

## Unit 1 Working internationally – Relocating

### Teacher's notes

#### Preparation

Before you use this lesson plan:

- make one copy of each worksheet per student.
- visit the proposed websites and familiarise yourself with the proposed procedure for [upmystreet.com](http://upmystreet.com)

#### Warmers

*Short (5 minutes)*

Ask the students whether they would consider going to live and work in a foreign country. If yes, where would they go if they had the freedom to choose?

*Long (10 – 15 minutes)*

Ask the students to imagine they and their family are going to move to another town. Brainstorm what sort of information they would want to know before the move. For example:

- housing: the cost of renting a house or flat
- schooling: local schools and the quality of the exam results
- demographics: the size of the town and the type of people who live there
- amenities and facilities: sports and leisure centres, shops, doctors etc.

If there is time, ask the students to work in pairs to prepare the questions they would need to ask to obtain this information, eg, How many people live in the town?

#### Set the scene

*(10 minutes)*

Distribute the worksheet. Ask the students to read the *Situation*. Go through the steps described in *Task 1*. If you have access to a data projector and computer or printed visuals, these can be used here. Ask the students to do the vocabulary box exercise. They should use dictionaries if necessary. Explain that these are words they will meet while doing their research.

#### Present the tasks

*(2 minutes)*

Explain the procedure:

- 1 The group divides into small groups or pairs. Half the group should research the town of *Guildford* and the other half should research *Basingstoke*.
- 2 They use the websites to research and collect information and fill in the tables. If there is access to a printer, they can print maps to support their report
- 3 They prepare and give short verbal reports about the town they have researched.

#### Do the tasks

*Research (20 minutes)*

- If computers are available, allocate one to each small group or pair and let the students do their research.
- If computers are not available, set the research as homework to be performed at home or during free time at work. Emphasise to the students that they do not need to spend more than about 20 – 30 minutes collecting information.

*Presentations (preparation: 10 minutes, reports: 5 minutes each)*

Tell the students their reports should be brief and informal. After the preparation time, divide the group into pairs. Each pair should consist of one person who has researched Guildford and one who has researched Basingstoke. They take it in turns to be the employee and the boss. The employee gives their report to the boss. They then swap roles and do it again. A variation is for the boss to use the questions prepared earlier to illicit the information from the employee. Monitor and give language feedback after all the reports have been made.

## Unit 1 Working internationally – Relocating

### Aims

- Talking about a town
- Giving information

### Tasks

- 1 You are going to research living in a British town on the Web.
- 2 You are going to prepare a short verbal report for the director.

### Situation

You are the Personal Assistant of the senior technical director of an international company. The director is planning to relocate from her/his home country to live and work near the company's headquarters in the UK. The director needs to find a suitable house for his/her family, and would also like some information about the new town. The house should ideally be detached with three bedrooms and a garden, near the town centre and within 10 minutes drive from a good primary school for the director's eight-year-old son. The rent budget is only £1,250 a month, so the director may have to compromise on some of his/her expectations.

### Task 1 – the research

Before you start your research, put the words in the vocabulary box into the correct categories.

#### Vocabulary box

<b>Housing</b>	postcode, primary, degree, secondary, high-income, mortgage, sixth form detached, terraced, couples with children, semi-detached
<b>Education</b>	
<b>Neighbourhood profile</b>	

Your teacher will give you a town to research. Use these two websites to find the information you need. Record the information in the Task 1 research tables on the next page.

#### UpMyStreet

<http://www.upmystreet.com>

- 1 Type the name of the town in the *Enter a location* box then click on Go.
- 2 To find the information you need for your report, you are going to use the *Explore* menu on the left side of the screen.
  - To find out about property, click on *Renting*. On the new page, in the search properties boxes, set *Minimum bedrooms* to 3, and set *Search area* to 5 miles, then click on the *Find* button. Look at the results that are displayed. Click on a picture to find more details about each property.
  - To find out about the neighbourhood profile, Click on the *Local Area* link in the *Explore* menu, and then from the sub-menu click on *Neighbours*. To read the full profile, click on the *Read the full profile* link below the information box.
  - To find the crime statistics, click on the *Policing and crime* link in the *Explore* menu.
  - To find out about local schools, click on the *Schools* link in the *Explore* menu. Once you have selected the school, click on the name of the school to get the postcode and additional information.

#### Google Maps

<http://maps.google.co.uk>

Enter the postcode of houses and schools you find to see their locations on a map. To check the distance and route between two places, right-click on the flag marker and choose *Directions from here*, then enter the second postcode. The route between the two locations will be shown on the map, and the distance and travel time (by car) will be shown in the search results box on the left.

Research data tables

<b>Housing</b>	
Postcode:	Type:
Rent per month (£):	Garden (yes/no):
Bedrooms:	Distance from school:

<b>Schools</b>	
Postcode:	Name:
Number of pupils:	Performance: below/above national average
Other:	

<b>Neighbourhood profile</b>	
Population	Age:
Income:	Crime levels: below/above national average
Couples with children:	Other:

**Task 2 – making your report**

**Language box**

You are going to report to your boss about the town you researched. Use some of the phrases in the box.

**Reporting informally:**

What I've found out is that ... The school is only five/ten minutes away by car.

What's most important is ... The rent is reasonable/expensive... It is a high-income area.

The school's performance is above/below the national average.