

Stage 5 Years 9 & 10 – Term 2

Concept	Duration
Journey (Travel, Transport and sightseeing)	10 weeks (20 hours)

Unit overview

Students with prior learning and/or experience

Students access, collate and examine information from various sources on the people and places in and history of an [Language]-speaking country to develop a travel guide for a proposed class visit.

Students with a background in [Language]

Students access diverse texts, identifying different opinions and ideas on the people and history of tourist sites in an [Language]-speaking country, and express own perspectives in a travel forum.

Learning intentions

By the end of this unit students will be able to:

- exchange information about travelling in [Country]
- Identify and implement vocabulary related to the topics of travel, transport, accommodation and sightseeing
- compose accurate informative and reflective texts in [Language], using a range of linguistic structures and formats for a specific audience
- research and identify information and explain opinions on specific sites and places within [Country].
- understand the importance of intercultural understanding when travelling and ensuring actions within [Country] reflect cultural awareness and cultural sensitivity

Success criteria

Evidence of successful learning will include:

- exchanging information in [Language] about travel, transport, accommodation and sightseeing
- Using a range of linguistic structures and formats to compose informal and formal texts related to the concept of Travel
- communicating ideas and opinions effectively in both written and verbal tasks
- Reflecting an ability to use the internet to access information and respond to information effectively in [Language]
- Demonstrating understanding of their own context and how this differs to the context of [Country].

Outcomes (Unit Focus Outcomes in Bold)	Resources
<p>LXX5-1C manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p>LXX5-2C identifies main ideas in, and obtains information from texts</p> <p>LXX5-3C organises and responds to information and ideas in texts for different audiences</p> <p>LXX5-4C experiments with linguistic patterns and structures to compose texts in [Language], using a range of formats for a variety of contexts, purposes and audiences</p> <p>LXX5-5U demonstrates how [Language] pronunciation and intonation are used to convey meaning</p> <p>LXX5-6U demonstrates understanding of how [Language] writing conventions are used to convey meaning</p> <p>LXX5-7U analyses the function of complex [Language] grammatical structures to extend meaning</p> <p>LXX5-8U analyses linguistic, structural and cultural features in a range of texts</p> <p>LXX5-9U explains and reflects on the interrelationship between language, culture and identity</p>	<p>YouTube clips, audio-visual texts related to the concept of travel, sightseeing and transport</p> <p>Websites</p> <p>Websites, research articles and informative texts relating to health and wellbeing, both authentic and constructed for learning</p> <p>Online learning tool Padlet and Kahoot</p> <p>Worksheets and exercises written by teachers or sourced from textbooks</p> <p>Online Class Blog/Forum</p>

Syllabus Content	Teaching, learning and assessment <i>Students with Prior Learning and/or experience</i>
<p>Content for students with prior learning and/or experience</p> <p>(teachers to refer to their specific language syllabus to enter appropriate content point for students with prior learning and/or experience as these are different in every language)</p> <ul style="list-style-type: none"> LXX5-1C LXX5-2C 	<p>Introduction</p> <ul style="list-style-type: none"> Teacher introduces unit and discusses the concept of travel to [Country]. Students write down their impressions of travel to [Country] onto a collaborative document or padlet (online collaborative tool). Students who have visited [Country] will write down their impressions in [Language] and students who have not visited can write what they imagine or what they expect travel to [Country] would be like. <p>Vocabulary Activity and Pre-test:</p> <ul style="list-style-type: none"> Teacher presents the unit's <i>core bilingual vocabulary list /word bank</i> and allows students to match the [language] word to the English word <i>without dictionaries</i>. Students are to note how many words they knew from the list e.g 5/20. Students then complete in pairs or as a class the remaining words they did not know from the vocabulary using dictionaries. Students practise and consolidate new vocabulary and phrases using flashcards, quizlet, kahoot etc. using correct pronunciation, rhythm and intonation Suggested words to be included in this list; tourism sites, <i>museums, galleries, places of worship, restaurants, mountains, jungles, beaches locations, hobbies, time of days adjectives; early, late etc verbs; to discover, to meet, to fly, to drive, to pack, to arrange, to telephone, to help, to pay, to swim, to see, to be excited, to be impressed etc.</i> <p>How to annotate a language text:</p> <ul style="list-style-type: none"> Teacher provides a model of annotated language text to include highlighted words or phrases, written annotations on the side providing clarity or translation, underlining of verbs, circling adjectives etc. Teacher explains the importance of deconstructing and working physically with a text when learning a language Students are provided with a text and instructions to read, deconstruct and annotate. Students are to submit their annotated text to teacher in order to ensure students can read and annotate a text independently in a remote learning environment. Teacher to provide feedback to student.
<ul style="list-style-type: none"> LXX5 – 2C LXX5 – 3C LXX5 - 4C LXX5 – 6U 	<p>Geography, Climate and Lifestyle of [Country]</p> <ul style="list-style-type: none"> Teacher and students view a YouTube clip in [Language] providing a general overview of travel in [Country] and introducing students to its climate, geography and lifestyle e.g mountainous, desert, mega cities, small islands, hot, humid, mild winters etc. Students identify main ideas and specific information in comprehension style questions. Teacher provides texts that provide more specific detailed information about the above in [Country]. Students identify main ideas and specific information in comprehension style questions.

