

IMPORTS AND EXPORTS: MODULE OUTLINE

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



Purpose

Students investigate trade data and write or give a report explaining the international need for trade and recognising Australia's and **target country's** contributions to each other's economies.

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 an understanding of the importance of trade relations with **target country** as they research imports and exports between Australia and **target country**.



Teaching considerations

Functions and language elements

- **comparing:** more or less, too much, different from
- **describing procedures:** multiplying and dividing, how something is made
- **describing situations, activities and events**
- **describing places and things:** climate, lifestyle, qualities, origin and type of goods
- **expressing opinions:** I think it is ...
- **giving locations:** origin and destination of imports and exports, venue
- **giving reasons:** for taste, quality, variety or uniqueness, because ...
- **identifying and asking about places and things:** major industries and resources of a country, names of goods, countries that trade, quantities and prices of items
- **identifying and asking about situations, activities and events**
- **identifying and asking when:** date of a concert, itinerary of a pop star

Assessment strategy

In Unit 1 [Task 5](#) the teacher can assess reading skills by asking specific questions about the texts. At what [level](#) can students comprehend language detailing a country's resources?

In Unit 1 [Task 7](#) the teacher can collect samples of written work and record performance notes on speaking. At what [level](#) can students compose language about expenses involved in an overseas pop star's concert tour?

In Unit 1 [Task 8](#) the teacher asks students to summarise what other students have said. This could simply be to ask what was said about a product or to repeat the information provided. At what [level](#) can students comprehend language about aspects of trade?

In Unit 2 [Task 1](#) advanced students read a description of a product in the target language and produce an advertisement in English depicting the main features (as per Task 1). At what [level](#) can students comprehend language about a particular product?

In Unit 2 [Task 4](#) the teacher can collect samples of writing and show portfolios. At what [level](#) can students use language to promote an Australian product in a particular context?

Sample units

Two work units are provided for this module:



[Unit 1: Where from?](#)



[Unit 2: Selling Australian products](#)

WHERE FROM?: UNIT OVERVIEW

Aim

Students read trade statistics for Australia and other countries, and report trade volume and reasons for trade between Australia and **target country**.



Orientating task

- 1 Identify imported items in the immediate environment.



Enhancing tasks

- 2 Read and interpret trade statistics that show what is imported and exported to and from particular countries.
- 3 Play a trade simulation game to exchange products.
- 4 Compare the prices of core products in Australia and **target country**; apply the exchange rate and draw conclusions about prices.
- 5 Read about natural resources of Australia and **target country** to find out about the predominant resources and industries of both.

- 6 Create a flow chart describing a product's journey from its origin, through different countries and processes, until it is used.
- 7 Draw a concept map of the impact of an overseas pop star's visit on the economy of Australia.

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



Synthesising task

- 8 Present in written or spoken form a report on an aspect of trade.

SELLING AUSTRALIAN PRODUCTS: UNIT OVERVIEW

Aim

Students develop an advertising campaign to promote an Australian product in **target country**.



Orientating task

- 1 Analyse Australian advertising of imported products. Which features are highlighted for the Australian audience?



Enhancing tasks

- 2 Read or listen to the case study of the successful exporter. What important steps were taken to market the product?
- 3 Investigate trade information and cultural perceptions to decide on a product that could be exported to **target country**.

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



Synthesising task

- 4 Produce an advertising campaign to sell an Australian product overseas.