Unit name: Marvellous Melbourne	EAL level: B1 & B2	Year level: 3 to 4	Duration: 5-6 weeks
Topic focus By the end of this unit, students will be able to: • describe the main tourist sites of Melbourne • describe the forms of transport used in Melbourne • talk about the cultural influences of Melbourne including food and festivals (VCCCC007) (VCHHK076) • understand a brief history and some interesting facts about Melbourne sites/buildings (VCHHC069)	**Victorian Curriculum EAL** By the end of this unit, students will be able to: • identify the main features of a persuasive text (VCEALL361) • write a persuasive text about why you should come to Melbourne (VCEALC377)		**Victorian Curriculum Capabilities** By the end of this unit, students will be able to: • Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view (VCCCTR013) • Distinguish between main and peripheral ideas in own and others information and points of view (VCCCTR014) • Investigate why and when the consequences of a point of view should be considered (VCCCTR015)
Topic-specific vocabulary Sites of Melbourne (Refer to Sites of Melbourne) Road safety and public transportation (trains, trams, buses…) Brief history/interesting facts about Melbourne multiculturalism (art, food and culture)	**Linguistic structures and features** • imperative language (go, turn) • prepositions of place (next to, near) • second person point of view in a persuasive text (you, your, yourself) • modal verbs (must, should) • model adverbs (very, extremely) • evaluative adjectives (wonderful, amazing, disgusting) • superlatives and comparatives (the largest, more popular than) • rhetorical questions (Want to go somewhere fun?) • persuasive text structure (title, introduction, body, conclusion)		**Summative assessments** • a written advertisement about why people should come to Melbourne

Teaching and learning activities
The following activities follow the teaching and learning cycle's four stages.

Building the context or field	**Learning intention:** We are learning about where we live. **Success criteria:** I can find different places in Melbourne. I can talk about different places in Melbourne. • Using Google Earth, look at the globe and explore the different countries around the world. Talk about some of the countries the students come from and what cities they used to live in. Look at some of these countries and cities on Google Earth. Ask if students want to share any interesting facts about their city/country or where they came from. Note: determine whether this activity is appropriate depending on the sensitivities of students' backgrounds. • Ask students if they know what country and city they live in now. Use Google Earth to find where Australia is and ask them if they know where Melbourne is. Discuss the different capital cities, states and territories in Australia. Students a blank map of Australia with the different states, territories and capital cities. • Read a simple fictional story book that includes some of the main sites of Melbourne such as *Hello, Melbourne!* and talk about the different places. Ask a range of open-ended, text-to-self questions (e.g. 'Where have you been in Melbourne?' 'What did you see when you went to the Melbourne Museum?' "What is your favourite place in Melbourne?'). • Optional: allow students access to a range of multilingual texts about Melbourne. See *List of multilingual texts and resources* from LMERC. • Students complete a whole class KWL chart about what they know (K) and what they want to know (W) and again at the end of the unit, what they have learnt (L) about Melbourne. Model some examples first. Display the chart so that students can continue to add to it throughout the unit.

Learning intention: We are learning about Melbourne.

Success criteria: I can find key words in a text. I can listen for key words in a video. I can answer questions in full sentences.

- Choose to read a text or watch a video (or both).

- If reading a text, students read the _Discovering Melbourne 1_ (_Level_ B1) or _Discovering Melbourne 2_ (Level B2). Demonstrate how to read, think about, and annotate the text using the symbols on the right, then annotate a short section of the text as a whole class. After that, students annotate the rest of the text independently or in pairs. (see _Close Reading_).

> ? for things I don't understand.
> ! for things I find interesting.
> ✓ for things I already know.

- If watching a video, use a video from _Behind the News_ such as _City Country Kids_ (Level B1) or _Melbourne Cup History_ (Level B2). Students practise writing down the key words they can hear. Give students time to listen and write down their key words by pausing the video intermittently. Play the video two or more times for students to add or edit their notes.

- As a class, students collate their notes and use a range of resources such as dictionaries. They work together to work out any words they do not know. Students should be encouraged to collaborate to translate new words into their home language to improve their understanding and potentially broaden their vocabulary in their home language.

- After reading or viewing, students undertake a think, pair, share activity. Prompt students using broad questions such as "What is the text talking about?" or "What was the video talking about?". Provide students with basic sentence starters such as "The text/video is about…" "It is talking about…" which they can use when answering questions.

- Students complete a range of comprehension questions (Differentiated worksheets for _Discovering Melbourne_ have been provided). Explicitly teach how to recycle the words in the question to help formulate answers in complete sentences.

Building the context or field

Discovering Melbourne Comprehension Questions 1

1. **What** is the capital city of Victoria?

The capital city of Victoria is _____

2. **Where** is Melbourne city located?

Melbourne city is located _____

3. **What** helped Melbourne grow into a gracious city?

_____
_____ helped Melbourne grow into a gracious city.

4. **Find** the adjectives that describe Melbourne city, **translate** it in your language and **find** out what they mean. You can use a dictionary and/or bilingual dictionary.

Adjective	Home Language	Definition (what does it mean?)
gracious		

Discovering Melbourne Comprehension Questions 2

1. **What** is the capital city of Victoria?

2. **Where** is Melbourne city located?

