

Lesson
13 **Travel**
Letters and postcards

| | |
|--|---|
| | Task: Understand and write letters and postcards |
| Skill: Speaking, Reading, Writing | |

Activity 1 Speaking

Guess where I am

Work with a partner.

Choose a holiday destination, anywhere in the world. This can be a large city, a country or a part of a country, eg London, Morocco, the Greek islands.

Write your destination on a piece of paper. Don't show your partner:



Now your partner asks you questions:

Is it hot there?

Answer them, but don't give too much information:

It is now, in the summer.

Your partner can ask about **continents**:

Are you in Europe?

But not about **countries**:

Are you in Italy?

See if your partner can guess where you are in **20 questions**.

Then try to guess your partner's destination.

Activity 2 Reading

Read the passage and answer the questions which follow. Then compare your answers with a partner.

When the Romans came to Britain they introduced the *mile*. Although it was a foreign idea, the British became very fond of it – and they don't want to give it up.










Irish show the way on metric road signs

In the Republic of Ireland new speed limits in km/h became law on Thursday 20 January 2005. At a cost of only 9 million euros, 23,000 old mph (miles per hour) speed limit signs were replaced by 58,000 which showed km/h (kilometres per hour):

The Irish Government decided to change to metric signs in the 1990s. First, distance signs which showed miles were exchanged for new kilometre signs. At the same time, new speed limits were fixed:

| | |
|--|----------|
| Urban areas | 50 km/h |
| Rural 'non-national' roads | 80 km/h |
| Rural national roads and dual carriageways | 100 km/h |
| Motorways | 120 km/h |

On Thursday 6 January a huge publicity campaign began to tell drivers about the new limits. This leaflet was given to all drivers to keep in their vehicles:

| CONVERTER | | | |
|---|------------------|---|---|
| New km/h Limit | | Approximate Equivalent | |
|  | EQUIVALENT TO... |  |  |
|  | EQUIVALENT TO... |  |  |
|  | EQUIVALENT TO... |  |  |

As in Britain, most cars in Ireland already had both km/h and mph on their speedometers, but from 1 January 2005 all new cars had to have km/h only. There was a special problem in border areas with Northern Ireland. Notices were put up to warn drivers from the North that speed limits in the Republic were now in km/h.

At the same time, back in the UK...

In 1965 the British Government agreed to change British measurements to the metric system within 10 years. They planned to change road signs in 1973, but decided against it 1970.

In 1989 the government agreed with the European Union to introduce metric road signs. However, since then different governments have failed to fix a date, saying that it would be 'confusing' for drivers who had not studied the metric system at school.

The UK Metric Association (UKMA) campaigns for a full change to the metric system. In January 2005 its chairman, Robin Paice, said, 'The change in Ireland shows that the British Government is simply making excuses for doing nothing. Irish drivers know no more about speeds in km/h than British drivers do. People learn about metric measures when they use them – not because of education. The British Government should just get on with it.'

Since then, nothing has happened.

- 1 Put these events into the order in which they happened – or were planned to happen:
 - a The Irish government decided to change to metric distance signs.
 - b New cars in Ireland only had km/h on their speedometers.
 - c The British government decided not to change road signs.
 - d The British government agreed to change to the metric system.
 - e The British government agreed with the EU to change road signs.
 - f The Republic of Ireland changed its speed limits to km/h.
 - g A publicity campaign to tell drivers about the new limits began.



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3 What are the names of the two green areas on the map?

2 In which European country is this type of speedometer fitted to new cars?



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4 On which roads in Ireland is the speed limit 80 km/h?

Activity 3 Language focus

Work with a partner. Look at these sentences:

It's such a lovely place!
It's so hot here!
I've never had such problems flying.
The people talk so quickly.
The hotel has such small rooms.
There are so many things to see.
We're eating such great food.

1 **So, such or such a** — which do we use? Write one on each line below:

before adjectives _____
before adverbs _____
before nouns _____
before adjective + singular noun _____
before adjective+ uncountable noun _____
before adjective + plural noun _____
before *much, many, few and little.* _____

Now look at the holiday postcard below. Write **so, such or such a** on each line,

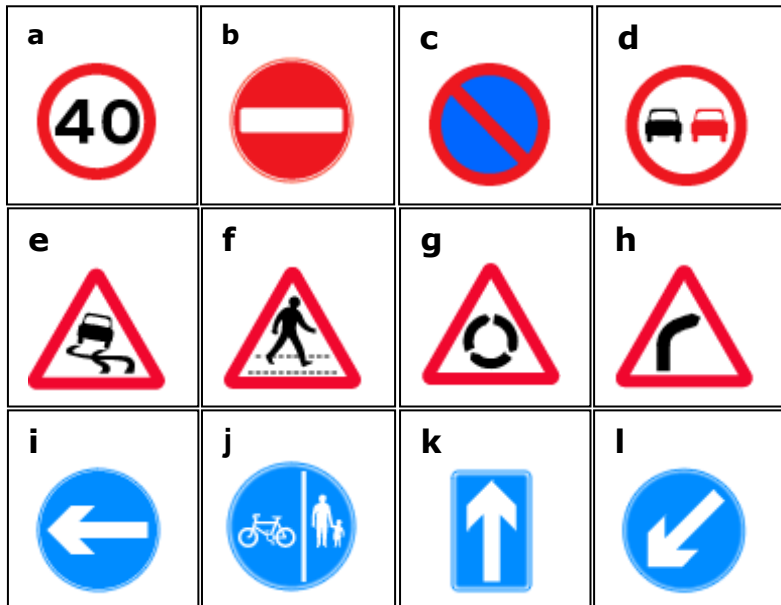
| |
|--|
| <p>Hi Janet, I'm having 1 _____ great time here. Everything is just 2 _____ beautiful. Yesterday we went to see 3 _____ lovely old castle. We went there in a local bus and the driver drove 4 _____ fast on the narrow roads. It was just 5 _____ scary, but we survived. Right now I'm sitting in a café. They make 6 _____ nice cakes here. I'm eating 7 _____ many. I'm not 8 _____ happy about the hotel though. Some of the other guests are 9 _____ idiots - you know, noisy and drinking 10 _____ much. Still, nowhere's perfect. See you soon. Love, Gina</p> |
|--|

Compare your answers with your partner's.

Activity 4 Vocabulary

Work with a partner. Look at the signs below. Choose one of the meanings in the box for each one.

| | | | |
|--------------------------------------|-------------------------------------|------------|-----------------|
| Turn left | Keep left | No waiting | One way traffic |
| Slippery road | No overtaking | Roundabout | Bend to right |
| No entry for vehicles | Separate cycle and pedestrian route | | |
| Maximum speed limit (miles per hour) | Pedestrian crossing | | |



Activity 5 Writing

Work with a partner. Talk about a holiday you enjoyed and answer these questions:

Where did you go? _____

Where did you stay – in a hotel, with family, etc? _____

What places did you visit? _____

What food did you eat? _____

What was the weather like? _____

What did you **not** enjoy, if anything? _____

Now write a letter to a friend about your holiday. Try to write around 150 words.

Dear _____,

I want to tell you about my holiday. I had such a good time. I went

Homework task

Think about a place you know well, either in this country or another one. Choose three photos of it that you would like to see on a postcard. Write a description of each. What is in each photo? Is it a building, a view of the town or city, of the sea, the mountains, or what? Do many tourists come to this place? What do they want to see?

Lesson
14 **Travel**
Places of interest

| | |
|--|---|
| | Task: Read/obtain information about places of interest |
| Skill: Speaking, Listening, Writing | |

Activity 1 Speaking

Look at the conversation below.

Where **shall we** go on Saturday?

Let's take the bus to Buchanan Street and go shopping.

Oh, no, that's too expensive. **I'd rather** do something around here.

Well ... **shall we** go for a walk along the river?

Yes, **I'd prefer** that.

In pairs, have conversations like the one above.

Student A

Student B

Ask about going somewhere.

Make a suggestion.

Disagree.

Make another suggestion.

Agree - or disagree, and make a suggestion.

Continue until you agree. Then exchange roles and start again.

Activity 2 Listening

🎧 Track 8

A visit to London

1 Work with a partner. Look at these pictures of places in London. Match each one with its name.

- 1 St Paul's Cathedral ____
- 2 Buckingham Palace ____
- 3 The Tower of London ____
- 4 The Houses of Parliament ____
- 5 Shakespeare's Globe Theatre ____
- 6 The Leicester Square Odeon cinema ____

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- 2 Look at the six statements below. You will hear a conversation between two students in London, Marissa and Sharon. Decide if you think each statement is true (T) or false (F). You will hear the CD track twice.

| | T | F |
|--|--------------------------|--------------------------|
| 1 This will be Carlos' first trip to England. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Sharon suggests sightseeing in London. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Marissa wants to take Carlos to St Paul's Cathedral. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Sharon suggests visiting a cinema. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The Globe is hundreds of years old. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 You can only see Shakespeare plays at the Globe. | <input type="checkbox"/> | <input type="checkbox"/> |

Now check your answers with a partner.

Activity 3 Language focus

the with places

- 1 Work with a partner. Six of these places take **the** before their name. Decide which ones they are. Put a tick (✓) on six lines.

| | | |
|----------|--------------------------|----------------------------------|
| 1 _____ | South Australia | Australian state |
| 2 _____ | South Carolina | US state |
| 3 _____ | South Pole | place |
| 4 _____ | Western Australia | Australian state |
| 5 _____ | Western Isles | Scottish island group and region |
| 6 _____ | West Midlands | English county |
| 7 _____ | New Brunswick | Canadian province |
| 8 _____ | New Hampshire | US state |
| 9 _____ | New South Wales | Australian state |
| 10 _____ | Illinois | US state |
| 11 _____ | Philippines | island group and country |
| 12 _____ | West Indies | island group |
| 13 _____ | Ontario | Canadian province |
| 14 _____ | Otago | New Zealand region |
| 15 _____ | Sligo | Irish county |
| 16 _____ | Arkansas | US state |
| 17 _____ | Bahamas | island group and country |
| 18 _____ | Texas | US state |

- 2 With your partner, look at the places in the box. Think about whether each one takes **the** or not and write it on one of the lines below. Write an example beside it.

seas
oceans
lakes
rivers
deserts
mountains
cities, towns and villages
states, counties, regions
countries with adjectives or plural names
other countries
island groups
continents

| with <i>the</i> | example | without <i>the</i> | example |
|------------------------|----------------|---------------------------|----------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Activity 4 Vocabulary

- 1 Match the words in the box with the pictures. Then tick all the ones that you've travelled in.

aeroplane (plane) airliner bicycle (bike) bus canoe car ferry coach
 cruise liner glider hang-glider helicopter hovercraft micro-scooter
 motorcycle (motorbike) roller blades rowing boat sailboard scooter
 skateboard speedboat truck yacht 4 by 4



ESOL National 4 Everyday Life 2 Student Notes Part 5



maddock

G (c)- i-

(c)- i-stockphoto/Jon

i

ibikova

(c)- i-

(c)- i-

i-stockphoto/Jon Patton

M (c)- i-stockphoto/Jill

stockphoto/dennis

stockphoto/Giovanni

P (c)- i-

stockphoto/James

stockphoto/bunnylady

(c)- i-

i-stockphoto/phil berry

Dressel

V (c)- i-

(c)- i-stockphoto/Murat



m



Photos: A - (c) i-stockphoto/georg winkens B- (c) i-stockphoto/kkgas C -(c) i-stockphoto/gocosmonaut D - (c)i-stockphoto/gocosmonaut E (c)- i-stockphoto/blindelinse F (c)- i-stockphoto/jonathan

