

4

Getting there

- Why do people volunteer to work in youth clubs?
- What sort of activities do young people take part in at youth clubs?
- Have you ever worked as a volunteer?



What you will do

This unit is about helping out at a youth club. You will use some of the skills you developed in earlier units. These are the skills you will practise. Which are the most useful for you? Tick the boxes.

Listening and speaking

Skill	Skill code
<input type="checkbox"/> Listening for information from explanations and instructions	SLlr/E3.1, 2
<input type="checkbox"/> Giving short explanations, accounts and descriptions	SLc/E3.3
<input type="checkbox"/> Asking questions to obtain information	SLc/E3.4

Reading and writing

Skill	Skill code
<input type="checkbox"/> Recognising the different purposes of texts	Rt/E3.2
<input type="checkbox"/> Recognising and understanding the features and language of instructions	Rs/E3.1; Rt/E3.3
<input type="checkbox"/> Using different reading skills to locate information	Rt/E3.5, 7, 8
<input type="checkbox"/> Sequencing words in alphabetical order	Rw/E3.4
<input type="checkbox"/> Using correct basic grammar (e.g. verbs)	Ws/E3.2
<input type="checkbox"/> Sequencing chronological writing	Wt/E3.3
<input type="checkbox"/> Spelling work	Ww/E3.2

Project work

At the end of this unit you will be able to find information from different sources and discuss and write about events you have participated in or witnessed.

What's it for?

Activity A • Reading

Different texts have different purposes.

Read the guidelines given to new volunteers at the youth club.

The purpose of this piece of writing is to tell the new volunteers what to do.

When the volunteers read the guidelines, they know how to open and close the youth club.

Most texts use organisational features to make the information clearer.

For example:

The text may have a title so that readers know its main purpose.

The text may use numbered lists so that readers know what order to do things in.

The text may use the imperative form of verbs to tell the readers what to do.

Aston Youth Club



Guidelines for volunteer workers

To open the club:

- 1 Collect the keys from Mr Greene.
- 2 Open the club at 6:30 pm.
- 3 Unlock the food cupboard.
- 4 Set out equipment for games, e.g. pool cues, darts etc.

To lock up:

- 1 Put the food back in the cupboard.
- 2 Check all the games are stored away tidily.
- 3 Check all the doors are locked.
- 4 Check all the windows are closed.
- 5 Turn off all the lights.
- 6 *Return* the keys to Mr Greene.

Activity B • Reading

Some texts are designed to tell you what to do – they give you *instructions*.

Directions to a place, instructions to work a TV or video player, recipes and rules for games are all types of *instructional text*.

Other texts tell you what something is like – they *describe* issues, events, places or people. Holiday brochures and tourist guides are examples of *descriptive text*.

- 1 Read the two extracts on page 3.
- 2 Identify the purpose of each of the texts – do they instruct or describe?

Aston Youth Club

The main hall



The main hall at Aston Youth Club is big enough for sixty people.

It is a long building with a wooden floor, like a gym, and is split into different areas.

At one end of the hall, there is a music area with a small dance floor. The games area at the far end of the hall has a pool table, table tennis tables and a darts board.

There is also a separate café area with extra seating.

Aston Youth Club

Youth club rules



In the youth club you must remember a few things:

- No fighting.
- Treat others as you would like to be treated yourself, with respect, care and kindness.
- No swearing in the club.
- Don't touch light switches.
- No running in the building and no jumping on the furniture.
- Treat equipment with respect.
- No looking at rude pages on the Internet.
- No drinking in the computer room.

Anyone who breaks these rules will be asked to leave

Activity C • Reading

Look at this sentence from 'The main hall':

It is a *long* building with a *wooden floor*, like a gym, and is split into different areas.

The italicised words describe the building. They tell you more about it.

The italicised words indicate that the purpose of this text is to describe.

Now look at this sentence from 'Youth club rules':

Treat equipment with respect.

'**Treat**' is a verb. It tells you what to do. Used this way, 'treat' indicates that the purpose of this text is to give instructions.

Look carefully at the language used in the two texts.

