

E2L Unit: Travel 2 - A Skiing Holiday in Scotland

This unit can be used at any stage of the course; it does not assume knowledge of any previous units.

In the course of practising some key IGCSE English skills (and some more general ones) students will learn about some basic skiing skills, be introduced to the Cairngorm region of Scotland, learn about avalanches, examine the wider issue of ski tourism, analyse an advertisement, and discuss their ideas about what a holiday should entail.

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
Warm up activities					
Vocabulary building	Understand and employ a range of vocabulary	As a warm-up introduction to the unit, raise the theme of snow-based landscapes and extract words and phrases from students - write words on the board adding some from the vocabulary list given in the exercise. The list of useful conjunctions is an additional general resource that might be added to in the course of the unit, or used for revision purposes. You might wish to print these out for your students.			<link to Travel 2 lesson 1> The following content links might be used to provide an introduction to skiing, or as background support material for the unit in general. http://www.skiclub.co.uk/cogs/Welcome : The Ski Club of Great Britain. http://www.vailsoft.com/museum/ : The Colorado Ski Cub.

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<u>Activity: Analysing an advertisement (1)</u>					
Persuasive language (reading)	Understand and convey information.	The following concentrates on <u>how</u> advertisements try to persuade. It could be printed out for use as the basis of a lesson (but you may prefer to conceal the answers section first). Students should read the extract carefully twice, thinking about whether they are persuaded to take a skiing holiday.			<link to Travel 2 lesson 2>

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<u>Activity: Analysing an advertisement (2)</u>					
Recognising colloquial language, jargon and idioms (reading)	Understand and employ a range of vocabulary.	The exercise could be printed out for use as the basis of a lesson (but you may prefer to conceal the 'Check Your Answers' section first. Find some humorous examples of colloquial and jargon to introduce the lesson.			<p><link to Travel 2 lesson 3></p> <p>If you would like to have a look at some more idioms, try The Idiom Connection at http://www.geocities.com/Athens/Aegean/6720/</p> <p>Dave Sperling's ESL site has an interesting idiom page which updates daily - see if you can log onto http://www.pacificnet.net/~sperling/idioms.cgi</p>

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<u>Activity: Where shall we go on holiday?</u>					
Listening for basic understanding (listening)	Understand (and convey) information.	<p>The exercise, a test in listening for basic understanding, could be printed out as the basis for a lesson (but you may prefer to conceal the 'Check Your Answers' section first.</p> <p>Play the conversation featured in the exercise.</p>			<link to Travel 2 lesson 4>

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<u>Activity: The different ability levels of skiers</u>					
Note taking (reading and writing)		<p>The exercise, which is similar to the note-making exercise in Paper 2 (extended), could be printed out as the basis for a lesson (but you may prefer to conceal the 'Check Your Answers' section first).</p> <p>Students could read the passage in small groups before attempting the exercise.</p>			<link to Travel 2 lesson 5>

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Activity:</u> <u>Considering popular myths about avalanches</u>					
Fact v Opinion (reading)	Understand, order and present facts, ideas and opinions	Students should be given plenty of practice in distinguishing between fact and opinion. The following lesson plan includes a suggestion for introducing this concept, and parts of it might be printed out for completion by students (but you may prefer to conceal the 'Answers' section).			<link to Travel 2 lesson 6> A fact v opinion tutorial can be found at http://www.gcse.com/recep.htm

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<u>Activity: Reading about avalanche awareness</u>					
Looking for context clues (reading)	Understanding and employing a range of vocabulary	<p>Introduce the theory of context clues by citing some very simple examples to the class, e.g. 'I woke up this morning and put on my --' Can the students guess what the missing word might be from the context alone? Then have some of the students suggest some contexts.</p> <p>The exercise could be printed out for use as the basis of a lesson (but you may prefer to conceal the 'Check Your Answers' section first).</p>			<p><link to Travel 2 lesson 7></p> <p>Get students to visit http://www.avalanche.org - the homepage of Avalanche.org, a comprehensive site about avalanches.</p>

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<u>Activity: Reading about the Scottish Cairngorm Mountains</u>					
Scanning for specific information (reading)	<ol style="list-style-type: none"> 1. Understand and convey information 2. Evaluate information and select what is relevant to specific purposes. 	The exercise, which tests 'scanning' for detail, could be printed out for use as the basis of a lesson (but you may prefer to conceal the 'Check Your Answers' section first).			<p><link to Travel 2 lesson 8></p> <p>Get students to visit http://www.holiday.scotland.net/outdoor/index.htm to gather more information from the Scottish Tourist Board about skiing and this reading of Scotland.</p>

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<u>Activity: Looking at both sides of the skiing industry</u>					
Summarising techniques (writing)	<ol style="list-style-type: none"> 1. Evaluate information and select what is relevant to specific purposes 2. Communicate effectively and appropriately exercise control of appropriate grammatical structures 3. Demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling. 	<p>Summarising is a key IGCSE skill in many subject areas. Ask students to say what they did during their last school holiday and you will get plenty of summaries! The following exercise could be printed out for use as the basis of a lesson (but you may prefer to conceal the 'Check Your Answers' section first). The exercise aims at showing how reducing content and using conjunctions work together to create good summaries. Students might be divided into groups to read the passages.</p>			<link to Travel 2 lesson 9>

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<u>Activity: Writing about a skiing holiday</u>					
Developing a more complex writing style (writing)	<ol style="list-style-type: none"> 1. Articulate experience and express what is felt. 2. Communicate effectively and appropriately. 3. Demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation, and spelling. 	The activity, which could be printed out for students as the basis of a lesson, focuses on writing to describe, and includes suggestions for improving longer pieces of writing focusing on sentence control.			<link to Travel 2 lesson 10> Students could visit http://www.world-tourism.org

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Activity: My perfect holiday					
Focus on Structure (speaking)		This activity aims to provide information for teachers (and students) regarding the assessment criteria, suggest activities that will enable students to satisfy these criteria, and provide material for use in these activities.			<link to Travel 2 lesson 11> <link to assessment criteria used in assessing oral tests> <link to general administrative instructions and guidance about administering oral tests in a real exam situation>

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<u>Activity: Expressing points of view about the tourist industry</u>					
Expressing point of view (writing)	<ol style="list-style-type: none"> 1. Articulate experience and express what is felt 2. Communicate effectively and appropriately 3. Demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling 	The activity, which could be printed out for students as the basis of a lesson, focuses on writing to express views, and includes suggestions for improving longer pieces of writing focusing on conjunctions to write in a contrasting style. (It may be more suitable for candidates taking paper 2 (Extended) rather than Core candidates.)			<link to Travel 2 lesson 12> Students could visit http://www.world-tourism.org to learn more about worldwide tourist issues.