

SAMPLE OUTLINE FOR UNITS 1-4

The table has been laid out in “study chunks” rather than in accurate calendar months. For instance in Units 1 and 2, the months of March and April have been run together to allow for the Easter break, likewise July and August, and November are omitted due to examinations and end of year activities. The same schedule applies to Units 3 and 4.

The Themes are the same for all LOTES. The topics and suggested sub-topics vary for each LOTE, so you must refer to your Study Design in making up your particular program. The purpose of this SAMPLE TABLE is to illustrate how the areas of study and assessment tasks can be planned over four semesters for Units 1-4. The grammar, text types, learning activities have not been included in this overview.

SAMPLE TABLE OF THEMES, TOPICS AND SUB-TOPICS

THEMES		
THE INDIVIDUAL	THE LOTE-SPEAKING COMMUNITIES	THE CHANGING WORLD
<p>Personal world <i>personal details, relationships, making arrangements, free time, family and friends</i></p> <p>Education and aspirations <i>work experience, student exchanges, careers, the future</i></p> <p>Health and leisure <i>personal priorities and healthy lifestyles, sport, .hobbies</i></p>	<p>Lifestyles <i>lifestyles in LOTE-speaking areas, tourism and travel, migration, traditions and values, , song, famous</i></p> <p>Historical perspectives <i>The influence of the past on the present, famous people, customs, contributions made by migrants to Australia</i></p> <p>Arts and entertainment <i>literature, theatre, poetry, cinema, media, music, song, famous artists/people and events</i></p>	<p>Social issues <i>modern youth, care of the elderly, gender equity, environment, global warming, recycling, conservation</i></p> <p>The world of work <i>vocational pathways, unemployment, the impact of technology and science</i></p> <p>Modern life <i>the expansion of new horizons, famous inventors and their contribution, the nuclear family, relationships, refugees</i></p>

DETAILED STUDY SAMPLES

Language and culture through texts

Topic Historical perspectives
Sub-topic 1 **The influence of the past on the present**

Topic Arts and entertainment
Sub-topic 2 **The arts entertain but also mirror our times**

Date	UNIT 1 Themes, Topics and Sub-topics
Feb.	<p>The LOTE-speaking communities <i>Lifestyles - Lifestyles</i></p> <p><u>U1 Outcome 1</u> Establish and maintain a spoken or written exchange related to personal areas of experience.</p> <p><u>Task</u> Informal conversation.</p> <p><i>You speak with your LOTE-speaking friend and discuss the differences in lifestyles between your two families.</i></p>
March	<p>The LOTE-speaking communities - Historical perspectives - <i>Migrants</i></p> <p><u>U1 Outcome 2</u> Listen to, read and obtain information from written and spoken texts.</p> <p><u>Task</u> Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in LOTE or English</p> <p><i>You listen to a song to obtain information. You fill in a series of blanks on the page, which may require a word or a phrase to complete the sense.</i></p>
April	<p>The LOTE-speaking communities - Social issues - <i>Care of the elderly</i></p> <p><u>U1 Outcome 2</u> Listen to, read and obtain information from written and spoken texts.</p> <p><u>Task</u> Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in LOTE or English</p> <p><i>You read an extract about the needs of elderly people to complete an application form to work with the elderly.</i></p>
May - June	<p>The changing world - Social issues - <i>Environment</i></p> <p><u>U1 Outcome 3</u> Produce a personal response to a text focusing on real or imaginary experience.</p> <p><u>Task</u> Review.</p> <p><i>After having read a newspaper article about endangered species in your LOTE-speaking area you write a review of the article explaining what you think about the issues raised.</i></p>

