



## Step 5: Show, Don't Tell Take Me There

### CURRICULUM LINKS

Sequence of content F–10:  
Literacy: Interacting with others

- **Listening and speaking interactions**  
Purposes and contexts through which students engage in listening and speaking interactions

Literacy: Creating texts

- **Creating texts**  
Creating different types of spoken, written and multimodal texts, using knowledge of text structures and language features

### Learning Intention

Use all of the senses to paint a vivid picture of a place in a travel review.

### Success Criteria

<b>Beginner</b>	0–2 marks	The text demonstrates a limited understanding of how to paint a word picture using the senses.
<b>Intermediate</b>	3–5 marks	Some of the senses have been used to paint a word picture and show the reader what the place is like.
<b>Expert</b>	6–7 marks	The text uses all of the senses to paint a vivid word picture of the place.

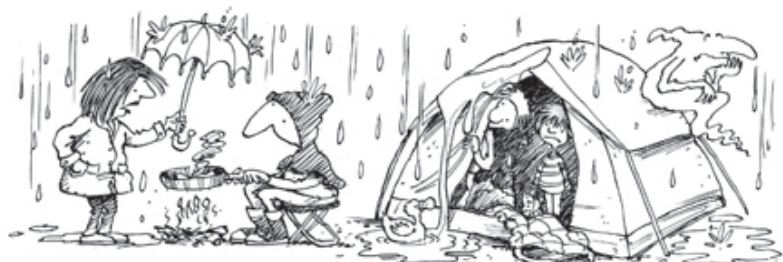
### Activate Prior Knowledge

Prior to this lesson, familiarise students with how word pictures are used to show, rather than tell in travel reviews:

- Look at travel reviews on TripAdvisor (see 'What it Looks Like' in the *Informative Writing Manual* p 72).
- Read a range of travel articles and highlight examples of Show, Don't Tell. The RACV Royal Auto Magazine always has great travel articles: [www.racv.com.au/membership/member-benefits/royalauto.html](http://www.racv.com.au/membership/member-benefits/royalauto.html).

### I Do – Model the Technique

- **Explain technique:** Painting a vivid picture of a place using all of the senses shows the reader what it is like to be there.



- **Model strategy:**

Ask students to close their eyes as you read out the following text:

*The air is singing, a friendly cappella of frog, owl and cricket. There's the odd discordant thump as 20 or so humans tread less than lightly on a wonky wooden boardwalk in the dark. Our guide asks us to "Please slow your volume" as he zeroes in on the tiniest of brown frogs on a fat leaf beside the path.*

*RACV Royal Auto Magazine, November 2018, p 58*

What type of place do students think the author is describing? How has she painted a picture of the place for the reader?

- **Model writing:**

Display the *RACV Royal Auto Magazine*, November 2018 on the board:

<https://indd.adobe.com/view/e082e5e2-b0a2-40f6-ac67-487a06376210>

Look at the pictures accompanying the article on pages 50–4. Pick a few of the images and ask students to use the Five + 1 Senses to describe the places shown in the images. Then read out the first four paragraphs on page 52 and discuss which images are reflected in the text.

## We Do – Group Work

- Ask students to form pairs and think of a place they have both visited.
- Give the pairs TWO minutes to search for images of their chosen place online.
- Give each pair a copy of the 'Five + 1 Senses Brainstorming Template'. Get them to brainstorm how they could describe the place using the Five + 1 Senses and record their ideas on the template.

## You Do – Individual Activity

- Working individually, give students FIVE minutes to write a paragraph for a travel review about their chosen place using the ideas from the group brainstorm.

## Feedback

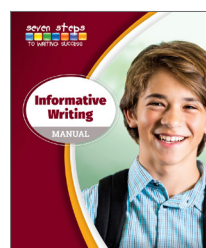
- Ask students to share their paragraph with someone from another pair.
- Can students identify which senses have been used in each other's paragraph? Can they visualise the place being described?

## Review

In this lesson, we have learnt how to use all of the senses to paint a vivid picture of a place in a travel review.

## Taking it Further

- Repeat this activity using different travel destinations.
- Use the same technique in a range of different informative texts (see Action Activities 3 and 6 in the *Informative Writing Manual* pp 74–5).
- Explore other Show, Don't Tell techniques (see Action Activities 1, 2 and 4 in the *Informative Writing Manual* pp 73–4).



## Five + 1 Senses Brainstorming Template

<b>See</b>	<b>Hear</b>
<b>Touch</b>	<b>Taste</b>
<b>Smell</b>	<b>Feel</b>