

6

ENGLISH

STUDENT BOOKLET



My favourite place

Given name:

Family name:

School:



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Setting the scene: Group discussion

Most people have a favourite place in their local community that they like to visit. It could be a relaxing, peaceful forest, a bustling street filled with people and action, an exciting park with fun play equipment or a refreshing creek where they can swim and dive.

It's a place they love, that they enjoy visiting time and time again.

Listen to your teacher read a young person's description of their favourite place.

Now, take a moment to think about your favourite place.

- What makes it so special?
- If you had a friend visiting from another city or town, what would you tell this friend about your favourite place?
- How does it make you feel when you are there?
- What fun things can you do when you visit your favourite place?
- What details will you need to include in a description to make it vivid and interesting, so that your friend would want to visit your favourite place?

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

Describing your favourite place

Your school will be hosting a sporting team from another Queensland school. It will be your job to entertain one of these visiting students.

You want to convince your sporting visitor to come with you to your favourite place. You are going to describe this favourite place to make it as attractive as possible, so that your visitor will be really interested in going there with you.

Prepare for writing your description of your favourite place by answering the questions in the table below.

Planning table	
Think about these questions	Respond with your descriptive words, phrases or sentences
What does your favourite place look like?	
What do you hear there?	
What do you smell there? What are the smells like and what do they remind you of?	
What do you do there?	
How do you feel when you are at your favourite place?	

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

1. Describe your favourite place in 150 to 200 words.
Use descriptions that would attract your visitor to your favourite place.
Use your planning table to help you.
The first sentence has been started for you.



Remember to:

- use a variety of sentence structures
- write in paragraphs
- use vocabulary that creates images and feelings.

A favourite place of mine is

This image shows a full page of a document template. It consists of a white background with approximately 20 horizontal blue dashed lines spaced evenly apart, providing a guide for handwriting or typing. There are no margins, text, or other markings present.

[illegible]

Use this **editing checklist** to help you check your work.

Have you:

- used a variety of sentence structures?
- used correct spelling, punctuation and grammar?
- used paragraphs?

STOP HERE: WAIT FOR YOUR TEACHER'S DIRECTIONS

Entertaining your visitor

Your sporting visitor will spend their first day with you. It will be your job to entertain them for the day. To do this you will need to prepare an itinerary for your visitor.

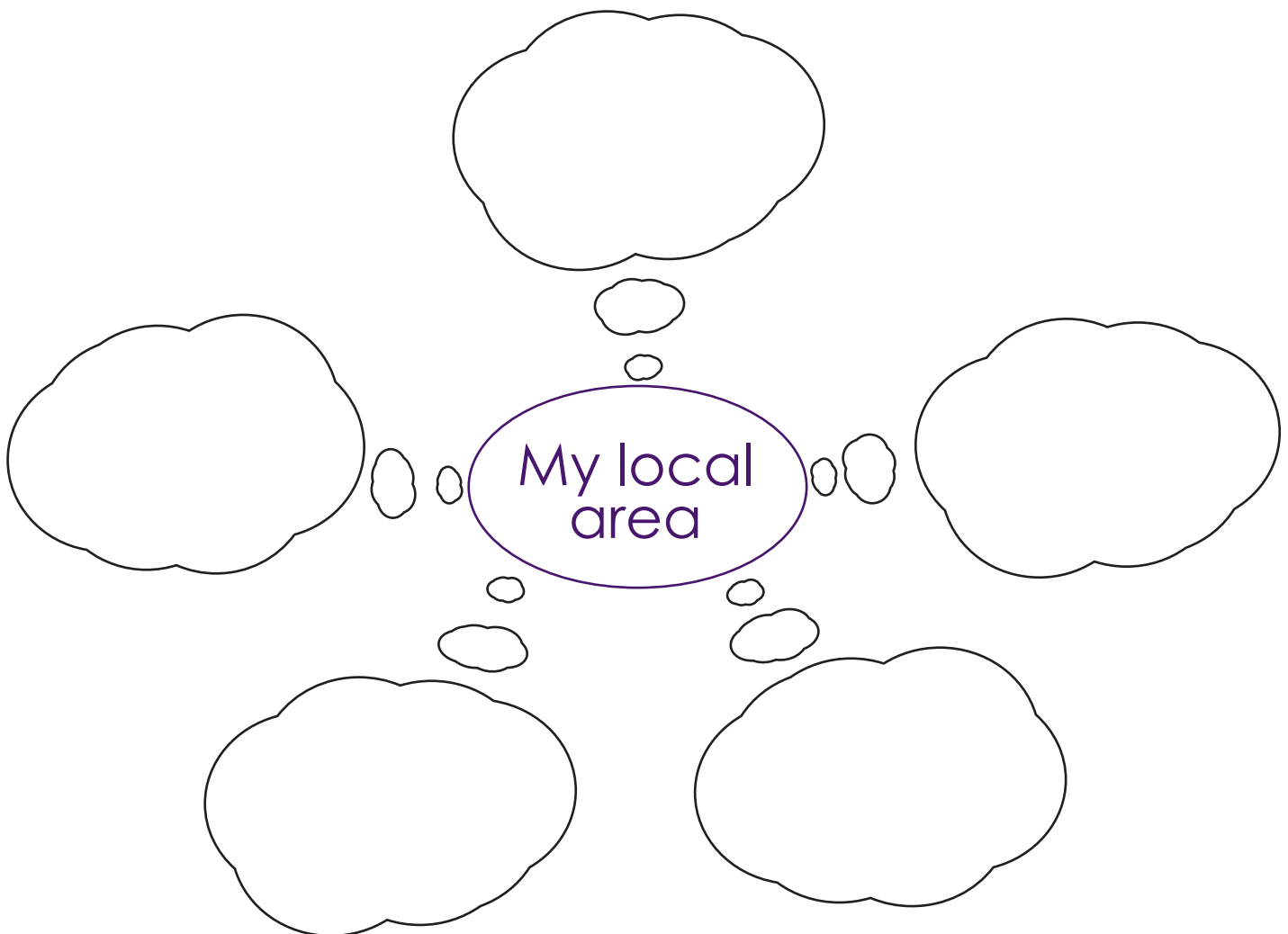
An itinerary is a plan used by travellers to organise their time and the places that they will visit.

Brainstorm up to five interesting places to visit around your school or local community.

You might like to think about:

- special places to visit
- local events or festivals
- environmental features such as parks and open spaces
- clubs and sporting facilities
- historic or cultural landmarks
- local tourist attractions.

Write your ideas in the diagram below.



2. Create a one-day itinerary for your visitor that includes:

- some interesting places around your local community
- details of any activities your visitor may find interesting
- time for travel between places and for meal breaks.

The pick-up and departure times have been done for you.

ITINERARY	
TIME	ACTIVITY
7:00 am	Pick up visitor from school.
8:00 pm	Visitor departs.

3. Consider all the places and activities listed in your itinerary. Which do you think your visitor will enjoy the most? Justify your decision based on what you think your visitor will find the most interesting.

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Extra working space

Extra working space

Guide to making judgments — Year 6 English

Student

Purpose: To demonstrate how well you can construct texts for different purposes and that match your audience.

Knowledge and understanding	Constructing texts	Constructing texts
<p>Selects language and textual features (vocabulary, grammar, punctuation, spelling, sentence and paragraph structure) to create a description of the student's favourite place.</p> <p>Q 1</p>	<p>Uses details and descriptive language in a text to attract the visitor to come to the student's favourite place.</p> <p>Q 1</p>	<p>Selects and sequences details in an itinerary, and gives logical justification of the most interesting place.</p> <p>Q 2, 3</p>
<p>Selection and sequencing of itinerary details is thoughtful and logical. Selection and justification of an interesting local place to visit is considered and appropriate for the visitor.</p> <p>Detailed itinerary. Justification of a local place is appropriate.</p> <p>Credible structure with appropriate activities and places chosen. Selects an interesting place with a reason given.</p> <p>Limited details of places and activities with little scope for justification.</p> <p>Activities and places chosen are repetitive, narrow or unsuitable.</p>	<p>Detailed, evocative and descriptive language used to perceptively explore how the place is special for the student.</p> <p>Convincing and interesting descriptions.</p> <p>Credible descriptions that consider how the place makes the student feel.</p> <p>Superficial or repetitive selection of ideas. Length may be inappropriate. Mainly recounts events.</p> <p>Superficial description that names location and lists some features.</p>	<p>Selection and sequencing of itinerary details is thoughtful and logical. Selection and justification of an interesting local place to visit is considered and appropriate for the visitor.</p> <p>Detailed itinerary. Justification of a local place is appropriate.</p> <p>Credible structure with appropriate activities and places chosen. Selects an interesting place with a reason given.</p> <p>Limited details of places and activities with little scope for justification.</p> <p>Activities and places chosen are repetitive, narrow or unsuitable.</p>
A	B	C
D	E	

Feedback

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