

VARIETY SHOW: MODULE OUTLINE

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



Purpose

Students read and listen to texts about television variety shows, then produce a class variety show.

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 explore television shows in **target country** and compare Australian and **target country** viewing. **Target country** TV guides can be used to support comparisons.



Teaching considerations

Functions and language elements

- **introducing**: guests on a program
- **identifying and asking about things**: variety show segments, TV shows
- **describing people, places and things**: variety show participants, stage set, segments ...
- **identifying and asking when**: time of day, dates, years
- **giving and responding to instructions**: magic tricks
- **describing routines, habits and procedures**: variety show acts, TV viewing habits
- **describing situations, activities and events**: concert tours, holiday plans
- **comparing**: same, different, viewing habits
- **expressing opinions**: I think ... , funny, exciting
- **expressing feelings**
- **giving location**: centre, left, right, back ...
- **giving reasons**: because
- **offering invitations**: You are invited ...
- **expressing likes and dislikes**: favourite shows

Assessment strategy

In **Task 2** and **Task 4** the teacher can record and analyse anecdotal observations of oral interaction as students conduct the survey and interviews. At what **level** can students use language to talk about matters of interest in a variety show?

In **Task 8** the teacher can assess reading as students read and comment on written previews. At what **level** can students understand language reporting on a variety show?

In **Task 8** the teacher can collect previews as samples of written work for portfolios. At what **level** can students use language to talk about a television program?

In **Task 9** the teacher can collect performance notes and written samples as students prepare scripts, storyboards and directions for the show and as they use these to prompt speaking performances. At what **level** can students use language to talk about aspects of a variety show?

Sample units

One work unit is provided for this module:



Unit 1: Variety show

VARIETY SHOW: UNIT OVERVIEW



Orientating task

- 1 View excerpts of a variety show and complete a multiple-choice summary about the show.



Enhancing tasks

- 2 Interview others about TV viewing habits and identify the features and popular segments of the chosen variety show.
- 3 Read instructions for magic tricks and write instructions for an item in a variety show. Perform the item.
- 4 Listen to an interview and then write questions for an interview in a variety show. Role-play the interview.
- 5 Read the lyrics of a popular song in **target language**. Write lyrics for a song or verse and present them to the class.
- 6 Participate in a general knowledge quiz. Write questions for a variety show quiz segment.

- 7 Watch the prize segment of a popular game show and describe the goods displayed and the atmosphere created to promote the prizes.

- 8 Read previews of TV programs and write a preview of a variety or quiz show for a TV guide.

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



Synthesising task

- 9 Produce a class variety show and write a preview for it. If possible, present the show to an audience of **target language** students.