



GLOBETROTTER UNIT

Name:

Destination:

What is the GLOBETROTTER unit?

Imagine being given the opportunity to fly off to any destination of your choosing.

Now is your chance to find out as much as you can about a dream destination you wish to visit.

You may have a city, state or country in mind OR you can stick a pin in a world map and randomly choose a destination.



The Globetrotter unit will allow you to work independently to research, plan and produce both an oral presentation and a piece of informative writing.

Your reading, writing, listening and talking skills will all be assessed as you research your chosen destination, analyse sources of information and present your findings both orally and in writing.

You have the freedom to choose the destination which you will research, but you must remember the following:

- There must be enough information available to allow you to speak/write in detail.
- You must use a range of sources (books, newspapers, internet sites, television programmes etc.)

What is this booklet for?

This booklet will contain all the evidence you need to show that you have successfully completed the unit. This means you must keep this record up-to-date.

This booklet contains:

- Section 1 – Analysing Sources – Learning the Skills
- Section 2 – Planning
- Section 3 – Individual Presentation Preparation
- Section 4 – Self assessment of presentation
- Section 5 – Peer assessment of presentation
- Section 6 – Research notes

In your folder you must also keep copies of the sources you have used (e.g. pages cut from newspapers/magazines, copies of leaflets, printouts of webpages) which show you have actively read the information on the page.

Section 1: Analysing Sources – Learning the Skills

For each source you use and analyse, fill in the following sheets. This information will be essential for your talk/writing.

The example below shows you the layout of this section detailing what you should fill in under each heading. Refer to this page if you get stuck.

| | |
|--|---|
| Date: What date did you first look at this text? | |
| Text: What is the title of the text? Which book is it from? What is the web address? etc. | |
| Audience | Who is the text written for? How do you know this? |
| Purpose | What is the function of the text? Why was it written? How do you know this? |
| Important ideas in source | What are the main ideas in the text? What the main arguments the writer covers? |
| Useful quotations | What quotations act as evidence for the writer's arguments? |
| Structure/layout | How is the text structured? Is the structure effective in conveying the information you need and does it fit the purpose well? (A list of structure/layout techniques is on the next page) |
| Writer's language | What aspects of the language are useful? Is the language effective in conveying the purpose of the text? (A list of language techniques is on the next page) |

| | |
|--|--|
| What did the writer do well/not so well? | Did the text achieve its purpose and was it effective? Why? Why not? |
|--|--|

What to look out for?

Structure

- Types of sentences: statements, commands, questions, exclamations
- Length of sentences
- Series of short sentences to build up pace
- Punctuation (including lists, dashes and semi-colons)
- Parenthesis: double brackets, double commas, double dashes
- Repetition
- Word order and inversion

Layout

- Use of text boxes
- Captions (under pictures etc.)
- Tables
- Diagrams
- Images
- Headings/headlines
- Sub-headings

Language

- Word choice
- Imagery
- Tone – sarcastic, tongue in cheek, humorous etc.
- Emotive language
- Register - formal or informal?
- Colloquialisms

Specific persuasive techniques

Alliteration – two or more words that start with the same letter

Repetition – of the same word/sentence or opening words of sentences/paragraphs

Emotive language – words which influence the way you feel about something
e.g. the *frail* old man *wandered* down street

Rule of Three – repetition in groups of three (words or sentences)

Personal pronouns – you, I and we

Figures of Speech – similes, metaphors, personification etc.

Sentence Types/Structure – long, short, one word, statements, questions...

Rhetorical Questions – questions which encourage the reader to consider something

Opinion as Fact – use of authoritative figures' opinion to improve an argument

Facts and statistics – unarguable facts to support points

Glossary of Terms

Tabloid – small newspaper aimed at entertainment

Broadsheet – larger newspaper aimed at educated, articulate readers

Bias – the writer manipulating language to support their own opinion

Jargon – subject specific language

Slang – informal words or phrases which normally only appear in speech

Practice Analysis Tasks:

| | |
|---------------------------|--|
| Text 1: | |
| Audience | |
| Purpose | |
| Important ideas in source | |
| Useful quotations | |
| Structure/layout | |
| Writer's language | |

| | |
|--|--|
| What did the writer do well/not so well? | |
|--|--|

| | |
|---------------------------|--|
| Text 2: | |
| Audience | |
| Purpose | |
| Important ideas in source | |
| Useful quotations | |
| Structure/layout | |

| | |
|--|--|
| Writer's language | |
| What did the writer do well/not so well? | |

Section 2: Planning

Task 1: Your destination of choice!

1. Choose a destination which interests you and that you will be able to speak and write about in detail when you have completed your research. You should discuss your choice with your teacher.