3. **What** helped Melbourne grow into a gracious city?

4. **Find** the adjectives that describe Melbourne city, **translate** it in your language and **find** out what they mean. You can use a dictionary and/or bilingual dictionary.

Adjective	Home Language	Definition

Building the context or field	**Learning intention:** We are learning about multiculturalism in Melbourne.
	Success criteria: I can share my culture with my class. I can learn about the cultures of my classmates.
	• Show students that English words often have word stems that indicate a certain meaning. Explain that in the word 'multiculturalism', 'multi' means 'many' and explore what 'culture' means.
	• Read *We All Call Australia Home by Pamela Rushby* and use the book to lead a discussion about multiculturalism. Encourage students to share their own story of coming to Australia and/or their culture, including types of food, music, art, clothing, celebrations, etc.
	• Students have an opportunity to bring an item that is significant to their culture and share it with their classmates through show and tell. They can also present pictures or share music with their class.
	Learning intention: We are learning about popular food and sport in Australia.
	Success criteria: I can use comparative language to say that something is better than something else. I can give more information and reasoning using 'because'.
	• Read *Australian Symbols by Andrew Einspruch* pages 10 – 13 on food and sport in Australia. Discuss the types of food that students believe are popular in Australia and create a list.
	• Together as a class, students rank the dishes based on personal preference. Introduce students to comparative language such as 'better than' to support their discussion about personal food preferences. Note: A future lesson will go further into comparative and superlative language. Students explain why they believe one dish should be more popular than another by using the sentence starter, 'I believe the _____ is more popular/better/higher on the list because _____.'
	• Optional: Bring a variety of different well-known Australian foods to school such as lamingtons, Vegemite, pavlova, etc for students to try. Ask students if they have either tried certain food before and/or if they have a similar version from their home, for example, Marmite instead of Vegemite.
	• A similar activity can be done for sports in Australia; however, students rank the list of sport based on popularity as a whole. This time the focus is no longer on personal preference but on what students perceive as popular in Australia. Students explain why they believe a sport is more popular by using the sentence starter 'I believe _____ is more popular because _____.'

Building the context or field

Learning intention: We are learning how to read a map of Melbourne.

Success criteria: I can find different places around Melbourne. I can use imperative language to give instructions. I can understand and use prepositions when finding places on a map.

- Using the _interactive tourist map of Melbourne_ from the City Of Melbourne, students find the sites listed in the _Scavenger Hunt_ worksheet. Students can work in pairs to complete this.

- Explicitly teach imperative action verbs to start a sentence (e.g. Walk down Swanston Street. Turn left on La Trobe Street.). Talk about when you use imperative language for giving commands and directions. Practise using imperative verbs by giving students directions or allowing students to give directions to their peers (e.g. turn left, turn right, walk to the back of the classroom, etc.)

- Explicitly teach the prepositions of place (e.g. next to, behind, in front of, opposite to etc.). Give students simple instructions that include prepositions of place around the classroom (e.g. stand behind your chair, sit in front of your table, etc.). Ensure there are visuals of each preposition visible in the classroom for students to refer to.

- Provide students with the _Free Tram Zone_ map in Melbourne. Students use the map to help answer questions that focus on understanding different prepositions to locate different locations.

Can you find me?
Can you find these locations in Melbourne?
Use Melbourne's Free Tram Zone map to help you answer these questions.
1. Which site is **to the left of** _tram stop 1_?

2. Which site is **to the right of** _Melbourne Central Station_?

3. Which site is **next to** _The District_?

4. Which tram stop is **next to** _Flinders Street Station and Federation Square_?

5. Which site is **opposite to** _tram stop 1_?

6. Which site is **behind** _the Royal Exhibition Building_?

7. Which tram stop is **in front of** _the Immigration Museum_?

- Download and install _Minecraft Education Edition_ (free for Victorian government students) as well as the _Mini Melbourne world_. Students join a teacher-hosted Mini Melbourne world in Minecraft.

- Upon starting the game students must collect a camera, book and quill from the inventory. Students work in pairs to find the different places identified in the _Scavenger Hunt_ worksheet. They take a photo of each place and answer the relevant questions. Students need to communicate with their partner using imperative language and prepositions of place.

Building the context or field

Learning intention: We are learning about road safety.

Success criteria: I can talk about road safety and read rules on how to stay safe on the road.

- Use *Beginning English as an Additional Language – Support Materials Topic: Road Safety and Transport* on FUSE for teacher resources (activities and worksheets) related to Road Safety and Transport.

- Teach students a road safety chant such as *Traffic lights chant* or *Stop, look, go*.

- Explicitly describe what rules are. Provide simple examples of common rules such as "Don't run." Ask students why rules are important. Ask them if they know of any rules they need to remember at school, at home, or on the road.

- Students complete the road safety rules activity, filling in the missing words in each rule and matching the sentence to their corresponding picture.

- Students role-play each rule and/or play charades with each rule as a whole class.

<table>
<tr>
<td rowspan="2">Building the context or field</td>
<td>

Learning intention: We are learning about different sites in Melbourne. (pre-excursion activity)

Success criteria: I can find information about a site in Melbourne.

