

## OVERSEAS VISITORS: MODULE OUTLINE

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



### Purpose

Students explore reasons why people from overseas visit Australia and develop itineraries to suit visitors' needs. They advertise their itineraries and compete for visitors' business.

### 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 basic differences and similarities between **target country** and Australian geographical features, climate, culture and society.

## Functions and language elements

- [identifying and asking about people, places and things](#): countries, holiday activities
- [comparing](#): Australian and **target country** features, numbers of visitors
- [describing activities](#): itineraries for visitors to Australia
- [describing people, places and things](#): visitors, destinations, itineraries, modes of transport, types of accommodation, dollar amounts
- [expressing likes and dislikes](#)
- [expressing and asking about wants, wishes and intentions](#): for a trip to Australia
- [giving reasons](#): for visiting Australia, for likes and dislikes
- [complaining](#): too expensive, boring, short
- [greeting and leave taking](#)
- [introducing](#)

## Assessment strategy

In [Task 2](#) the teacher can record anecdotal observations of students' listening abilities as they record information in retrieval tables. At what [level](#) can students comprehend language describing personal details and reasons?

In [Task 5](#) the teacher can observe students' reading and speaking abilities as they comprehend profiles and visitor recounts and justify decisions. At what [level](#) can students comprehend language describing people? At what [level](#) can students use language to justify a decision?

In [Task 7](#) the teacher can assess students' writing and speaking abilities from presentations of written and spoken itineraries. At what [level](#) can students use language to describe itineraries?



## Teaching considerations

### Sample units

One work unit is provided for this module:



### [Unit 1: Overseas visitors](#)

## OVERSEAS VISITORS: UNIT OVERVIEW



### Orientating tasks

- 1** Predict, read statistics and make conclusions about the home countries of visitors to Australia.
- 2** Listen to interviews with visitors to Australia and identify reasons for their visits.



### Enhancing tasks

- 3** Compare features of Australia and **target country** and identify those that influence **target country** people to visit Australia.
- 4** Role-play interviews with visitors to Australia. Play 'Concept bingo' to identify each person's reason for visiting.
- 5** Read visitor profiles. Devise itineraries and activities for visitors. Match visitors' profiles with recounts of visits. Rate the success of visits and give reasons for the ratings.
- 6** Write travel budgets for itineraries. Advertise the itineraries and budget options within the class.

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



### Synthesising task

- 7** Read **target country** visitor profiles. Develop itineraries to fit their schedules, budgets, interests and main purposes for visiting. Itineraries include budgets, transport, accommodation and activities.