

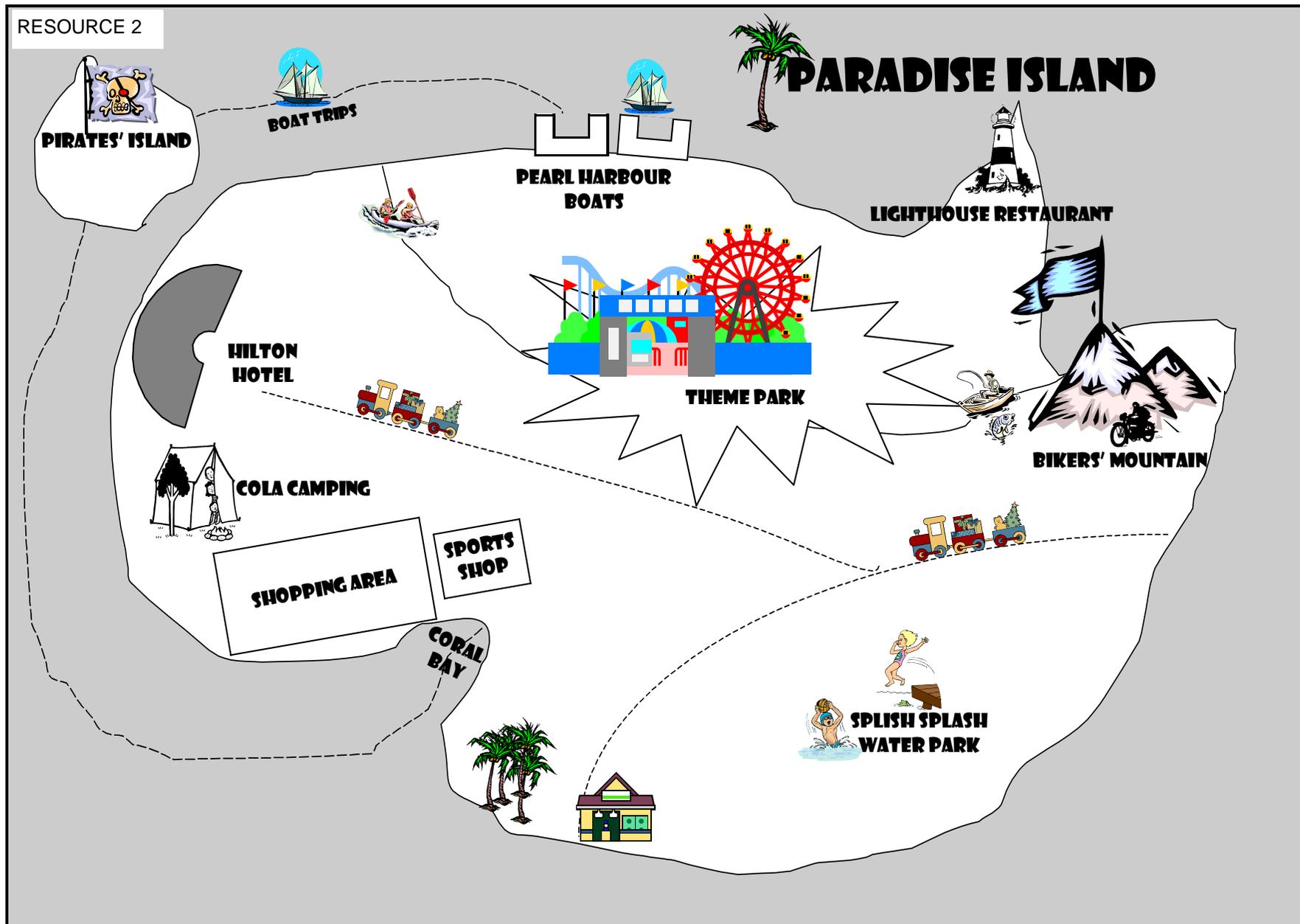
*In your group, take it in turns to explain, describe and discuss the following. Note down what you learn!*

**Name:**

### HOLIDAY SOUVENIRS

<b>SPEAKER</b>	<b>LOCATION</b>	<b>ACCOMMODATION</b>	<b>FAVOURITE ACTIVITIES</b>	<b>MEMORABLE FOOD</b>
<b>1.</b>				
<b>2.</b>				
<b>3.</b>				
<b>4.</b>				

RESOURCE 2



**Our Holiday Resort: A Speaking Frame**

This part of the model shows \_\_\_\_\_  
\_\_\_\_\_. We chose to include this because  
\_\_\_\_\_. People such as \_\_\_\_\_ would  
like this because \_\_\_\_\_.

Our resort also includes a \_\_\_\_\_ which you can  
see here (point). We chose to include this because \_\_\_\_\_  
\_\_\_\_\_. People would want to use this facility/area because  
\_\_\_\_\_. I would like  
this because \_\_\_\_\_.

I would like this because \_\_\_\_\_.

**Or**

I would not like this because \_\_\_\_\_.

Name \_\_\_\_\_

Resource 5

**Speaking Frame:**

**Telling The Class About Your Brochure**

This advertisement uses colours such as \_\_\_\_\_  
and \_\_\_\_\_ (Point to them). These colours grab the readers' attention. The colour  
\_\_\_\_\_ also makes readers think \_\_\_\_\_  
\_\_\_\_\_.

It shows pictures of \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

(Point to each one).

This picture of \_\_\_\_\_ would make readers \_\_\_\_\_  
\_\_\_\_\_.

This picture makes readers \_\_\_\_\_  
\_\_\_\_\_.

Another interesting part of this advertisement is \_\_\_\_\_ which  
\_\_\_\_\_  
\_\_\_\_\_.

## Writing To Describe

Now that you have brainstormed your ideas, you need to put them into an order.

Use the writing frame below to help you:

<p><b>My Ideal Holiday</b></p> <p>(name of country, place)</p> <p>I would go to _____ for my ideal holiday</p> <p>(give two brief reasons)</p> <p>because _____</p> <p>_____</p> <p>_____</p> <p>(describe activities)</p> <p>I would enjoy _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(the sun? the breeze?)</p> <p>I would be able to feel _____</p> <p>_____</p> <p>_____</p> <p>As I walked down the street, I would see _____</p> <p>_____</p> <p>_____</p> <p>(adjective to describe the smell)</p> <p>The _____ smell of _____ would waft passed me.</p>
--

### Instructions

1. Fill in the gaps above to help you to write your first paragraph. Make sure that you describe using adjectives.
2. Write another paragraph that focuses on what sounds you would hear (in the day and/or at night) and what food you would taste.

**There are cockroaches in the bedroom.**

*My friend and I have had food poisoning because the food has not been heated through properly.*

The outside swimming pool is dirty.

There is continual building work outside and this is keeping us awake at night.

There is no electricity in the rooms.

The shower is constantly dripping and this is keeping us awake at night.

**Resource 10**

**Task**

*You are going to do a role play. You will imagine that you are either a customer with a complaint while you are on holiday or you are the manager. Read the questions below to help you to think about what you are going to say, behave and feel during the role play.*

Imagine you are the customer:

- How has this problem ruined your holiday?
- How do you feel about this problem?
- What do you want the manager to do about this problem?

Imagine you are the manager:

- What are you going to say about the customers about their problem?
- Is this problem the fault of the holiday company?
- What solutions can you offer?

**To the Manager of Sunny Days,**

*I'm writing to tell you how your holiday company is ripping off its customers. I went to Spain last month with Sunny Days and I had a terrible time. There was building work outside my apartment and this kept me awake all night, every night. How would you like to be kept awake by constant drilling noises and workmen shouting?*

*The rooms were also dirty, so much so that I would not expect my dog to stay in there for a fortnight! I complained to the holiday rep but he was worse than useless.*

*I want all of my money back plus £500 compensation or I will tell everyone not to book a holiday with you. I will make it my mission to ruin your business.*

*You have been warned.*

*Mr B Taylor*

*A very, very dissatisfied customer*

This worksheet will help you to structure your letter of complaint.

- Paragraph 1** Introduce yourself and tell the manager **where** you went on holiday, **when** you went on holiday and, briefly, **what** the problem was.
- Paragraph 2 & Paragraph 3** Write about the problem in more detail. Give evidence and write about how this ruined your holiday in detail.
- Paragraph 4** Write about how you want the manager to solve the problem (for example, money back, compensation, a free holiday, an assurance that this will not happen to anyone again)
- 

Before you write your letter, think about the following:

*a. Word Level*

- **Formal Language.** Avoid slang words.
- **Use key words.** Make a list of the key words that you need.

*b. Sentence Level*

- Make sure that your sentences are linked together. What linking words could you use?
- Use a variety of simple, compound and complex sentences.

*c. Text Level*

- Link your paragraphs together. What linking words could you use?
- Make sure that you have evidence to support your opinions.
- Make sure that you use a range of persuasive techniques.
- Tone of the letter. Be polite and firm. Do not be aggressive.

Suggested Activity	Resources	Reference to the Framework
<p><b><u>Week 1</u></b> <b><u>Starter</u></b> <i>Pupils will close their eyes and think about the word holiday for one minute. In silence, pupils can record on their whiteboards what they saw and how they felt. Pupils could then share their experience in a class discussion.</i></p> <p>Pupils will bring in <u>one</u> prop/souvenir from their holiday. Discuss the following in gender groups (2 boys &amp; 2 girls):</p> <ol style="list-style-type: none"> <li>Location</li> <li>accommodation</li> <li>favourite activities</li> <li>memorable food</li> </ol> <p>During the activity, tap a pupil on the shoulder. These pupils will either talk to the class about their holiday or another pupil's holiday (from their group). The audience (rest of the class) could ask questions to develop ideas.</p>	<p>Whiteboards, pens</p> <p>Table for basic pupils (<u>Resource 1</u>)</p> <p>Pupils to bring in their own props/souvenirs</p>	<p>S&amp;L 1,2,3,4,6,7,10,14.</p>
<p><b><u>Week 1 Continued</u></b> Make own holiday resorts in groups of 4 in ability groups. Discuss and focus on:</p> <ul style="list-style-type: none"> <li>- positioning of activities</li> <li>- target audience</li> <li>- purpose of holiday</li> <li>- all inclusive for 2 weeks (will not be able to leave the resort)</li> </ul>	<p>Pupils to bring in their own materials</p> <p style="text-align: center;"><u>Or</u></p> <p>Materials to be provided by English Department.</p> <p>Sugar Paper</p> <p>Basic Worksheet <u>Resource 2</u></p>	<p>S&amp;L 1,2,3,4,6,7 TLR3</p>

**Overview week 1**

By the end of this week, pupils will have discussed their experiences of a holiday in detail, listened to the opinions and ideas of others, asked pertinent questions and made their own holiday resorts.

Suggested Activity	Resources	Reference to the Framework
<p><b>Week 2</b> Each group will present their holiday model, focusing on:</p> <ul style="list-style-type: none"> <li>a) <u>describing</u> the resort</li> <li>b) <u>explain</u> why the holiday resort is ideal for their group</li> <li>c) <u>explain</u> the advantages/disadvantages of working in a group</li> </ul> <p>The whole class could evaluate presentations and vote for:</p> <ul style="list-style-type: none"> <li>- best presentation</li> <li>- best model/resort</li> <li>- best team effort</li> </ul> <p>Small prizes could be given</p>	<p>For Basic - see speaking frame (<a href="#">resource 3</a>)</p>	
<p><b>Starter</b> <i>Pupils could choose a country and other members of the class could guess what the country is (who am I?)</i></p> <p>Hand out randomly, copies of travel brochures and copies of particular pages. (My Ideal Holiday).</p> <p>Individually, Students annotate the advert on A3 paper.</p>	<p>None</p>	

### Overview week 2

By the end of this week, pupils will have presented their ideas to the class in a formal group presentation, read and annotated holiday brochures (focusing on language and presentational devices) and asked pertinent questions to other pupils

Suggested Activity	Resources	Reference to the Framework
<p><u>Week 2 cont.....</u> Hand out randomly, copies of travel brochures and copies of particular pages. (My Ideal Holiday).</p> <p>Individually, Students annotate the advert on A3 paper.</p> <p>Annotations include: Why location and type of holiday was chosen Layout Use of colour Images Other presentational devices/persuasive techniques Language - adjectives, nouns and verbs, facts and opinions</p> <p>Students might create a table and list facts and opinions from the advert</p>	<p>Range of holiday brochures</p> <p>Photocopy particular pages</p> <p>A3 annotation sheet</p>	<p>S&amp;L 1,2,3,4,5,6,7,8,10,13a.</p> <p>TLR 1,2,3,4,5,10,11,14.</p>
<p>Students move into random groups with the same advertisement.</p> <p>Each group shares ideas and present their findings about the presentational devices used their effects, and the effect of persuasive techniques.</p> <p>Audience ask pertinent questions - open and closed questions</p>	<p>Completed A3 annotated sheets</p> <p>Basic to use speaking frame (Resource 5)</p>	<p>TLR 10 S&amp;L 7</p>

### Overview week 3

By the end of this week, pupils will have presented their ideas to the class in a formal group presentation, read and annotated holiday brochures (focusing on language and presentational devices) and asked pertinent questions to other pupils