- Using the same _interactive tourist map of Melbourne_ , students co-organise the excursion by mapping out the route they will take around Melbourne. Students must circle/highlight the sites they will visit as well as the route they will take on the day. The route must also include different forms of transportation such as using the train, tram or by foot. Also refer to _Sites of Melbourne_ for a list of suggested locations to visit with students.

- Students undertake mini research tasks on each of the main sites they will visit. Using _Google Maps_, students take a screenshot of each location to create a visual diary of different places in Melbourne.

- Depending on language level, students can either use the links on the interactive tourist map of Melbourne to take them directly to the location's website, use _Kiddle_ to look up information on each location, or use simplified information text provided by the teacher.

- Students use the close reading strategies learnt previously to read and comprehend the information. They add any interesting things they learn to their visual diary and share with the class. Students are encouraged to work with each other and to use a variety of resources such as bilingual dictionaries.

</td>
</tr>
<tr>
<td>

Learning intention: We are learning to navigate the city of Melbourne. (excursion)

Success criteria: I can use a map to find my way around Melbourne.

- Students go on an excursion to Melbourne CBD, ideally on public transportation. Students navigate around the city using the map of Melbourne CBD and their organised route.

- Optional: Give students a checklist during their excursion to check off things they notice on their trip to Melbourne. This checklist can be co-created prior to the day as a brainstorm exercise, during which they predict they will see on their trip (e.g. pigeons, horse and carriage, tram tracks, etc.)

</td>
</tr>
</table>

Modelling the text (or deconstruction)

Learning intention: We are learning about our audience and purpose for our advertisement.

Success criteria: I can identify the audience of an advertisement. I can identify the purpose of an advertisement.

- Explain to students what an audience is. Provide examples of different types of audiences based on the different text/medium (e.g. plays, movies, books, advertisement, newspaper). Students match different audiences to the different text/genre.

- Explicitly teach the pronoun 'you'. Explain to students that in English 'you' can be used for both singular and plural. Ask students what the equivalent is in their home language as some languages have different forms for singular and plural, formal and informal pronouns. Connect previous learning about imperative language and demonstrate to students that even though we don't explicitly say 'who' we are talking to, it is implied that the audience is 'you'.

- Focus on advertisements and show students a variety of different advertisements, from written ads in papers, ads on TV or online to ads on the radio or in podcasts. Ask students who they think the audience is for each advertisement. Some advertisements may be directed at families, young children, women, students graduating high school, etc.

- Discuss with students about why we have advertisements and what they are trying to do. Tell students that this is called the purpose.

- In small groups, each group is given around 5 different advertisements which they have to identify the audience, explain the purpose and then rank them according to how 'persuaded' they are by the advertisement. With the rest of the class, they share their ads along with the audience and purpose of each ad and rankings.

- Additionally, students are given an opportunity to agree or disagree with each group's ranking decision but need to provide an explanation. This can be added on after learning how to use persuasive language in the following activity.

Learning intention: We are learning to express our opinion and persuade our audience.

Success criteria: I can agree or disagree with a statement. I can explain my decision using different opinion words and phrases.

- Divide the room into two sides – agree or disagree. Read out different statements and ask students to agree or disagree with each statement by moving to either side of the room (for example, Strawberries are the best fruit. Maths is the hardest subject. Everyone should brush their teeth twice a day.)

- Model to students how to explain why they agree or disagree using a range of opinion words and phrases (I think that..., I agree/disagree because..., I believe..., I feel that..., In my opinion...). Students use these phrases to explain why they agree or disagree with a statement.

- Provide students the chance to change sides after listening to other students' opinions. Explain that this is a form of persuasion and they will be learning how to use persuasive language to influence their audience/reader.

Modelling the text (or deconstruction)

Learning intention: We are learning to use modal verbs to persuade our reader.

Success criteria: I can use different modal verbs (processes) correctly. I can use modal verbs to persuade the reader.

- Explicitly teach a range of modal verbs (must, has to, will, should, would, might, could, may...). Explain that modal verbs are also known as helping verbs and provide more information about the verb that follows it (e.g. <u>must</u> come, <u>should</u> go to, <u>may</u> like to)

- Explain to students that modal verbs have different levels of strength/intensity. Provide students with different sentences that use different modal verbs (You must go to school. I might go to the shops.) and work with students to map the sentences along a continuum from low (weakest), medium to high (strongest) strength/intensity.

- Students place the modal verbs according to low (weakest), medium and high (strongest) strength/intensity. Students then use this worksheet as a reference for the following cloze activity where they can choose their own modal verbs into each sentence and indicate the strength/intensity level they have chosen.

Modal Verbs – From weak to strong
Cut and paste the modal verbs from weakest to strongest intensity.

Low (weakest) ⟶	Medium ⟶	High (strongest)	
has to	can	will	must
would	might	could	may
ought to	shall	need to	should

Model Verbs – Cloze Activity
Insert a modal verb into each sentence and circle whether it is low, <u>medium</u> or high intensity.

1. You _____ stay off the grass. (low / medium / high)
2. He _____ go home now otherwise he will be late. (low / medium / high)
3. I _____ call my friend on his birthday. (low / medium / high)
4. They _____ like to go to the aquarium. (low / medium / high)
5. You _____ visit your grandparents tomorrow. (low / medium / high)
6. She _____ buy her friend a present for her birthday. (low / medium / high)
7. You _____ practise the piano every day. (low / medium / high)
8. Kate _____ feed the cats tonight. (low / medium / high)
9. James _____ go to school on Friday. (low / medium / high)
10. Sarah _____ eat lots of fruit and vegetables. (low / medium / high)

- Students share their sentences with the class and discuss why they have chosen the specific level of strength/intensity.

Learning intention: We are learning to use modal adverbs to persuade our reader.

Success criteria: I can identify the intensity for different modal adverbs. I can choose appropriate modal adverbs (intensifiers) to persuade the reader.

- Explicitly teach modal adverbs (e.g. usually, possibly, likely, definitely, absolutely, always) and highlight the difference between modal verbs and modal adverbs (i.e. adverbs usually end with -ly and add additional meaning to the verbs – 'ad' means 'to add')

- Similar to modal verbs, explain to students that modal adverbs serve the same purpose and therefore have different levels of strength/intensity.

- Students cut, order and paste the modal adverbs according to low (weakest), medium and high (strongest) intensity. Students use this worksheet as a reference for the following cloze activity, inserting their own modal adverbs to influence the meaning and indicate the relevant strength/intensity level.

Modal Adverbs – From weak to strong

Cut and paste the modal adverbs from weakest to strongest intensity.

Low (weakest) →	Medium →	High (strongest)	
definitely	possibly	very	quite
surely	always	never	certainly
perhaps	usually	hopefully	really

Model adverbs – Cloze Activity

Insert a modal adverb into each sentence and circle whether it is low, medium or high intensity.

1. He is _____ late. (low / medium / high)
2. They are _____ good friends. (low / medium / high)
3. I am _____ hungry. (low / medium / high)
4. The food is _____ delicious at the Japanese restaurant. (low / medium / high)
5. My friend is _____ sick. (low / medium / high)
6. Today is _____ nice. (low / medium / high)
7. You are _____ beautiful. (low / medium / high)
8. This gift is _____ perfect. (low / medium / high)
9. Sonali is _____ excited to go to the zoo. (low / medium / high)
10. Abdul is _____ hard working. (low / medium / high)

- Option 1: Using the previous *Modal Verbs – Cloze Activity*, students change the intensity of the sentences by adding modal adverbs after the modal verb. Discuss how this can alter the intensity again and whether their sentences have increased or decreased in intensity level after inserting modal adverbs (e.g. You should stay off the grass → You should definitely stay off the grass.).

- Option 2: Students complete a similar cloze activity and highlight the level of intensity. They share their sentences with the class and discuss why they have chosen that particular level of strength/intensity.

Modelling the text (or deconstruction)

Learning intention: We are learning to use evaluative adjectives to persuade our reader.

Success criteria: I can identify evaluative adjectives in a text. I can sort them into positive or negative.

- Explicitly teach evaluative adjectives and explain how they are used to express a judgement on what they are describing, positive or negative.

- As a whole class, read *All Star Hotel* and highlight the evaluative adjectives in the text, taking the time to talk about whether each adjective is positive or negative. Ask questions such as 'Why do you think this is positive?'

- Students translate the list of evaluative adjectives into their home language and sort them into a T-chart of either positive or negative.

Evaluative adjectives
Read the evaluative adjectives, translate them into your home language and sort them into positive or negative.

Adjectives	Translation	Adjectives	Translation
beautiful		marvellous	
sensational		captivating	
horrible		disgusting	
magnificent		lovely	
terrible		astonishing	
ugly		modern	
wonderful		awful	
atrocious		fantastic	

Positive	Negative

- Tell the students they now need to change the evaluative adjectives in the text and make them negative/opposite. Students can use the worksheet as a reference and re-write the text and talk about how that has influenced their opinion of the hotel.

Modelling the text (or deconstruction)

Learning intention: We are learning to use comparative and superlative language to persuade our reader.

Success criteria: I can sort superlative and comparative words according to strength.

- Read pictures books that have a focus on comparative and superlative language such as *Things That Are Most in the World by Judi Barrett* or *Pig, Pigger, Piggest by Rick Walton*. Write different comparatives and superlatives on flashcards such as 'big', 'bigger' and 'biggest' and get students to sort them according to strength/intensity.

- Looking at the *All Star Hotel* text, ask students to find any comparatives and/or superlatives in the text. Discuss the level of strength/intensity of the words in the text and if the choice of words will impact on their decision and opinions.

Learning intention: We are learning to use rhetorical questions to persuade our reader.

Success criteria: I can pose questions using imperative language.

- Explicitly teach rhetorical questions as questions that you ask even though you already know the answer. Rhetorical questions can start with language such as 'Want to...?' or 'Do you...?'

- Provide examples to students of different rhetorical questions in advertising such as 'Want some time away from the kids?', 'Need a relaxing holiday?', 'Are you hungry for some pizza?'

- Model to students how to create a rhetorical question with 'Do', 'Are', 'Want' or 'Need'.

- Looking at the *All Star Hotel* text, ask students if they can find a rhetorical question. What do they think the purpose of the rhetorical question is? How does it influence/persuade the reader?

