

Stage 2 Essential English
Travel Brochure

Week	Topic Details	Teaching and Learning Strategies
	<p>Students create a travel brochure about two places, one a tourist attraction in South Australia, and the other a place of personal significance. They then write a short itinerary of a planned day, that incorporates one or both of these places.</p>	<ol style="list-style-type: none"><li data-bbox="846 304 1377 336">1. Ensure students are seated in groups<li data-bbox="846 341 2150 687">2. Begin by having students close their eyes and read them the following description: <i>The old man sat on his favorite bench in his favorite park. Looking down, he read his newspaper, when suddenly he felt four shadows behind him. He hadn't seen anyone else in the park when he sat down, so he began to feel nervous, as though these shadows did not belong to something human. The shadows crept closer and closer, until the man could barely read his paper, because the four monsters standing behind him were blocking out the sun. The man did not dare turn around, but if he had, he would have seen the four terrifying creatures, with their black bodies, horns on the top of their heads, two rows of sharp teeth each, and piercing yellow eyes. The man waited, not moving a muscle, hoping that they would disappear.</i> <p data-bbox="898 735 1868 767">Have students picture the description in their head, then reveal the image:</p>  <ol style="list-style-type: none"><li data-bbox="846 1166 2063 1238">3. Discuss the differences between what they each imagined. Stress the importance of good descriptive language to engage the reader, and show, rather than tell.<li data-bbox="846 1286 2150 1398">4. Introduce the five senses- sight, touch, sound, taste and smell. Explain to them they are going to mind map as a class. Show them an image, I used a McDonald's fries, and have students suggest words or phrases for each of the senses on the whiteboard.

5. Now that students have an understanding of mind-mapping, hand out a different image to each table group, along with blank paper for them to mind-map. Give each student in the group a role- chairperson, responsible for keeping group on track, scribe, timekeeper, presenter (usually 4 to a group is best). Give them around 7 minutes to complete this task. Groups then present to the class, who guess the picture based on the description. Encourage students to read the words out in a random order rather than sense by sense. Effective images are a wet dog, old shoes, a violin, a basketball game, a busy market etc.
6. Chances are the vocab students used in the previous activity was basic, so now is the time to introduce synonyms. Explain the meaning through examples. Write the word 'happy' on the board, and ask the class for other words that mean the same. Aim for a list of 10. Explain that synonyms have different strengths, and that a word like 'ecstatic' implies you are much happier than if you used the word 'happy' or 'glad'. Have students debate the order of the 10 words on the board, from weakest to strongest. Then give each group a different adjective (also works well for verbs) such as 'beautiful' or 'sad' to create a list from weakest to strongest. Again, delegate roles within the group.
7. Introduce travel writing by giving students a short article (the Lonely Planet website does these well). Have students create a wordbank- a table divided into verbs and adjectives. Students identify the verbs and adjectives from several articles, travel brochures, and episodes of Getaway, adding these to their word bank each lesson. By the time they write their own brochure they should have a big list of words to choose from. Also point out the common use of second person perspective, and encourage students to use this in their own brochure.
8. Brainstorm popular tourist destinations in South Australia. This will help students choose the first of their destinations for their travel brochure. Do the same for places of personal significance- stress that a soccer oval, or a backyard, a park or a mosque can be written about. Places where students are familiar, and feel a close connection, should be easier for them to write about.
9. Students begin writing their brochure.
10. After students have submitted a draft of the brochure, introduce procedural writing. Showing them a tour guide within a travel brochure is a good way to do this. Make a point of highlighting

		<p>the sequence adverbs (first, then, after etc.) Stress that an itinerary does not make use of effective adjectives and verbs.</p> <p>11. Submission of final copy</p>		
SUMMATIVE TASK	Assessment Component	Description of Assessment Task	Learning outcomes	Assessment Criteria (from Subject Outline)
	Creating Texts	<p>Task: Imagine a friend or relative from overseas or interstate is visiting Adelaide.</p> <p>Part 1: Create a travel brochure that celebrates TWO of the best locations that Adelaide has to offer. One of these must be a well-known tourist location, the other must be a location significant to you. Use a combination of words and images to execute a professional and descriptive travel brochure about these two locations. (Approximately 600 words combined)</p> <p>Part 2: Plan a one-day visit for your guest and produce a set of instructions for how their day will be spent. Write in chronological order where your guest will go (this can include your two locations from Part 1), how they will get there, and what they will need to bring. (Maximum 200 words)</p> <p>Word count: Maximum 800 words</p>	<p>Developed understanding of:</p> <ul style="list-style-type: none"> • Descriptive writing, using the five senses and stronger synonyms, in the style of a travel guide • Procedural writing, verbs and sequencers, in the style of a travel itinerary 	<p>C1, C2 Ap1, Ap2</p>