Date	UNIT 2 Themes, Topics and Sub-topics
July - Aug.	<p>The individual - Education and aspirations - Work experience, student exchange</p> <p>U2 Outcome 1 Participate in a spoken or written exchange related to making arrangements and completing transactions.</p> <p><u>Task</u> Role-play.</p> <p><i>You and an exchange student You want to help a newly arrived exchange student. You discuss possible areas of interest and come to an agreement about undertaking some activities together.</i></p>
August	<p>The changing world - Social issues - Modern youth</p> <p>U2 Outcome 2 Listen to, read and extract and use information and ideas from spoken and written texts.</p> <p><u>Task</u> Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type.</p> <p><i>Listen to a radio interview about the loyalty of modern youth. Reorganise the information into a letter to the editor stating this.</i></p>
Sept.	<p>The changing world - The world of work – Community work</p> <p>U2 Outcome 2 Listen to, read and extract and use information and ideas from spoken and written texts.</p> <p><u>Task</u> Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.</p> <p><i>You have read an internet advertisement about ways of undertaking community work. Write a notice for a school bulletin board urging students to assist in this community work for others.</i></p>
Oct.	<p>The changing world Modern life Famous inventors and their contribution</p> <p>U2 Outcome 3 Give expression to real or imaginary experience in written or spoken form.</p> <p><u>Task</u> Journal entry.</p> <p><i>You are now a famous scientist and you find an old diary. You re-read three entries which you wrote at an important turning point in your life. What did you write?</i></p>

Date	UNIT 3 Themes, Topics and Sub-topics
Feb.	The Individual - Personal world <i>revision of personal details, relationships, making arrangements, free time.</i>
Feb. – Ma.	<p>The LOTE-speaking community - Lifestyles - Tourism and travel <u>U3 Outcome 1</u> Express ideas through the production of original texts.</p> <p><u>Task</u> A 250-word personal or imaginative written piece <i>Write a personal account one of the most challenging moments of your life.</i></p>
Mar. – April	<p>The changing world - The world of work - Vocational pathways, unemployment</p> <p><u>U3 Outcome 2</u> Analyse and use information from spoken texts.</p> <p><u>Task</u> A response to specific questions, messages or instructions, extracting and using the information requested</p> <p><i>Listen to a radio discussion on changing attitudes to work, vocational pathways and unemployment in your LOTE-speaking country. Using the information provided, write an article summarising these different attitudes.</i></p>
May June	<p>The individual - Health and leisure - Personal priorities and healthy lifestyles</p> <p><u>U3 Outcome</u> Exchange information, opinions and experiences.</p> <p><u>Task</u> A three to four minute role-play, focusing on the resolution of an issue</p> <p><i>You and your parent You want to apply for a part-time job working for a charity organisation in the inner city. Your parent feels apprehensive about the potential problems associated with this job. Convince your parent that it will be OK.</i></p>

Date	UNIT 4 Themes, Topics and Sub-topics
May – June	<p>The changing world - Modern life – <i>The nuclear family</i></p> <p>U4 Outcome 1 Analyse and use information from written texts.</p> <p><u>Task</u> A response to specific questions, messages or instructions, extracting and using the information requested</p> <p><i>Read the two articles on the family of today and yesteryear. Write the script for a speech to present to younger students about the impact on the stability of the family unit.</i></p>
Aug	<p>The LOTE-speaking communities - <i>Historical perspectives</i></p> <p>Detailed Study: Sub-Topic: <i>The influence of the past on the present</i></p> <p>U4 Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of LOTE-speaking communities.</p> <p><u>Task</u> A 250-300 word informative, persuasive or evaluative written response, for example, report, comparison or review.</p> <p>Task for Detailed Study <i>Write an article of 250-300 words (250 characters / 600 ji / 700 cha) for a LOTE-speaking competition, entitled “Are we the products of our time?” in which you evaluate arguments for and against this idea, based on evidence from the texts studied in your LOTE.</i></p>
Sept – Oct.	<p>The LOTE-speaking communities - <i>Historical perspectives</i></p> <p>Detailed Study: Sub-Topic: <i>The influence of the past on the present</i></p> <p>U4 Outcome 2 Respond critically to spoken and written texts, which reflect aspects of the language and culture of French-speaking communities.</p> <p><u>Task</u> A three- to four-minute interview on an issue related to the texts studied.</p> <p>Possible focus areas for the Interview Tasks</p> <ol style="list-style-type: none"> 1 <i>Are there always gains and losses from changing situations?</i> 2 <i>Can the outcomes of history can have a negative impact?</i> 3 <i>Is there is always an element of gain and loss in a time of turbulence?</i> 4 <i>Can we really rely on an accurate view of history?</i> 5 <i>People say that nothing changes, that life just goes on. Do you think this is true?</i> 6 <i>Do you think that change is healthy?</i>

SAMPLE DETAILED STUDY 1

Language and culture through texts

Topic: Historical Perspectives

Sub-topic: The influence of the past on the present

Aspects covered include the causes of change at a turning point in history, the people involved, the positive and negative impact of change, different views of historical events and tracing a contemporary event to its link with the past

Texts or excerpts used

1. Literature: short story or act from a play
2. Introduction to a biography
3. Two paintings – one modern, one from the past
4. Chart
5. Film
6. Song or poem
7. Background reading, e.g. text books, magazines, encyclopaedias, historical documents

Considerations: Resources, student interest, scope (not too narrow), nature of assessment tasks (issues etc.....)

Program (for the equivalent of 15 hours face to face teaching)

Hour 1

Listen to the music and the words of a song (Ref 6). Analyse the words / meaning and the song's cultural significance.

Homework: preparation of vocabulary and annotation ideas in the short story (Ref 1) about the patriotic hero who achieved so much for the country.

Background reading.

Hour 2

Begin reading and going over the short story (Ref 1). Discuss the historical background of the times, the challenges faced by the people, and talk about the times before and after the events in the story.

Homework: Make notes on the times in which the story is set and prepare the remainder of the story by annotating vocabulary and ideas.

Background reading on the setting in which the story took place.

Hour 3

Complete reading the story (Ref 1). Hand out the chart for homework.

Homework: revise and make notes on the class work.

Using the historical chart complete a time line entering the significant past historical events, which have influenced modern times.

Hour 4

Take up the time lines.

Begin viewing the film (Ref 5). This LOTE film may require some lexical input before viewing.

Homework: In LOTE write down some notes on attitudes and values of people in the past as shown in the film. How did these events contribute to that turning point in history or influence the present day LOTE speaking communities? Keep these notes for revision later on.

Hour 5

Continue viewing the film (Ref 5).

Homework: Imagine you are to meet the principal historical character depicted in the film (Ref 5). You are able to bring this person into the present time zone for a five-minute interview. Write down the points you would wish to raise with that person to help you to understand those times.

Extended reading from the biographical extract (Ref 2). Summarise these biographical ideas in the LOTE for the beginning of the next lesson.

Hour 6

The teacher briefly consults with individuals over the time lines, whilst student groups go over the points jotted down for homework and discuss these together.

Reading of the brief biographical extract about the hero (Ref 2). Discuss the person as described historically and the one invented by the film industry. How did this person exert influence during his life time and afterwards?

Homework: Begin the preparation and annotation of the final act of the play (Ref 1). Students know the context as they have read a summary of the first four acts. The play highlights another outstanding patriot, who confronted the problems of the past.

Background reading.

Hour 7

Begin reading aloud of the final act of the play. Discuss this text, which is situated at a similar time to the eventful times depicted in the film. Do we still undergo such occurrences today?

Homework: Complete the preparation of vocabulary and annotation of the extract from the play (Ref 1).
Background reading.

Hour 8

Complete reading of the play and discussion of the historical impact of those events in modern times.

Homework: You are a journalist and have to write a 200-250 word review in LOTE on the film you have just seen. You contrast the events then with contemporary examples showing people today, possibly in other lands, suffering the same sort of problems that people endured in the past.

Hour 9

Take up homework.

Discuss the painting (Ref 3) which portrays an idyllic past. What was the painter trying to tell us? How does the painting mirror life in those days? Students are asked to find similar examples from contemporary life. Are there cultural links?

Homework: With reference to the film, the play and reference books of the student's choice, complete the historical time line. Write some notes to support the view that "Contemporary problems are often rooted in the past" for the class debate.

Hour 10

Take up the time lines after correcting these in class.

A quick reminder about the importance of strategies for delivering a speech, such as clarity of voice, body language, and eye contact, before the class debate:

“Contemporary problems are often rooted in the past”

Homework Go over the ideas discussed in class and make notes for future revision.

Prepare the poem (Ref 1) by annotating the vocabulary.

Hour 11

Read the poem and compare it with the theme of the paintings during a class discussion (Ref 3).

Homework: Using the information from the study to date, prepare some points for a short impromptu speech for presentation to a class of younger students. Outline some of the major past events and show how such events still exert an impact on life today.

Hour 12

Presentation of the short impromptu speeches in class. Discuss the difference between a speech and an interview, (since the interview task will precede the written task).

Prepare students for both Unit 4 Outcome 2 tasks. They will need to respond critically to spoken and written texts, which reflect aspects of the language and culture of the LOTE-speaking communities.

Task 1 A 250-300 word (250-character / 600 ji / 700 cha) informative, persuasive or evaluative written response, for example, report, comparison, or review.

Task 2 A three- four-minute interview on an issue related to the texts studied.

Revision for both the written and oral tasks in U4 Outcome 2

NB To avoid a situation where students can prepare a rote-learned response specific to the task, or for the oral task not to benefit the last student as opposed to the first in line, students will be directed to the general areas that could be covered by the task but not to the specifics of the actual task. Suggest areas that students need to revise from this unit of work and that the task may focus on:

the causes of change at a turning point in history and the people involved, the positive and negative impact of the changes that occurred, different views of historical events, tracing a contemporary event to its link with the past

Students will need to be prepared for any aspects of the above to be the focus of the writing or oral task.

Homework: Revision

Hour 13

U4 Outcome 2 (oral)

Respond critically to spoken and written texts, which reflect aspects of the language and culture of French-speaking communities.

Task

A three- to four-minute interview on an issue related to the texts studied.

Your Detailed Study sub-topic is The influence of the past on the present. During your interview you will focus on an issue connected with attitudes of dominance, intolerance and discrimination and the texts studied.

Possible focus areas for the interview tasks

1. *Are there always gains and losses from changing situations?*
2. *Can the outcomes of history have a negative impact?*
3. *Is there always an element of gain and loss in a time of turbulence?*
4. *Can we really rely on an accurate view of history?*
5. *People say that nothing changes, that life just goes on. Do you think this is true?*
6. *Do you think that change is healthy?*

Hours 14 and 15

U4 Outcome 2 (written)

Respond critically to spoken and written texts, which reflect aspects of the language and culture of French-speaking communities.

Task

A 250-300 word informative, persuasive or evaluative written response, for example, report, comparison or review.

Write an evaluative article of 250-300 words for a LOTE competition, entitled "People have different views according to the hill on which they stand." Discuss this referring to the texts studied.

Homework: None.

SAMPLE DETAILED STUDY 2

Language and culture through texts

Topic: Arts and Entertainment

Sub-topic: The arts entertain but also mirror our times

Aspects covered include some famous artists and their understanding of life; the arts as a medium of communication across time and space; the arts as a view of life in a particular cultural setting. Artistic events such as music and film are healthy and relaxing, whilst humour allows us to laugh at our fears and idiosyncrasies.

Texts or excerpts used

- 1 Extract from a novel
- 2 Scene from a play
- 3 Poem
- 4 Music and song
- 5 Painting / sculpture
- 6 Introduction in a book about a famous artist
- 7 Film
- 8 Background reading, e.g. art books, magazines, references, biographical documents

Considerations: Resources, student interest, scope (not too narrow), nature of assessment tasks (issues etc)

Program (for the equivalent of 15 hours face to face teaching)

Hour 1

In pairs analyse the text and ideas of the poem on the melancholy beauty of autumn (Ref 3).
Read aloud and discuss in class, noting how people from different places and times can still speak to through art forms.

Homework: reread of poem studied in class and make some notes for future revision.
Prepare the scene from the play with written annotation of vocabulary and ideas.

Hour 2

Read aloud of the scene from the play (Ref 2) and discuss. What makes this scene so delightful and so funny?

Homework: reread the scene and the poem. Jot down some comparative notes about the poem and the scene from the play for revision. What is the common message of the two authors?
Prepare and annotate the vocabulary in Introduction to a book on the artist XXXX (Ref 6).

Hour 3

In small groups read and discuss Introduction to a book on the famous artist XXXX. What is the writer telling us about the artist / sculptor and his work illustrated in the front of the book? Discuss what the poet, the playwright and this artist are saying through their work.

Homework: Write a short leaflet in LOTE for inclusion in a brochure on the painting / sculpture discussed in class, explaining how you think it represents life at the time it was painted. (Ref 3).

Hours 4, 5 and 6

Take up the leaflets for the brochure.

Viewing and discussion of the film, which takes a humorous look at human relationships, (Ref 5).

Homework for Hour 4: Write down notes on the section of the film seen and mention one person or event that was amusing.

Homework for Hour 5: Continue the notes on the film and complete the cloze handout about the background to the film.

Homework for Hour 6: Prepare some points for a debate on the film, that "This film is so true to life" (Ref 5). Discuss the film director's possible motives for the film. (Clue: think why you enjoyed it).

