

4

Getting to know the UK

Curriculum coverage

Listening and speaking

- | | |
|--|--|
| ● Get travel information using the telephone | Lr/E3.1a, 2a, 2b, 2c, 2e; Sc/E3.2a, 3b, 3d |
| ● Follow and understand the main points of discussions | Lr/E3.1b, 7a, 7b, 7c |
| ● Give short descriptions of places | Sc/E3.4a, 4f |
| ● Discuss and compare places and journeys | Sd/E3.1a, 1d |
| ● Discuss places to visit and likes and dislikes | Sd/E3.2a, 2b; Sc/E3.1a, 3b, 4a |

Skills

Reading and writing

- | | |
|---|--|
| ● Read and get information about places | Rt/E3.1a, 2a, 4a |
| ● Use a variety of reading strategies | Rt/E3.5a, 6a, 7a, 8a |
| ● Plan and write a letter of complaint | Wt/E3.1a, 2a, 4a; Ws/E3.2a, 3a; Ww/E3.2a, 3a |
| ● Spell adjectives to do with travel | Ww/E3.1a, 1b |

Skills

Key functions

- Asking for information and describing places
- Expressing views and opinions
- Explaining/giving reasons

Key grammar

- Present perfect and *ever/never*
- Adjectives and superlatives
- Verbs and infinitive/gerund

Resources to support the unit

- Audio player and recording
- Access to computers and the Internet if possible
- Dictionaries
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- OHP if possible
- Large wall map of the UK or Britain (teacher's own)
- Large wall map of Europe (teacher's own)
- Tourist brochures, leaflets and guidebooks, both national and local (teacher's own)
- Tourist information from websites (teacher's own)
- Distance chart of places in the UK from a road map (teacher's own)
- Photos and tourist information about places in the unit (teacher's own)

Page 1

Getting to know the UK

Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

Task

- Use the pictures to elicit descriptions of places and check the meaning of the words. Encourage learners to speculate about where in Britain the places might be.
- Learners discuss the questions in pairs or small groups. Whole class feedback and discussion about places they'd like to visit, ideal holidays and their idea of a good day out.
- Alternatively, learners do a class survey and go around the group asking and answering questions about their ideal holiday destination/idea of a good day out. Feedback.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Page 2

Finding places in Britain

Materials

- Audio – place-names in the UK
- Audio – descriptions of places in the UK
- Large wall map of the UK/Britain if possible
- OHP if possible

Rationale

To increase learners' familiarity with the map of Britain and how to pronounce place names; to give factual information about location of places

Activity A *Speaking and listening: places in Britain*

Pre-task activity

- Show a large map of Britain. Elicit names and location of the countries making up the UK, i.e. England, Wales, Scotland, Northern Ireland. Elicit names of regions, e.g. the south-west, the north-east. Elicit counties, e.g. Cornwall, Yorkshire. Elicit the location of the town/city of the class.

Task

- Put the names of the local town/city and the cities from the box on page 2 on the board. Demonstrate and mark the stressed syllable. Look at the example of Birmingham. Ask learners to work in pairs and mark the stressed syllable for the other cities.
- Check answers as a group and establish the usual position for stress with place-names (on the first syllable). Elicit names which have a different stress pattern, e.g. Southampton.
- Play the audio or read out the place-names in the box so that learners can listen for the stress and then practise saying them.
- Check that learners can pronounce the names of cities, towns and counties in their locality.
- Elicit how to describe location, e.g. *It's in the north-east/It's on the south-west coast* and practise chorally.
- Learners work in pairs to place any of the cities from the box on the map.
- Learners listen to the audio describing the places and complete task 4. Check answers as class, using an OHT if possible.
- Encourage learners to add any other places they know to the map.
- Set up the pair work activity (task 5). Learners take it in turns to ask and answer questions.

Differentiation

- Ask learners to write sentences about the other places they know, e.g. *Brighton's on the south coast*.

Extension

- Play the audio for task 4 again and focus on the descriptions of the cities.
- Learners can write a short paragraph describing their town, city or area.
- Learners work in small groups and play a game around the group. The first learner says the first letter and location of a place, e.g. *It begins with B and it's on the south coast*. The learner who gets the answer *Brighton* takes the next turn.

Page 3

Planning where to go

Materials

- Audio – places to visit
- Wall map of Britain

Rationale

To practise listening for main points and for detail; to focus on the use of the present perfect for talking about experience; to focus on the question form with *ever* and short answers; to ask questions and express statements of fact

Activity A

Talking about places in Britain

Pre-task activity

- Elicit any information about places in the photos, e.g. Warwick and Warwick Castle, and show their location. Ask if any of the class has visited any of these, or similar places.

Task

- Play the audio. Check answers in pairs and then as a class. Play the audio again if necessary.
- Play the audio again for task 2. Check in pairs and then as a class.

Activity B

Language: present perfect questions

- Play the audio again for the gap-fill activity. Get learners to focus on present perfect questions, participles and short answers.
- Learners listen to the questions again for task 2 and then repeat chorally with appropriate intonation on *yes/no* questions and stress on the place names.
- Set up the pair work for task 3. If necessary, build up a model conversation on the board for yes and no answers:
A: Have you ever been to ...?
B: Yes, I have. In fact, I was there ...
A: Have you ever visited ...?
B: No, I haven't, but I'd like to go there one day./I've heard it's really interesting.
- Elicit and demonstrate on the board how the apostrophe replaces missing letter(s) in the contraction *haven't*.

Extension

- Learners choose a place and do a class survey asking everyone in the group if they have been there. They put a tick for each person who has visited the place of their choice.
- In feedback, establish the place most people have visited.

Page 4

Things we have done

Materials

- Dictionaries

Rationale

To introduce and practise the present perfect with *ever/never*

Activity A *Language: present perfect*

Pre-task activity

- Ask questions to check that learners understand the use of the present perfect with *ever/never* to talk about things which have or haven't happened until now. Draw a time line on board to clarify if necessary.
- Demonstrate how the present perfect is formed and drill the form.
- Check learners are familiar with regular verb forms in the infinitive, past and past participle by eliciting some regular examples, e.g. *visit/visited/visited*.

Task

- Set up task 1. Check answers in pairs and as a whole class.
- Check learners recognise the infinitive form of the verbs in task 2 and elicit the past simple of regular verbs in the list.
- Check pronunciation of -ed endings.
- Point out that the past participle is the same as the past simple for all regular verbs but for irregular verbs it may be the same (e.g. *left/left*) or different (e.g. *went/gone*).
- Check learners can use the verb table in their dictionary to find past participles of irregular verbs.
- Learners check answers in pairs.

Differentiation

- Ask learners to make their own verb table and add the new verbs.
- Put a substitution table on the board and ask learners to make positive and negative sentences using it.

Extension

- Discuss where and how learners record new words and look at different ways of doing this, e.g. in alphabetical order, by topic.
- Discuss what information they record about a new word, e.g. part of speech, pronunciation, meaning.

Activity B *Speaking: asking and answering questions*

Pre-task activity

- Review question forms with *ever* from page 3. Revise intonation of *yes/no* questions and sentence stress in questions.

Task

- Set up the pair work activity. Demonstrate the activity by writing a question on the board with two columns to record answers. Ask a couple of learners the question and record their answers.
- Learners prepare questions for the questionnaire individually, using the present perfect with *ever*. They can check for accuracy using their dictionaries. If necessary elicit questions and put them on the board.
- Learners work in groups of three and take turns to ask the questions in the questionnaire and record the answers.
- Alternatively, they can circulate and mingle to ask the questions and record the answers of as many people as possible.

Differentiation

- Learners with less developed literacy skills write fewer questions.

Extension

- Encourage learners to think of their own questions, not just using the verbs in the list. They can extend the topic beyond travel if they wish.

Page 5 About places

Materials

- Dictionaries

Rationale

To introduce adjectives to describe places and to review the superlative form; to practise describing and comparing places; to express opinions about places

Activity A *Vocabulary: describing places*

Pre-task activity

- Elicit some adjectives to describe the town/city where learners now live.

Task

- Discuss the photos in task 1 and encourage learners to speculate about where the places are. Elicit their positive or negative feelings about cities and the countryside.
- In task 2 learners can work in pairs to match the adjectives to the pictures. They can check the meaning of any new words in their dictionaries.
- Elicit the position of the stress and practise saying the adjectives.
- In pairs, ask learners to group the adjectives as positive or negative. Feedback to the whole class.
- Focus on the adjectives which can be both positive and negative and how opinion and context can affect this, e.g. a *peaceful* village as a holiday destination is a matter of taste.
- Before setting up the pair work in task 3 elicit questions for asking for descriptions of places and practise the intonation, e.g. *What's it like?* *What's special about it?* *What do you like about it?*
- Learners can talk about places they have visited in their own countries and in countries outside the UK.

Extension

- Get learners to record new adjectives in their vocabulary notebook with an example sentence for each one.
- They can discuss advantages/disadvantages of translating the meaning or writing an example sentence in English.

- Learners can write a short paragraph describing one of the pictures in Activity A.

Activity B *Language: superlatives*

Pre-task activity

- Elicit common adjectives which have regular comparative and superlative forms, e.g. *nice/nicer/the nicest*.

Task

- Learners classify the adjectives in Activity A. Check answers in pairs and then as class.
- Elicit some things which make a place boring, horrible, depressing etc.
- In pairs, learners discuss what they like/dislike about different places they have visited or different areas of the locality where they live now.
- Based on this discussion, they write sentences for task 3.

Differentiation

- Learners can write fewer sentences.
- They can also write about places their partner likes/dislikes and why.

Extension

- Learners use dictionaries to check irregular forms of *good, bad, far*.
- Put learners in small groups. Put photographs of different types of tourist places face down on the table. Each learner in the group chooses one and looks at it briefly without showing it to the other learners. He or she then places it face down on the table. When each learner has chosen a photo, allow a few minutes for them to prepare a description of the place. All the photos are then placed face up on the table and learners take turns to describe their photo while the others guess which picture he or she is describing.

Page 6

Planning a journey

Materials

- Audio – asking for travel information on the phone
- Photocopiable resource – cue cards

Rationale

To practise comparing forms of transport and journeys using comparative and superlative forms of adjectives; to practise asking for and expressing opinions; to practise listening for details

Activity A *Comparing methods of transport*

Pre-task activity

- Check learners remember how to make comparative and superlative forms of adjectives.

Task

- Set up as pair work. Elicit methods each pair has thought of. Combine as a class list on the board.
- Discuss advantages/disadvantages of the methods of transport for the Daves, e.g. advantages – more convenient, more comfortable, better for children; disadvantages – more expensive, less reliable.

Differentiation

- Learners use their notes to write a short paragraph about the best method of transport and give reasons for their choice.

Activity B *Listening and speaking: asking for travel information*

Pre-task activity

- Establish that Jyoti is making phone calls on behalf of her sister's family to find out the best way to get to Leeds from Birmingham.
- Find/elicite location of Birmingham and Leeds on the map on page 2 and estimate the distance.

Task

- Play the audio as often as learners need to find the information and make notes. Then check answers.
- Put learners into groups for task 2. Give out the cue cards from the photocopiable resources (one set for each group, to be distributed randomly amongst learners in the group).
- Tell groups to think about the family's likes and needs when discussing the best way for them to get to Leeds. Encourage them to use expressions such as *What do you think? What about you? Do you agree?* to elicit opinions.
- Feedback by taking a class vote on the choice of train, coach or hiring a car.

- Make sure learners practise both roles in task 3.

Differentiation

- Less confident learners can work with a model conversation on the board.

Extension

- Get learners to ring for real information for a journey they would like to make. They can call the train station, coach station or a travel agent.
- Learners can check out a travel information website.

Page 7

Planning what to do

Materials

- Pictures and brochures about the places mentioned and other well-known places in London from London Tourist Board/website or guidebooks

Rationale

To introduce and practise verbs with gerund; to practise scanning texts to locate information

Activity A Language: -ing forms

Pre-task activity

- Discuss Jyoti's family and her sister Tarla's family.
- Discuss the advantages/disadvantages of whole family outings, e.g. expense, trying to please wide age range.
- Ask if learners have visited any tourist attractions in London. Use pictures to elicit the names of attractions and what learners know about them, if anything.

Task

- Set the task.
- Check the underlined and circled verbs in pairs and as a class. Check learners understand which ones take the gerund and which ones take the infinitive with *to*.
- Encourage learners to give reasons for their choice.
- For further practice, write up incomplete sentences on the board and get learners to complete them with *-ing* or infinitive + *to*.

- Set up the pair work and give out the descriptions of places from the photocopiable resources. If possible, bring in pictures of these places.
- Whole class feedback. Get learners to give reasons for their choices.

Activity B Spelling: the -ing form

- Establish the spelling rules for gerunds on the board:
- Most verbs → + *ing*, e.g. *carry/carrying*
- 1 vowel + 1 consonant → double consonant + *ing*, e.g. *get* → *getting*
- 2 vowels + 1 consonant: don't double, e.g. *sleeping*
- 2 consonants + *ing*, e.g. *walking*
- Learners take turns to ask and answer questions about what they like or don't like doing on holiday using the gerund.
- They then write sentences about their partner.

Extension

- Learners write similar sentences about themselves and members of their family.
- Learners plan a day out for the family and pair members of the family who have similar enough interests to go on a day out together. They decide who goes with whom and where.
- In pairs, learners talk about places they would/would not like to visit and say why. They discuss and then record their answers:
 - *We both want to visit ... because ...*
 - *I want to visit ... , but you don't because ...*
 - *You want to visit ..., but I don't because ...*
 - *Neither of us wants to visit ... because ...*
 - *Take a class vote about places to visit.*

Page 8

Choosing a holiday

Materials

- Wall map of Britain or the UK
- Pictures of Blackpool, Whitley Bay and Cornwall from tourist board websites, leaflets, guidebooks
- Photocopiable resource – texts about holiday destinations
- Access to computers and the Internet if possible (extension task)

Rationale

To practise reading for information and asking for information

Activity A *Reading about places*

Pre-task activity

- Introduce Koffi, Shahab and Ming, three friends who are studying at the local college. They want to go away for a weekend.
- In pairs, learners speculate about what they would like doing on holiday and then discuss as a whole class.
- Elicit tourist websites, leaflets and guidebooks as sources of holiday information.
- Show an example of each and elicit some key features, e.g. complete sentences in the guidebook.
- Establish the location of the three places on the wall map or the map on page 2.

Task

- Divide the class into three groups.
- Give each group one of the texts from the photocopiable resources. Learners should not see the other groups' texts.
- Within their own group, learners discuss where they think the information is taken from. They read and make notes individually.
- Regroup in threes so that there is one learner who has read each of the texts. They take it in turns to ask for information and make notes on all three places.

Differentiation

- Pair a learner with lower literacy with a learner with stronger skills for the reading activity. Where possible, prepare shorter texts with only a few basic attractions listed.
- If possible, provide tourist information with illustrations to support the reading task.

Extension

- Learners collect additional information from other sources about each of the places – they can use the Internet if this is available. They make a wall display about the three places.
- Learners make notes from leaflets, guidebooks and websites about other tourist places.

Activity B

Speaking: giving opinions and reasons

Pre-task activity

- Draw attention to the 'Remember' box and remind learners how to introduce a reason using *because*.

Task

- Learners change partners again and choose a holiday destination for the three friends.
- Discuss their choice as a class and check they are using *because* to give reasons. The reason can be to do with the place or the friends' predicted preferences.
- Take a class vote about where the friends should go.

Extension

- Ask learners to draw a pie chart (either by hand or by using a spreadsheet package on the computer) showing the results of the class survey.

Page 9

Phoning for information

Materials

- Audio – phone call to a tourist office
- Audio – phone call to a guest house
- Brochures and access to website information about places to stay

Rationale

To practise listening for detail and asking for information over the phone

Activity A *Listening: asking about places to stay*

Pre-task activity

- Elicit different types of accommodation, e.g. camping, bed and breakfast, guest houses, hotels, and list on the board.
- In pairs, learners discuss the advantages and disadvantages of each type of accommodation and say which they prefer and why.
- Elicit tourist offices as a source of information. Elicit the importance of preparing for a phone call.

Task

- Elicit likely information and possible questions as a class activity.
- Play the audio and stop it from time to time so that learners can check their answers.
- Play the audio again for task 3. This time learners listen for detail. Learners check in pairs and then with the whole class.
- Before the discussion in task 4, elicit expressions for asking for and giving advice, e.g. *Where do you think they should stay? Do you think it's better for them to stay in Whitley Bay or in Newcastle?*
- Also elicit expressions for agreeing and disagreeing, e.g. *I think that's a good idea./ I'm not sure about that./ I think they should/ I think the best solution for them is to ...*
- Encourage learners to ask for each other's views and give reasons.

Differentiation

- Learners use the Internet or leaflets you have provided to find additional information about Whitley Bay.

Activity B *Listening and speaking: phoning a guest house*

Task

- Elicit what Ming should find out when he phones.
- Learners listen and make notes in the table in task 2. Play the audio twice and check answers in pairs and as a class.
- Set task 3 to prepare learners for the role play. Whole class feedback.
- For the role play in task 4 get learners to sit back to back to simulate a phone call.
- Some pairs can do their role play for the whole class after they have practised.

Extension

- Learners with good literacy skills can get accommodation details from websites or brochures before they practise the role play. Learners change partners and get information/make notes about at least two different types of accommodation. They decide on the best one and give reasons.

Pages 10 and 11 Written complaints

Materials

- Audio – phone call making a complaint
- Dictionaries
- Access to computers if possible

Rationale

To raise awareness of the structure of a formal letter and revise sequencing words; to practise planning, drafting and editing a formal letter of complaint

↑ Activity A *Writing: looking at letters of complaint*

Pre-task activity

- Elicit things which can go wrong on holiday, e.g. bad weather, travel delays.
- Elicit which of the things learners would complain about in writing.

Task

- Learners read the letter and answer the questions in task 1 in pairs.
- In task 2 learners look at a useful structure for a letter of complaint and decide on the purpose of the three paragraphs.
- Ask learners to pick out any sequencing words which the writer uses to list the things that happened (*firstly, in addition, finally*).
- Revise the layout of a formal letter with the position of the addresses and forms of address. Draw a letter layout on the board if necessary.
- Learners can work on the matching activity in task 3 individually or in pairs.
- Learners check in pairs and as a class.

Differentiation

- After Activity A, give learners who need more support a copy of the paragraphs of the letter and get them to put the information in the correct order and add the sequencing markers to show the three problems Mr Smith had while he was in the hotel.
- Alternatively, give out a copy of the letter with the sequencers removed and ask learners to read the text and replace them.

Extension

- Learners can write the introductory and concluding sentences for problem **b** or **e** in task 3.

Activity B *Listening to a complaint*

Pre-task activity

- Elicit possible problems for the three friends at the start of their holiday.
- Discuss which problems you would complain about in writing, e.g. shower not working = yes, colour of carpet horrible = no.
- Discuss whether in some cultures people are more prepared to complain than in other cultures.

Task

- Set the task and play the audio.
- Check in pairs and as a whole class after the first listening.
- Play the audio again, pausing to allow learners time to make notes.

Activity C

Planning and drafting a letter

- Put learners into pairs for task 1.
- Feedback – discuss reasons for their answers.
- Learners stay in pairs to develop the notes in task 2 into a paragraph explaining what happened.
- Compare paragraphs with other pairs.
- Pairs then choose the more appropriate ending for the letter in task 3.
- Learners may word-process their letter. It may be equally appropriate to produce a neat handwritten final draft.
- Elicit things to look out for when editing their writing and establish the usefulness and limitations of the spell-check facility on a computer.
- Display final versions of the letters and discuss which ones learners think work best and why.

Differentiation

- Give learners with lower literacy levels a skeleton paragraph of the letter to complete.

Extension

- Learners plan, draft and edit a letter of complaint about a holiday or travel problem of their own.

Page 12

Britain's beaches

Materials

- Wall map of Britain
- Wall map of Europe

Rationale

To discuss issues; to read and listen for information

Activity A

Speaking: discussing a problem

Pre-task activity

- Ask if learners have taken a holiday in the UK or abroad. Discuss which they preferred or would prefer and why.

Task

- Elicit the range of reasons for fewer people taking holidays in Britain, e.g. cheap flights abroad, unpredictable weather.
- Discuss the picture and elicit other problems in the sea and on beaches, e.g. dog mess, untreated sewage, industrial waste.
- Put learners into small groups to discuss possible solutions. The group or you choose a spokesperson to report the ideas to the whole class.
- Discuss and vote on the best solutions.

Activity B

Reading about British beaches

Pre-task activity

- Find the countries in the chart on a large map of Europe. Let learners come to the front of the class and point them out if they know where they are. Check syllable stress.

Task

- Learners read the text individually. Check answers as a class.

- Encourage learners to guess unknown words from context and use dictionaries to check, e.g. *Is a cleanliness award a good or bad thing? Do countries want the award or not? What do you think a 'coveted cleanliness award' means?*
- Check learners can say the numbers of Blue Flag awards each country has.
- Learners discuss the question in task 2. Feedback/class discussion.
- Learners practise making statements using comparatives and superlatives in task 3.

Extension

- Learners find the website for Blue Flag awards and find information about beaches in Britain (local beaches, if learners are near the sea) which have the award. They find the places on the map.

Activity C *Listening to the news*

Pre-task activity

- Discuss the difference between local and national news and which learners listen to.

Task

- Find Devon on the map of Britain and get learners to say where it is: *It's in the south-west of England.*
- Play the audio. Check the answers in pairs and then play the audio again for task 2.
- Put learners in small groups after the pair discussion in task 3 to exchange ideas and give reasons. Check learners remember how to ask for each other's views and opinions.
- Learners vote on the best suggestions.

Differentiation

- Give less confident learners a gap-fill of the news report. They complete it in pairs.

Extension

- Learners design signs to put on a beach, e.g. *Clean up after your dog. Put your rubbish in the bin. Keep the beach clean.* They display them on the wall.
- Learners practise and present a short news item reporting on a story such as problems on British beaches and what local communities are doing to deal with these, or a Blue Flag award for another beach in Britain.

Page 13 Spelling

Materials

- Audio – adjective stress
- Dictionaries

Rationale

To raise awareness of how a prefix can make a word mean its opposite and to experiment with different ways of learning spellings

Activity A *Changing the meaning*

Pre-task activity

- Establish that a prefix goes at the beginning of a word and that it can make a word mean its opposite.

Task

- Demonstrate the first word together as a class.
- Make sure learners have dictionaries to check their own answers and then check as a group.
- Learners check syllable stress in their dictionaries and practise chorally.
- Play the audio or read the words for learners to check.
- Elicit any other adjectives which can change in the same way.

Differentiation

- Learners discuss the best way of recording the new words in their vocabulary notebooks.
- Learners try to work out how they would put the new words in alphabetical order. Elicit or introduce position of third letter to those ready for this, e.g. *inconvenient, inexpensive.*

Activity B *Learning new spellings*

Pre-task activity

- Elicit and discuss ways of learning spellings. Find out what methods learners use.

Task

- Give learners six words if you think it will take them too long to choose.
- Make sure learners in the group try different methods. You may need to tell them which to try.
- Demonstrate how to tap out the syllables.

- Learners choose one of the other methods to learn another five words.
- Discuss preferences as a class.

Extension

- Follow up the discussion after learners have tried all three methods.
- Give learners new spellings to learn every week or let them choose ten new words to learn.
- Test them regularly and encourage self and peer testing in class.

Differentiation

- Give poor spellers regular revision tests of words from earlier units. They learn them for homework.

Page 14 Project

Materials

- Access to telephones and computers
- Wall map of Britain or the UK
- Distance chart of places in the UK from a road map (photocopy enough for a group to share)

Rationale

To bring together the skills practised in the unit; to provide an opportunity to move outside the classroom; to provide evidence of learning for the learner's portfolio, progress record and ILP review. The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes. Learners can work on the project in pairs if they prefer.

Pre-task activity

- Discuss the pictures of tourist places in Britain and identify any places learners recognise. (The photos show Stonehenge, Stratford-upon-Avon, Hadrian's Wall and Big Ben.)
- Elicit other tourist attractions and discuss which ones learners haven't visited but would like to visit and why. Get learners to say where these are and find them on the map.
- Find out if learners know how to use a distance chart and show them if necessary.

Activity A

Get information about a place

Task

- Learners plan questions to ask and practise in pairs before phoning.
- If learners have Internet access, practise searching and follow up links to get information.
- You may need to collect a lot of information for learners if they have not got access to the Internet.

Activity B

Make notes

Pre-task activity

- Check learners have been sent and printed off all the information they need and that they have it available.

Task

- Make sure learners know where the local or college library is. Borrow and bring in some guidebooks if it is difficult for learners to get access to the library.
- Revise how to use an index.