Write the name of the country in the box:

| | |
|--|------------------|
| | Teacher Comments |
|--|------------------|

Task 2: Initial Research

You should take some time to do some initial research on your destination to ensure you have enough material to write about. In the box below, write down any sources of information you can revisit later when you look into them in more detail.

| | |
|--|------------------|
| | Teacher Comments |
|--|------------------|

Text:

| | |
|----------------------|------------------------|
| Type of text: | Date published: |
|----------------------|------------------------|

| | |
|----------|--|
| Audience | |
|----------|--|

| | |
|---------|--|
| Purpose | |
|---------|--|

| | |
|---------------------------|--|
| Important ideas in source | |
|---------------------------|--|

| | |
|-------------------|--|
| Useful quotations | |
|-------------------|--|

| | |
|--|------------------------|
| Structure/layout | |
| Writer's language | |
| What did the writer do well/not so well? | |
| Text: | |
| Type of text: | Date published: |
| Audience | |
| Purpose | |
| Important ideas in source | |

| | |
|--|--|
| Useful quotations | |
| Structure/layout | |
| Writer's language | |
| What did the writer do well/not so well? | |

Section 3: Individual Presentation Preparation

Task: To deliver a presentation evaluating two sources you have used whilst researching your chosen destination.

Your presentation is going to focus on the information you have found in **TWO** sources.

This is NOT a presentation focused on your views and knowledge of the destination you have chosen, but your ability to analyse and evaluate the two sources you have chosen.

The informative writing task will allow you share the information you have found during your research.

Task 1: Choose two of the texts you have used in your research.

Write down the texts you have chosen below:

Text 1:

Text 2:

Task 2: Now that you have chosen your texts and the focus for your talk, you should begin to compare them. This will help you structure your talk. Use the table below to help.

| Differences between the texts | | Similarities between the texts |
|-------------------------------|--------|--------------------------------|
| Text 1 | Text 2 | |
| | | |
| | | |
| | | |
| | | |

Task 3: You should now begin to plan your presentation. Use this sheet to help you with the structure.

REMEMBER: You should also refer to the next section (self-assessment of presentation) to see the criteria by which you will be assessed.

| | |
|--|--|
| <p>Introduction State what country you have chosen, explain which texts you have used and what the focus of your solo talk will be.</p> | |
| <p>Main Body Here you will focus closely on the two texts you have selected. You should talk about the main ideas in each text, use evidence/quotation to back this up and evaluate the effectiveness of each text.</p> | |

| | |
|---|--|
| <p>Conclusion Re-cap what you have said about each text, state which text you have found most useful and why.</p> | |
|---|--|

Section 4: Self-assessment of presentation

| | |
|--------------|--------|
| Name: | Class: |
| Destination: | |

| Aspect of talk | Mark / 5 and comments |
|--|-----------------------|
| Purpose To convey information To describe personal experience To express ideas giving evidence to support the argument | |
| Audience Awareness Did I make regular eye contact? | |
| Audibility/Clarity Did I speak loud enough to be heard and was I clear? | |
| Pace Fast? Slow? Perfect? | |
| Intonation Did my tone of voice sound natural? Was it monotonous? | |
| Fluency Did I use 'eh'/'emm' or did I pause? Did I mispronounce any words? Did I deliver the presentation with confidence? | |
| Vocabulary Was my vocabulary simple? Or complex? Did I explain jargon well? | |

| | | |
|-------------------------------|--|--|
| Structure | Was there a clear introduction? What were the main points? Was there a clear conclusion? | |
| Body Language | Was I relaxed i.e. no fidgeting? Did I have an open posture – no folded arms, hands in pocket? Gestures? | |
| Source Evaluation & Questions | Did I answer questions well? Did I make it obvious which source I preferred? | |

Section 5: Peer assessment of presentation

| | |
|--------------|--------|
| Name: | Class: |
| Destination: | |

| Aspect of talk | | Mark / 5 and comments |
|--------------------|--|-----------------------|
| Purpose | To convey information To describe personal experience To express ideas giving evidence to support the argument | |
| Audience Awareness | Did the speaker make regular eye contact? | |
| Audibility/Clarity | Could the speaker be heard? | |
| Pace | Fast? Slow? Perfect? | |
| Intonation | Did the speaker's tone of voice sound natural? Was it monotonous? | |
| Fluency | Did the speaker use 'eh'/'emm' or did they pause? Were any words mispronounced? Was the presentation delivered with confidence? | |

| | | |
|-------------------------------|--|--|
| Vocabulary | Was the vocabulary simple? Or complex? Was jargon well explained? | |
| Structure | Was there a clear introduction? What were the main points? Was there a clear conclusion? | |
| Body Language | Did the speaker appear relaxed i.e. no fidgeting? Open posture – no folded arms, hands in pocket? Gestures? | |
| Source Evaluation & Questions | Answering of questions? Which source did the speaker prefer? | |

Section 6: Research Notes

Use these pages for notes:

