

World Travel

National Curriculum Objectives:

Reading: English Year 5 & Year 6: Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. [More resources with this objective.](#)

English Year 5 & Year 6: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. [More resources with this objective.](#)

SPAG: English Year 5 & Year 6: Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. [More resources with this objective.](#)

Level of this Pack:

Age: 11-12

England: Year 6 Mastery

Scotland: Primary 7

Wales: Year 6 Mastery

Australia: Year 6/Grade 6

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1. What does the image represent? (P5/2d)

2. What do the landmarks represent? (P5/2d)

3. If the image were used as an advert, what might it be advertising? (P5/2d)

4. The image has a key message in it. Explain what you think this message is. (T4)

5. Use three adjectives to describe the image. (C4)

6. Why do you think different modes of transport are shown in the image? (P2/2e)

7. The image represents different countries around the world. What else could it represent? (L6/2f)

8. What key landmarks are in the image? (C6/2b)

9. Are there any key landmarks that you think should be included in the image? Why? (R2)

10. The weather in the image is varied. Why do you think this is? Explain your reasoning. (P5/2d)

11. What feelings might the picture make you feel? Give three examples. (L5/2g)

12. The image has many famous landmarks in it. Where else might you have seen images of these landmarks? (C8/2h)

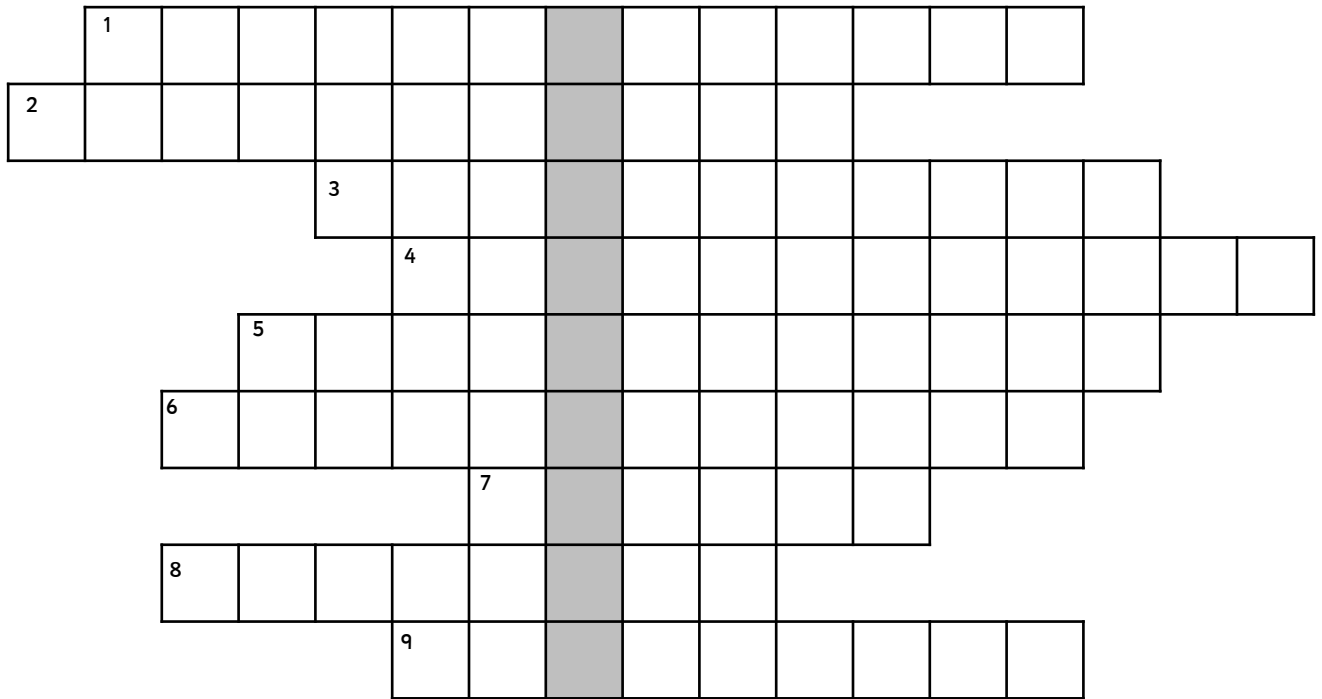
World Travel – Vocab 1

Write the definitions for each of these words.

accommodation	
ambiance	
amenities	
availability	
cancellation	
convenience	
globetrotter	
international	
overbooking	
picturesque	
recuperation	
Xanadu	

World Travel – Vocab 2

Complete the crossword by finding the correct words for the sentences below. Then find the hidden word.



1	Usually he travelled locally but this time his travel was _____ .
2	For her _____ , there were bars, restaurants and even a hospital on the island.
3	The family were angry: they could not have a seat on the aeroplane due to an _____ .
4	She thought of herself as a _____ as she loved exploring the world when backpacking.
5	They went on holiday for some relaxation and _____ . They had both been working so hard lately.
6	Mark was lucky; he managed to get a last-minute flight due to a _____ .
7	The architect was adamant he wanted to build a _____ for all to enjoy.
8	The _____ of the place was serene and peaceful, perfect for their honeymoon.
9	The _____ here were scarce; after all, they were camping in the jungle!

The hidden word is .

Which sentence is punctuated correctly? Tick one.

Once at the hotel Maria decided, to take an excursion,
to see the elephant sanctuary only two days later.

Once at the hotel, Maria decided to take an excursion
to see the elephant sanctuary only two days later.

Once at, the hotel Maria decided to take an excursion
to see the elephant, sanctuary only two days later.

Once at the hotel Maria decided to take an excursion to
see the elephant sanctuary only two days later.

Rewrite the sentence below using a subordinate clause.

She travelled up the Eiffel Tower.

Rewrite the sentence below in the passive voice.

Many people like travelling.

Complete each sentence below with either 'is' or 'are'.

They enjoying their holiday this year.

This swimming costume new for my trip to Bali.

These gloves needed for the ski slopes.

The people on the aeroplane relieved to be travelling now after a delay in taking-off.