Modelling the text (or deconstruction)

Modelling the text (or deconstruction)	**Learning intention:** We are learning the structure of an advertisement.
	Success criteria: I can identify parts of an advertisement. I can identify the language features in an advertisement.
	• Explicitly teach the structure of a persuasive text: an introduction (hook to engage your audience), body (positive information about what you are advertising) and conclusion (final reasons to persuade your audience).
	• Looking at the *All Star Hotel* text again, ask students if they can see a similar structure. Students highlight the different parts of the text.
	• Within each section, ask students if there are specific language features used for each section, such as a rhetorical question used in the introduction, evaluative adjectives and comparative/superlatives in the body, modal verbs and adverbs in the conclusion. Do they think this is important to note when writing their own advertisement?
	• Create an anchor chart/checklist with the students outlining the structure of an advertisement to use as reference.
Guided practice (or joint construction)	**Learning intention:** We are learning how to write an advertisement about our school.
	Success criteria: I can identify the audience. I can brainstorm interesting facts about our school.
	• Tell students they will be writing an advertisement about their school. Ask them to brainstorm the audience of their advertisement – who are they wanting to attract?
	• With their identified audience in mind, students brainstorm in groups any interesting facts about their school they feel will persuade their audience to come to their school, e.g. any exciting programs, activities, facilities, etc. Create a mind map with the ideas they have brainstormed.
	Learning intention: We are learning how to write an advertisement about our school.
	Success criteria: I can use the anchor chart/checklist to write an advertisement. I can share my ideas with my class.
	• Using the anchor chart/checklist to remind students on the structure and language feature of an advertisement, along with their mind map of interesting facts about their school, write an advertisement for any future students thinking of coming to their school.
	• Co-construct an advertisement together with the students.

Independent construction	**Learning intention:** We are learning to write an advertisement about Melbourne.
	Success criteria: I can identify the audience of my advertisement. I can use the anchor chart/checklist to write an advertisement.
	• Tell students they will be writing an advertisement about Melbourne. Provide the advertisement about their school as a model.
	• Students brainstorm and identify the audience of their advertisement: will it be tourists from overseas, families, students?
	• Students are encouraged to use the information they already researched leading up to their excursion and what they learnt and saw on their excursion to create a mind map of interesting things around Melbourne that will engage and attract their audience.
	• Remind students to use the anchor chart/checklist with the language features and text structure of an advertisement.
	• Students write their advertisement independently.
	Learning intention: We are learning to edit and provide feedback.
	Success criteria: I can use the anchor chart/checklist to edit my work. I can use the anchor chart/checklist to give feedback to my peers.
	• Talk about the importance of editing and how we can help each other by giving each other feedback. Role-play with students how to give feedback using sentence starters such as 'I like that you've used…' or 'I think you should change…because…' Display a list of sentence starters that students can use to give feedback to each other.
	• Students work together in pairs to re-read their own writing as well as each other's writing. They use the checklist to identify if they have missed anything and also focus on any spelling mistakes or punctuation errors in their own writing as well as on each other's writing. Students provide each other feedback orally using the sentence starters. Students make changes to their own writing using a red pencil after receiving feedback from their peers.
	• Students re-write and publish a final copy of their advertisement based on their edits and feedback they have received.

References

- ABC, (2015). *Melbourne Cup History*. [online] Behind The News. Available at: https://www.abc.net.au/btn/classroom/melbourne-cup-history/10525606 [Accessed 19 April 2021].
- ABC, (2017). *City Country Kids*. [online] Behind The News. Available at: https://www.abc.net.au/btn/classroom/city-country-kids/10522954 [Accessed 19 April 2021]
- Barrett, J. (2001), *Things That Are Most In The World,* Altheneum Books for Young Readers, New York.
- City of Melbourne, (2018). *City of Melbourne Maps*. [online] Available at: http://maps.melbourne.vic.gov.au/?_ga=2.87672472.1605507332.1617169337-1712485551.1616995936 [Accessed 31 March 2021]
- Department of Education and Training, (2021). *Beginning English as an Additional Language – Support Materials Topic: Road Safety and Transport*. [online] FUSE. Available at: https://fuse.education.vic.gov.au/Resource/ByPin?Pin=CKK2Q8&SearchScope=All [Accessed 23 April 2021]
- Department of Education and Training, (2021). *Close Reading*. [online] Literacy Teaching Toolkit. Available at: https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpracclose.aspx [Accessed 23 April 2021]
- Department of Education and Training, (2021). *Mini Melbourne*. [online] FUSE. Available at: https://fuse.education.vic.gov.au/pages/minimelbourneee [Accessed 19 April 2021]
- Einspruch, A. (2007). *Australian Symbols*, Rigby Harcourt Education Port Melbourne.
- Kiddle, (2021). *Kiddle*. [online] Available at: https://www.kiddle.co/ [Accessed 19 April 2021]
- McKean, M. (2017). *Hello, Melbourne!*, Thames & Hudson, Port Melbourne.
- Mojang, (2021). *Minecraft Education Edition*. [online] Minecraft. Available at: https://education.minecraft.net/ [Accessed 19 April 2021]
- Parish, S. (2004). *Discovering Melbourne*, Steve Parish Publishing, Queensland.
- Public Transport Victoria, (2021). *Melbourne's Free Tram Zone map*, [pdf] Melbourne: Transport for Victoria. Available at https://www.ptv.vic.gov.au/assets/default-site/Maps-and-Timetables-PDFs/Maps/Network-maps/5b4a3efe80/PTV-Free-Tram-Zone-Map.pdf [Accessed 19 April 2021]
- Rushby, P. (2007), *We All Call Australia Home*, Rigby Blue Prints, Port Melbourne, Victoria.
- Twinkl.com.au (2016), *Five Palms Hotel*, Persuasive Hotel Advertisement Writing Sample, UK.
- Walton, R. (2004), *Pig, Pigger, Piggest*, Gibbs Smith, Utah, US.

