

Lesson plan

1. Presentation of writing task

The teacher should begin the lesson by presenting students with the writing task that they will complete at the close of the lesson. Each of the activities that follow are designed to prepare students to complete this task successfully. The writing task for this lesson is...

Write a travelogue describing part of a remarkable journey for Trip Advisor, an on-line travel guide website.

In planning your response, you should consider:

- the key features of the genre
- the relationship with the reader
- lexical and grammatical choices.

Aim to write about 300 words.

2. Analysis of exemplar texts

*Activities are designed to be completed BEFORE students have access to printed copies of the texts. Teachers should therefore withhold any printed copies at this point.

Text A (extract from Around the World in 80 Days by Michael Palin)

2A1. Attitude and atmosphere (cloze/gap-fill activity with dropdown options)

An introduction/explanation of the concept and related task precedes the task. Students are to choose from 3 dropdown options to fill gaps. Square brackets have been used to indicate where the gaps should be and options are included within the brackets; correct answers are highlighted. Each option group contains one positive, one negative and one neutral option for completing the gap.

Atmosphere describes the general feeling or emotion that an author establishes while describing a specific place and time. The atmosphere typically reflects the **attitude** – that is, the personal feelings – of the author or narrator.

The following text describes part of the author's experience on a train journey across India. Read the text, considering the author's circumstances and looking for clues to determine his attitude as you do. For each gap, select the word or phrase from the dropdown menu that you think the author chose to use in the text. Be prepared to discuss how each choice reflects the author's attitude and how it contributes to the overall atmosphere.

[It's, **Another**, A dry and bright] Sunday, and into my fifth week away. At this moment home seems very far off and the prospect of seeing family and friends again in fifty days utterly remote. But at least we are moving east, and there is daylight through the shutters. There's also [**an insistent pounding**, a gentle tapping, a knock] on the door. I open it and find a small, grubby bearded man standing there looking – [curious, **disgruntled**, delighted]. He [politely asks, wonders, **demands to know**] what I want for lunch:

'Chicken biryani very nice,' he proposes [**briskly**, patiently, in a clear voice], and when I don't show instant enthusiasm (it is seven o'clock in the morning) he looks [sympathetic, **irritated**, out the window]. 'Egg curry, Western style, very nice.'

An order for several biryanis, accompanied by payment, is [accepted, **all that will get rid of him**, gratefully received], and I hear him go on to the next compartment. He knocks at this door [**persistently**, quietly, intermittently] for at least fifteen minutes, too afraid to open it, too dogged to give up.

2A2. Identifying audience (sorting activity):

Ask students to sort the list of possible readers into two categories – the intended audience and those not specifically targeted by this text. Members of intended audience are highlighted in green, those not targeted are highlighted in red.

| <i>Intended audience</i> | <i>Possible readers</i> | <i>Not specifically targeted</i> |
|--------------------------|--|----------------------------------|
| | <ul style="list-style-type: none"> Fans of steam trains People who are curious about India and might like to travel there Students in an English classroom People who are interested in other countries and cultures generally Residents of Gunkatal in India People who are curious about India but don't desire to travel there People interested in Indian food and recipes 'Armchair travellers' Parents of young children | |

2A3. Audience appeal (highlighting and/or note-taking activity)

Ask students to identify specific sections of text that they think would appeal to the target audience (either by highlighting or copying into a 'notes' section), then discuss.

How does the author appeal to the audience in these lines? Identify specific words and phrases that are used to create effects, make impressions or meet the audience's interests. Be prepared to discuss your selections.

Not wanting to wake the rest of the compartment, I visit the Western-style latrine, then consult the two railway officials sitting in the corridor as to our whereabouts. Guntakal Junction is the next stop. How long would that be?

'Fourteen minutes,' says one, very positively.

'Half an hour,' pronounces the other authoritatively.

We pull into Guntakal Junction forty-five minutes later. When I next look, both men are gone.

Outside there are rain clouds in the skies. A boy waves at the train, further on an older man pulls his trousers up after depositing another load of what is poetically known as night soil.

The bird life is rich and I wish I knew what they all were. Egrets perch on bullocks and the rest pose on the telegraph lines as if in an ID parade - parrots, hooded crows, shrike, kite, humming birds. Some of the bullocks' horns have been painted bright blues and reds. Pride of ownership, I'm told. Like putting 'Les and Christine' across your car windscreen. There are no tractors in the fields, not even a bicycle.

Text B (extract from Into the Wild by Jon Krakauer)

2B1 lexis/word choice and atmosphere (free-response cloze/gap fill activity)

Ask students to fill gaps (identified with square brackets) with words of their own choice and consider the effect of those choices. Afterwards, author's choices (highlighted in yellow) should be revealed for students to discuss and evaluate in comparison with their own.

Read through the following passage in which the author describes the scene in a small town in America. Fill the gaps with words and phrases to create atmosphere. When finished, compare your choices with the author's. What effects do the different choices produce?