- 1 How did you know what type of text it was? Highlight, circle or underline the words and phrases that told you.
- 2 Explain to another person why you have highlighted each part.
- 3 Give further examples of where you have seen similar texts. Think about the workplace, hospitals etc.

Finding information

Your first job as a volunteer at Aston Youth Club is to organise a trip for young people.

You need to find some information in the local tourist guide.

Look at the contents page of the Aston tourist guide.

A contents page groups information under headings.

For example the heading 'Accommodation' includes all the hotels, guest houses and hostels in the area.

If you wanted further details of specific hotels, you would need to look in the section that begins on page 1.

Activity A • Speaking and reading

- 1 In pairs, discuss the headings on the contents page. What information do you think you will find in each of the sections?
- 2 Compare your ideas with other groups. In which section would you find these things?

a Seven Hills Fishing Festival	d Churcham Market
b Meldon Tourist Information Centre	e Royal Hotel
c Aston Hills Theme Park	

Activity B • Reading

Index pages are organised in different ways. They are lists of information arranged in alphabetical order. You usually find them at the back of guides, books etc.

Look at the index of the travel guide.

- 1 Find each of the places or events from Activity A.
- 2 Write down the page they are on.



Aston tourist guide

Contents

1 Accommodation	1
2 Events	5
3 Getting around	8
4 Where to eat and drink	9
5 Things to do	13
6 Shopping	17
7 Useful numbers	19
8 Index	20



Aston tourist guide

Aston Hills Theme Park	13	Meldon Tourist Information	19
Boating Museum	13	Northfield Country Park	15
Churcham Market	17	Queen's Theatre	15
Dragon Takeaway	9	Royal Hotel	4
Eastland Leisure Centre	14	Seven Hills Fishing Festival	7
Greenlands Aquarium	14	Threads Shopping Centre	18
Ice Skating Exhibition	5	Walking Tour	16
London Guest house	3		

Activity C • Reading

Information is often printed in alphabetical order.

1 Look at the example from a train timetable.

When a word begins with the same initial letter, you need to look at the second letter.

Newcastle comes before Nottingham because **e** comes before **o** in the alphabet.

- 2 Look at a real train or bus timetable. Practise finding places you know.
- 3 On a separate sheet of paper, put these place names into the alphabetical order. They all begin with the same letter so you will have to use the second letter.

Stoke Sunderland Southampton
Scarborough Sandwich

If you have access to a computer, type the list of words into a table. Use 'sort' to put them into alphabetical order. Your teacher will help you to do this. Check your answer.

Activity D • Writing

These cards are part of a box card index. They show towns in a travel guide for the Midlands.

Card indexes are organised in alphabetical order, in a box, to make it easy to find information.

- 1 In pairs, think of all the things you could keep in order in a card index.
- 2 Prepare your own card index e.g. family and friends/football clubs/teams.
- 3 Put your entries in alphabetical order.

Train timetable				
London				
0645	0715	0745	0815	0845
Manchester				
0630	0730	0830	0930	1030
Newcastle				
0640	0720	0800	0840	0920
Nottingham				
0613	0743	0913	1043	1213
Sheffield				
0600	0700	0800	0900	1000

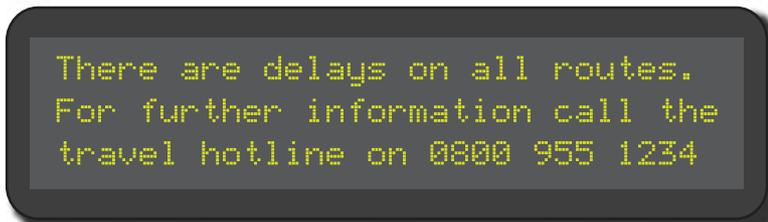


Gathering information

Activity A • Reading

We use scanning to find information quickly or to check that we have the right page.

Look at the sentences below. What number do you call? What helped you to find the information?



When you scan, you don't need to read every word to find the information.

Look at the text below. What features help you to find information when you are scanning? Discuss this with others in your group.



Sometimes you cannot just scan the page. When you want to make sure you understand exactly what the information is, you have to read the text in detail.

What is the difference between the entrance details for the UK and European Theme Parks?