Syllabus Content	Teaching, learning and assessment <i>Students with Prior Learning and/or experience</i>
	<ul style="list-style-type: none"> Teacher lead discussion/provides support and guidance of the structure and features of the text, including sequencing of ideas, language use, e.g. past tense, in a recount, aspects of culture that are reflected in the text, language features that are used for effect. Teacher revises vocabulary and structures to be used in describing a place. Students translate short passages on destinations or sites from [Language] into English and vice versa, discussing variations in language use and cultural features Students use model texts to sequence and organise information for their own short presentation on [Country's] capital city, or another city as advised by teacher Teacher creates an online blog or online forum for the class using Edublog, WordPress, Wix or online tool of choice. Teacher creates a page in [Language] titled 'What to expect when you arrive in [Capital City]'. Students are to write in 75 words in [Language] a general overview of [Country's] capital city e.g. weather, landscape, population, people, layout, type of food etc and post on to the blog page. Teacher to lead class discussion about cultural differences in [Country] that travellers should be aware of e.g. dress codes, prayer time, trading hours, daylight hours
<ul style="list-style-type: none"> LXX5 – 2C LXX5 – 3C LXX5 - 4C LXX5 – 6U 	<p>Accommodation</p> <ul style="list-style-type: none"> Teacher to introduce vocabulary and language structures and phrases of different types of accommodation, hotel, hostel, pensione etc. Teacher provides model text and exercises to develop students' ability to ask and give information about accommodation Students read model text that introduces a dialogue between receptionist/customer booking accommodation. Students identify main ideas and specific information in comprehension style questions. Students may complete consolidation activities to reinforce new vocabulary and language structures Teacher provides each student with specific accommodation scenario e.g. <i>2-bedroom apartment for family with sea view on ground floor in [destination] on 15th June</i>. Students are required to visit trivago.com or other accommodation booking site in [Language]. Students are to find appropriate accommodation in [language] that suits the needs of their specific scenario. Students send the link or screen shot their find and send to teacher. Teacher provides 2 website links of 2 accommodation options in [destination]. Students complete a writing task in [Language] in which they write a dialogue between 2 friends who have to decide which accommodation to book. (150 words)