Images used with a Creative Commons licence

- Map of Victoria (page 20 and 23) "File:Australia Victoria relief location map.jpg" by Australia_Victoria_location_map.svg: NordNordWest derivative work: Uwe Dedering (talk) is licensed under CC BY-SA 3.0

Updated September 2021

Marvellous Melbourne

Years 3 and 4, Levels B2 and B3

Resources at LMERC

A list of books and readers available at the Languages and Multicultural Education Resource Centre (LMERC) related to the unit of work Melbourne.

LMERC is a Department of Education and Training's library specialising in English as an Additional Language, languages and the cross-curriculum priority areas for educators across all sectors and levels. Membership is free and teachers can borrow resources for up to 12 weeks. Click on the LMERC catalogue link to check availability, to make a request or get more information.

Fa xian Moerben = Found in Melbourne: a counting adventure – by Joanne O'Callaghan, Illustrated by Kori Song (2018), translated by Kevin Yang. Mandarin language version. Book, 34 pages. Trailer and Chinese audio available on the Allen & Unwin website. Voice artistry by students from Clifton Hill Primary School read the text in Chinese (Mandarin). Scroll down to bottom of webpage to find links.

See: Allen & Unwin

See: LMERC catalogue

Found in Melbourne: a counting adventure – by Joanne O'Callaghan, Illustrated by Kori Song
English language version. Book, 34 pages. Trailer and Chinese audio available on the Allen & Unwin website. Voice artistry by students from Clifton Hill Primary School read the text in Chinese (Mandarin). Scroll down to bottom of webpage to find links.

See: Allen & Unwin

See: LMERC catalogue

Melbourne – by Ron Thomas and Joe Herran (1997)
Book, 32 pages
From the Capital Cities of Australia series

See: LMERC catalogue

When you go to Melbourne – by Maree Coote (2012)
24 pages.
See: LMERC catalogue

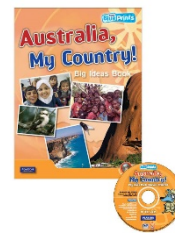**Hello, Melbourne!** – by Megan McKean (2017)
30 pages.

See: LMERC catalogue

Blueprints Middle Primary A Unit 2: Australia, My Country! Kit

This kit contains 7 books. Many of the chapters will be relevant to the Marvellous Melbourne unit. View sample pages on Pearson website.

Australia, my country!: big ideas book – by Eliza Webb, Jan Pritchett (2007)

80 pages. This element of the Blueprints program sets the scene for a unit of work, presents the 'challenge' to be learned, features a variety of text types and includes an interactive CD-ROM with activities and assessment tasks.

Australia, my country!: guided reading book – by Jan Pritchett, Fiona Cooke (2007)

48-page magazine style book with short articles covering all the themes of the kit. The Blueprints Guided Reading Books provide guided reading texts to suit the range of abilities in the classroom. There are levelled texts for below level, on level and above level.
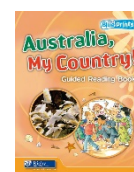
See: LMERC catalogue

Postcards for Grandma – by Susie Brown, illustrated by Susy Boyer (2007.)

From the Rigby (now Pearson) Blueprints Australia, My Country kit. 48-page reader - fiction.

See: LMERC catalogue

Australian symbols – by Andrew Einspruch (2007)

From the Rigby (now Pearson) Blueprints: Australia, My Country kit. View sample pages on Pearson website. 24-page information text.

See: LMERC catalogue

We all call Australia home – by Pamela Rushby (2007)

24-page information text. View sample pages on Pearson website

See: LMERC catalogue

Vòng Quanh Thế Giới - Nước Úc – by Mary Colson, translated to Vietnamese by Pham Anh Tuan (2013)

A magazine style information book about Australia. One chapter features famous sites in Melbourne.

LMERC RESOURCE LIST

These books and other relevant resources can be borrowed from LMERC. Membership to the library is free. To join, click on the register button on the top right side of the library homepage. Contact LMERC to request titles or make a selection via the online catalogue. For more information, please contact LMERC by email or by phone.

Contact us:

LMERC
Address: Level 1, 189 Faraday Street, (CO.AS.IT Building), Carlton 3053
Phone: (03) 9349 1418
Email: lmerc.library@education.vic.gov.au
Web: LMERC Homepage

Sites of Melbourne

- Arts Centre
- Australian Centre for the Moving Image (ACMI)
- Bourke Street Mall
- Chinatown
- Collingwood Children's Farm
- Eureka Skydeck
- Federation Square
- Flinders Street Station
- Government House
- Great Ocean Road – The Twelve Apostles
- Luna Park, St Kilda
- Lygon Street
- Melbourne Aquarium (SEA LIFE)
- Melbourne Cricket Ground (MCG)
- Melbourne Museum – The Melbourne Story Exhibition
- National Gallery of Victoria (NGV)
- Old Melbourne Gaol
- Phillip Island
- Princess Theatre
- Puffing Billy Railway
- Queen Victoria Market
- Royal Arcade – Gog and Magog, Hopetoun Tea Rooms
- Royal Botanic Gardens
- Royal Exhibition Building
- Shrine of Remembrance
- South Bank
- State Library Victoria
- Street art (in order of most popular)
    - Hosier Lane (opposite Federation Square and joining Flinders Lane)
    - Centre Place (between Collins Street and Flinders Lane)
    - AC/DC Lane (off Flinders Lane)
    - Keith Haring mural (Johnston Street, Collingwood)
    - Caledonian Lane (off Lonsdale Street)
    - Croft Alley (Chinatown)
    - Duckboard Place (from Flinders Lane to AC/DC Lane)
    - Rankins Lane (around the corner from Bourke Street Mall)
    - Stevenson Lane (corner of Swanston and Lonsdale Street)
- Yarra River
- Zoos Victoria – Melbourne Zoo, Healesville Sanctuary, Werribee Zoo

Discovering Melbourne 1

Melbourne is the capital city of Victoria, Australia. It is next to the Yarra River and at the top of Port Phillip Bay.

In 1851, people discovered gold and a lot of people came to Victoria. They wanted to get rich. They helped Melbourne to grow into a grand city with beautiful parks, gardens and magnificent buildings.

Today, Melbourne is a bustling, energetic, multicultural city with over five million people. Migrants are people who come from all over the world. They bring their culture such as art and cuisine with them. As a result, Melbourne has a lot of art galleries and theatres such as the Art Centre, Princess Theatre and world-class restaurants.

Melbourne is also a sporty city. It has Aussie Rules Football, Australia's Formula One Grand Prix which is a car racing event, the Australian Open which is a tennis tournament and a famous horse race called the Melbourne Cup. The Melbourne Cup is often called the "race that stops a nation". Melbourne also has the comedy festival every year with many funny comedians.

Adapted from Parish, S. (2004), *Discovering Melbourne*, Steve Parish Publishing, Queensland, p.3.

Discovering Melbourne Comprehension Questions 1

1. What is the capital city of Victoria?

The capital city of Victoria is _____

2. Where is Melbourne city located?

Melbourne city is located _____

_____

3. What helped Melbourne grow into a grand city?

_____

_____ helped Melbourne grow into a grand city.

4. Find the adjectives that describe Melbourne city, translate them in your language and find out what they mean. You can use a dictionary and/or bilingual dictionary.

Adjective	Home Language	Definition (what does it mean?)
grand		

5. **Why** do you *think the Melbourne Cup is called "the race that stops the nation"?*

I think the Melbourne Cup is called "the race that stops the nation" because

_____

_____

6. **Why** do you *think people come to visit Melbourne?*

I think people came to visit Melbourne because _____

_____

7. **What** do you *like* about Melbourne?

I like _____

_____

Discovering Melbourne 2

Melbourne is the capital city of Victoria, Australia. It is located on the South Eastern coast of Australia, near the Yarra River and at the head of Port Phillip Bay.

In 1851, gold was discovered, which led to the Gold Rush. This brought a lot of people to Victoria looking to get rich. This helped Melbourne grow into a grand city with beautiful parks, gardens and magnificent buildings.

Today, Melbourne is a bustling, energetic, multicultural city with over five million people. Many migrants come to Melbourne and bring their rich culture to the city. As a result, Melbourne has a lot of art, culture and cuisine, including art galleries and theatres such as the Art Centre, Princess Theatre and world-class restaurants.

In addition to art and culture, Melbourne is a very sporty city. It is home to Aussie Rules Football and the Melbourne Cup. The Melbourne Cup is often called the "race that stops a nation". It also has Australia's Formula One Grand Prix which is a car racing event, as well as the Australian Open which is a tennis tournament. Melbourne also hosts the comedy festival every year with many comedians around the world coming to Melbourne.

Adapted from Parish, S. (2004), *Discovering Melbourne*, Steve Parish Publishing, Queensland, p.3.

Discovering Melbourne Comprehension Questions 2

1. **What** is the capital city of Victoria?

_____

2. **Where** is Melbourne city located?

_____

_____

3. **What** helped Melbourne grow into a grand city?

_____

_____

4. **Find** the adjectives that describe Melbourne city, **translate** them in your language and **find** out what they mean. You can use a dictionary and/or bilingual dictionary.

Adjective	Home language	Definition

5. **Why** do you think the Melbourne Cup is called "the race that stops the nation"?

_____

_____

6. **Why** do you think people come to visit Melbourne?

_____

_____

7. **What** do you like about Melbourne?

_____

_____

Can you find me?

Can you find these locations in Melbourne?

Use Melbourne's Free Tram Zone map to help you answer these questions.