Suggested Activity	Resources	Reference to the Framework
<p><b><u>Week 4</u></b> Pupils will imagine that they have had a terrible holiday and they will write a letter of complaint. Tasks 1-3 will help them to prepare for the letter of complaint.</p> <p><b><u>Starter</u></b> <i>Write negative adjectives to describe accommodation, (using whiteboards)</i></p> <p><i>Write a sentence on the board. The hotel was horrible.</i></p> <p><i>Pupils change sentence to add detail and description.</i></p>	Whiteboards, coloured pens	WL 7, 10, 14. SL1, 2.
<p><b><u>Task 1</u></b> With the sound down, play some video clips from 'holidays from hell' and tell pupils to describe one or two visual images.</p> <p><b><u>Task 2</u></b> Key pupils could read out their description while the images are being played on the T.V.</p> <p><b><u>Task 3</u></b> Pupils could go through the writing process to write the letter of complaint. Focus on the layout of the letter as well as the tone and use of formal language.</p>	Whiteboards pens A video-clip of 'Holidays From Hell'	WL 7, 14.
	None	

### **Overview week 4**

By the end of this week, pupils will have written a letter of complaint.

Suggested Activity	Resources	Framework
<p><b><u>Week 5</u></b> <b><u>Starter</u></b> <i>Put resource 11 on the OHP and ask them what the limitations of the letter of complaint are. A pupil could annotate ideas on the board.</i></p>	<p><i>OHP</i> <u>Resource 11</u></p>	<p><i>TLR 7, 8, 10.</i> <i>S&amp;L 1, 4, 5.</i></p>
<p>Pupils will write a letter of complaint. Pupils could revise persuasive techniques from the other lesson here. Pupils will use a dictionary and thesaurus to focus on accuracy and word level. They will edit on their own and with a partner as an automatic part of the writing process.</p>	<p><u>Resource 12</u> for basic and standard pupils.</p>	<p>WL 18, 20, 21, 22. SL 13e, 15, 17.</p>

**Overview week 5**

By the end of this week, pupils will have written and evaluated a letter of complaint.

They will have edited as an automatic part of the writing process.



### **End of Unit Assessment**

By the end of this unit, pupils will have done the following reading, writing and speaking and listening tasks that can be used for an end of unit assessment:

#### **Speaking and Listening**

- A formal group presentation on their model holiday

#### **Reading**

- Annotation of a holiday brochure, focusing on presentational devices.
- Annotation and evaluation of a leaflet.

#### **Writing**

- A description of an ideal holiday
- A letter of complaint
- A letter from a manager to a customer in response to a letter of complaint.

**Spiritual, Moral, Social and Cultural Development**

The following table demonstrates how these ideas fit into the media holiday Scheme of Work .

Spiritual	Moral	Social	Cultural
<p>Pupils will <b><u>value a non-material dimension to life</u></b> when focusing on their holiday experiences with their families and friends.</p> <p>Pupils will consider <b><u>the feelings, experiences and emotions of others</u></b> when doing a role play in week 4, when writing a letter of complaint in week 5 and writing a response to a letter of complaint in week 6. T</p>	<p>Pupils will be able <b><u>to recognise the moral dimensions to situations</u></b> during the role play activity in week 4.</p> <p>Pupils will be able <b><u>to recognise the greater needs which extend beyond self-interest</u></b> during group activities.</p>	<p>Pupils will achieve a greater understanding of <b><u>how individuals relate to each other</u></b> and be able <b><u>to make a personal contribution to the well being of groups</u></b> during the group work activities.</p> <p>Throughout this unit, <b><u>they will be able to appreciate how the media relates to life in society.</u></b></p> <p>Throughout this unit, pupils will be able <b><u>to take on the roles of team leader and team worker.</u></b></p>	<p>Not applicable in this Scheme of Work.</p>

## ICT Opportunities in English

### Week 2

Pupils could use PowerPoint to formalise the presentation and stop pupils from reading from a sheet. This will, therefore, help them with their voice projection, level of eye contact with the audience and train them to be more confident and fluent speakers.

Before pupils annotate a page from a holiday brochure, this skill could be demonstrated by using an interactive whiteboard. The annotations could be saved and used as a model in future lessons.

### Week 6

Pupils could design a letterhead on the computer (Warning - this may restrict the creativity of some of the pupils).

Pupils could write the letter of complaint on the computer with the teacher demonstrating how to go through the writing process on a computer at the start of the lesson. Editing is easier on the computer and some of the weaker pupils will be able to present their work neatly in this way.

Pupils could design a leaflet on the computer.

The above tasks are suggestions. While each activity is suitable for a whole class to take part in, the teacher may target a small group only for a particular reason.