

IT'S WONDERFUL: MODULE OUTLINE

Field: Built world **Band:** Lower secondary (Year 10)



Purpose

Students investigate ancient and modern wonders of the world and develop criteria for selection and presentation of wonders in their local community.

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 intermediate stage.

Outcomes for students at the intermediate stage would be:

Comprehending [DB6.1](#), [DB6.2](#), [DB6.3](#)

Composing [DB6.4](#), [DB6.5](#), [DB6.6](#)

Some students could be in either the lower intermediate or elementary stages of LOTE learning.

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](#)

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

Sociocultural understanding

Students will develop an awareness of the linguistic and cultural diversity of the people who built notable structures in the world, the different reasons for which the structures were built, and something of the historical context in which they were built. They will research a particular notable structure in Japan.

Functions and language elements

- **describing places and things:** size, age, type of structure, architectural features, ancient, modern, well-designed, significant, interesting, unique, magnificent, revolutionary, spectacular, popular, unusual
- **expressing possibility:** may be ..., perhaps
- **asking for and giving locations:** country, city, area, near, next to, north/south/east/west of ...
- **giving reasons:** because, in order to ..., purpose
- **describing situations and activities:** criteria for selecting World Heritage sites
- **comparing:** differences between World Heritage and Wonders of the World, larger, taller, older, longer, more interesting, less important, more famous, more difficult to build, higher, most expensive, most popular, more efficient, more complicated, greater importance
- **expressing probability and improbability:** If ... then ...
- **expressing opinions:** I think that ..., I believe that ..., however ...
- **identifying and asking about places and things:** ancient and modern structures, buildings, statues, canals, bridges, tunnels
- **identifying when:** centuries, dates, BC, AD, time of construction

Suggested teacher language

This natural language provides rich input.

Assessment strategy

In [Task 1](#), [Task 3](#) and [Task 7](#) the teacher can record and analyse students' responses to material read. At what [level](#) do students understand language describing heritage monuments and terminology?

In [Task 4](#), [Task 6](#) and [Task 8](#) the teacher can collect samples of students' notes, record and analyse students sharing information heard and applying such information to subsequent activities. At what [level](#) do students understand language about modern wonders?

In [Task 6](#), [Task 7](#) and [Task 8](#) the teacher can note and analyse students' abilities to communicate as they make oral presentations and negotiate a final list of wonders. The teacher can also make observations of classroom interaction throughout the unit. At what [level](#) do students use language to describe structures and argue for their inclusion in a 'Seven Wonders' list?

In [Task 3](#), [Task 4](#) and [Task 5](#) the teacher can collect and analyse samples of students' work as they prepare guidelines, brochures and posters. At what [level](#) do students use language to draft guidelines for and select monuments to include in a list of wonders and justify their inclusion?



Teaching considerations

Sample units

One work unit is provided for this module:



Unit 1: It's wonderful

Teaching considerations

Some students may not bring prior knowledge of the wonders of the world to this module.

It's wonderful, Synthesising Task 8 — Students may require encouragement to identify local attractions or commonplace artefacts as 'neighbourhood wonders'.

IT'S WONDERFUL: UNIT OVERVIEW



Orientating task

- 1 Read about ancient monuments and match the information to pictures of the monuments. Mark the locations of the monuments on a world map.



Enhancing tasks

- 2 Brainstorm reasons why some structures are considered wonders. Write a 'Book of wonder' containing opinions on what a wonder is or what a wonder may be and give some examples.
- 3 Read about and compare World Heritage with Wonders of the World. Draft guidelines for selecting a 'Wonders of the World' list.
- 4 Listen to information about seven modern wonders. Decide the relative importance of the wonders and justify the ranking. If necessary, adjust the guidelines developed by the class for selecting wonders.
- 5 Prepare a poster or brochure that identifies and promotes one structure (ancient or modern) from Japan for inclusion on a final list of 'Seven Wonders of the World'.

- 6 Prepare and present an oral submission to have a structure included on a list of wonders of the world. Support the presentation with charts and pictures.

- 7 Negotiate a final list of 'Seven Wonders of the World' after judging all the structures studied by all class members.

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



Synthesising task

- 8 Listen to some thoughts about preparing a 'Neighbourhood wonders' list. Prepare and present promotional information about neighbourhood wonders.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)