



Technology

Curriculum coverage

Listening and speaking

- Listen to instructions and give instructions
- Ask for help by phone
- Describe problems and solutions
- Take part in a discussion
- Make comparisons

Skills

Lr/E3.1c, 2c; Sc/E3.4e
Lr/E3.1c, 2a, 3b
Sc/E3.4f
Lr/E3.4a, 6b, 7c; Sd/E3.1d, 2a, 2b
Lr/E3.2e; Sc/E3.1a, 3b, 4f

Reading and writing

- Understand the main events and ideas in a text
- Select relevant texts and find information quickly
- Prepare and write reports
- Correct spelling mistakes

Skills

Rt/E3.1a, 4a
Rt/E3.6a, 7a
Ws/E3.2a; Wt/E3.1a, 1b, 2a, 4a; Ws/E3.2a
Wt/E3.4a; Ww/E3.1a, 1b

Key functions

- Asking for and giving instructions and advice
- Asking for and giving information and descriptions
- Explaining and giving reasons
- Comparing things
- Expressing and responding to opinions

Key grammar

- *used to* + infinitive
- Modal verbs for possibility: *may, might*
- Word order with phrasal verbs
- Complex sentences (*if* + present + imperative)

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
- Up-to-date advertisements, magazines and/or catalogues with details of current entertainment and communications technology and/or electrical household items (teacher's own)
- One or two user guides or handbooks (teacher's own)

Page 1 Technology

Rationale

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

Task

- Introduce the theme of technology for communications and entertainment.
- Elicit the names of the inventions in the pictures.
- Using your mobile phone if you have one and the pictures and questions on the page, encourage learners to talk about how technological changes have affected our daily lives, their own experiences of technology and their feelings about it.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Page 2 Attitudes to technology

Materials

- Audio – different attitudes to technology

Rationale

To practise following a discussion about attitudes to technology and responding to other people's opinions; to introduce and practise *used to* + infinitive

Activity A *Listening to different points of view*

Pre-task activity

- Use the picture to elicit descriptions of the situation, the people and the possible topic of conversation.
- Clarify the use of terminology. It is currently more acceptable to use *a person with a visual impairment* rather than *blind*, and *a person with a hearing impairment* rather than *deaf*. However, both *blind* and *deaf* will still be found in reference materials, on the Internet etc.

Task

- Play the audio. Check answers to the first two questions and briefly discuss the third question as a whole group. Ask learners to say briefly which person's opinions they agree with, or to give a show of hands. Then encourage them to give reasons. Play the audio again if necessary.

Differentiation

- If appropriate, when replaying the audio, set an additional task for more confident learners. For example, ask them to note two or three phrases where the stress or intonation emphasise the speaker's feelings or to note three phrases which speakers use for agreeing or disagreeing.

Activity B *Language: used to*

Pre-task activity

- See if learners can pronounce the sentence correctly, having heard it on the audio. Emphasise that *used to* has an *s* sound, not a *z* sound, and that the *d* is silent.

Task

- Learners work individually to complete as many of the sentences in task 2 as they can. Then go through the answers orally with the class. Check spelling and the pronunciation of *used to*.
- Establish that *used to* + infinitive is for repeated actions, situations or habits in the past. We can use the past simple for this, but we use *used to* if we want to emphasise the contrast with the present. For example:
- *I used to buy a lot of CDs.* (means I don't buy them nowadays)
- *Used to* is **not** for single actions, for which we must use the past simple: *I bought this CD in 1995.*

Activity C *Talking about improvements in technology*

- Learners work individually or in pairs writing sentences with *used to* which reflect their opinions. Circulate giving individual help to learners as necessary so that everyone in the class has at least one good sentence of their own.

- For the second task, establish the function of each of the three phrases and demonstrate the task with a group of more confident learners. Emphasise that listening and responding appropriately are as important as giving an opinion.
- Organise into groups to practise.

Differentiation

- If some learners are having trouble producing good written sentences, encourage others to help. Allow the discussion to continue and develop as long as they remain interested.