stockphoto/Isaac Santillan H Patton I (c)- i-stockphoto/Maria

stockphoto/marc c Johnson K stockphoto/Daniel Cardiff L (c)-

Fromer N (c)- i-

morris O -(c)- i-

Rinaldi

stockphoto/Dave Huss Q (c)- i-

Ferrie R (c)- i-

stockphoto/Olga Shelego T (c)-

U (c)- i-stockphoto/Nancy

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stockphoto/Pampspix



2 Look at the ticks on your partner's pictures. Ask and answer questions:

| | |
|-------------------------------------|----------------|
| 'When did you fly in a helicopter?' | |
| | 'Last year.' |
| 'Was it exciting?' | |
| | 'Yes, it was.' |

| | |
|--------------------------------|-----------------------------|
| 'When did you ride a scooter?' | |
| | 'Six months ago?' |
| 'Did you enjoy it?' | |
| | 'No, I didn't. I fell off.' |

3 Now match three of the names in the box with each verb below:

| | | | | | |
|----------|------------|------------|-----------|-------|--------------|
| airliner | bicycle | car | car ferry | coach | cruise liner |
| glider | helicopter | motorcycle | scooter | truck | yacht |

| |
|--------------------------|
| fly in a(n) _____ |
| _____ |
| _____ |

| |
|------------------------|
| sail in a _____ |
| _____ |
| _____ |

| |
|---------------------|
| ride a _____ |
| _____ |
| _____ |

| |
|--------------------------|
| travel in a _____ |
| _____ |
| _____ |

Activity 5 Writing

Think about an interesting journey you had. Write some notes on the lines below. Then discuss your journey with a partner.

Where did you go?

How did you travel – by car, by plane, by train, by bike? on foot?

When did you leave?

Where did you go?

Who did you go with?

How was the journey? Did anything unusual happen?

What happened when you got there?

How long did you stay?

How did you come back?

Now write a letter or an e-mail to a friend. Tell them about your journey. Write around 100 words.

Dear _____,

I want to tell you about ...

Homework task

Imagine a friend from another country is coming to visit you. Which places would you take them to see? Write an e-mail making some suggestions.

Lesson
15

Review of lessons 11–14

| | |
|--|--------------|
| | Task: |
| Skill: Speaking, Reading, Writing | |

Activity 1 Speaking

UK geography quiz

Work with a partner. Read and discuss the questions below. Choose the best answers.

- 1 The Channel Islands are nearest to
 - a The Scilly Isles
 - b The Western Isles
 - c The Hebrides
 - d Orkney

- 2 Which of these cities is furthest south?
 - a Manchester
 - b Birmingham
 - c Newcastle
 - d Leeds

- 3 What is the name of the firth that Dundee stands beside?
 - a the Firth of Forth
 - b the Firth of Clyde
 - c the Dornoch Firth
 - d the Firth of Tay

- 4 Which country has a land border with the United Kingdom?
 - a France
 - b Scotland
 - c Ireland
 - d Holland

- 5 Which river does Newcastle stand on?
 - a the Thames
 - b the Clyde
 - c the Tyne
 - d the Severn

- 6** Which of these is furthest west?
a Scotland
b England
c Wales
d Northern Ireland
- 7** Land's End is in
a the south-west of England
b the south-east of Scotland
c the north-east of England
d the south-west of Scotland
- 8** Which of these is furthest north?
a Northumbria
b Sutherland
c Northallerton
d North Berwick
- 9** The Pentland Hills are near
a Glasgow
b Edinburgh
c London
d Aberdeen
- 10** What is the name of the sea between England and France?
a the North Sea
b the Atlantic
c the English Channel
d St George's Channel
- 11** Which is the highest mountain in Britain?
a Mount Everest
b Snowdon
c Notting Hill
d Ben Nevis
- 12** Borders Region is in
a Scotland
b England
c Wales
d Northern Ireland

Activity 2 Reading

Read the text and answer the questions on the next page.



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In 1519 Ferdinand Magellan left Seville with five ships. He wanted to sail round the world. He crossed the Atlantic Ocean and travelled down the coast of South America. He found a way through the islands at its southern end, reached the Pacific Ocean and crossed it to the Philippines. Magellan was the first European to sail on the Pacific and the first to travel to Asia from the east. But there his story ends, because he died in a battle with the local people.