Activity C

Write a description

Pre-task activity

- Remind learners of the planning, drafting, checking and writing process.

Task

- Learners should word-process their drafts if possible.
- Learners can help each other check their writing and can also use the spell checker and dictionaries.
- Learners can download pictures or cut them out of brochures and leaflets.
- Display work on the wall if you can or put it on a table so learners can look at each other's work.

Activity D

Tell the class about the place

Pre-task activity

- Discuss what makes a good talk, e.g. don't read, look at the audience, and draw up a checklist of do's and don'ts.

Task

- Set a time limit for each talk and do a few in every lesson.
- Encourage other learners to look at the pictures, ask questions, and to clap at the end of each person's talk.

Page 15 Check it

Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

Pre-task activity

- Go through the three activities with the learners to make sure they understand what they have to do. Allow time to check work and discuss any individual problems.

Activity A *Vocabulary for describing places*

Task

- Learners use their dictionaries to check if necessary.

Activity B *Phoning for information*

Task

- Learners write the questions and then practise asking them.

Activity C *Using the present perfect*

Task

- Learners can check the form of the past participle in the dictionary.

Page 16 Mini-projects

Materials

- Copies of the local newspaper
- Leaflets about local places of interest

- Access to computers and the Internet if possible

Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or all of the tasks. For more information, see the Introduction to the Teacher's Notes.

Activity A *Find out about things to do free in your area*

Task

- Learners collect the information out of class.
- Make class time for them to give a short presentation of their findings.

Activity B *Use the local paper*

Task

- Learners collect the information out of class.
- Make sure learners receive a free copy of the local paper and provide one for them if not.
- Encourage learners to follow up web page references to get extra information.
- Make class time for them to give a short presentation of their findings.

Activity C *Class survey*

Pre-task activity

- Learners make a list of local tourist attractions as a whole class.

Task

- Plan the survey questions and discuss how to record the answers.
- Encourage learners to look at and collect posters advertising local attractions.
- Provide space for a poster display and time for learners to look at each other's work.

How am I doing?

Rationale

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

- Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

Photocopiable resources

Page 6

Listening and speaking: asking for travel information

Activity B

Vinay Dave has an international driving licence.

Vinay doesn't really like driving.

Tarla Dave likes driving.

Tarla Dave is nervous about driving in a foreign country.

Vinay and Tarla like meeting new people.

Children don't like sitting still.

Children need to go to the toilet often.

Children want to eat and drink on the journey.

The Daves would like to see as much of the countryside on the way as possible.

Page 8

Reading about places

Activity A

A Visit Blackpool – it's so cool

Blackpool is in the north-west of England and it is the probably the most popular seaside resort in Europe. Everyone has heard of the Blackpool Tower and the Golden Mile but there's so much more. Blackpool offers just about everything a holidaymaker could wish for.

- Start with the Pleasure Beach, one of the biggest tourist attractions in Britain with six and a half million visitors a year. Go on the Big Wheel if you dare!
- Go on to the Sea Life Centre, Louis Tussaud's, the three piers ... and there's still so much more!
- Visit the magical illuminations – and you'll have the time of your life!

B Whitley Bay – the best of both worlds

Whitley Bay is a little town on the north-east coast of England with beautiful sandy beaches, lots of entertainment and the famous St Mary's Lighthouse which you can visit at low tide (but be careful, when the tide rises you will have to wait 12 hours before you can leave!).

Best of all, for those who like beaches *and* nightlife, Whitley Bay is only 15 minutes from Newcastle, recently voted Britain's liveliest party city. Newcastle is also great for art, culture and sport. You can travel quickly and easily between the big city and the glorious coast using the very fast metro service. Shopping is excellent and there are pleasant walks along the banks of the Tyne with spectacular views of the many bridges.

C Cornwall – Travel and Tourist Information

Find all the information you need about what to do and where to stay in England's most western county.

- The mildest climate in Britain – spring comes early and autumn lasts longer, so enjoy the plants, flowers and beautiful gardens.
- Unwind and enjoy our Cornish beaches, scenery and history.
- Enjoy the fresh food and feast on our Cornish crabs and our famous cream teas.
- There's something for everyone to enjoy – touring, walking, driving, fishing, golf, swimming and surfing.
- Stay in a thatched country cottage, a friendly bed and breakfast or a gracious hotel.