The annual pass allows unlimited entrance into Alton Towers, Chessington World of Adventures, Thorpe Park, Madame Tussaud's and Warwick Castle and one visit to each of the Great European Theme Park attractions for the cardholder during opening hours only.

When you want to find detailed information, you need to read every word.

Here are some ideas to help you understand the information you read.

- Read information at least twice.
- Think carefully about the meaning.
- Make sure you understand all the words.
- Use a dictionary to check any words you are not sure of.
- Highlight or underline key information, phrases and sentences.

Scanning and detailed reading

Scanning is for when you want to find general information.

Detailed reading is for obtaining full information from a text.

Activity B • Reading and writing

Read the 'Terms and conditions for groups and schools'. Discuss it carefully with another learner, then answer the questions below.

Terms and conditions for groups and schools

Group rates are available to all organised groups who pay in advance with a minimum number of guests. No minimum group size is required for school parties.

Group rates are available for bookings received with full payment at least 10 working days before the visit. Tickets must be booked at least 5 days in advance if they are to be sent through the post.

In view of the discount given on group tickets, cash refunds cannot be offered in the event of cancellations.

To qualify for the school rates, school headed paper must be used and payment should be made by school cheque.

- 1 Do you need to pay in advance if you want to get a group rate?
- 2 Why are there no cash refunds on group tickets?
- 3 Is there a minimum group size for school parties?
- 4 How do you qualify for school rates?

Activity C • Reading and writing

What is the best way to read the following? Some of them can be read in more than one way.

- 1 A train timetable *scan reading* *detailed reading*
- 2 Safety rules for trips
- 3 Special diet rules for a young person
- 4 A telephone directory
- 5 Directions to a theme park

Safe to travel

These are some things that will help you when you are listening to another person.

- Pictures Tone of voice
- Signs or symbols Body language
- Facial expressions What we already know

It can be difficult to listen to information on the radio or telephone because some of these clues are absent.



Activity A • Listening

Listen to the weather presenter talking about the forecast for the theme park.

In pairs, discuss the information you can remember.

Share the information you can remember with the group. Did you collect all the details between you?

Activity B • Listening

If we need exact information, we need to listen very carefully.

Listen again to the weather presenter talking about the weather at the theme park.

- 1 Complete the information in the table.
- 2 Listen for the key words to help you find the information you need.

Place	Maximum temperature	Minimum temperature	Rainfall
Aston Hills	22		
Churcham			0 mm
		9	

Listening for information

There are different ways to listen for information.

Sometimes we listen to catch the general meaning.

Sometimes we listen very carefully for specific details.

Activity C • Reading

Check your answers using the audio script on page 9. How much of the information did you find? Discuss how easy it was to hear the key information.

Activity D • Writing

You already know about the theme park but you need more information to confirm the final details.

Think of some questions that you need to ask to organise the trip. You could ask about times, parking, disabled access, places to eat, toilets and spending money.

Sometimes, the questions you need to ask depend on the answers to the previous questions.

For example:

Caller: Where can we eat lunch?

Reply: There are a number of
restaurants in the park.

Caller: Can we bring our own food?

Caller: Where can we eat lunch?

Reply: There is a picnic area just
inside the main entrance.

Caller: What do we do if it rains?

On a separate sheet, plan a list of questions you need to ask.

Think about the answers you may get and write a follow-up question if necessary.

Remember to use question words and question marks for your questions.

Activity E • Speaking

- 1 In pairs, practise asking each other the questions you have written.
- 2 Do you get the answers you expect?
- 3 Are your follow-up questions useful?
- 4 If you do not get the information you need, think about the reason.
Can you change your questions?

Following directions

Imperative verbs

The imperative form of the verb tells you what to do.

e.g. **Follow** the A491.

Activity A • Reading

Look at the directions to the theme park.

Clear title, which tells you what the instructions do or where the directions take you.

Imperative or command verbs to tell you what to do.

Bullet points to show each step.

Linking words to tell you when to follow instructions.

To the theme park:

- **Leave** the M5 at junction 2.
- At the roundabout, **take** the first exit.
- **Follow** the A491 for 1.5 miles.
- At the junction with the A456 sign, **turn** left.
- At the traffic lights, **go** straight on.
- At the first roundabout, **take** the third exit.
- At the third roundabout, **take** the second exit.

Finally, continue for 2 miles. The theme park is on the right.

Short, clear sentences.

Look at the instructions below, and answer the questions.

1 Do you think these instructions would get you to the theme park?

.....

2 What is wrong with Text A? What is wrong with Text B?

.....

Text A

Take the first exit.
 Follow the road.
 Turn left.
 Go straight on.
 Take the third exit.
 Take the second exit.
 Go straight on.
 You have arrived.

Text B

If you are starting from the M5, you need to leave the motorway at junction 2, just after the long cutting. Drive down the slip road to the roundabout and then take the first exit, which takes you on to the A491, which has just been resurfaced.

After about a mile and a half, you will come to a junction with the A456, a very busy road. You need to turn left past the Old Oak Tree pub to the traffic lights by the swimming baths. Go straight on until you come to a roundabout. Go all the way around and take the third exit.

Activity B • Reading

Directions and instructions tell you clearly what you have to do.

Turn left Sit down Then open the box Hold on tight

1 Decide whether these sentences are instructions and tick the appropriate box.

- | | | |
|--------------------------------------|------------------------------|-----------------------------|
| a Meet at the youth club at 8:30 am. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b The journey will take two hours. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| c Stay with your group. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| d There is an exciting new ride. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

2 Highlight, underline or circle the verb that told you that it was an instruction.

Activity C • Reading and speaking

- 1 Your teacher will give you a set of instructions to put in the right order.
- 2 Take note of the landmarks, street names and directions.
- 3 Give similar directions to a place of your choice.
- 4 Speak clearly.

Activity D • Writing

- 1 Write a set of directions to your house.
- 2 Use the verbs below.

Follow Turn Go Park Take

- 3 Include a clear title.
- 4 Make your directions short and concise.
- 5 Don't include unnecessary detail.
- 6 Use linking words.

If you have a computer, type your directions on a word processor.

Make your instructions clear by using bullet points, diagrams and arrows etc.

Computer tip

To use bullet points, highlight the text and click on this button:



How it happened

In instructions and directions, the verbs often tell us what to do. Verbs can also tell us what has happened.

Yesterday we *went* to the theme park.

Last night the youth club *opened* late.

When we write about things that have happened, we use the past tense.

Activity A • Writing

To form the past tense, we add *-ed* to most verbs.

walk + ed = walked play + ed = played work + ed = worked
stamp + ed = stamped

Look at these sentences about a trip to the theme park. Add *-ed* to each of the verbs to change the sentences to the past tense.

- 1 I enjoy roller coaster rides.
At the theme park, I enjoyed the roller coaster ride.
- 2 We play football at lunchtime.
At the theme park,
- 3 Paulo and Lucia want an ice cream.
At the theme park,
- 4 They start the rides at 10:00 am
At the theme park,
- 5 Wanda and Michael scream if they enjoy the rides.
At the theme park,

Activity B • Reading

Some verbs form the past tense in other ways e.g. shake → shook.

- 1 Look at these sentences. Are they in the past or present tense?
- 2 Circle the verbs that give you the clue. Discuss in your group. Are they past tense or present tense? How do you know? Tick the tense boxes below.

a We ate a packed lunch on the lawn.	Present <input type="checkbox"/>	Past <input type="checkbox"/>
b We take the bus to work every day.	Present <input type="checkbox"/>	Past <input type="checkbox"/>
c Yesterday we went to the theme park.	Present <input type="checkbox"/>	Past <input type="checkbox"/>
d We took the train.	Present <input type="checkbox"/>	Past <input type="checkbox"/>
e We eat lunch in a small café.	Present <input type="checkbox"/>	Past <input type="checkbox"/>

Activity C • Writing

- 1 Look at the six pictures from the start of the day at the theme park.
- 2 Using the past tense, write a sentence to say what happened in each.



.....
.....

.....
.....

.....
.....



.....
.....

.....
.....

.....
.....

- 3 Put your sentences together, in order, to make a short report or account of the event.

.....
.....
.....
.....

- 4 Try reading the sentences in a different order. Does the story make sense?

Activity D • Writing

At an interview for a new job, the employer is interested in any voluntary work you have done.

- 1 On a separate sheet of paper, write a list of things you did at Aston Youth Club. For example:

I organised a visit to a theme park.

I looked after the money for the tuck shop.

Or, give an account of your own experience of voluntary work. For example:

I looked after my niece when my sister was ill.

I did some shopping for an elderly neighbour.

- 2 On a separate sheet of paper, link the sentences together to form a paragraph that could be used as part of a job application.



Spelling

Suffixes are added to the ends of words to change the way they are used. Two common suffixes are *-ful* and *-less*.

wonder + ful = wonderful 'ful' means full of wonderful means full of wonder

hope + less = hopeless 'less' means without hopeless means without hope

Activity A

Highlight the suffix in each of these words. The first one has been completed for you.

- | | |
|-------------|--------------|
| 1 hopeless | 3 helpful |
| 2 beautiful | 4 speechless |

Spelling tip

When you add 'full' to a word, you have to lose an 'l'.

wonder + full = wonderful

cheer + full = cheerful

Activity B

- 1 Look at these words and suffixes.
- 2 How many different words can you make?
- 3 Write the words on a piece of paper.
- 4 Remember the spelling tips.

help	+ ful	+ less	→	helpful	helpless
hope		thank		+	ful
care		beauty		+	less
mercy		use		+	

- 5 In your group look through any information you have about leisure and entertainment. How many other words can you find that end with these suffixes? Put them on the whiteboard. Does recognising the suffix help you to spell the word?

Activity C

Underline the words in the passage that have suffixes.

I had a wonderful time at the theme park. The weather was fine. The rides were really great and I enjoyed playing football on the grass at lunchtime, even though I was hopeless. Mr Rossi moaned all the time about organising the day. He said it was a thankless task. Mind you, he smiled happily enough when we gave him his thank you present.



Integrated skills

Telling the parents

You have planned a trip to a theme park for the youth club members. Everything is organised. Now you need to tell parents what you have arranged.

- 1 Plan a short informal talk for parents and carers, telling them everything they need to know.
- 2 Look at the checklist below and add to it.

Things you need to tell the parents
What the park is like
What the youth club members will be able to do
Important information such as drop-off and collection times
Items the members may/may not take

- 3 Remember that the parents and carers do not know anything about the trip. You need to explain what you are doing so that they can follow and understand.
- 4 In pairs, decide how to organise the content (what to present first, second etc) and how much detail you are going to include. Remember to give clear instructions.

Clear rules

Write a set of rules for the youth club members who are going to the theme park.

Remember that rules are a type of instruction. They need to have:

- a title
- short clear sentences
- verbs that tell them what to do
- each rule separated (e.g. by bullet points)
- linking words such as 'first', 'finally' etc.

Reporting back

The trip to the theme park has been a great success. The manager of the youth club has asked you to write a report about the day for the club newsletter.

Write a report telling the readers everything that happened on the day. Make sure the events are in the correct order. Remember that you have already been to the theme park so your report will be in the past tense.

If you have access to a computer, type your report. You may be able to use a desktop publishing package to make your newsletter look real.



Check it

1 Put these words into alphabetical order

play park theme trip visit

- a)
- b)
- c)
- d)
- e)

2 Underline the verbs that tell you what to do in each of these instructions.

- a) Wait until the ride has stopped.
- b) Then choose a car and sit down.
- c) Fasten the seat belt.
- d) Stay seated during the ride.
- e) Finally, leave the ride when the car has stopped.

3 Rewrite these sentences in the past tense.

- a) I work at the youth club.
.....
- b) I go there on Monday evenings.
.....
- c) I arrive at about 6:30 pm
.....
- d) I serve food from the tuck shop.
.....
- e) I eat too much of the chocolate.
.....

4 Underline the suffixes in these words.

- a) playful
- b) pointless
- c) beautiful
- d) joyful
- e) mindless

How am I doing?

Now look back at the skills listed on page 1.

Then finish the sentences below.

I am confident with

.....
.....
.....

I need more practice with

.....
.....
.....

Date



Answers

Page 2 Activity B

- 2 The purpose of **youth club rules** is to give instructions. The purpose of **the main hall** is to describe.