Carthage, South Dakota, population 274, is a [sleepy little cluster] of clapboard houses, tidy yards, and [weathered] brick storefronts rising [humbly] from the [immensity] of the northern plains, set adrift in time. [Stately] rows of cottonwoods shade a [grid] of streets seldom disturbed by moving vehicles. There's one grocery in town, one bank, a [single] gas station, a [lone] bar—the Cabaret, where Wayne Westerberg is [sipping] a cocktail and chewing on a sweet cigar, remembering the odd young man he knew as Alex.

The Cabaret's [plywood-panelled] walls are hung with [deer antlers], [Old Milwaukee beer promos], and mawkish paintings of [game birds taking flight]. [Tendrils] of cigarette smoke rise from [clumps] of farmers in overalls and dusty feed caps, their tired faces as [grimy] as coal miners'.

2B2. Time reference (labelling activity)

Ask students to read 3 sentences and label each as referring to the past, present or future. Labels should appear onscreen after students make their selections so that they can confirm or re-examine their choices. Sentences are coded as follows:

Green = present

Red = future

Yellow = past

Read the following sentences and identify each as referring to events in the past, present or future.

Speaking in short, matter-of-fact phrases, they worry aloud over the fickle weather and fields of sunflowers still too wet to cut, while above their heads Ross Perot's* sneering visage flickers across a silent television screen. In eight days the nation will elect Bill Clinton president. It's been nearly two months now since the body of Chris McCandless turned up in Alaska.

*Ross Perot was a candidate for president of the United States in 1992

After the time references have been identified, the following question should appear below the text for students to discuss.

What effect does the use of each different time reference have?

2B3: Direct and indirect speech (writing/recasting activity)

Ask students to rewrite a short passage so that it no longer contains any direct quotes. It will perhaps be best to have two boxes (one above the other or else side by side) with the original passage in one box and open space in the other box for typing the new text.

Rewrite the following passage so that instead of direct speech (quotes) it includes indirect, or reported, speech. The first sentence has been done for you as an example.

"These are what Alex used to drink," says Westerberg with a frown, swirling the ice in his White Russian. "He used to sit right there at the end of the bar and tell us these amazing stories of his travels. He could talk for hours. A lot of folks here in town got pretty attached to old Alex. Kind of a strange deal what happened to him."

Westerberg, frowning, swirls the ice in his White Russian and tells me that Alex used to order the same drink.

After typing their own passage, the following question should appear for students to discuss...

Why do you think the author, Jon Krakauer, chose to use direct rather than indirect speech in the original text?

3. Travelogue planning stage

** It may be helpful at this point to remind students of the writing task.*

Write a travelogue describing part of a remarkable journey for Trip Advisor, an online travel guide website.

In planning your response, you should consider:

- the key features of the genre
- the relationship with the reader
- lexical and grammatical choices.

Aim to write about 300 words.

**This would be a good time for teachers to distribute printed copies of the exemplar texts if they wish to do so.*

3A. Setting and atmosphere (short answer/fill-in-the-box activity)

Before you can complete the writing task, you will first need to think of a remarkable journey (either real or imagined) to write about. You then need to identify a part of that journey that you can describe to the reader in an interesting and imaginative way. You might, for example, choose to describe the experience of actual travel on a train, bus, ferry, plane, etc. as in the passage by Michael Palin, or you might choose to describe a memorable experience at a stop along the way, as in the passage by Jon Krakauer.

What journey – real or imagined – have you selected?

What specific part of the journey will you describe?

What sort of atmosphere do you wish to establish?

3B. Nouns and noun phrases (listing activity)

Next, think of the specific people and things you wish to include in your description (e.g. 'bullocks' horns', 'a cluster of houses', 'rows of cottonwoods', 'tendrils of cigarette smoke', 'clumps of farmers'). List these in the column labelled 'Nouns and noun phrases to include'.

| Nouns and nouns phrases to include | |
|------------------------------------|----------------------|
| <input type="text"/> | <input type="text"/> |

3C. Modifiers

In the column labelled 'Modifiers', list words and phrases you can use to describe each noun or noun phrase you've identified (e.g 'painted bright blue', 'sleepy', 'stately', 'in overalls and dusty feed caps'). Choose words that will help you establish your desired atmosphere.

| Nouns and nouns phrases to include | Modifiers |
|------------------------------------|----------------------|
| <input type="text"/> | <input type="text"/> |

3D. Dialogue/direct speech (free-response activity)

Think of bits of direct speech you can include to enliven the story. List them in the box.

4. Travelogue writing stage

Now write your travelogue. As you do, remember to:

- use present tense to place the reader 'in the moment'
- establish atmosphere by describing people, objects and places vividly
- use direct speech to enliven your story

*At this point the digital, teacher-led portion of the lesson will conclude and students will begin independent work.