



## 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 the Five + 1 Senses in a travel review to paint a vivid word picture of a place.

### Success Criteria

<b>Beginner</b>	0-2 marks	Use a few ideas from the Five + 1 Senses brainstorm to paint a word picture.
<b>Intermediate</b>	3-5 marks	Use a lot of ideas from the Five + 1 Senses brainstorm to paint a word picture.
<b>Expert</b>	6-7 marks	Use most of the ideas from the Five + 1 Senses brainstorm to paint a vivid word picture.

### 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 *Informative Writing Manual* p 72, 'What It Looks Like').
- Read a range of travel articles and highlight examples of Show, Don't Tell. The RACV magazine *RoyalAuto* always has great travel articles: [www.racv.com.au/royalauto.html](http://www.racv.com.au/royalauto.html).

### I Do – Model the Technique

- **Explain technique:** Paint a vivid picture of a place using the Five + 1 Senses to show the reader what it's 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 a 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.*

Borneo: Where the Wild Things Are by Clare Barry, *RoyalAuto*, 16 Oct 2018

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 November 2018 edition of *RoyalAuto* on the board: <https://indd.adobe.com/view/e082e5e2-b0a2-40f6-ac67-487a06376210>.

Look at the pictures accompanying the article on pages 50–4. Ask students to use the Five + 1 Senses to describe the places shown in some of 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 on page 3. Ask them to brainstorm how they could describe the place using their senses and record their ideas on the template.

## You Do – Individual Activity

- Give students FIVE minutes to write a paragraph for a travel review about their chosen place, using the ideas from their 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 paragraphs? Can they visualise the place being described?

### Review

In this lesson, we have learnt how to use the Five + 1 Senses in a travel review to paint a vivid word picture of a place.

## Taking It Further

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

## Five + 1 Senses Brainstorming Template

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