



Enchanting Tamil Nadu Travel Unit Plan

Language: Tamil Unit title: Enchanting Tamil Nadu travel expo STAGE 4: Year 7 & 8	Unit concept: Cultural connections, Travel experiences	Duration: 8 weeks (2 hrs per week)
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Unit overview
Concept –Travel Students develop an understanding of their homelands through developing a travel brochure/package about the touristic attractions in a chosen region/theme in their cultural homeland. Students learning Tamil as a second or additional language Students access a variety of Tamil travel blogs and advertisements about Tamil Nadu to determine weather and destination preferences among their school community looking for travelling to Tamil Nadu the following year. They create an illustrated seasonal travel brochure in which they advertise travel destinations and activities for their chosen region. Students display this in the learning area. Students with a background in Tamil Students develop an understanding of their homelands through developing a travel package about the touristic attractions in a chosen region/theme in their cultural homeland. Students learn to identify and apply cohesive devices to sequence and link ideas in texts and to maintain the flow of expression. Students examine the purpose of texts used to create emotional impact on others. Students prepare a persuasive bilingual brochure (with visuals/ images of attractions, cuisine, cultural activities, landscape, itinerary, travel advisory and, costs and value for money) on one of the suggested destinations. Present their 'sales pitch' to school community in travel expo.

Outcomes	Resources
Communicating - Interacting A student: <ul style="list-style-type: none">uses Tamil to interact with others to exchange information and opinions, make plans and to participate in classroom activities LTA4-1C Students: <ul style="list-style-type: none">initiate interactions and exchange information with teacher and peersparticipate in a group activity or shared event	<ul style="list-style-type: none">Teacher-made resources and worksheets to practise travel vocabularyOnline activities (for e.g., google jamboard, kahoot, quizlet), worksheetsTravel magazines and brochuresPictures, posters and photos of various cultural/historical/scenic/ adventurous places (including virtual excursion) in Tamil NaduSuitable travel related articles/podcasts published in Tamil magazines/Tamil textbooks



Outcomes	Resources	
<p>Content for students with a background in Tamil</p> <p>Students:</p> <ul style="list-style-type: none">▪ initiate interactions with adults and peers to exchange information, ideas and opinions▪ collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions.	<ul style="list-style-type: none">• Maps or online resources of the world, Asia, India and Tamil Nadu• Presentation tools – PowerPoint, travel blog sites• Tamil Nadu tourism website: https://www.tamilnadutourism.com/• South India Travel guide: https://www.tourmyindia.com/destination_india/southzone.html• Trip advisor reviews• YouTube clips/documentary films about the chosen cultural homeland (anthems for various cities, songs, speciality foods, history of places)	
<p>Communicating - Accessing and Responding</p> <p>A student:</p> <ul style="list-style-type: none">› obtains and processes information in texts, using contextual and other clues LTA4-2C› organises and responds to texts using different formats LTA4-3C <p>Students:</p> <ul style="list-style-type: none">▪ obtain and organise specific information from texts▪ respond in English or Tamil to texts, using a range of formats <p>Content for students with a background in Tamil</p> <ul style="list-style-type: none">▪ locate and classify information from a range of spoken, written, digital and visual texts▪ respond in English or Tamil to ideas and information, using a range of formats for different audiences		
<p>Communicating - Composing</p> <p>A student:</p> <ul style="list-style-type: none">› composes texts in Tamil using a series of sentences LTA4-4C <p>Students:</p> <ul style="list-style-type: none">▪ compose informative and imaginative texts, using scaffolded models, for different purposes and audiences▪ create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community <p>Content for students with a background in Tamil</p> <p>Students:</p> <ul style="list-style-type: none">▪ compose informative and imaginative texts for a variety of purposes and audiences.		