Syllabus Content	Teaching, learning and assessment <i>Students with Prior Learning and/or experience</i>
<ul style="list-style-type: none"> • LXX5 – 2C • LXX5 – 3C • LXX5 - 4C 	<p>Transport</p> <ul style="list-style-type: none"> • Teacher provides worksheets and model texts that introduce types of transport. Teacher provides specific vocabulary for international air travel e.g. departures, arrivals, baggage, etc. • Students read/view a text that provides information on transport in [country]. Students identify main ideas and specific information in comprehension style questions. Students may complete consolidation activities to reinforce new vocabulary and language structures • Students revise conjugations of the verbs to walk, to drive, to take/catch (“a bus/a flight”), to travel, to book • Teacher provides model text and exercises to develop student’s ability to ask and give information about transport • Teacher provides students with authentic texts linked to transport in [Country]. E.g. bus tickets, maps, timetables etc. Students complete various online activities directed by teacher such as using Google Maps in language to find directions, reading when to catch a bus/ferry on certain days etc. • Students revise prepositions of place and directions. Teacher provides students with a map of [Destination] and a variety of scenarios. Students must provide responses in [Language] providing directions e.g. “<i>Walk past the market place and turn right at the memorial statue.... Across from the University is the National Museum.</i>”
<ul style="list-style-type: none"> • LXX5 – 4C • LXX5-6U (7U scripted) 	<p>Demonstrative Pronouns, Continuous Past Tense and Passive Voice</p> <ul style="list-style-type: none"> • Teacher to revise demonstrative pronouns/adjectives (this, that, these, those) grammatical structures in [language]. Students complete a close passage and other consolidation activities to reinforce their use. • Students conjugate the following verbs in the continuous past tense; to drive, to take/catch (“a bus/a flight”), to travel, to book, to see, to discover, to speak or other verbs of teacher’s choice • Students to complete supporting grammar activities provided by teacher • Students to complete a diary entry (or other text type) of 150 words (scaffolded by teacher if needed) in which they recount a day spent at [destination]. Students are to identify and underline/highlight their use of the continuous past tense in their response • Teacher introduces or revises the passive voice in present tense and past simple ‘e.g. <i>The monument was built in 1880.</i> Students complete a close passage and other consolidation activities to reinforce its use.

Syllabus Content	Teaching, learning and assessment <i>Students with Prior Learning and/or experience</i>
	<ul style="list-style-type: none"> Students write an information report on a historical site of [Country] (150 words). Students are to identify and underline/highlight their use of the passive voice in their response.
<ul style="list-style-type: none"> LXX5 – 2C LXX5 – 3C LXX5 - 4C LXX5 – 7U (8U scripted) 	<p>Sightseeing</p> <ul style="list-style-type: none"> Teacher introduces various monuments, tourist attractions, places of worship and other significant sites in [Country]. Students view/read texts Students identify main ideas and specific information in comprehension style questions and consolidation activities. Students select 3 significant sites of their choice and write 3 mock social media posts (such as for Twitter, Facebook, Instagram) with an image of their choice and a caption of 75 words or less. Their post should detail their impressions of the site they have visited Students are to post these to the class blog or send to teacher.
<ul style="list-style-type: none"> LXX5 – 2C LXX5 – 3C LXX5 - 4C LXX5 – 7U (8U scripted) 	<p>Destination Magazine Article</p> <ul style="list-style-type: none"> Teacher to deconstruct and scaffold features of an online magazine article e.g Headline, formal register, paragraph structure, direct tone of voice to reader. Teacher may provide a model for students to read, deconstruct and annotate. Teacher to select different travel destinations within [Country] and distribute one destination to each student. Students are to research their selected destination and write an article (150 – 200 words) for the magazine 'Travelling Teen'. Within their article students should include: <ul style="list-style-type: none"> travel to and within the destination accommodation history significant places and sites to visit unique foods or souvenirs that can be bought there 3 images Students may post their articles on the class blog page, or teacher may collage the articles with a cover page and distribute to students in the class as an end-product of the unit.

Syllabus Content	Teaching, learning and assessment <i>Students with Prior Learning and/or experience</i>
<ul style="list-style-type: none"> • LXX5 – 2C • LXX5 – 3C • LXX5 - 4C 	<p>Travel Itinerary</p> <ul style="list-style-type: none"> • Teacher provides students with a model/template of a travel itinerary to [Country]. Teacher provides each student with a traveller's scenario e.g. <i>Family of 3, 2 weeks in [Country], Father is interested in war history, Mother is interested in shopping for local specialty foods and crafts, 7-year old likes going to the beach and the outdoors.</i> • Students consolidate their knowledge acquired throughout the unit and create an itinerary to suit the scenario including dates, destinations, transport, accommodation and sight seeing • Students collaborate and work in pairs to complete the itinerary and submit to teacher • Students take on the persona of 1 of the members of their given scenario and write a diary entry or participate in a dialogue with teacher in which they imagine they have completed the itinerary and provide a review of their impressions of their experience in [Country].
<ul style="list-style-type: none"> • LXX5-7U (8U scripted) • LXX5-8U (9U scripted) 	<p>Concluding Activity - Travel Guide</p> <ul style="list-style-type: none"> • Teacher provides samples of travel guide articles from sites such as <i>Travel+Leisure</i> or <i>Lonely Planet</i>. • Students develop a formatted travel guide (with icons and subheadings) for 1 destination each that will be part of a collated travel guide that each student will take with them on a proposed class visit. (150 words). Students may write their travel guide using online templates or Microsoft Publisher. They must include 1 image. • Students reflect on the importance of intercultural understanding when travelling and practising cultural awareness and sensitivity.

