

Dream Holiday

L1 Functional Skills English



Name _____

Date _____

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Introduction

In this project you will be finding out about a place you would like to visit on holiday abroad, and thinking about how you can advertise your chosen destination to others. You can use the internet, travel books and holiday brochures to help you.

Task 1: Choosing a country to visit

Choose a country you would like to visit on holiday.

Write about the following:

1. Which country have you chosen and why?

2. Where is this country (in which continent, sea or ocean does it lie)?

3. Which specific part of the country do you want to visit and why?

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Task 2: Gathering information about the country

You need to find out as much as you can about the country you have chosen.

1. What is the weather like at this time of year?

2. What is there to see and do?

3. Are there any specific tourist attractions? Explain what they are.

4. What language or languages are spoken in the country?

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5. What types of food are traditionally eaten in the country?

Please include any other information about this destination which you think might be of interest to possible holidaymakers or other travellers.

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Task 3: Advertising the destination

Produce a one-page advertisement for the destination you have chosen.

Your advertisement will take the form of a leaflet. You can complete it either in MS Word or by hand, but it should take up no more than **one page** of A4 paper.

In your advertisement, you should use a mix of **PERSUASIVE** and **INFORMATIVE** language.

REMEMBER

PERSUASIVE texts really want you to **DO** something.

Also, think about your target audience: **WHO** is the text aimed at? Who you want to read your advert will make a difference to how it is laid out and the language that you use.

Persuasive texts usually use:

- Repeated Words
- Text in CAPITALS
- Exclamation marks
- Rhetorical questions
- Emotional one-sided arguments
- Humour

INFORMATIVE texts really want to **TELL** you about something or **ADVISE** you.

Again, think about **WHO** the text is written for.

Informative texts usually:

- Contain facts
- Give information in a clear way

Dream Holiday– curriculum mapping

Level 1 Functional Skills English mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards. ✓ indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher.

Reference: Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.*

<http://www.ofqual.gov.uk/>

Speaking, Listening and Communication skill standard: Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.

- a) Make relevant and extended contributions to discussions, allowing for and responding to others' input
- b) Prepare for and contribute to the formal discussion of ideas and opinions
- c) Make different kinds of contributions to discussions
- d) Present information/points of view clearly and in appropriate language

Writing skill standard: Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose & audience. Note: weighting in formal assessment: a-d 55-60%, e-f 40-45%.

- a) Write clearly and coherently, including an appropriate level of detail ✓ TASK 3
- b) Present information in a logical sequence ✓ TASK 3
- c) Use language, format and structure suitable for purpose and audience ✓ TASK 3
- d) Use correct grammar, including correct and consistent use of tense ✓
- a) Ensure written work includes generally accurate punctuation and spelling and that meaning is clear ✓

Reading skill standard: Read and understand a range of straightforward texts

- a) Identify the main points and ideas and how they are presented in a variety of texts
- b) Read and understand texts in detail ✓ TASKS 1 & 2
- c) Utilise information contained in texts ✓ TASKS 1 & 2
- d) Identify suitable responses to texts

** This resource also covers many adult literacy curriculum <http://www.excellencegateway.org.uk/sflcurriculum> elements.