Hour 7

Correct the cloze handout in class from Hour 5.

Students compare their ideas for the class debate in the next lesson. The importance of presenting ideas in a sequential and organised manner is discussed by the class and useful linguistic structures for persuading are written up on the board.

Homework: Revise and make notes on the resources / vocabulary developed in class.

Prepare the article on the famous artist and write some comments on the innovative element of the paintings or sculpture you have chosen to research, (Ref 4).

Hour 8

Quick checking that individual students understand the leaflet corrections.

Debate in class: "This film is so true to life".

Homework to Hour 8: Write down the vocabulary for the song in the hand-out and prepare it by listening to the cassette. Read the other side of the handout about the musician's life.

Are the background and the view of life of this person apparent in the works?

Hour 9

Listening to the song and singing along, followed by a responding task to check comprehension.

Homework: In LOTE write a short 200-250-word letter to a friend say why a painting or poem you have seen, or the libretto to a song you have heard meant so much to you. State why and how this happened!

Hour 10

A 2-3 minute impromptu class presentation with each student reporting back on the type of work and contribution made by the artist or group of their choice. Was there an innovative element in the work(s)?

Homework: Revise by going over and making notes on the resources studied in class.

Prepare the article on the famous artist and write some comments on the innovative element of the paintings, (Ref 4).

Hour 11

The teacher goes over the homework letters with individual students whilst the class undertakes a reading and responding exercise involving multiple choice responses which is corrected before the end of the lesson.

Homework: Preparation of an appropriate introduction (less than one minute) stating the sub-topic of the detailed study, for use in the Oral end of year Examination.

Consider strategies for revision.

Hour 12

Discuss the linguistic expressions, which are useful for responding critically to spoken and written texts, that reflect aspects of the language and culture of LOTE-speaking communities. Consider the kinds of writing for informative, persuasive or evaluative written responses, for example, report, comparison or review and their association with text types which will apply to the written task for Unit 4 Outcome 2. Of course persuasive language will also be required for the oral task in Unit 4 Outcome 2.

Prepare students for both Unit 4 Outcome 2 tasks. They will need to respond critically to spoken and written texts, which reflect aspects of the language and culture of the LOTE-speaking communities.

Task 1 A 250-300 word (250-character / 600 ji / 700 cha) informative, persuasive or evaluative written response, for example, report, comparison, or review.

Task 2 A three- four-minute interview on an issue related to the texts studied.

Revision for both the written and oral tasks in U4 Outcome 2

NB To avoid a situation where students can prepare a rote-learned response specific to the task, or for the oral task not to benefit the last student as opposed to the first in line, students will be directed to the general areas that could be covered by the task but not to the specifics of the actual task. Suggest areas that students need to revise from this unit of work and that the task may focus on:

Aspects covered include some famous artists and their understanding of life, the arts as a medium of communication across time and space, the arts as a view of life in a particular cultural setting, artistic events such as music and film are healthy and relaxing, whilst humour allows us to laugh at our fears and idiosyncrasies.

Students will need to be prepared for any aspects of the above to be the focus of the writing

Homework: Revision.

Hour 13

U4 Outcome 2 (oral)

Respond critically to spoken and written texts, which reflect aspects of the language and culture of French-speaking communities.

Task

A three- to four-minute interview on an issue related to the texts studied.

Your Detailed Study sub-topic is The arts entertain but also mirror our times. During an interview you will focus on an issue connected with the arts and entertainment, with reference to the texts studied.

Possible focus areas for the interview tasks

- 1 *Do artists mirror human life as they see and experience it.?*
- 2 *Do we celebrate life and culture through our artists, writers and poets?*
- 3 *Do you think that films should only entertain? and need not have a serious theme attached.*
- 4 *Do you think that humour is the best tonic when life is difficult?*
- 5 *Do you believe that artists usually try to convey a serious message?*
- 6 *Do you believe that change is healthy?*
- 7 *Does music make for happiness?*

Hours 14 and 15

U4 Outcome 2 (written)

Respond critically to spoken and written texts, which reflect aspects of the language and culture of French-speaking communities.

Task

A 250-300 word informative, persuasive or evaluative written response, for example, report, comparison or review.

You are to write a 250-300 word article of for a school magazine entitled, "The arts enhance everyday life with entertainment and relaxation", in which you persuade readers of the advantages of film, music, art or literature. You should refer to the texts studied.