Outcomes	Resources
<ul style="list-style-type: none">▪ create bilingual texts and resources for their own language learning and the school community <p>Understanding – Systems of language</p> <p>A student:</p> <ul style="list-style-type: none">• applies features of [Tamil] grammatical structures and sentence patterns to convey information and ideas LTA4-7U• identifies variations in linguistic and structural features of texts LTA4-8U <p><i>Content for students with a background in Tamil</i></p> <p>Students:</p> <ul style="list-style-type: none">▪ understand how different types of texts (e.g., persuasive) are structured and use particular language features to suit different contexts, purposes and audiences	



Week 1:

Teaching, learning and assessment strategies for second/additional language learners	Teaching, learning and assessment strategies for prior learners	Resources
<ul style="list-style-type: none"> Introducing the unit on Cultural connections – Map Study – Location of Tamil Nadu on the map of the world 	<ul style="list-style-type: none"> Interact with teacher and peers to exchange personal information. 	
<ul style="list-style-type: none"> Teacher: Interacts with students using questions below: <ul style="list-style-type: none"> ➤ Where did your grandparents or parents come from? ➤ Have you ever been to your homeland? If yes, what do you know about it? ➤ When and how did you travel there? Interacts with students about directions – north, south, east, west using direction star and completing a worksheet about it. (Vocabulary work) Shows a picture of world globe and encourages student to label northern hemisphere, southern hemisphere, equator, continents. (Matching/labelling the map activity - online) Engages students with Map study - Location of Tamil Nadu on the map of the world <ul style="list-style-type: none"> ➤ Where is Tamil Nadu in the world? (India/states in South India) ➤ Locate their native/ancestral town/city or the places they have travelled on the Tamil Nadu map. Discuss and identify the below - using map of Tamil Nadu as well as internet research: <ul style="list-style-type: none"> ➤ Neighbouring States and surrounding mountains, seas (borders) ➤ Area of Tamil Nadu/population ➤ Capital city of Tamil Nadu ➤ Main cities (number of cities) / Districts ➤ Currency – Rupee ➤ Tamil Nadu State symbols and Tamil anthem ➤ Introducing the geographical regions (Agro climatic zones) of Tamil Nadu – Models informal and formal conversations using language chunks and gestures to suit the situation. <p>Activity #1 Students share their travel experience relating to 'show and tell' object they brought in.</p> <p>Where is your item from? Do you think people would like to visit where you got that item? Why?</p>		<ul style="list-style-type: none"> Virtual trip video to popular places in Tamil Nadu world map travel brochures/ guides Show and Tell travel souvenir from each student <p>Activity #1</p> <p>Where Shall We Go worksheets.doc</p> <p>Activity #2</p>



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<p>Activity #2 Listen/ Read a conversation between 2 friends going on a tour. Teacher test the students understanding through questions.</p> <p><i>Second or additional language learner will be given a pre-reading material with pictures and short sentences giving some background to the conversation. While prior learners can listen to an audio / read the conversation directly.</i></p> <p>Activity #3 Play a question/answer – dialogue game: where do you want to go?எங்கே போக விரும்புகிறாய்? Where do you like to visit on your next trip to Tamil Nadu? தமிழ் நாட்டில் எங்கே சுற்றுலா செல்ல உனக்கு விருப்பம்? What kind of places (adventurous/historic/mountains/beaches) do you like to visit? உனக்கு சாகச விளையாட்டுகளை/வரலாற்று சிறப்புடைய இடங்களை/மலைப் பிரதேசங்களை/கடற்கரைகளை சுற்றி பார்க்க பிடிக்குமா? Why? ஏன் How about visiting <name>? நீ பறவைகள் சரணாலயம் / வனவிலங்குகள் புகலிடம் போன்ற இடங்களுக்கு சுற்றுலா சென்று இருக்கிறாயா? (Brainstorming travel vocabulary)</p> <p><i>A second or additional language learner uses template/vocabulary list to frame questions while prior learners can respond on their own fluently.</i></p>		<p>A2_payanam.pdf</p>
<ul style="list-style-type: none">• Students:<ul style="list-style-type: none">– prepare for an imagined/virtual (மெய்நிகர்) tour to few selected places in Tamil Nadu by locating it on a map and comparing its location to where they live in Australia.– Participate in shared experiences, responding to the views seen in virtual tour of their chosen places.– Discuss various types of tours (சுற்றுலாப்பயணங்கள்) one can plan : wildlife (வனவிலங்குகள் புகலிடம்), hill stations (மலைவாசஸ்தலம்), temples (கோயில்கள்), astrology, fine arts (நுண்கலை), cuisine (சமையல் வகைகள்), wellness tourism (ஆரோக்கிய சுற்றுலா).– Discuss and identify features and aspects of life unique to Tamil Nadu. E.g.: busy roads, humid hot weather, crowded, public transports, dust, noise etc.		<p>Virtual tour</p>



