

Learning objective: Introduce the topic of travel writing and start to consider what travel means to us.

Framework objectives:

W10: Effective information

S&L4: Commentary

Starter:

Explain that we are now starting a new topic: travel writing. We will be looking at various sorts of travel writing and the objective of the unit is to read different types of texts effectively and to write in a variety of styles.

Students close their eyes and think about the word 'holiday' for one minute. Leave one page free in books and then without speaking students should record what they saw and how they felt when they pictured the word.

Invite students to share ideas. Make notes on IWB.

Introduction:

Write out the following on the board:

- 1) Location
- 2) Accommodation
- 3) Favourite activities
- 4) Memorable food

Now ask students to extend their initial ideas about the word 'holiday' by defining their perfect holiday under the above headings.

Development:

Students design a holiday poster using the above ideas: using the blank page they kept to show this is a new unit of work.

Plenary:

Ask students to present their posters to the rest of the class to see what sorts of ideas have been popular.

Learning objective: We are going to consider the difference between fact and opinions and the ways in which writing about holidays is adapted to its audience.

Framework objectives:

W10: Effective information

R6: Bias and objectivity

Starter:

Students write down five ways in which they think it would be possible to 'sell' (insert name of your town, city, district or state here) to tourists.

Take feedback.

Introduction:

Go to (find a tourist website relevant to your town, city, district or state here) and read through the main page information with students. Students decide which of the words or phrases are opinions and which are facts.

Development:

Students divide a page into four and put the headings: beach; city; sports; road trip and /or camping. The class now needs to think of words that they could use that would advertise each of these holidays. Alternatively you could show them resource <http://www.morelearning.net/KS3/TravelWriting/categories.pdf> from www.morelearning.net.

Once the words are chosen students need to make an opening sentence (or two) for each of the holidays that we have discussed, which would be suitable for a webpage like the website you have already looked at for your town.

Plenary:

Hear students' sentences for the holiday destinations read out.

Learning objective: Continuing to think about audience and purpose and the different language devices needed to sell to particular groups.

Framework objectives:

W10: Effective information

R6: Bias and objectivity

Starter:

Reminder that key aspects to think about when doing travel writing – in order to sell a holiday – is audience, purpose, language used and presentational devices in the writing.

Introduction:

Ask students to make a list of all the things they dislike about (insert whichever place you are doing here) - concrete, pollution, traffic etc - and try to turn those into positive statements and reasons for visiting (name of town etc). Give the example: The concrete capital: a magnificent holiday destination for those who love hot tarmac and unhealthy humidity!

Development:

Point out to students that advertising and marketing means we can make even things we don't like sound pretty good. Still thinking carefully about the adjectives we use for each type of holiday ask students to think about audience in particular and write words and phrases which would be suitable for advertising (insert name of place here) to the following groups:

- 1) A break for a family of four.
- 2) A romantic break for a couple.
- 3) A weekend trip for a group of friends.
- 4) An educational trip for a class and their teacher.

Plenary:

Hear students' sentences for the holiday destinations read out.

Learning objective: Revision and assessment of understanding of audience and purpose in travel writing.

Starter:

Discuss how we have explored that different purposes of writing need different vocabulary.

Hand out Holiday Brochure jargon sheet (resource available on www.teachit.co.uk) and get students to match up the explanation from the holiday brochure with the realistic view.

Introduction:

Students are now going to have this lesson to design an entry in a holiday brochure for one of the following groups of people:

- 1) A break for a family of four.
- 2) A weekend trip for a group of friends in their twenties.
- 3) An educational trip for a class of teenagers and their teachers.

The trip is going to be to (choose a destination here – it is useful to get students to all do the same destination). You might also want to decide which students design which page as some might be more accessible than others. Briefly ask students what sort of language might apply to each of these different audiences and places and make notes on the board if necessary.

Development:

Students work on their entry. This can be display work or make an ICT lesson if students are able to draft their work first.

Plenary:

Share the vocabulary that students have used, depending on who their holiday is aimed at and ensure that students have considered the audience of their travel brochure.

Learning objective: Looking at different types of sentences and preparing to write a letter of complaint.

Starter:

See how students got on with their holiday brochure entries. Discuss how we have explored that different purposes of writing need different vocabulary.

Introduction:

Now explain that students are going to imagine that they have gone on the holiday they wrote about in the brochure and the hotel was terrible. Today we are going to start letters of complaint about the holiday to the manager of the hotel where they stayed. Firstly though we are going to look at different types of sentences to help us create interesting pieces of writing.

Do work on the board on simple, compound and complex sentences which students should follow and copy down (this might be reminding students of the differences or asking them to consider a variety of ways of saying the same thing and seeing which they think is most effective).

Development:

There is a lesson plan on www.teachit.co.uk which I adapted to suit this lesson. From the worksheets available there I asked students to decide on the problem that has ruined their holiday (it is things like there being a building site outside the window or cockroaches in the room) and make notes under the headings of:

How the problem has ruined holiday.
How you feel about the problem.
What you want the manager to do about the problem.

There is a worksheet available on www.teachit.co.uk on writing the letter of complaint which I handed out to students.

Students write the first paragraph of their letter.

Plenary:

Students share their ideas so far and offer suggestions for improvements.