

E2L Unit: Travel 1 - Taking a Train Journey Across Africa

This unit can be used at any stage of the course; it does not assume knowledge of any previous units.

In the course of practising some key IGCSE English skills (and some more general ones) students will board a train in Durban, South Africa, and make their way to the famous Victoria Falls in Zimbabwe. They will begin by planning their itineraries, and along the way they will visit the Okavango Delta in Botswana. While on the train they will read two news articles and overhear a conversation between two passengers. They will write a postcard home before arriving at Victoria Falls, where they will be taking part in an English speaking competition. After competing, they will take a train to Harare, where they will board a plane to fly back home.

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Activity: Planning a route</u>					
using context clues to identify meaning (reading)	<ol style="list-style-type: none"> 1. Understand and convey information 2. Understand, order and present facts, ideas and opinions 3. Evaluate information and select what is relevant to specific purposes 	The exercise could be printed out for use as the basis of a lesson (but you may prefer) to conceal the 'Check Your Answers' section first).	<p>In Travel Unit 2 you will find an extended activity on using context clues, with a more detailed analysis of Types of Context Clues.</p> <p><u>Textbook Resources</u> - Unit 6 (Module 1) of the Cambridge Open Learning Project series includes an exercise on 'Understanding words in their context' (pages 93-94).</p>	Practising using context clues can be beneficial at all levels of language acquisition. Students of similar ability could be paired and they can challenge each other to work out the meaning of a word they have inserted into a sentence that they have created. It may work more efficiently if you ask students to create complex sentences, in which they are explaining how one clause relates to	<p><link to Travel 1 lesson 1></p> <p>For students who may be interested in trains, have a look at the website of Britain's National Railway Museum: http://www.nrm.org.uk/html/home_pb/menu.htm</p> <p>It is a comprehensive site which includes lots of photographs of trains and train-related items, and it also includes an 'Interactive Learning Centre' (in the</p>

				<p>another. The unknown word will then be 'defined' somewhere within the sentence. This activity could also be turned into a game - with teams of 3 perhaps - where one team provides three sentences using the unknown word. The opposing team has to discuss what the word may mean and then suggest an appropriate meaning. You can of course place a time limit on the game, and you could also keep a running score.</p>	<p>education section) which allows students to link work on trains to several curriculum areas.</p>
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<u>Activity: Reading a timetable</u>					
analysing charts for specific details (reading)	Understand, order and present facts, ideas and opinions evaluate information and select what is relevant to specific purposes	The exercise could be printed out for use as the basis of a lesson (but you may prefer to conceal the 'Check Your Answers' section first).	Textbook Resources - More practice of retrieving factual detail from charts and brochures can be found in <i>International English</i> by Linda Alderson & Patricia Aspinall, on pages 8 to 11.	It is often reported by examiners that candidates do not perform particularly well when analysing information presented in a tabular or graphical form. Exercises based on brochures, leaflets, timetables, or other information texts, are useful in practising this type of analytical skill. Students could obtain information brochures in English (the Internet is a useful resource for this) and practice retrieving specific information.	<link Travel 1 lesson 2> You could access any of the world's International Airline sites for examples of flight timetables or other information texts which can then be adapted for this purpose.

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Activity: Listening to an announcement					
the language of announcements (listening)	<ol style="list-style-type: none"> 1. Understand and convey information 2. Understand, order and present facts, ideas and opinions 	The exercise could be printed out as the basis of a lesson (but you may prefer to conceal the 'Check Your Answers' section first).	Marion Barry's book <i>Success International</i> has a useful unit (unit 4) on Transport Issues. On page 66, there are two listening activities - listening for gist and listening for note taking - which provide good practice for the examination listening paper. In addition, the activities also extend the theme of 'Travel & Transport'.	As an alternative to the students listening to an audio version of these announcements, you could ask students to work in pairs. One reads out an announcement and the other answers a question. They can take it in turns to read or listen. This will provide practice in speaking in a formal tone, as well as the listening objectives stated.	<link Travel 1 lesson 3>

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<u>Activity:</u> <u>Understanding new information about Botswana</u>					
selecting information and using it for another purpose (writing)	<ol style="list-style-type: none"> 1. Exercise control of appropriate grammatical structures 2. Understand and employ a range of vocabulary 3. Demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling 4. Show an awareness of register in both formal and informal situations 	The exercise, in which students write a postcard to a friend on the basis of the material they read about Botswana, could be printed out for use as the basis of a lesson.	<u>Textbook Resources</u> - Marion Barry covers this area in her book <i>Success International</i> on pages 111 and 112 ('Personal challenges'). As part of her unit on Travel she asks students to write a letter from notes, having previously shown students how to analyse such a letter.	IGCSE English as a Second Language emphasises the candidate's ability to write short (150-250 words) texts which have a clear purpose, clear audience and a corresponding clear style/register. As an extension to writing a postcard, you could suggest to students that they decide on a purpose, a recipient (or audience), a style (or register) and then practice writing 100 words which are appropriate for all three criteria. An example might be: write a letter of complaint (purpose) to your bank manager (recipient) in a stern, but formal (style/register) manner. But students should	<link Travel 1 lesson 4> See the Overview unit for links to recommended language sites which offer advice regarding developing continuous writing.