1. Which site is **to the left of** tram stop 1?

_____

2. Which site is **to the right of** Melbourne Central Station?

_____

3. Which site is **next to** The District?

_____

4. Which tram stop is **next to** Flinders Street Station and Federation Square?

_____

5. Which site is **opposite to** tram stop 1?

_____

6. Which site is **behind** the Royal Exhibition Building?

_____

7. Which tram stop is **in front of** the Immigration Museum?

_____

Mini Melbourne Minecraft: Scavenger Hunt – Adapted for EAL

Before you start exploring, make sure to collect a camera, and a book and quill from the inventory.

Find each of these places in Mini Melbourne, take a photo with your camera, write the name of the place and answer the questions.

Place the picture on the left page.

Write the name of each place and answer the questions on the right page.

Use your camera to take a photo of these places:	Answer these questions in your book:
Trams	**How many** trams can you find?
St Paul's Cathedral	**How many** spires (points) are on St Paul's Cathedral?
Flinders Street Station	**How many** trains can you see in the station? **How many** railway tracks are in Flinders Street Station?
Yarra River	**What** colour is the Yarra River?
Arts Centre Melbourne	**What** shape is the Arts Centre Melbourne?
Federation Square	**How many** umbrellas are in Federation Square?
Melbourne Town Hall	**What** road is the Melbourne Town Hall on?
Chinatown	**What** colours are on the Chinatown archway?
Your favourite part of Mini Melbourne	**Why** is this your favourite part of Mini Melbourne?

Adapted from Department of Education and Training, (2021). *Mini Melbourne*. [online] FUSE. Available at: https://fuse.education.vic.gov.au/pages/minimelbourneee [Accessed 19 April 2021]

Modal Verbs – From weak to strong

Cut and paste the modal verbs from weakest to strongest intensity.

Low (weakest) ⟶	Medium ⟶	High (strongest)

should	can	will	must
would	might	could	may
have to / has to		need to / needs to	

Model Verbs – Cloze Activity

Insert a modal verb into each sentence and circle whether it is low, medium or high strength. The first one has been done for you.

1. You <u>must</u> stay off the grass. (low / medium / high)

2. He _____ go home now otherwise he will be late. (low / medium / high)

3. I _____ call my friend on his birthday. (low / medium / high)

4. They _____ like to go to the aquarium. (low / medium / high)

5. You _____ visit your grandparents tomorrow. (low / medium / high)

6. She _____ buy her friend a present for her birthday. (low / medium / high)

7. You _____ practise the piano every day. (low / medium / high)

8. Yali _____ feed the cats tonight. (low / medium / high)

9. James _____ go to school on Friday. (low / medium / high)

10. Sarah _____ eat lots of fruit and vegetables. (low / medium / high)

Modal Adverbs – From weak to strong

Cut and paste the modal adverbs from weakest to strongest intensity.

Low (weakest) ⟶	Medium ⟶	High (strongest)

definitely	possibly	very	quite
surely	always	never	certainly
perhaps	usually	hopefully	really

Model adverbs – Cloze Activity

Insert a modal adverb into each sentence and circle whether it is low, medium or high intensity. The first one has been done for you.

1. He is <u>always</u> late. (low / medium / high)

2. They are _____ good friends. (low / medium / high)

3. I am _____ hungry. (low / medium / high)

4. The food is _____ delicious at the Japanese restaurant. (low / medium / high)

5. My friend is _____ sick. (low / medium / high)

6. Today is _____ nice. (low / medium / high)

7. You are _____ beautiful. (low / medium / high)

8. This gift is _____ perfect. (low / medium / high)

9. Sonali is _____ excited to go to the zoo. (low / medium / high)

10. Abdul is _____ hard working. (low / medium / high)

All Star Hotel

Are you looking for some fantastic fun in the sun? If the answer is yes, then come to the exclusive All Star Hotel!

The award-winning All Star Hotel is the biggest and most modern hotel in Melbourne. It has three outdoor swimming pools, a luxury spa, a state-of-the-art gym and a luscious and green tennis court. It even has a five-star restaurant with internationally renowned chefs and a wide selection of food from all over the world such as penne alla panna, roti canai, chicken tikka masala, quesadilla and sushi.

For the kids, there's even a giant water slide, one of the largest outdoor trampolines in Melbourne and an indoor basketball court as well as other exciting and fun activities including story time, arts and crafts, dancing and music. There's sure to be an activity for children of all ages!

This will definitely be a holiday you will never forget!

Adapted from Twinkl.com.au (2016), *Five Palms Hotel*, Persuasive Hotel Advertisement Writing Sample, UK.

Evaluative adjectives

Read the evaluative adjectives, translate them into your home language and sort them into positive or negative.

Adjectives	Translation	Adjectives	Translation
beautiful		marvellous	
sensational		captivating	
horrible		disgusting	
magnificent		lovely	
terrible		astonishing	
ugly		modern	
wonderful		awful	
atrocious		fantastic	

Positive	Negative

Rhetorical questions

Create your own rhetorical questions using the prompts.

1. help with your homework (do/want/need)

Do you want help with your homework?

Want help with your homework?

Need help with your homework?

2. hungry for a hamburger (are)

_____

3. problem with hair lice (do)

_____

4. smelly socks and shoes (do)

_____

5. holiday getaway (do/want/need/are)

_____

_____

6. comfortable shoes for sore feet. (want/do/need/are)

_____

_____