

# Places and people



Unit 2: Lesson 1A



Upper Intermediate (B2-C1)



## Objectives



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In this lesson you are going to look at connections between people and the places they make a contribution to. You'll also prepare ideas for a blog entry.

After completing this lesson you should be able to:

- ▶ Predict the main themes and content in a text from sources external to it.
- ▶ Discuss links between a person and a place.
- ▶ Read the text to confirm your predictions.



# TIME FOR REVIEW

## Language review

**A** Remind the class of some details about yourself.

Use these some of these ideas.

- ◆ place of origin
- ◆ education
- ◆ place of residence
- ◆ future plans
- ◆ family
- ◆ recent experiences
- ◆ preferences
- ◆ free-time activities
- ◆ languages
- ◆ friendships



I'm Sampath Ranasighe. I come from the beautiful island of Sri Lanka. I've lived there all of my life. I'm 16 and live with my parents and two brothers in the capital Colombo. My surname means 'fighter lion'. It reflects my personality pretty well. I'm passionate about fine art, particularly photography and hope to study abroad in a few years. For that reason, I've written to some universities in English speaking countries and have been advised to do an exam called IELTS. I don't have a huge amount of free time. Too busy!

**B** When you are listening to your classmates note down some problems they have with using these things.

- ◆ **determinatives** - e.g. a/an, the, some, a lot of
- ◆ **prepositions and multi-word verbs** - e.g. live in
- ◆ **collocation** - words which go together naturally e.g. 'do' instead of 'make'
- ◆ **word formation** - 'innovation' rather than 'innovative'
- ◆ **word order** - I like skiing really. / I really like skiing.
- ◆ **constructions** - the brother of my father - my father's brother
- ◆ **tense/aspect** - right choice of structure e.g. I've lived there all my life. NOT I lived there all my life.
- ◆ **register** - level of formality in language choices.

Don't say the names of the students who made the errors!

**C** *Work in pairs.*  
Make improvements to the errors you noted.

- ◆ Which types of errors are common to speech and writing?
- ◆ Which ones are exclusive to each channel?



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## Connections

# A

# A

**Before you start.**

*Work with a partner.*

Describe what you can see in these photos in as much detail as you can.



# B

Discuss these ideas *with a partner.*

- ◆ Possible connections between the people in the photos.
- ◆ Connections between the places, activities and the people shown.
- ◆ The main themes illustrated in the photos.

### Example

Maybe one of the kids in the park is related to the woman in the first photo.

# C

How might this café be connected to the themes you uncovered?



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## A place by the sea

# B

# A

Read this excerpt from a website.

Check your predictions from the previous page.

Meet Diane Smiley, the owner of a popular eatery in the small fishing port of Amble in Northumberland on England's beautiful north-eastern coast. Diane works hard during the tourist season, which runs from around April till September, spending long days and nights preparing and serving the many customers who pass through the welcoming doors of 'The Harbour Café'.



Many of these travel the 35 miles from Newcastle, while others take the short trip down from Scotland just to enjoy her delicious home-made cooking and a hot cup of tea while gazing out over the wild North Sea. Business is going well, but it's not so easy for everyone in Amble.

Life is particularly tough for the younger generation. Like most of the North-East, Amble and the Northumberland coast were hit by the global financial crisis of 2008 and the town has never really recovered. High unemployment has forced many out of town to find work elsewhere and those who stay can only hope for work in catering or as seasonal bar workers, or at best, work in one of the town's supermarkets or fish and chip shops.

Known popularly as 'The Friendliest Port', Amble was once a busy, active place. But its once vibrant fishing industry has been reduced to half a dozen trawlers and the end of the coal industry has also had an impact.

Amble was a busy port in the 19th century, with a rail-line bringing huge quantities of coal to the harbour from the region's world-famous coalfields. But no more. However, Diane, like many Northumbrians, is cheerful by disposition. 'It's not all depressing,' she insists. 'As a tourist attraction, Amble has a lot going for it.' Maybe there's hope for the younger generation too. She recently took on three formerly unemployed under-25s to help her out in her increasingly busy café.

# B

Work with a partner.

Decide the main theme of each of the paragraphs in the article.

Share your ideas *with the class*.

# C

Discuss the following.

- ◆ How would you describe the register used in this article?
- ◆ Which words and writing conventions might be reflected in speech?\*

\*See last page for suggested possibilities.

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## People and places

# C

# A

### Task preparation.

Work with someone who comes from the same region, city or town as you.

The local newspaper has asked for help.

Read this information.

The numbers of tourists visiting your region has fallen dramatically over the past few years. This has had a seriously adverse effect on the local economy.

You have entered a competition for young people to write a blog entry for your local tourist board's website with the aim of attracting more visitors to the region.

You have been given these instructions.

- ◆ Personalize the entry by using a local resident as an example of a successful person with links to the community
- ◆ Appeal to as wide an audience as possible, particularly the under-25s
- ◆ Give a general description of the geography and history of the locale
- ◆ Focus on the person you chose and say why they are a good advertisement for the region/town/city
- ◆ Give a final comment on the person and the place



# B

Choose, or invent, a person who represents the positive side of the place you are going to describe.

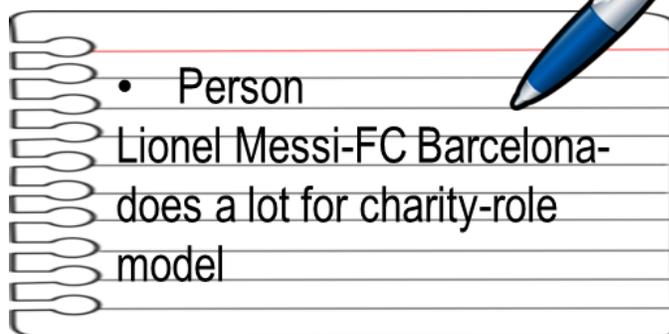
# C

Decide on the structure of your blog entry at paragraph level and make an outline.

# D

Note down useful phrases and words you could use in each paragraph.

### Example



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# Places and people

## Summing up

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### Today you...

- ◆ read about a place in the UK and a person who has taken an active part in trying to ensure a future for young people from that place.
- ◆ prepared ideas for a blog entry.

### Homework Idea

- ◆ Read the text again on page B.
- ◆ Write six comprehension questions based on the reading text.
- ◆ Bring the questions to your next class to test your classmates.



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## Answers



### Answers from page B:

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Some contractions have been used, e.g. it's, there's. This adds a conversational style to the opening and concluding sections.

The vocabulary chosen is generally not complex and sometimes more informal words and phrases have been chosen, e.g. a popular eatery, gaze out depressing, take on, have a lot going for it.

Many of these items could be used in speech or writing, depending on the context in which they are delivered.

The middle part of the text, however, has a more serious tone, which fits with the nature of its content. This is shown in the more complex and more formal lexical choices made in places, e.g. the global financial crisis, a vibrant fishing industry, have an impact.

Overall the article reflects conventions of newspaper and semi-formal blog genres.