				choose their own criteria for this extension work so that they can read their pieces out to the class - ideas on writing for purpose can then be discussed.	
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<u>Activity: Reading an article about the Okavango Delta</u>					
summarising (writing)	<p>Reading</p> <ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purposes <p>Usage</p> <ol style="list-style-type: none"> 1. exercise control of appropriate grammatical structures 2. understand and employ a range of vocabulary 3. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and 	The exercise could be printed out for use as the basis of a lesson (but you may prefer to conceal the 'Check Your Answers' section first).	<p>In Travel 2 unit you will find a more detailed activity on summary writing. It includes extended guidance to students on how to reduce content from an original article and takes them through the steps involved in writing a clear, concise summary. Go to: Looking at both sides of the skiing industry.</p> <p><u>Textbook Resources</u> - More practice of summarising articles on the theme of conservation can be found in <i>International English</i> by Linda Alderson & Patricia Aspinall, on pages 55 and 56.</p>	It is generally good practice to ask students to write summaries quite often so that they can develop their stylistic skills and so that they can gain confidence in selecting relevant material and excluding irrelevant material. A number of magazine and newspaper articles can be used. Try to select articles of an original length of around 800-1000 words, which contain mainly factual detail and which therefore 'lend' themselves to being summarised. Students should aim to reduce these articles to around 100-150 words, as concisely as possible, and using their own words as much as	<link Travel 1 lesson 5>

	spelling NB: Summaries are marked for both content (understanding of) and language.			possible.	
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<u>Activity: Reading about the Issue of the Ivory Trade</u>					
scanning and skimming for information (reading)	<ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purposes 	<p>The exercise could be printed out for use as the basis of a lesson (but you may prefer to conceal the 'Check Your Answers' section first). The questions are similar to those used in Part 1 exercised in Papers 1/2 of the examination, where students use skills of reading for gist or general understanding, and scanning the text for specific detail.</p>	<p>If you are looking for similar exercises which mirror the assessment style of Part 1 of the reading & writing papers, then you might try going to the introductory pages of other topic modules and navigating through the suggested schemes of work. If you look in the Skill columns, you will be able to locate other similar exercises.</p> <p><u>Textbook Resources</u> - Unit 7 of Linda Alderson and Patricia Aspinall's book <i>International English</i> emphasises the theme of 'Caring for our world' and includes several comprehension exercises.</p>	<p>Do ensure that you continue to practise the very important skills of reading for gist and scanning for detail. It is often more productive to utilise short extracts for these purposes, asking students to tell you briefly what the extract is essentially concerned with, and asking them to then find 5 or 6 specific pieces of information.</p>	<p><link Travel 1 lesson 6></p> <p>Try looking at Econet for more articles about the endangered world. The site address is http://www.igc.org/igc/econet/</p>

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<u>Activity: Reading about AIDS</u>					
explanatory style (writing)	<p>Reading</p> <ol style="list-style-type: none"> 1. understand and convey information 2. evaluate information and select what is relevant to specific purposes 3. communicate effectively and appropriately <p>Usage</p> <ol style="list-style-type: none"> 1. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling 	The exercise could be printed out and used as the basis of a lesson (but you may prefer to conceal the 'Check Your Answer' sections first).		Explaining is another key IGCSE skill and it should be practised consistently. Divide students into groups of 4 and ask them to work together to summarise a local issue of some importance. Once they have done this, ask them to re-structure the summary (which should be less than 100 words) into an explanatory piece. Tell them that the sole purpose of the activity is to explain and not to summarise.	<link Travel 1 lesson 7>

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<u>Activity: Taking part in a speaking contest at Victoria Falls</u>					
talking in more depth, using more complex structures (speaking)	<ol style="list-style-type: none"> 1. Understand and convey information 2. Understand, order and present facts, ideas and opinions 3. Evaluate information and select what is relevant to specific purposes 4. Articulate experience and express what is felt 5. Communicate effectively and appropriately 6. Recognise implicit attitudes 	The guidance and exercise could be printed out for use as the basis of a lesson.	Unit 6 of Marion Barry's book <i>Success International</i> contains a useful speaking exercise which is linked to this unit's theme of travel. On page 110, students are invited to consider the idea that "more tourists = more economic and social benefits" in the southern African region. The skills practice encourages students to talk in more depth and sustain more complex responses.	Students can practice asking each other closed questions and then modifying them so that they become open. They can then work together to engage in more sustained conversations. Begin perhaps with simple questions, changing them only a little. More advanced students should be working towards more complex responses, assuming a deeper content base implied by the question.	<link Travel 1 lesson 8>

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ACTIVITY: Applying for a job in the travel business					
focus on Fluency (speaking)	<p>The focus of this activity will be on the fluency criteria of the Assessment Grid, with particular reference to:</p> <ul style="list-style-type: none"> • maintaining a conversation • responding relevantly to questions • influencing the course of a conversation 	<p>This activity aims to provide information for teachers (and students) regarding the assessment criteria, suggest activities that will enable students to satisfy these criteria, and provide material for use in these activities.</p>			<p><link Travel 1 lesson 9></p> <p><link to assessment criteria used in assessing oral tests></p> <p><link to general administrative instructions></p>

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<u>Activity: Listening to a conversation on a train</u>					
recognising common usage errors (listening)	<p>Listening</p> <ol style="list-style-type: none"> 1. understand and convey information <p>Usage</p> <ol style="list-style-type: none"> 1. exercise control of appropriate grammatical structures 2. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling 	<p>Play the conversation featured in the exercise.</p> <p>The exercise could be printed out for use as the basis of a lesson</p>		<p>Each of the linguistic errors highlighted by this activity can be practised independently. A possible grammar extension may be to ask students to write 10 sentences each, and in each sentence they should use the correct (or if you prefer incorrect) term. You could perhaps ask them to write sentences based on their own experiences of travel or transport.</p>	<p>< link Travel 1 lesson 10></p> <p><link to Travel 1 answer key 10></p>