World Travel – Oral Teacher Questions

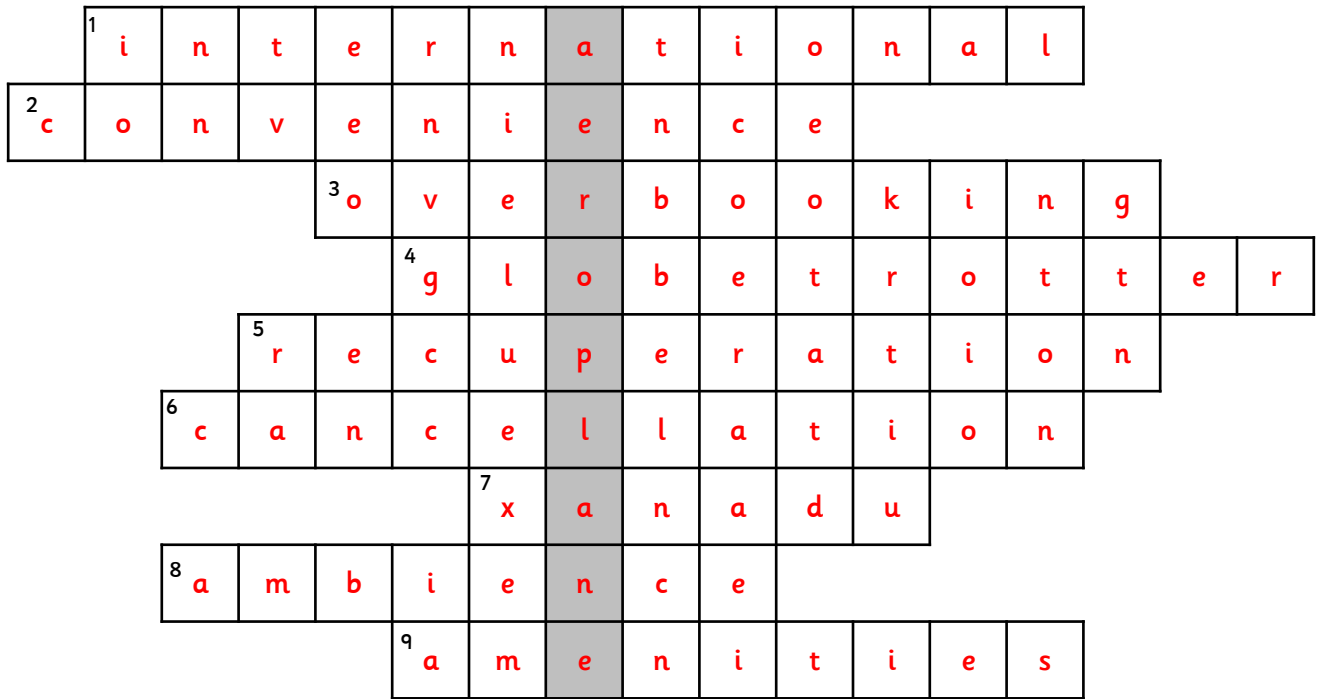
1. What does the image represent? (P5/2d) **The world. It shows landmarks from different countries. It gives an impression that the world is small.**
2. What do the landmarks represent? (P5/2d) **Different countries of the world.**
3. If the image were used as an advert, what might it be advertising? (P5/2d) **Travel agents, airports, ports, accept other suitable answers.**
4. The image has a key message in it. Explain what you think this message is. (T4) **That the world is small and interconnected.**
5. Use three adjectives to describe the image. (C4) **Various answers.**
6. Why do you think different modes of transport are shown in the image? (P2/2e) **To show the ways in which you can visit the landmarks.**
7. The image represents different countries around the world. What else could it represent? (L6/2f) **Different languages, different cultures or places to visit on holiday.**
8. What key landmarks are in the image? (C6/2b) **Eiffel Tower, St Basil's Cathedral, Stonehenge, Big Ben, The London Eye, The Colosseum, CN Tower, Statue of Liberty, Porte d'Aix, The Golden Buddha, Himeji Castle, Neuschwanstein Castle.**
9. Are there any key landmarks that you think should be included in the image? Why? (R2) **Accept other famous landmarks, such as Taj Mahal, Pyramids of Giza, Tower of Pisa, Christ the Redeemer.**
10. The weather in the image is varied. Why do you think this is? Explain your reasoning. (P5/2d) **To reflect the different weather across the world at any one time.**
11. What feelings might the picture make you feel? Give three examples. (L5/2g) **Personal response. Students may use words like excited, hopeful, keen, adventurous.**
12. The image has many famous landmarks in it. Where else might you have seen images of these landmarks? (C8/2h) **Media; social media, newspapers, TV programmes. Encyclopaedias, posters, books, films, may have seen them in person.**

Write the definitions for each of these words.

accommodation	a room, group of rooms or building in which someone can stay
ambiance	the character or atmosphere of a place
amenities	a desirable or useful feature of a place, e.g. a hospital nearby
availability	freedom to do something, otherwise unoccupied
cancellation	the action of cancelling something
convenience	something that contributes to an easy way of life
globetrotter	a person who travels widely and often
international	including all nations across the world
overbooking	accept more reservations than there is space for, sometimes happens on flights
picturesque	visually attractive, often in a quaint way
recuperation	recovery of illness or exertion, often done on holiday
Xanadu	an idealized place of great beauty

World Travel – Vocab 2

Complete the crossword by finding the correct words for the sentences below. Then find the hidden word.



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8	The _____ of the place was serene and peaceful, perfect for their honeymoon.
9	The _____ here were scarce; after all, they were camping in the jungle!

The hidden word is aeroplane .

Which sentence is punctuated correctly? Tick one.

Once at the hotel Maria decided, to take an excursion, to see the elephant sanctuary only two days later.

Once at the hotel, Maria decided to take an excursion to see the elephant sanctuary only two days later.

Once at, the hotel Maria decided to take an excursion to see the elephant, sanctuary only two days later.

Once at the hotel Maria decided to take an excursion to see the elephant sanctuary only two days later.

Rewrite the sentence below using a subordinate clause.

She travelled up the Eiffel Tower.

She travelled up the Eiffel Tower, which took longer than she thought.

Rewrite the sentence below in the passive voice.

Many people like travelling.

Travelling is what many people like to do.

Complete each sentence below with either 'is' or 'are'.

They enjoying their holiday this year.

This swimming costume new for my trip to Bali.

These gloves needed for the ski slopes.

The people on the aeroplane relieved to be travelling now after a delay in taking-off.

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices