

IGCSE English as a Second Language 0510

Unit 1 Travel and Adventure

Recommended Prior Knowledge

This unit can be used at any stage of the course. It does not assume knowledge of previous units. Students have achieved a lower intermediate level of English to handle the materials effectively.

Context

The unit is suitable for both core and extended tier students and can be used on teenagers in secondary schools. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if students lack experience or skills for the activity. The teacher is encouraged to extend the unit with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes which have both core candidates and extended candidates, by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps.

Outline

The content aim of the unit is for students to develop a greater understanding of the issues around travel and adventure, including relating holiday experiences, discussing risk and adventure, exploring the pros and cons of tourism, reading a text about the new seven wonders of the world and a text about a journey through India and carrying out an internet project. The language aim of the unit is for students to develop the skills required to discuss the issues and read and write about them. The skills are broken down into micro-skills in the 'Learning Outcomes' column. The teaching activities suggest a variety of methods for achieving the learning outcomes. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that students can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The activities include opportunities for information sharing, giving supportive peer feedback, sharing positive criticism and evaluation and providing scope for individual presentations. In addition, the materials and activities enable the development of underpinning knowledge and skills including: vocabulary, spelling, punctuation, paragraphing, sentence structure, tone, style and register. The degree of confidence with which the students achieve the learning outcomes will depend on their starting point and the learning approach, with weaker or core students needing more time for examples and practice. It is hoped that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own.

The learning resources in this unit are internet based. If teachers judge that students need more help to achieve the learning outcomes, it is hoped they will extend the unit at any stage with reinforcement activities.

Assessment Objectives	Learning Outcomes	Teaching Activities	Learning Resources
<p>1 Speaking</p> <p>S1 Communicate clearly, accurately and appropriately.</p> <p>S3 Employ and control a variety of grammatical structures.</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>2 Listening</p> <p>L1 Understand and respond to information presented in a variety of forms.</p>	<p>1 Speaking and listening strategies.</p> <p>Talking about holidays.</p> <p>Describing places.</p> <p>Students are able to ask about and describe places and past events.</p> <p>Students are able to use a range of 'wh'- question forms and other question forms. They are able to use narrative tenses such as past simple, past continuous, past perfect e.g. When we arrived at the airport the plane had already left and so we decided....</p> <p>Students are able to choose appropriate vocabulary e.g. dramatic vocabulary ('fabulous', 'dreadful', 'breathtaking') to describe a dramatic experience.</p>	<p>Talking about holidays: 'Travel' worksheet.</p> <p>Students use the pleasantly varied conversation questions from the worksheet 'Travel'</p> <p>The worksheet provides the stimulus for discussing aspects of holidays, such as the kind of holidays they enjoy, places they have visited, family holiday memories, holiday plans, good and bad holiday experiences and so on.</p> <p>Students will need to explore suitable vocabulary and phrases before they start the activity, do some revision of past tenses, and revise ways of asking questions.</p> <p>The conversation questions can be used flexibly e.g. cut up for pair work. Not all of them need to be used.</p> <p>A feedback activity can round off the conversation.</p> <p>Groups can report views and experiences to other groups and follow-up questions can be asked across the groups.</p> <p>This provides opportunities to correct language errors tactfully and clarify concepts and vocabulary issues.</p> <p>The conversation can be consolidated with some written work based on the individual questions. Narrating a good or bad holiday experience would be very appropriate and could be targeted at writing a letter or magazine article.</p> <p>Attention should be paid to an appropriate format and style and register for the recipient.</p>	<p>Conversation Questions worksheet:- Travel.</p> <p>Karin's ESLpartyland www.eslpartyland.com/teachers/conversation/cqtravel.htm</p>

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<p>Reading: Students will be assessed on their ability to:</p> <p>R1 Understand and respond to information presented in a variety of forms.</p> <p>R2 Select and organise material relevant to specific purposes.</p> <p>R4 Infer information from texts (Extended only).</p>	<p>2 Reading strategies: Recognising specialist vocabulary.</p> <p>Students are able to understand and discuss the fact that specialist fields have an associated technical vocabulary which is necessary to convey exactness of meaning and that these words are often based on existing words or word patterns eg keyhole surgery. Recognising topic-based vocabulary</p> <p>Students are able to recognise topic-based vocabulary and develop strategies for deducing meaning of words by studying contextual clues or word formation.</p>	<p>Risk and adventure abroad: Reading a newspaper report, dictionary work and writing.</p> <p>Students read the intriguing newspaper report <i>Climber rescued from dangerous peak</i> about a climber who was rescued a mountain ledge in Pakistan where he had been trapped for a week. Students can use the text to explore the attraction of dangerous adventures and speculate as to why people are attracted to these activities - personal sense of fulfilment, search for meaning in life, curiosity about one's personal limits etc.</p> <p>From the text, students (possibly the more able) can decide whether is possible to infer the writer's attitude to either the climber. (It is arguable that from the tone of the article the author admires the climber for his bravery and persistence eg famous for his assaults/it is the second time...)</p> <p>Vocabulary: The text provides some good topic-based vocabulary eg 'avalanche', 'mountain peak' and some technical vocabulary to explore e.g. 'ropes', 'ice screws'. Students could try to work out the meaning of unfamiliar words (eg the compound 'sleeping bag') by looking at context or the way the words are formed.</p>	<p>Learning English –Words in the News 10 August 2005 Climber rescued from dangerous peak</p> <p>http://www.bbc.co.uk/worldservice/learn/ingenglish/newseenglish/witn/2005/08/050810_climber.shtml</p>

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		<p>Sentence structure The text enables the study of narrative tenses and dramatic words like <i>huddled</i>. Students can use highlighter pens to pick out examples e.g. Tomaz Humar had spent nearly a week huddled on a ledge. It would be useful for students to identify Slovenia, where the climber comes from, and Pakistan, on the map.</p> <p>Vocabulary follow-up A good follow-up activity would be for students to use reference material to build vocabulary e.g. collocations with ice or snow. Synonyms or opposites for 'cold', 'hunger' or danger in various degrees of intensity; the connotations of <i>huddled</i>.</p>	

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<p>3 Writing:</p> <p>W1 Communicate clearly, accurately and appropriately.</p> <p>W2 Convey information and express opinions effectively.</p> <p>W3 Employ and control a variety of grammatical structures.</p> <p>W4 Demonstrate knowledge and understanding of a range of appropriate vocabulary.</p> <p>W5 Observe conventions of paragraphing, punctuation and spelling.</p> <p>W6 Employ appropriate register/style.</p> <p>Reading:</p>	<p>3 Writing strategies: letter, email, journal</p> <p>Students are able to judge the tone and register for different purposes, make appropriate vocabulary choices, structure work in coherent paragraphs and use a variety of grammatical structures and tenses.</p>	<p>Writing activities: letter, email, journal entry.</p> <p>Students brainstorm ideas for writing a letter or email from the climber to his family describing his adventures or what he might say in a journal entry.</p> <p>When planning and drafting writing, sentence structure (including structure for narrative tenses) can be further explored. Suitable vocabulary and expressions for telling a story can be elicited, repeated, practised in example sentences and written on the board. Suitable words and phrases for writing in an informal register can be elicited and discussed. More able students can write at greater length.</p>	

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<p>R1 Respond to information presented in a variety of forms.</p>	<p>4 Reading strategies:</p> <p>Past tenses Students are able to use their knowledge of tenses to predict text and replace verb endings. They are able to recognise regular and irregular past tense verb forms. They know that some consonants are doubled when the verb is used to express the past. They are able to use dictionaries to check meaning.</p>	<p>Reading text: The New Seven Wonders of the World The text is about the seven modern wonders of the world as opposed to the ancient seven wonders. The endings of verbs in the past tense in the text can be blanked out and students can work in pairs to replace them. The replacements can be checked and discussed and attention drawn to spelling issues e.g. <i>shunned</i>. Irregular forms such as <i>unknown</i> can be identified and several other examples elicited from students' prior knowledge. The article itself can be read as a whole and discussed. Dictionaries can be used to check the meaning of unfamiliar words and to write example sentences as a follow-up.</p>	<p>The New Seven Wonders of the World http://www.bbc.co.uk/worldservice/learn/ingenglish/newsenglish/witn/2007/07/070711_wonders.shtml</p>

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<p>Speaking; :</p> <p>S2 Convey information and express opinions effectively.</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>S5 Engage in and influence the direction of the conversation.</p>	<p>5 Speaking strategies: Pros and Cons of tourism</p> <p>Students are able to express opinion (as I see it etc) giving reasons (too many tourists lead to cause/ overcrowding/ changes in our way of life) (I'm in favour of tourism because it creates employment and helps develop our economy). Students are able to make contributions and influence a discussion e.g. If I may interrupt/ I take your point but we also need to consider...</p>	<p>The Pros and Cons of Tourism: Discussion and writing.</p> <p>Brainstorming: The stimulating questions relating to tourism from the worksheet can be selected and used to explore the benefits, disadvantages and future of tourism. This could be carried out as a brainstorming activity in groups, with groups asked to find a minimum of ten points which are then fed into the main groups and analysed.</p> <p>Language exploration: Students explore, revise, practise and repeat suitable expressions for giving views and opinions, giving reasons to justify views, and suitable phrases for contributing to and influencing a discussion.</p> <p>Debate: The topic could be developed by using a structured debate in which, for example, the class discuss the proposition: 'Tourism does more good than harm.'</p>	<p>Tourism and holidays - Liz Regan www.englishclub.com</p>

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<p>Writing: Students will be assessed on their ability to:</p> <p>W2 Convey information and express opinions effectively.</p> <p>W4 Demonstrate knowledge and understanding of a range of appropriate vocabulary</p> <p>W6 Employ appropriate register/style.</p> <p>W4 Demonstrate knowledge and understanding of a range of appropriate vocabulary</p> <p>W6 Employ appropriate register/style.</p>	<p>6 Writing strategies: Letter to a newspaper. This writing activity will enable students to show that they can construct an effective argument, giving clear reason and examples, and adopt a tone that sounds fairly formal.</p> <p>7 Writing strategies: Advertising leaflet The leaflet will enable students to show they can use persuasive language for a specified target audience. They will be able to use positive adjectives for describing places ('delightful', 'charming', 'historic', 'bustling', 'rare') and persuasive expressions (e.g. an unforgettable sight).</p> <p>Layout They will be able to use a suitable layout, including bullet points, diagrams etc for a leaflet</p>	<p>Writing activity: Letter to a newspaper Students imagine there is a proposal to make a part of the beach private for tourists only. Students could write a letter to the newspaper giving their opinions of this idea. In small groups, students can brainstorm ideas for their letters, plan and draft an outline, review suitable expressions for expressing views and giving reasons, and revise suitable language for a formal tone and register. More able students can write at greater length. Less able students could be offered more help such as more time for the activity and more checking with regard to the language lists they will work from.</p> <p>Writing activity: Advertising leaflet Students could write a leaflet for a tourist agency promoting the attractions of their town for visitors. At the planning and drafting stage, suitable vocabulary for places and expressions of enthusiasm can be explored; the target audience elicited and an appropriate tone and register elicited.</p>	

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<p>Listening:</p> <p>L1 Understand and respond to information presented in a variety of forms.</p> <p>L3 Select and organise material for specific purposes.</p> <p>L4 Infer information from texts (Extended only).</p>	<p>8 Listening skills</p> <p>Recognising implicit and overt attitudes</p> <p>The listening exercises will enable students to recognise the speaker's feelings and attitudes, which are expressed both overtly (e.g. 'There's not a Mexican way of being') and through pitch and intonation. The learners are able to identify common structures and vocabulary used in expressing feeling and emotions. They are able to select and organise material for specific purposes.</p>	<p>Experiencing life in another country.</p> <p>Listening, discussion and writing.</p> <p>There are two interesting listening texts which could be compared.</p> <p>In 'A Mexican Living in London' Miguel focuses on the excitement of living in a foreign country and the cultural opportunities. In 'A South African in London', Lindsay speaks of the problems of homesickness.</p> <p>The students will need to be sure about the meaning and context of the first text before moving on to identify similarities and differences in the second text.</p> <p>The tape can be paused when feelings and attitudes are expressed and replayed so that students can focus on implicit and explicit ways of expressing feelings.</p> <p>Inferences such as whether Lindsay regrets moving to London can be explored</p> <p><i>Reading Text</i></p> <p><i>On the rails in India.</i> A traveller explains why he will never forget his first train journey in India. The paragraphs of the text can be cut up for reordering in groups. The discourse features which helped students carry out the reordering can be discussed and checked.</p> <p>The text as a whole can be read and discussed and the questions answered.</p>	<p>Listening Activity: 'A Mexican in London'</p> <p>BBC Learning English London Life</p> <p>http://www.bbc.co.uk/worldservice/learn/ingenglish/radio/specials/1128_london_life/</p> <p>Listening Activity: 'A South African in London'</p> <p>BBC Learning English London Life</p> <p>http://www.bbc.co.uk/worldservice/learn/ingenglish/radio/specials/1128_london_life/</p> <p><i>On the rails in India</i></p> <p>IGCSE E2L</p> <p>Past Papers</p> <p>Paper 2, Exercise 2, Nov 2004</p> <p>teachers.cie.org.uk CIE Teacher Support Site</p>

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<p>Reading: R1 Respond to information presented in a variety of forms.</p> <p>R2 Select and organise material relevant to specific purposes.</p>	<p>9 Reading strategies: Order of paragraphs. Students can recognise and use the correct order of paragraphs so that the whole text flows and makes complete sense. Students develop reading skills and competence in an exam-type text.</p> <p>10 Reading strategies: Lonely Planet online. Students will be able to skim, scan and read for meaning to locate and retrieve information online. They are able to use the internet to research information and can recognise and follow computer instructions such as 'click on homepage', 'icon'.</p>	<p>Internet Project: Lonely Planet online</p> <p>Internet Project: Internet Worksheet - Lonely Planet online (2 pages) Students visit the Lonely Planet website using Karin's ESL Partyland worksheet. Lonely Planet publishes guidebooks for travellers. The students can explore the site and its links and answer the questions on the worksheet about places to visit and advice for travellers.</p> <p>Writing an email: The students could write an email to a teacher. On page 2 of the worksheet they answer the questions which provide a basis for an email to the teacher about what they have found out from their exploration of the Lonely Planet site.</p>	<p>Lonely planet online Karin's ESLpartyland site</p> <p>http://www.eslpartyland.com/interactive/lp.htm</p>