In September 1522, one of Magellan's ships, the *Victoria*, arrived back in Spain. Because of this, many people think that her captain, Juan Sebastián Elcano, was the first man to sail round the world. He certainly thought so, because he made sure that he was the first to step off the ship. However...

Eight years before his voyage to the Pacific, Magellan was in Indonesia. There, a man became his slave. We don't know his real name, but Magellan called him Enrique, or Henry. He returned to Spain with Magellan and continued to work for him, but now as a servant. They were still together in 1519 and he sailed with the five ships as an interpreter. He travelled all the way back to Indonesia and so became the first man to sail round the world.

- 1 What is the writer trying to do in the text?
 - A correct a popular idea.
 - B tell the story of Magellan.
 - C tell the story of his slave Enrique.
 - D tell some of the history of sailing.

- 2 What can the reader find out from this text?
 - A The life story of Magellan.
 - B The life story of Juan Sebastián Elcano.
 - C How difficult travel was at that time.
 - D Some of the history of exploration.

- 3 Which of these is true?
 - A Magellan was the first European to travel to Asia.
 - B Magellan was the first man to sail on the Pacific Ocean.
 - C Magellan sailed to Indonesia and back.
 - D Magellan died in Indonesia.

- 4 Why did Henry sail with Magellan in 1519?
 - A He was a slave and had no choice.
 - B Magellan needed a servant.
 - C He had a job as an interpreter.
 - D He wanted to return home to the Philippines.

- 5 Which of these would be the best title for this story?
 - A A slave's adventures
 - B Who first sailed around the world?
 - C The first Indonesian traveller.
 - D Magellan's great failure.

Activity 3 Language focus

Work with a partner. In the sentences below, choose between the words in bold. In numbers 2, 5 and 11, choose between **the** and **Θ**.

- 1 What time does the plane **get/take** off?
- 2 Preston is in **the/Θ** Lancashire.
- 3 We set **away/off** at nine and got to London before lunchtime.
- 4 They've got a lovely house **in/on** the coast.
- 5 We had a picnic at **the/Θ** Loch Lomond.
- 6 I've never known **such/such a** rudeness.
- 7 We crossed **over/through** to the other side of the river.
- 8 Aidrian has **so/such a** little car.
- 9 That's because he has **so/such** little money.
- 10 Mehmet comes from a town **at/in** the north-east of England.
- 11 York stands on **the/Θ** River Ouse.
- 12 Shall we keep going to Glasgow or stop **off/out** for a coffee?

Activity 4 Vocabulary

Work with a partner. All of these words are in lessons 11–14. See how many you can remember.

- 1 people from the East End of London _____
- 2 luggage on an aeroplane _____
- 3 a bag you take onto a plane _____
- 4 a place to eat on a train _____
- 5 where the land meets the sea _____
- 6 the floor on a ship _____
- 7 a room where you sleep on a ship _____
- 8 where you wait for a train _____
- 9 someone who repairs cars _____
- 10 it measures the speed of a car _____
- 11 someone walking, not driving _____
- 12 a plane with no engine _____



Activity 5 Writing

Work with a partner. Punctuate these stories. Use full stops, commas, quotation marks, question marks and capital letters.

a police officer saw a man driving around with a car full of penguins he signalled for him to stop and said you cant drive around with penguins in this town take them to the zoo the guy said ok and drove away the next day the officer saw the guy again he was still driving around with his car full of penguins and now they were all wearing sunglasses he stopped him again and said didnt I tell you to take these penguins to the zoo yesterday the guy replied i did today I'm taking them to the beach

two men on holiday were standing in the sea in the bahamas they were fishing and each had a long cold drink and a cigar one of them started a conversation how did you get here he asked well the other one said im a lawyer one day my house burned down and the insurance company paid me a lot of money that's funny said the first guy my house was flooded and the insurance company paid me a lot of money that's why I'm here the lawyer looked at him for a few seconds then said how do you start a flood

Homework task

Write six questions about places in the UK, like those in the quiz above. Each question should have four possible answers. Bring your questions to class.