Page 4 Activity A

- 2a Events
2b Useful numbers
2c Things to do
2d Shopping
2e Accommodation

Page 4 Activity B

- 2 Seven Hills Fishing Festival is on page 7.
MTIC is on page 19.
AHTP is on page 13.
Churcham Market is on page 17.
Royal Hotel is on page 4.

Page 5 Activity C

- 3 Sandwich
Scarborough
Southampton
Stoke
Sunderland

Page 6 Activity A

- With an annual pass you can visit a UK theme park as many times as you like.
- You can visit each European theme park once only.

Page 7 Activity B

- 1 Yes, you need to pay in advance.
2 There are no cash refunds on group tickets because of the discounts.
3 No, there isn't a minimum group size for school parties.
4 You qualify for school rates by showing headed paper and paying with a school cheque.

Page 7 Activity C

- 1 A train timetable scan reading detailed reading
2 Safety rules for trips _____ detailed reading
3 Special diet rules for a young person
_____ detailed reading
4 A telephone directory
scan reading _____
5 Directions to a theme park
scan reading detailed reading

Page 8 Activity B

Place	Maximum temperature	Minimum temperature	Rainfall
Aston Hills	22°	10°	2 mm
Churcham	24°	11°	0 mm
Meldon	23°	9°	4 mm

Page 10 Activity A

- 2 Sample answer:
No linking words and too little detail in Text A. Too much detail in Text B, and no clear idea of main points.

Page 11 Activity B

- 1a Yes
1b No
1c Yes
1d No
2 meet; stay

Page 11 Activity D

- Sample answer:
Take the second exit on the left.
Go straight on past the pub on the right.
Follow the road to the T-junction at the end.
Turn left at the traffic lights.
Park outside the main entrance.

Page 12 Activity A

- 1 At the theme park, I enjoyed the rollercoaster ride.
2 At the theme park, we played football at lunchtime.
3 At the theme park, Paulo and Lucia wanted an ice cream.
4 At the theme park, they started the rides at 10 am.
5 At the theme park, Wanda and Michael screamed if they enjoyed the rides.

Page 12 Activity B

- 2a Past – ate
2b Present – take
2c Past – went
2d Past – took
2e Present – eat



Page 14 Activity A

- 1 hopeless
- 2 beautiful
- 3 helpful
- 4 speechless

Page 14 Activity B

hopeful	hopeless
careful	careless
merciful	merciless
thankful	thankless
beautiful	
useful	useless

Page 14 Activity C

I had a wonderful time at the theme park. The weather was fine. The rides were really great and I enjoyed playing football on the grass at lunchtime, even though I was hopeless. Mr. Rossi moaned all the time about organising the day. He said it was a thankless task. Mind you, he smiled happily enough when we gave him his thank you present.

NB: *enjoyed*, *moaned* and *smiled* have –ed suffixes which learners may include, *playing* and *organising* have –ing suffixes, and *lovely*, *really* and *happily* have –ly suffixes.

Page 16

- 1a park
 - b play
 - c theme
 - d trip
 - e visit
- 2a Wait until the ride has stopped.
- b Then choose a car and sit down.
 - c Fasten the seat belt.
 - d Stay seated during the ride.
 - e Finally, leave the ride when the car has stopped.
- 3a I worked at the youth club.
- b I went there on Monday evenings.
 - c I arrived at about 6:30 pm.
 - d I served food from the tuck shop.
 - e I ate too much of the chocolate.
- 4a playful
- b pointless
 - c beautiful
 - d joyful
 - e mindless



Audio scripts

Page 8 Audio script 1

Now for the local weather forecast. There will be a little mist in the morning, but this will soon disappear leaving a bright and sunny day throughout the area. Maximum temperatures will be warm for the time of year, with 22° in Aston Hills, 24° in Churcham and 23° in Meldon.

The evening will remain clear and dry in Churcham, but in Aston Hills and Meldon there will be some light rain in the late evening with 2 mm of rain expected in Aston Hills and 4 mm in Meldon. It will remain warm overnight with minimum temperatures of 10° in Aston Hills, 11° in Churcham and 9° in Meldon.