Teaching, learning and assessment strategies for second/additional language learners	Teaching, learning and assessment strategies for prior learners	Resources
WEEK 2		
<ul style="list-style-type: none">• interact with teacher and peers to exchange information and participate in classroom activities	<ul style="list-style-type: none">• Interact with teacher and peers to exchange information and opinions.	<ul style="list-style-type: none">• map of Tamil Nadu with regions labelled in• map of Tamil Nadu with popular places/ landmarks labelled in
<ul style="list-style-type: none">• Teacher:<ul style="list-style-type: none">▪ Researching one chosen region in class:<ul style="list-style-type: none">➢ Location of the region➢ Main cities➢ Landscape – mountainous, plains, forests, etc.➢ Climate➢ Tourist attractions – natural and historical sites➢ Speciality foods of the region▪ Prepares students for an imaginary or virtual class trip to Tamil Nadu to learn about a few more interesting places/sites to visit.▪ Encourages students to use their senses to imagine what the experience would be like.• Students:<ul style="list-style-type: none">– Respond to classroom activities– Participate in short interactions with the teacher and peers.– Listen and understand about the special features of places in Tamil Nadu		



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<ul style="list-style-type: none">- participate in modelled scenarios in pairs <p>Students with prior learning and/or experience</p> <ul style="list-style-type: none">- participate in scenarios with peers <p>C:\Users\nalina.shanmugasu\AppData\Roaming\conversations\payanam.pdf</p> <ul style="list-style-type: none">- Read and understand about special features of places in Tamil Nadu- Learn new facts about heritage places <p>Activity #4 Let's Travel! Role play - A Conversation between a travel agent and traveller</p> <p>Activity #5 Amazing race game – Student read the clues which correspond to any famous locations that are circled on the Tamil Nadu map and identify the places. All 10 places marked on the map are to be identified in a race situation.</p>		<ul style="list-style-type: none">- A4 LetsTravel.pdf- Tamil Nadu maps with famous landmarks marked up- Flash cards with clues to find the famous landmarks <p>A5 TamilNadu%20Popul ar%20Places.pdf</p>



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WEEK 3		
<ul style="list-style-type: none">Recognise language structure, language conventions (e.g., media techniques, figurative language, and genre to create and discuss print and non-print texts).	<ul style="list-style-type: none">Apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.	<ul style="list-style-type: none">Travel brochures (bilingual)Use google translate to view the travel pages in tamilOnline tool – google jamboard to capture students’ responses on the features of a good brochure.
<ul style="list-style-type: none">Teacher:Display a variety of travel brochures. Provide time for students to look through the brochures, in groups, pairs or individually. Ask them to pay attention to layout, the highlighted features, illustrations, and the style of the included text.Brainstorm what makes an effective travel brochure.Record their responses using Google Jam board (sticky note). Some answers may be the pictures, the supporting text, the quotes from visitors, and so forth.Explain that pictures and photos are added bonuses on travel brochures, while the text plays an important role in persuading people to visit a certain place.Explain assignment - students are to plan and develop a travel package:		
<p>Must Haves</p> <p>Travel Sections</p> <ul style="list-style-type: none">Short History Section3 “must see” sitesBest time of year to travel, including weatherA recommended daily budget <p><i>Low learners: each item must be at least 50 words using present tense</i></p>	<p>Presentation Format</p> <ul style="list-style-type: none">Paper flyer/brochure பயணப் பிரசுரம் / சிற்றேடு (<i>Bilingual one for advanced learners</i>) <p>It can also be prepared using online tools Adobe Spark or https://www.canva.com/</p> <p>Could Haves</p> <p>Travel Sections</p> <ul style="list-style-type: none">Common PhrasesPlaces to eatFestivals and/or holidaysPlaces to stay <p><i>Strong learners: Each item must have at least 100 words, at least one conditional, and at least one compound/complex sentence.</i></p>	



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<p>Students:</p> <ul style="list-style-type: none">• Use travel brochures supplied to have a look at some interesting places.• Research and brainstorm to select their places/theme for their Tamil Nadu vacation. This will be the focus of their project.• Listen and imagine the touring experience from recounts of others.	<p>Students:</p> <ul style="list-style-type: none">• Research and brainstorm to select their places/theme for their Tamil Nadu vacation. This will be the focus of their project.• Observe the choice of words / layout / content in the brochure.• Understand and infer the experience of the traveller from the recounts given.	
<p>Activity #6 Interview / recount of a traveller Discussion with a parent and students while the parent narrates their travel experience in homeland. Students make note of the key points from the narration (places visited, days, weather, transportation, accommodation, site seeing, unexpected events/experiences).</p> <p>Activity #7 Analyse the information presented in the brochures & view 360 tours and find out what would make a destination an interesting and exciting place to visit.</p>		



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WEEK 4		
<ul style="list-style-type: none"> • participate in classroom routines and activities • Practice grammar – descriptive words, learn to express effectively using pair words (direct, indirect or opposite). 	<ul style="list-style-type: none"> • Participate in classroom routines and guided activities by responding to questions. 	
<p>Teacher:</p> <ul style="list-style-type: none"> – Review persuasive techniques with students <ul style="list-style-type: none"> ▪ Visual elements – headings and subheadings, warm colours, cool colours, graphics, font size ▪ Logical appeals – reasons and evidence, emotional words, testimonial, synonyms, and antonyms in pair. – Recall the use of adjectives / pair words in expressing the content more attractively. – Brainstorm the kinds of information students need to include in their travel brochure. Record this information on the board. You can also refer to the ‘Things to Include in a Travel Brochure’ handout. – Practice translation from English to Tamil or vice versa. 		
<p>Students:</p> <ul style="list-style-type: none"> – Identify reasons /supporting facts to convince the audience. – Learn adjectives as persuasive tools 	<p>Students:</p> <ul style="list-style-type: none"> – Identity and analyse Persuasive techniques (logical/emotional appeals, visuals to convince one) used in some of travel brochures / advertisements. – Compose Tamil equivalent (not literal translation) for the English content. 	
<p>Activity #8</p> <p>Create own sentences using as many adjectives possible for the images displayed.</p>		



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<p>Advanced learners can write 3 sentences of each with more than 5 words.</p> <p>Activity #9 Translate a story (preferably a travel related one) from English to Tamil using storyweaver.org.in</p> <p><i>Follow the translation hints provided in the site. Low learners to choose beginner level books while Strong learners are to choose from higher level books.</i></p>		
Week 5		
<ul style="list-style-type: none"> comprehend, interpret, evaluate, and appreciate texts 	<ul style="list-style-type: none"> comprehend, interpret, evaluate, and appreciate texts 	<ul style="list-style-type: none"> https://tamil.nativeplanet.com/rameshwaram/#attractions
<ul style="list-style-type: none"> Teacher: <ul style="list-style-type: none"> Present information/ facts on a chosen region through authentic text / story reading. Explain the history of places and reason for the names given to the towns/cities Rationalise the changes to the name and physical features and other aspects of some of the town. Features are changed differently now due to English invasion and other influences. 		
<ul style="list-style-type: none"> Students: <ul style="list-style-type: none"> comprehend and appreciate texts Recognise language structure, language conventions , media techniques, figurative language, regional slangs 	<ul style="list-style-type: none"> Students: <ul style="list-style-type: none"> comprehend, interpret, evaluate, and appreciate texts apply knowledge of language structure, language conventions , media techniques, figurative language, regional slangs. 	
<p>Activity #10 Read authentic text or listen to the travel blog and note down the settings of places described <i>Text can be read to second language learners with difficult words explained</i></p> <p>Activity #11 Play anthems of different cities and students to identify the specialities of the place from various descriptions given in the song. <i>Play first time just audio and second time with video - students to make separate notes for each attempt</i></p>		



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WEEK 6		
<ul style="list-style-type: none"> Teacher: <ul style="list-style-type: none"> Guide the brochure preparation. 		
<ul style="list-style-type: none"> Students: <ul style="list-style-type: none"> Apply adjectives and descriptive words in persuasive writing. Practice the special words and phrases used in various texts to attract readers attention. 	<ul style="list-style-type: none"> Students: <ul style="list-style-type: none"> Apply adjectives and descriptive words in persuasive writing. Practice the persuasive techniques learnt to convince readers on their chosen destination. 	
<p>Activity #12</p> <p>Select a destination and write 3 reasons why your family should choose to go for a vacation there.</p> <p><i>Low learners can identify the points and list their reasons (arguments) as a report while strong learners can present their work as persuasive writing</i></p>		
WEEK 7		
<ul style="list-style-type: none"> Interact with teacher and peers to exchange greetings and information. 	<ul style="list-style-type: none"> Recognise parts of speech and understand basic rules of word order in simple sentences. Interact with teacher and peers to exchange personal information. 	
<ul style="list-style-type: none"> Teacher: <ul style="list-style-type: none"> Setup for student presentation (Other students and parent community to be invited) Assess Student presentation 		



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<ul style="list-style-type: none">• Students:<ul style="list-style-type: none">– Display their travel brochure and present their persuasive speech to their mates to convince them that their choice of destination is the best one to visit in their next travel to Tamil Nadu.		

Final assessment activities
<p>Outcomes assessed:</p> <ul style="list-style-type: none">• Participates in classroom interactions and exchange information, ideas and opinions interacts with others LTA4-1C• Identifies variations in linguistic and structural features of texts (Persuasive brochure) LTA4-5U• Applies features of [Tamil] grammatical structures and sentence patterns to convey information and ideas LTA4-7U <p>Assessment</p> <p><i>Students learning Tamil as a second or additional language</i></p> <p>Students collaboratively create a travel brochure to their chosen destination in Tamil Nadu. Students include information about places to visit with brief descriptions. Online tools such as Adobe Spark or https://www.canva.com/ can be used to prepare the travel brochure.</p> <p><i>Students with prior learning and/or experience</i></p> <p>Students collaboratively create a travel brochure to destinations in Tamil Nadu based on a theme (summer resorts, animal sanctuaries, wildlife, beaches etc.). Students include information about places to visit, historical significance, cuisine, activities to do and things to experience, with descriptions and comments on daily budget etc. This could be presented as a persuasive text, structured as a travel brochure (digital/paper based) to convince the parent/student community as the best value travel plan. Online tools such as Adobe Spark or https://www.canva.com/ can be used to prepare the travel brochure.</p>



Reflection and evaluation

At the conclusion of the unit, teachers should reflect on student learning and engagement in activities and use this to inform planning for subsequent learning experiences. Teachers could consider including student feedback to help them ascertain the quality of teaching and learning experiences.

- To what level did students achieve the learning outcomes?
- How effective were the activities in helping students to understand key concepts and achieve the learning outcomes?
- Did teaching strategies and activities facilitate high levels of student engagement? Why?/Why not?
- How could the unit be improved to enhance student engagement and learning?
- Were students' needs catered for?