Page 3 Instructions

Materials

- Audio – Internet search
- Monolingual dictionaries
- One or two instruction manuals and user guides, e.g. for a mobile phone, computer or CD player
- Access to computers and the Internet if possible

Rationale

To introduce some verbs commonly used in instructions; to practise giving instructions and understanding written instructions

Activity A *Vocabulary: verbs for technology*

Pre-task activity

- Show the class one or two instruction manuals or user guides and ask them to suggest verbs that are probably used a lot in these books. Write their suggestions on the board.

Task

- Learners do task 1 in pairs and task 2 either individually or in pairs. Check answers orally, getting repetition to ensure that everyone can pronounce and stress the words correctly.

Differentiation

- Some learners may know many of the words already. If they finish early, they could use a monolingual dictionary to check word stress on the two-syllable words and the phrasal verb, underlining the strong syllable in each case.

Extension

- Ask learners *Do you prefer a bilingual or a monolingual dictionary?* Discuss the advantages and disadvantages of each. For example, good monolingual dictionaries often have better examples and more information, whereas bilingual dictionaries are useful if you are trying to translate something into English.

Activity B *Listening to instructions: searching the Internet*

Pre-task activity

- Find out how many learners are familiar with computers and web searching. If appropriate and/or possible, demonstrate how to use a search engine to find information on the web, or ask a student to demonstrate.
- Set the context for the audio.

Task

- Listen to the audio. Complete the task and compare answers in pairs, discussing any differences. Then check answers with the whole class.
- Emphasise that the phrases in the gapped sentences represent more complex ways of giving instructions than those taught at earlier levels. Elicit any alternatives, e.g. *The first thing to do is .../First you need to ...*
- Note that we normally use imperatives when giving direct instructions, but when the instructions are more descriptive, as here, we often use the pronoun *you* in its impersonal sense.
- Give learners time to prepare task 2 in pairs before asking someone to speak. Ask other learners to listen and to help the speaker if necessary.

Differentiation

- If less confident learners find it hard to produce instructions of their own, provide more support by eliciting and rehearsing the sequence of activities, providing key words as prompts etc.

Extension

- Based on knowledge of the learners and their interests, think of some things that they might want to look up on the Internet. Ask them which words they would key in to search for information about those things. Talk about the use of double quotes and plus sign, and how to refine the search.
- Learners briefly describe how to use other things, either as a whole class or in small groups.

Pages 4 and 5

A great inventor

Rationale

To practise skimming Internet search results to find relevant sites; to read a narrative text and understand the main points and relevant details

⬆ Activity A *Reading: selecting a website*

Pre-task activity

- Set the context. Check if any learners have children who use information from the web for their homework.
- Ask briefly if anyone knows anything about Braille or its inventor. Ask what kind of information Yasmin's son needs.

Task

- Give learners a short time limit (about 20 seconds) to find the page that probably contains this information (item 5).

Extension

- Discuss briefly the skill used to complete this task: skimming over a text, reading only enough to get a general idea of its contents. Discuss other situations in which we do this, e.g. reading newspaper headlines, skimming through articles until we come to an interesting one.
- Direct learners to the web page summary for item 5. Invite them to guess how the sentence might continue.

⬆ Activity B *Reading for information*

Pre-task activity

- Ensure learners understand that the text on page 5 is the page that would appear on the screen if they clicked on item 5 of the search results page.

Task

- Explain the purpose of the tasks: to find specific information by scanning the text quickly to locate it.
- Do task 1 as a whole class, or alternatively, let learners do them silently and then check back.
- Write the two headings from the table in task 2 on the board and the example. Elicit another example. Learners then work individually, reading through the text more slowly and making notes using single words or short phrases.

Differentiation

- While learners are working individually, give individual attention to less confident readers. More confident learners can dictate notes to you at the end so that you can write them on the board as a model for the others.

Extension

- Learners can retell the story, referring only to their notes or notes on the board, either as a whole class or working in pairs or small groups.

⬆ Activity C *Reading: main ideas*

Task

- Give learners time to reread the text silently and choose which paragraph summaries are not correct. Emphasise that they are reading to understand the main ideas. Encourage them to guess unknown words and to use dictionaries only for key words, if at all.
- Finally, go through the answers with the class, asking for explanations as to why three of the summaries are wrong.

Differentiation

- Some learners will finish the task sooner than others. Set them an extra task, such as preparing to explain, with close reference to sentences in the text, how they found the answers, or underlining a few phrases that they would like to remember. Encourage them to set *themselves* extra tasks such as this if they are waiting.

Extension

- Give learners an opportunity to ask questions about language in the text.

Page 6 Making choices

Materials

- Audio – comparing products

Rationale

To practise asking information questions about features and capabilities of electronic items; to practise using comparative and superlative forms

Activity A *Language: questions for comparing products*

Task

- Elicit the situation in each picture. Establish that in two of the situations the customer is trying to choose between different items: three items in the first situation, and two in the second.
- Learners read each question in task 2 and decide which situation they think it goes with. They need to look for vocabulary clues, grammatical clues (singular/plural and use of comparatives and superlatives), and to apply general knowledge to the task. Resist the temptation to help too much at this stage.
- Learners discuss their views in pairs with the aim of agreeing on the best answers.
- Play the three conversations, pausing after each one to check answers. Where mistakes have been made, make sure learners can explain why their choice was wrong.
- Play the audio again, stopping after each question. Ask learners to identify the stressed words and to repeat the sentences.

Activity B

Speaking: role play

Task

- Give learners a few moments to think of ideas and then do the activity first as a class. Get repetition of good questions, ensuring that everyone can say them fluently and with good sentence stress. Write cue words for each question on the board.
- Organise the class into pairs to role play the situations from task 1 using the cue words on the board as reminders.
- During the pair work, listen unobtrusively, noting good use of language and any serious errors.
- Conduct a feedback session by asking a more confident pair to act out their role play. Draw attention to good work by them and others and to any important errors that need correcting.

Differentiation

- More confident students develop the role play beyond the cued questions.

Page 7 Phrasal verbs

Materials

- Audio – phrasal verbs

Rationale

To introduce some common phrasal verbs and to identify their meanings from a conversational context; to use phrasal verbs with correct word order and stress

Activity A

Language: using phrasal verbs

Pre-task activity

- Introduce the subject of phrasal verbs and elicit some examples.

Task

- Learners read the list of phrasal verbs for conversation 1 and then listen as many times as necessary in order to hear each verb in context and to guess its meaning from the context.

- Go through their suggested answers, confirming or otherwise. Try to give learners a sense of how widely or narrowly each verb can be used. For example, *hold on* can be used in various situations, whereas *put you through* is almost exclusive to telephoning.
- Repeat the procedure for the verbs for conversation 2.
- For task 2, make sure learners understand the three categories before asking them to do the task. Provide examples on the board if necessary.
- When going through the answers, insist that learners put stress on the short word that follows the verb when required.
- Learners complete the sentences in task 3 with a phrasal verb from the table.

Extension

- Ask the class to identify which speaker used which verb. Then divide into two groups, each representing one of the speakers, and they reproduce an approximation of the conversation, using all the verbs.
- See if learners can add any other verbs to the table and make sentences with some of these.

Page 8

Phoning customer services

Materials

- Audio – telephone helpline

Rationale

To practise selecting the relevant options on an automated telephone helpline; to practise making complex sentences (*If* + present tense + imperative); to give advice or instructions that cover a variety of possible situations

Activity A

Listening: recorded messages

Pre-task activity

- Ask learners for experiences of phoning organisations which use recorded messages with options, e.g. schools, technical helplines, college reception, banks etc. Find out what difficulties they had, if any.

Task

- Introduce the situation. Then play the audio, pausing after each message to elicit the answers.

Activity B

Language: zero conditional for instructions

Task

- Give learners time to complete the sentences in task 1. If necessary, play the audio again. Check that they have all used the correct verb forms, especially the final -s on *begins* in item d.
- Highlight the grammatical form, i.e. the use of present simple in both clauses, and elicit other examples.
- Most of learners' own sentences in task 2 will naturally be positive imperatives, but remind them how to make negative imperatives and encourage them to use this form in one of their sentences, especially if they choose b or c.

Differentiation

- Provide cut-up sentences with clauses on separate cards as a manipulation and matching task for less confident learners.

Extension

- Provide additional grammar exercises and practice exercises as appropriate.

Page 9

Problems and solutions

Materials

- Audio – TV problem
- Photocopiable resource – printer problem

Rationale

To practise giving and understanding precise descriptions of problems and possible explanations; to practise giving relevant advice

Activity A

Listening: solving a problem on the phone

Pre-task activity

- Learners will know some of these words. Use lines and dots on the board to present the others.

Task

- Ask learners to look at the TV screens and describe what they see.
- Ask learners to speculate what the problem is or might be and what to do about it.
- Introduce the situation and give learners time to read the questions in task 2.
- Play the audio. It may be useful to stop the audio as soon as they hear the description that answers question **a** and check that everyone agrees which TV screen is being described.
- Play the audio again and check answers.

Activity B *Language: using modal verbs to discuss a problem*

Task

- Learners complete the sentences with the verbs.
- Check understanding of the concepts of these modal verbs. (We use *may/must/can't* in this way when we are basing our assessment on evidence, e.g. *It must be* means 'It is the only possible explanation of the facts'.)

Extension

- Provide extra practice by writing *may, can't, must* on the board and then drawing objects and eliciting guesses as you draw. For example, draw a rectangle and ask learners to say what it may be. *It may be a box. It may be a window.* Then add lines to make it box-like and elicit *It can't be a window.* Add a screen shape and buttons to elicit *Ah! It must be a television!*

Activity C *Speaking: phoning about a problem*

Pre-task activity

- To make this activity meaningful, it is important that learners do not look at each other's role cards during the activity. In this way, there is a real information gap between the two speakers requiring real communication in English in order to complete the task. Make sure learners understand this.

Task

- Divide the class into A and B pairs. Tell them to turn their chairs to face their partner if possible.

- Tell them to read their separate instructions. Then ask a few questions to check that all the As and all the Bs understand what to do and how the conversation will begin. (The phone will ring and the person with the user guide will answer it.)
- Give them a little time to think about what to say. Then let them start the role play in pairs. Remind them not to let their partner see their pictures, even if they think they have finished.
- Walk around listening, but try not to interrupt unless absolutely necessary.
- At the end, see if everyone has found the correct solution to their problem. If not, ask a pair to work through the role play with the class listening. Use this opportunity to give positive and correctional feedback.

Extension

- Ask all the As to choose another of the problems illustrated in their user guide (without telling their partner which one). A and B then swap roles: B has the user guide and A describes the problem for B to find the correct solution.

Pages 10 and 11 Surveys and reports

Materials

- Access to a computer and printer for producing the final report if possible
- Photocopiable resource – data for report writing

Rationale

To study an example of a report based on a survey; to write a report based on information provided

Activity A *Reading a report*

Pre-task activity

- Introduce the concept of a customer survey. Elicit suggestions for any other situations where a survey might be used, whether learners have ever taken part in a survey, its purpose and so on.

Task

- Learners read the report and work through the tasks. Feedback to the whole group. Focus on the language. Ask learners to say what grammatical forms the report writer uses for the following:
 - describing the purpose of the survey (infinitive form: *to find out*; *to identify*)
 - the chronological steps in the survey procedure (past tense)
 - the conclusions (present tense – though the past tense would also be appropriate)
 - words or phrases used for describing the extent of group opinions (*the majority*; *on the whole*).

⬆ Activity B Writing a report

Pre-task activity

- Set the context.

Task

- Learners write a report similar to the model in Activity A, choosing one of the two contexts and data provided in the photocopiable resources. They should check language and spelling carefully and give thought to the layout of the report, presenting a word-processed version if possible.

Page 12

What does the future hold?

Rationale

To read a newspaper article with predictions about the future; to describe varying degrees of future possibility using modal verbs

⬆ Activity A Reading about the future

Pre-task activity

- Ask learners how many words they know that end in *-ology*. Then write the word *futureology* on the board and invite them to guess what it means (the science of predicting future developments in society, technology etc.). You may want to pre-teach a few other key words such as *expert* and *average*.

Task

- Learners read the text silently and prepare to give answers to the true/false questions.
- Ask a few more questions to check that learners have understood how the percentages are worked out, and the predictions that are mentioned in the text.

Extension

- Learners may enjoy an opportunity to discuss the predictions in the text.

Activity B Language: future possibilities

Task

- Learners think about the phrases and then say how to put them in order. If in doubt, they can refer back to the examples in the text.
- Learners can work on task 2 in pairs or small groups, discussing their ideas and deciding on which phrases from Activity B are appropriate for each idea.
- After learners have completed task 2, elicit one or two good sentences from the class.

Differentiation

- The pair/group work is an opportunity to support less confident learners. More support could be provided with sets of prompt cards – some with suggested ‘advances’ and others to be used as headings, with differing degrees of probability – learners then categorise.

Extension

- Either as a whole class or in groups (not the same groups as used in the writing task), learners read out their opinions. After each opinion, others try to add something to it or disagree with it or qualify the degree of certainty expressed.

Page 13

What do you think?

Materials

- Audio – TV debate about computers

Rationale

To practise following a television debate about future possibilities; to identify and use discussion skills such as responding to opinions and confirming understanding

Activity A *Listening: a discussion about life in the future*

Pre-task activity

- Begin with a general conversation about discussions and the skills needed to take part – whether in a formal discussion or a conversation among friends.

Task

- Introduce the situation and the topic. Give learners time to read the questions and then play the audio.
- Check answers and if necessary play the audio again.

Differentiation

- If some learners need to hear the audio again while others have already got the answers, set a new task for the latter. They can listen and say what functions the host performs in the discussion (eliciting opinions from both speakers, prompting them to say more or to explain their opinions, responding to and sometimes clarifying what they say).

Activity B *Discussion skills*

Task

- First go through the list of functions to clarify what each one means and to see if learners can remember some of the examples that they heard.
- Play the audio again, pausing after each example. Get learners to repeat the phrase to you and write it down. This will need to be accurate to enable them to do Activity C, so it may be useful to write the phrases on the board.

Activity C *Talking about life in the future*

Pre-task activity

- Demonstrate the activity briefly with a more confident group.

Task

- Put learners into groups. Remind them that in an informal discussion like this, everyone has to take on some of the roles of the host in the TV discussion: encouraging each other to speak, listening, responding and clarifying.

Page 14 Project

Materials

- Some up-to-date advertisements, magazines and/or catalogues with details of current entertainment and communications technology and/or electrical household items
- Access to computers and the Internet if possible
- Access to a local shop selling entertainment and/or communications or household products

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.

Pre-task activity

- Encourage learners to say what they know about some of the latest entertainment, communications or household products in the shops and which ones interest them.
- Explain what this project will consist of and answer any questions.
- Tell them they can work on the project individually or in pairs if they prefer.

Activity A *Get information about new products*

- The aim of the first task is for each learner to choose an item that he or she thinks will interest the eventual audience, i.e. the other learners in their class. This gives a point to their research and report. For this reason, learners should not all choose the same item. Give out magazines/catalogues to help learners choose.
- Learners prepare questions to ask about their chosen product.

Activity B *Research and make notes*

- Learners find the answers to their questions and make notes in preparation for the writing task. If they do not have access to the Internet, they should use other methods to find out where the product can be bought for the best price.

Activity C *Write a report for the class*

- For the planning stage, learners can refer back to the model report earlier in this unit. However, they should not follow it too closely but think about which information will interest the target audience and adapt the model. For example, there is no need to include a list of questions in this report. The audience are likely to be more interested in hearing about the product than about the questions that were asked, although a brief summary of where and how the research was carried out would also be relevant.
- Encourage learners to think carefully about the layout of their report as well as language. It should look clear, readable and attractive, with a picture of the product. Learners can download pictures or cut them out of brochures and catalogues.

Activity D *Tell the class about the product*

- Learners can read their reports to each other in small groups or, if they prefer, do a verbal presentation from notes.

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.

Activity A *Vocabulary: word families*

Task

- Introduce the activity to make sure learners are clear what they have to do. Allow time to check work and discuss any individual problems.
- When learners have completed task, write the words on the board, checking spelling and type of word, e.g. noun, adjective etc.

Activity B *Language: used to*

Task

- Introduce the activity to make sure learners are clear what they have to do. Allow time to check work and discuss any individual problems.

Page 16 **Mini-projects**

Materials

- Access to computers and the Internet if possible, or the local library or an encyclopedia

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 *Interview a friend*

- Learners take notes about things that their interviewee used to do. They shouldn't feel that they have to ask questions using the *used to* form. While it is possible to say *Did you use to ...?* we tend to use the easier past simple tense in questions.

Activity B *Write about a friend*

- Learners use the information from Activity A to write about the person's past. It may help to remind learners first that we only use *used to* for regular events, and only if we are contrasting them with the present. So any other information about the person's past should use a different form, mainly the past simple tense.

Activity C Research and write

- Make sure learners understand what the task involves. Their notes should be brief and concentrate on the main events in the story.
- Encourage learners to think about language features that they will need, such as past tense and time phrases.

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 9

Speaking: phoning about a problem

Activity C

ROLE CARD A

Here is a page from the user guide for your computer's printer.

A friend (B) is going to telephone you. He/She has a printer but no user guide.

Listen to your friend's problem, identify the correct description of the problem and find the solution.

Problem	Possible cause	Solution
The document has normal print but four vertical black lines from top to bottom.	The printer may be dirty inside. The toner cartridge may be damaged.	Switch off the printer. Open it and clean inside. Do not touch the black roller, which might damage it. If cleaning does not help, buy a new toner cartridge.
The document has a few horizontal black lines right across the page.	The toner cartridge may be in the wrong position. The printer may need repair.	Remove the cartridge and insert it correctly. If your printer needs repair, telephone customer services or take it to a local representative.
The document has normal print but three vertical white streaks from top to bottom.	There is something wrong with the printer's memory.	Contact a service representative.
The document has rather faint print and three vertical white streaks from top to bottom.	The paper may not be dry, or it may be of low quality. You may need a new toner cartridge.	Try again with better paper. Buy a new cartridge for your printer.
The document has the bottom half of the page blank.	Your page may be too complex for the printer's memory.	If you are printing many pages, try printing just one page at a time. Buy and install extra memory for your printer.
The document has lines not quite horizontal (i.e. the page is skewed).	There may be too much paper in the input bin. The paper may be too thin. The paper guides may be too far apart	Try taking out some of the paper. Use better paper. Adjust the paper guides so that they are closer together.

Photocopiable resources

Page 9

Speaking: phoning about a problem

Activity C

ROLE CARD B

Your computer's printer has a problem. It prints words on the pages but the words aren't straight.

Telephone a friend (A) who knows about printers. Describe the problem.

(Do **not** show the picture! Use words only!)

Listen and respond to your friend's questions and advice.

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Page 11
Writing a report
Activity B

1 Notes for college or learning centre canteen survey

Purpose:

Assess levels of satisfaction with the canteen and ways of improving facilities

Background to survey:

Interviewed – 100 students

Opening hours – 9 am – 4.30 pm

Results:

1 Satisfied with canteen – 40% Yes 60% No

2 Main complaint – 65% closes too early 10% opens too late 25 % quality of food

3 Preferred opening hours – 20% no change 40% 8.30 am – 6 pm 20% 9 am – 8 pm

Recommendation:.....
.....

2 Notes for nursery survey

Purpose:

Find out how satisfied parents are with the opening times of the nursery, and if any changes need to be made.

Background to survey:

Interviewed – 40 parents

Opening hours – 8 am – 5.30 pm

Results:

1 Satisfied with hours – 35% Yes 65% No

2 Preferred opening hours – 20% as now 55% 8 am – 6 pm 25% 8 am – 7 pm

3 Opening on Saturday morning? – 30% Yes 70% No

Recommendation:.....
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