](#) and [Task 5](#) the teacher can observe and analyse students' oral interactions when expressing opinions and making arrangements. At what [level](#) can students use language when arranging activities?

In Unit 2, [Task 3](#) the teacher can record students' recognition of parts of a reading text. At what [level](#) can students comprehend language identifying activities?



Teaching considerations

Sample units

Two work units are provided for this module:



[Unit 1: I want to have fun](#)



[Unit 2: Sleepover](#)

I WANT TO HAVE FUN: UNIT OVERVIEW

Aim

Students identify some activities that everyone in a group wants to do.

Orientating task

- 1 Listen to someone talk about the things they want to do during the week and sequence pictures in a diary.

Enhancing tasks

- 2 Write a diary of things to do on each day of the week and find someone who wants to do the same thing at the same time.
- 3 Rate the interest level of some activities.

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

Synthesising task

- 4 Talk about activities that group members want to do and select three that suit the whole group.

SLEEPOVER: UNIT OVERVIEW

Aim

Students make arrangements for a sleepover and do various activities at it.



Orientating task

- 1 Listen to phone conversations between friends and identify what each will and won't do.



Enhancing tasks

- 2 Listen to, role-play and innovate on telephone conversations.
- 3 Read cartoons and think about the language used to arrange an activity, its time and its place. Invite other students to come home to do an activity.
- 4 Write and answer notes to other people in the class.

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



Synthesising task

- 5 Arrange a group sleepover at school or at one student's place and then talk about it.