Syllabus Content	Teaching, learning and assessment <i>Students with a background in [Language]</i>
<p>Content for students with a background in [Language]</p> <p>(teachers to refer to their specific language syllabus to enter appropriate content point for students with a background in [Language] as these are different in every language)</p> <ul style="list-style-type: none"> LXX5-1C LXX5-2C LXX5-3C 	<p>Introduction</p> <ul style="list-style-type: none"> Teacher introduces unit and discusses the concept of travel to [Country]. Students write down their impressions of travel to [Country] onto a collaborative document or padlet (online collaborative tool). Students who have visited [Country] will write down their impressions in [Language] and students who have not visited can write what they imagine or what they expect travel to [Country] would be like. <p>Vocabulary Activity and Pre-test:</p> <ul style="list-style-type: none"> Teacher presents the unit's <i>core bilingual vocabulary list /word bank</i> and allows students to match the [language] word to the English word <i>without dictionaries</i>. Students are to note how many words they knew from the list e.g 5/20. Students then complete in pairs or as a class the remaining words they did not know from the vocabulary using dictionaries. Students practise and consolidate new vocabulary and phrases using flashcards, quizlet, kahoot etc. using correct pronunciation, rhythm and intonation Suggested words to be included in this list; tourism sites, <i>museums, galleries, places of worship, restaurants, mountains, jungles, beaches locations, hobbies, time of days adjectives; early, late etc verbs; to discover, to meet, to fly, to drive, to pack, to arrange, to telephone, to help, to pay, to swim, to see, to be excited, to be impressed etc.</i> <p>How to annotate a language text:</p> <ul style="list-style-type: none"> Teacher provides a model of annotated language text to include highlighted words or phrases, written annotations on the side providing clarity or translation, underlining of verbs, circling adjectives etc. Teacher explains the importance of deconstructing and working physically with a text when learning a language Students are provided with a text and instructions to read, deconstruct and annotate. Students are to submit their annotated text to teacher in order to ensure students can read and annotate a text independently in a remote learning environment. Teacher to provide feedback to student.
<ul style="list-style-type: none"> LXX5 – 1C LXX5 – 3C LXX5 - 4C 	<p>Geography, Climate and Tourism of [Country] (Developing descriptions of [Country])</p> <ul style="list-style-type: none"> Teacher provides authentic texts for reading/viewing that provide a general overview of travel and tourism in [Country]. Students identify main ideas and specific information in comprehension style questions. Teacher and students view a YouTube clip in [Language] providing a general overview of travel in [Country] and introducing students to its climate, geography and lifestyle e.g. mountainous, desert, mega cities, small islands, hot, humid, mild winters etc. Students identify main ideas and specific information in comprehension style questions.

	<ul style="list-style-type: none"> • Teacher deconstructs language features and highlighting idioms and expressions in a text to demonstrate and reflect on purpose. Teacher also lead discussion/provides support and guidance of the structure and features of the text, including sequencing of ideas, language use, e.g. past tense, in a recount, aspects of culture that are reflected in the text, language features that are used for effect. • Teacher provides students with increasingly sophisticated vocabulary to be used when describing climate, setting, landscapes, accommodation and monuments. Teacher focuses on using adjectives that are linked to the 5 senses in order to effectively have an impact on the reader in texts. • Teacher provides students with a table of the 5 senses and students brainstorm adjectives linked to each of the senses in [Language]. Teacher provides feedback and guidance to ensure students at this level extend their language abilities with increasingly sophisticated word choice. • Students use model texts to sequence and organise information for their own short text on [Country's] capital city, or another city as advised by teacher • Teacher creates an online blog or online forum for the class using Edublog, WordPress, Wix or online tool of choice. Teacher creates a page in [Language] titled 'What to expect when you arrive in [Capital City]'. Students are to write in 75 words in [Language] a general overview of [Country's] capital city e.g. weather, landscape, population, people, layout, type of food etc and post on to the blog page. Students are to focus on using words from previous 5 senses activity with the aim of creating an impact or strong impression on the reader. • Teacher to lead class discussion about cultural differences in [Country] that travellers should be aware of e.g. dress codes, prayer time, trading hours, daylight hours
<ul style="list-style-type: none"> • LXX5-1C • LXX5 – 2C • LXX5-3C • LXX5- 4C 	<p>Accommodation and Transport</p> <ul style="list-style-type: none"> • Teacher to introduce vocabulary and language structures and phrases of different types of accommodation, hotel, hostel, pensione etc. • Teacher provides model text and exercises to develop students' ability to describe in detail accommodation e.g. increasingly complex vocabulary, descriptive language, idiomatic expressions to describe comfort and space • Students read model text that introduces a dialogue between receptionist/customer booking accommodation. Students identify main ideas and specific information in comprehension style questions. Students may complete consolidation activities to reinforce new vocabulary and language structures • Teacher provides each student with specific accommodation scenario e.g. <i>2-bedroom apartment for family with sea view on ground floor in [destination] on 15th June</i>. Students are required to visit trivago.com or other accommodation booking site in [Language]. Students are to find appropriate accommodation in [language] that suits the needs of their specific scenario. Students send the link or screen shot their find and send to teacher. • Students write a letter of complaint to the manager of the hotel after several things went wrong with their accommodation booking. Students are to use formal register, a direct but polite tone and descriptive language. (150 words) • Students read/view a text that provides information on transport in [country]. Students identify main ideas and specific information in comprehension style questions. Students may complete consolidation activities to reinforce new vocabulary and language structures

	<ul style="list-style-type: none"> • Students read/view text on safety in transport in [Country] e.g. travel in numbers, have your phone on you, don't carry valuable items such as passport etc. • Students revise conjugations of the verbs to walk, to drive, to take/catch ("a bus/a flight"), to travel, to book, • Teacher provides students with authentic texts linked to transport in [Country]. E.g. bus tickets, maps, timetables etc. Students complete various online activities directed by teacher such as using Google Maps in language to find directions, reading when to catch a bus/ferry on certain days etc. • See writing task on transport in next learning activity
<ul style="list-style-type: none"> • LXX5-6U (7U scripted) • LXX5 – 4C • LXX5 – 8U (9U scripted) 	<p>Conditional Tense</p> <ul style="list-style-type: none"> • Teacher to introduce the 'second conditional' tense (this varies according to different languages). In English this is to describe a hypothetical condition and its probable result. E.g. "if you catch the metro train through Athens, you will arrive at the Acropolis within 7 minutes' • Students to complete grammar activities developing their familiarity with the use of this tense and complete consolidation activities • Students to use practise using the conditional tense • Students complete a research task on modes of travel and transport within [Country]. Students write an article titled 'A Guide to transport in [Country]' for student travellers who have not visited the country before. Students should also include safety advice in their article. Students are to identify and underline/highlight their use of the conditional tense in their response
<ul style="list-style-type: none"> • LXX5-4C • LXX5- 2C • LXX5-3C 	<p>Sightseeing</p> <ul style="list-style-type: none"> • Teacher introduces various monuments, tourist attractions, places of worship and other significant sites in [Country]. Students view/read texts Students identify main ideas and specific information in comprehension style questions and consolidation activities. • Students select 3 significant sites of their choice and write 3 mock social media posts (such as for Twitter, Facebook, Instagram) with an image of their choice and a caption of 75 words or less. Their post should detail their impressions of the site they have visited Students are to post these to the class blog or send to teacher. • Students select 1 site and write a diary entry/email to a friend from the perspective of a traveller who has just visited one of the sites. Describe your impressions using descriptive language and sensory imagery.
<ul style="list-style-type: none"> • LXX5-6U • LXX5-7U • LXX5-4C • LXX5-3C 	<p>Destination Magazine Article</p> <ul style="list-style-type: none"> • Teacher to deconstruct and scaffold features of an online magazine article e.g Headline, formal register, paragraph structure, direct tone of voice to reader. Teacher may provide a model for students to read, deconstruct and annotate. • Teacher to select different travel destinations within [Country] and distribute one destination to each student.

	<ul style="list-style-type: none"> • Students are to research their selected destination and write an article (150 – 200 words) for the magazine 'Travelling Teen'. Within their article students should include: <ul style="list-style-type: none"> ○ travel to and within the destination ○ travel advice (do's and don'ts travellers should know) ○ accommodation ○ history ○ significant places and sites to visit ○ unique foods or souvenirs that can be bought there ○ 3 images • Students may post their articles on the class blog page, or teacher may collage the articles with a cover page and distribute to students in the class as an end-product of the unit.
<ul style="list-style-type: none"> • LXX5-6U • LXX5-7U • LXX5-4C • LXX5-3C 	<p>Travel Itinerary</p> <ul style="list-style-type: none"> • Teacher provides students with a model/template of a travel itinerary to [Country]. Teacher provides each student with a traveller's scenario e.g. <i>Family of 3, 2 weeks in [Country], Father is interested in war history, Mother is interested in shopping for local specialty foods and crafts, 7-year old likes going to the beach and the outdoors.</i> • Students consolidate their knowledge acquired throughout the unit and create an itinerary to suit the scenario including dates, destinations, transport, accommodation and sight seeing • Students collaborate and work in pairs to complete the itinerary and submit to teacher • Students take on the persona of 1 of the members of their given scenario and write a diary entry or participate in a dialogue with teacher in which they imagine they have completed the itinerary and provide a review of their impressions of their experience in [Country].
<ul style="list-style-type: none"> • LXX5-8U(9U) 	<p>Concluding Activities</p> <ul style="list-style-type: none"> • Teacher provides students with examples of an online travel forum such as Lonely Planet's Thorn Tree. (https://www.lonelyplanet.com/thorntree/welcome) • Teacher write a core question to the forum asking for students' opinion and advice on his/her upcoming visit to [Country]. • Students write a response of 150 words with their advice presenting their arguments for the best destinations, activities, places to eat and stay. • Teacher may choose to present this on a page on the class blog and have students post their responses on the blog. • Students reflect on the importance of intercultural understanding when travelling and practising cultural awareness and sensitivity.

Assessment / Feedback overview

Formative Assessment

A range of formative assessment strategies are used, such as interacting in role plays or class discussions, participating in class activities, multiple choice or true/false questions, pen and paper and/or electronic tasks, research tasks, group activities and presentations, classifying/recording/sharing ideas and information, recalling ideas and information, participating in and responding to self/peer/teacher assessment, resubmitting a task after receiving feedback, recording reflections on learning using diaries, designing bilingual tasks

Summative Assessment

Outcomes assessed: Accessing and responding LXX5-2C, LXX5-3C, LXX5-6U, LXX5-7U, LXX5-8U

Students with prior learning and/or experience

[...]

Students with a background in [Language]

[...]

Feedback to be provided

Teacher feedback – written, oral and observation

Student self-assessment

Peer assessment and feedback

Evaluation

Date commenced unit:

Date completed unit:

After you have taught the unit of work, record in this section your evaluation of the unit and any variations you implemented or would choose to implement the next time you teach the unit. The evaluation process should include feedback from students, and will inform the next steps in student learning.

How did the unit 'rate' in these areas?	😊	😐	☹️	Comments/variations
• Time allocated on topic				
• Student understanding of content				
• Opportunities for student reflection on learning				
• Suitability of resources				
• Variety of teaching strategies				
• Integration of Quality Teaching strategies				
• Integration of information and communication technology (ICT)				
• Literacy and numeracy strategies used				
• Learning across the curriculum content incorporated				
• Effectiveness of assessment strategies				

Teacher's signature:

Date:

Curriculum Coordinator's signature:

Date:

Supervisor's signature:

Date: