

# ACTIVITIES TO DO ON YOUR OWN

ESOL  
Stage 3



# CONTENTS

This resource contains different tasks you can do on your own to help you improve your English skills.

There are tasks for:	Page
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For each task you can complete a 'Task Reflection Sheet' to write what you thought about it, what was easy and what was hard.

**There are 10 texts to read with different activities.** For each text, you can complete the reading log, so you have a record of your reading. You can complete a reading log page for other reading you do.

You can also keep a viewing log for what you watch and a listening log to record new words you hear.

If you are not sure what to do, ask your tutor or somebody else who can help you.

# TASK REFLECTION SHEET

## How did you like this task?

(Circle one)



Liked it a lot



Liked it



It was ok



Didn't like it much



Didn't like it at all

## Why/why not?

.....

.....

.....

.....

.....

## How easy was it?

(Circle one)



Easy



Quite easy



Ok



Quite hard



Hard

## If you found it hard/quite hard,

- what do you need to practise?
- how could your tutor help?

## Make some notes below

.....

.....

.....

.....

.....

.....

# LISTENING

## I. Make a listening glossary

Make your own glossary of new and interesting words that you hear.

Find out the meaning and check the spelling in a dictionary.

Make a new page for different sections.

You can include:

- new words you hear spoken around you e.g. at college, work
- words from TV programmes or radio broadcasts
- words from films you watch
- words and phrases from songs you listen to
- words from podcasts.

### Listening log

Interesting Words		
New word	What does it mean?	Where did you hear this word?

## 2. Keep a viewing journal

Keep a journal of what you watch and listen to on TV, your computer and in films, including music.

You can include:

- your own review of the film or programme, including what it was about, characters and people, a summary of what happened and your opinions with reasons
- short extracts or quotes
- music lyrics that you like.

### Viewing log

<b>Date:</b>	<b>Title of film/programme:</b>
<b>What sort of film/programme was it?</b>  <b>romance / comedy / action / drama / history / cartoon / other</b>	
<b>What happened?</b> ..... .....	
<b>What was the programme about?</b> ..... ..... ..... ..... ..... ..... ..... .....	
<b>What did and didn't you like about it?</b> ..... .....	
<b>Favourite quote or music lyrics:</b> ..... .....	

## 2. What's in the news?

Listen to or watch the news at least once a week. Make a note of the most interesting news items. Summarise what has happened in your journal. Remember to include your own views. Items might include:

- Sport
- Politics
- Famous people
- Special events
- International events
- Things that have happened in your home country or a country of interest to you
- Environmental issues.

### News log

<b>News topic</b>
<b>What was it about?</b> ..... ..... ..... ..... ..... .....
<b>News topic</b>
<b>What was it about?</b> ..... ..... ..... ..... ..... .....

# SPEAKING

For speaking activities, you can keep a notebook or make a note on your phone of what you say or find out to use in class or for your own writing. You can record your own speaking to practise good pronunciation.

## 1. Any questions?

- Design and carry out a survey on something that is important to your local area, facilities for young people, healthy food, sport etc.
- Make up and play games and quizzes in English that include questions.

## 2. Say what you think

Have a discussion with people about what you think about:

- a sport
- a film or TV programme
- an event
- an important issue
- something in the news.

Remember to be positive and polite, even when you don't agree!

Record your views on your phone.

## 3. Have a conversation

Have a conversation when you are with fellow learners or other friends. For example:

- discuss and agree what to watch on TV
- watch a film or TV programme and say what you think about it
- talk about issues that are important to you
- discuss playing or watching sport.

## 4. Prepare a podcast

Imagine you have been asked to make a podcast for ESOL learners. You could work with others on this if you like. Make a plan before you record the podcast. For example:

- Interview somebody about a specific issue
- Interview fellow learners or friends about their life in the UK
- Select music to play and what you will say about each item
- Read aloud a short story or play.

## Broadcast plan

Example – Interview

<b>Name:</b>	
<b>Do they give permission for their real name to be used in the podcast?</b>	<b>YES / NO</b>
<b>Question 1</b>	
<b>Question 2</b>	
<b>Question 3</b>	
<b>Question 4</b>	
<b>Question 5</b>	
<b>Music:</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>





## 2. Be creative

Write for yourself and others. Share what you write with friends, fellow learners, family.

- Write poems expressing thoughts and feelings or including descriptions.
- Write stories for adults or for children. You could:
  - adapt a story from your home country
  - base your story on something you have seen, done, viewed, heard
  - illustrate your story.

## 3. Describe what you see and learn

- Produce articles, reviews and letters for a newspaper or magazine.
- Write a summary of research carried out on a subject of personal interest.
- Produce writing to go with a picture e.g. a news item, description or piece of creative writing.
- Write letters or emails to family/friends abroad about your life and hopes for the future.
- Write letters to a newspaper or magazine about issues that concern you.

# READING

For any reading you do – don't forget to complete the reading log!

Practise reading out loud and record yourself to improve your pronunciation.

## 1. Practise your dictionary skills

From reading and viewing, make a note of words you don't understand.

Write them down and look up the meaning in a dictionary or online dictionary. Find out the meaning in your own language to help you. Think about how you could use the new words in your own speaking and writing.

### Using a dictionary

<b>Word:</b>	
<b>Where did you see this word?</b>	<b>What does it mean?</b>
<b>Word:</b>	
<b>Where did you see this word?</b>	<b>What does it mean?</b>
<b>Word:</b>	
<b>Where did you see this word?</b>	<b>What does it mean?</b>

## 2. Read for enjoyment

- Find a story and add it to your reading log.
- Find a poem and say why you like it. Try and write your own poem in the same style.

### 3. Read for information






- Research a topic of personal interest.
- Find articles about issues that are important to you.
- Use information you find to create advice leaflets on different issues.

### 4. Work with texts

- There are 10 texts in this resource.
  - Choose one you like.
  - Read the text and do the activities that go with it.
  - Read the text or parts of the text out loud and record yourself.
  - Fill in the reading log.

Carry on with the others!

- Choose a text of your own from a book, a newspaper, a magazine in print or online.
  - Read it and fill in the reading log.
  - You can make up your own activities to do as well.
  - Share them with other people – you could make up some questions to go with your texts and write instructions for activities.

<b>Date completed:</b>	
<b>Title of text:</b>	
<b>What is this text?</b> (e.g. email, advert, letter, webpage, blog, poster, leaflet)	
<b>What is this text for?</b> (e.g. it tells you how to do something; it is a warning; it gives you advice)	
<b>Key words</b> Use a dictionary if you don't know what a word means. Write down these words and what they mean.	
<b>Key information</b> What is the text telling you? Note the main points in bullets.	
<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>	
<b>How easy did you find it to read this text?</b> (Circle one)	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Easy</p> </div> <div style="text-align: center;">  <p>Quite easy</p> </div> <div style="text-align: center;">  <p>Ok</p> </div> <div style="text-align: center;">  <p>Quite hard</p> </div> <div style="text-align: center;">  <p>Hard</p> </div> </div>	
<p><b>If you found it hard/quite hard,</b></p> <ul style="list-style-type: none"> <li>- what do you need to practise?</li> <li>- how could your tutor help?</li> </ul>	
<b>Make some notes below.</b>	

# READING TEXTS

There are 10 texts to read with different activities:		Page
1.	Working in Hospitality and Catering	15
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# TEXT 1

## WORKING IN HOSPITALITY AND CATERING



The hospitality and catering industry is currently the 4th largest industry in the UK employing over 2.5m people.

It covers accommodation, food services, entertainment, bars, clubs and pubs. Its workforce is diverse with a range of careers and jobs available, including chefs, housekeepers, waiters, banqueting and front of house managers. It is a people-orientated industry where no two days are the same; not only in terms of the hours you work, but also the work you do during those hours.

Employers tend to hire people who have great energy in order to ensure their customers are happy. They want staff who are friendly to customers and have good customer service skills. Working conditions in an industrial kitchen can be stressful as deadlines must be met but standards of quality maintained. It can be hot, noisy and frantic.

You will be required to wear appropriate clothing for the work environment. You may have to work unsociable hours, so you need to be flexible with your work routines and leisure time. You can expect to start working as a pot washer or kitchen porter but then opportunities will open up for you.

## Communication

- **Speaking**

*Technical words*

*Informative*

*Descriptive*

*Formal and informal speech*

- **Listening**

- **Reading**

- **Writing**

- **Body language**

- **Facial expressions**

- **Hand gestures**

- Report for work on time showing interest and a desire to work
- Read and demonstrate understanding of health and safety procedures
- Answer oral questions to demonstrate knowledge and understanding of tasks
- Report health and safety risks in the workplace
- Complete all documentation clearly, especially customer orders
- Record stock items and quantities accurately
- Follow written and spoken instructions for production schedules
- Demonstrate understanding of operating equipment and completing tasks
- Communicate information so that the meaning is clear
- Read and understand a standardised recipe for a range of food preparations
- Follow a routine to ensure work is completed within timescales and to the required standard
- Talk clearly and actively listen to managers, customers and team members
- Be polite and courteous to customers and clients
- Report faults in an appropriate manner to your tutor or instructor

## Calculation

- **Maths**

*Adding up numbers*

*Mental Arithmetic*

- **Problem solving**

*Working out how*

- Recognise and use familiar measures: time, weight, temperature, volume, capacity, mass and areas
- Measure our individual ingredients for a recipe
- Use conversion rates to calculate volumes of ingredients needed
- Collect the correct amount of ingredients from stock or fridges
- Check items for quality and in date value
- Understand portion sizes and apply correct volumetric control measures
- Use working methods that keep waste to a minimum
- Programme oven temperatures and cooking times



- Count stock levels to support production schedules
- Understand a four-week menu rotation
- Use codes to log items on to freezer store sheets and fridge stock books
- Carry out regular stock takes, rotate stock and keep fridges tidy
- Manage distribution of items from stock
- Make up breakfast packs and other pre-packed options
- Use historical data to calculate expected volumes of different menu options
- Process orders from the wings
- Apply good problem-solving skills
- Pay attention to detail even when tasks are repetitive
- Check quality of own work during various stages of production
- Devise and propose new recipe ideas
- Give correct change to customers

Text adapted from [www.excellencegateway.org.uk](http://www.excellencegateway.org.uk)  
Image source: iStock

## Activities

### 1a

Summarise what it is like to work in Hospitality and Catering.

Use the following bullets to help you:

- Where you might work and what jobs you might do
- What employers look for in staff
- Advantages and disadvantages of working in this industry.

### 1b

Read the Communication and Calculation skills. Highlight or underline in different colours:

- What you could do easily
- What you can't do now but could learn quickly
- What you would find hard.

## TEXT 2

### Is social media bad for you? The evidence and the unknowns

What the science suggests so far about the impact of platforms such as Facebook, Twitter or Instagram on your mental wellbeing.

Three billion people, around 40% of the world's population, use online social media – and we're spending an average of two hours every day sharing, liking, tweeting and updating on these platforms, according to some reports. That breaks down to around half a million tweets and Snapchat photos share every minute.

With social media playing such a big part in our lives, could we be sacrificing our mental health and wellbeing as well as our time? What does the evidence actually suggest? BBC Future reviewed the finding of some of the science so far:



#### STRESS

People use social media to vent about everything from customer service to politics, but the downside to this is that our feeds often resemble an endless stream of stress. In a survey of 1,800 people, women reported being more stressed than men. Twitter was found to be a “significant contributor” because it increased their awareness of other people’s stress. But Twitter also acted as a coping mechanism – and the more women used it, the less stressed they were. The same effect wasn’t found for men, whom the researchers said had a more distant relationship with social media. Overall, the researchers concluded that social media use was linked to “modestly lower levels” of stress.

#### MOOD

In 2014, researchers in Austria found that participants reported lower moods after using Facebook for 20 minutes compared to those who just browsed the internet. The study suggested that people felt that way because they saw it as a waste of time. Bad weather increased the number of negative posts by 1%, and the researchers found that one negative post by someone in a rainy city influenced another 1.3 negative posts by friends living in dry cities. The better news is that happy posts had a stronger influence; each one inspired 1.75 more happy posts. Whether a happy post translates to a genuine boost in mood, however, remains unclear.

#### SELF-ESTEEM

Social media sites make more than half of users feel inadequate, according to a survey of 1,500 people by disability charity Scope, and half of 18- to 34-year-olds say it makes them feel unattractive. A study of 1,000 Swedish Facebook users found that women who spent more time on Facebook reported feeling less happy and confident. The researchers concluded: “When Facebook users compare their own lives with others’ seemingly more successful careers and happy relationships, they may feel that their own lives are less successful in comparison.”

## RELATIONSHIPS

If you've ever been talking to a friend who's pulled their phone out to scroll through Instagram, you might have wondered what social media is doing to relationships. Even the mere presence of a phone can interfere with our interactions, particularly when we're talking about something meaningful, according to one small study. Researchers tasked 34 pairs of strangers with having a 10-minute conversation about an interesting event that had happened to them recently. Each pair sat in private booths, and half had a mobile phone on the top of their table. Those with a phone in eyeshot were less positive when recalling their interaction afterwards, had less meaningful conversations and reported feeling less close to their partner than the others, who had a notebook on top of the table instead.

### ENVY

In a study involving 600 adults, roughly a third said social media made them feel negative emotions – mainly frustration – and envy was the main cause. This was triggered by comparing their lives to others', and the biggest culprit was other people's travel photos. Feeling envious caused an "envy spiral", where people react to envy by adding to their profiles more of the same sort of content that made them jealous in the first place. However, envy isn't necessarily a destructive emotion – it can often make us work harder.

### LONELINESS

A study published in the American Journal of Preventive Medicine last year surveyed 7,000 19- to 32-year-olds and found that those who spend the most time on social media were twice as likely to report experiencing social isolation, which can include a lack of a sense of social belonging, engagement with others and fulfilling relationships. Spending more time on social media, the researchers said, could displace face-to-face interaction, and can also make people feel excluded.

### CONCLUSIONS?

It's clear that in many areas, not enough is known yet to draw many strong conclusions. However, the evidence does point one way: social media affects people differently, depending on pre-existing conditions and personality traits. As with food, gambling and many other temptations of the modern age, excessive use for some individuals is probably inadvisable. But at the same time, it would be wrong to say social media is a universally bad thing, because clearly it brings myriad benefits to our lives.

Adapted from [bbc.com](http://bbc.com) By Jessica Brown 5 January 2018  
Image source: iStock

## Activities

### 2a

Highlight or underline in different colours:

- the words you know
- the words you can guess
- the words you need to find out.

### 2b

Note 2 key points from each section about the effects of social media. Write your own article based on these and include how you use social media yourself.

### 2c

Design a survey to find out more about how your friends and family use social media. You can carry it out and write up your own conclusions.

# TEXT 3

## WorldSkills UK LIVE

Welcome to the UK's largest interactive apprenticeships, skills and careers event.

### WorldSkills UK LIVE Sectors

This exciting, must-attend event is divided into four areas, each providing a focus on particular industry sectors:

#### Health, Hospitality & Lifestyle

- Beauty therapy; fitness; culinary arts; restaurant services; floristry; hairdressing; butchery.

#### Construction & Infrastructure

- Bricklaying; carpentry; plastering; landscape gardening; plumbing; roofing; painting and decorating; wall and floor tiling; furniture and cabinet making; electrical installation.

#### Engineering & Technology

- Automotive; mechanics; industrial electronics; robotics; metalwork; manufacturing; aeronautical; rail; refrigeration & air conditioning; welding; forensic science; mechanical engineering & CAD.

#### Digital, Business & Creative

- Web design; IT; cloud computing; customer service; fine jewellery making; graphic design; digital video production and finance.

Not sure what your next career step should be? Find jobs and careers advice, apprenticeships, training, further education and much more!

#### Have a Go

Have a go at something you've never done before by trying hands-on job-related skills across a huge range of careers. Experience a wide range of activities like TV production, demolition simulation, virtual welding, floristry and 3D modelling and much more!

## WorldSkills UK LIVE

**The nation's largest skills and careers event that helps to shape the future of a new generation.**

Find out more at: <https://www.worldskillsuk.org/directions/our-events/worldskills-uk-live/what-is-worldskills-uk-live-formerly-the-skills-show>

Text adapted from [www.worldskillsuk.org](http://www.worldskillsuk.org)

## Activities

3a

List all the industry sector areas you do not know and find out what they involve.

3b

Highlight all the areas you might be interested in working in.

3c

Decide one or two areas you would like to work in and research the skills, qualifications and personal qualities you need, what you need to do for training and how to find employment.

# TEXT 4

## The Blog

# THE IMPORTANCE OF LANGUAGES

By Yii-Huel Phang



I am a Malaysian Chinese. Although my parents can speak Mandarin and Cantonese, English is primarily spoken at home. I can understand some Cantonese, but can't exactly speak it. I attended Chinese school every Saturday for a few years, but I took it for granted and didn't try very hard.

However, when I visited Beijing at the age of 14, I saw the importance of Chinese. I stayed with my Singaporean relatives, who lived there. I discovered that there are many foreigners in Beijing who hold high positions in companies, and my relatives really showed me the importance of knowing the language. Last year, I visited Switzerland and I was astonished to observe that there were both Chinese assistants and Swiss workers who could speak Mandarin in high-end luxury shops due to the high demands of Chinese customers. Languages can ultimately open up opportunities, especially for careers.

In my opinion, today, learning a language isn't stressed enough, and isn't enforced at a young age, which is arguably the best time to start learning a language. When I was a kid, I wasn't inspired to learn another language because I simply thought it wasn't important. I thought, "Well, if I live in England, all I need to know is English, right?"

But when you travel to a foreign country, how can you get around? If you put a little bit of effort into learning phrases, locals will appreciate it. You can interact with people more freely, make new friends, and have more fun!

Currently, I'm learning French in school. I love learning it -- some aspects of it are similar to English, and not to mention it sounds lovely. I'm lucky to have a brilliant French tutor; we talk as much as possible in French. I hope that in the future when I travel to France, I can put my French to use.

Fundamentally, if we study a language, it gives us the ability to have a different perspective and context so we can understand different beliefs and see beyond stereotypes. This way we can break the barriers of cultural insensitivity and build stronger relationships internationally.

All those years of Chinese school wasted, my Mandarin is very primitive. By the time I discovered the importance of the language, it was a little too late to master it at school. However, I plan to study the language sometime in the future and hopefully become more fluent. Anyone can learn a language, no matter how young or old you are.

Text adapted from [www.huffingtonpost.com/yiihuei-phang/learning-another-language\\_b\\_5464392](http://www.huffingtonpost.com/yiihuei-phang/learning-another-language_b_5464392)  
Image source: iStock

## Activities

4a

Highlight or list the benefits of speaking more than one language mentioned in this article.

4b

Write an article about what speaking different languages means for you e.g.

- which languages you speak
- where you learnt them
- why they are important to you
- how you use different languages
- future language learning.

## TEXT 5



### Effects of Sleep Deprivation

We surveyed 6000 people aged 13-65 (schoolchildren, students and workers) and found the average Briton is getting just 6 hours and 21 minutes sleep per night – well below the recommended 8 hours.

### Brain and Central Nervous System

Sleep deprivation leaves the brain exhausted, so it can't perform well. Obvious effects are excessive sleepiness, yawning, and sluggishness. Lack of sleep weakens your ability to concentrate and learn new things. In our survey, 54% blame a lack of sleep for their inability to concentrate at work, school or college and 47% admitted to taking longer to complete their work. It can negatively affect both short- and long-term memory. It gets in the way of decision-making and stifles creativity. Your emotions are also affected, making you more likely to be short-tempered, irritable and moody. 70% said they are a 'horrible person' when they have not had enough sleep and difficult to work with. Other risks include impulsive behaviour, depression, paranoia, and suicidal thoughts.

A side effect of sleep deprivation is micro-sleep. That's when you're asleep for a few seconds/minutes, but don't realise. If you're sleep deprived, micro-sleep is out of your control and can be extremely dangerous if you're driving. You're also more prone to injury due to trips and falls.

### Immune System

Sleep deprivation compromises this system so you're more prone to respiratory problems like the common cold and flu. It can take longer to recover from illness. Long-term sleep deprivation raises your risk of developing chronic illnesses like diabetes and cardiovascular diseases.



### Cardiovascular System

Sleep is vital for your body's ability to heal and repair your blood vessels and heart. Sleep deprivation can lead to higher risk of problems like high blood pressure, heart disease, and stroke.



### Digestive System

Along with eating too much and not exercising, sleep deprivation is one of the risk factors for obesity. Sleep deprivation prompts your body to release higher levels of insulin after you eat, promoting fat storage and increasing your risk of type 2 diabetes.



### Sick Days

Estimated UK sleep shortfall results in 8 million sick days per year at a cost of £1 billion to employers.



Image source: iStock



## Activities

5a  
From the article, list the negative effects of too little sleep. Which of the effects do you think are the worst? Use the table below to sort them.

Terrible effects	Annoying effects	Would not bother me

5b  
Research a different health issue and write your own article e.g.

- the effects of obesity
- the effects of too little exercise
- the effects of drug or alcohol dependency
- mental health problems.

# TEXT 6

## Tales of Wisdom - The Teapot



Zyphir was a young man who lived in a big city with his parents and who, each holiday, would go and stay in the countryside nearby with his grandparents. His grandmother was a gentle woman who had a prize possession – a large china teapot that had been passed down through her family and which stood on the dresser in the front room of her cottage. Zyphir had never seen the teapot used; it was too valuable to his grandmother to risk it getting broken; so, there it remained in pride of place on the dresser.

One afternoon whilst staying at the cottage, Zyphir was playing with a kitten; he was pulling a ball of fluff along the ground on a string for the kitten to chase. The kitten would lunge and pounce on the ball of fluff and Zyphir squealed with delight. As he ran backwards, tugging the fluff behind him, he entered the front room and smacked right into the dresser. He watched with horror as the teapot toppled off the dresser and hit the ground, breaking into many pieces. Zyphir quickly picked the pieces up and placed them in a bag. Just as he had picked up the last piece, his grandmother came into the room.

Zyphir held the bag behind him and quickly asked her: “Why do people have to die?” Grandmother thought for a few moments and replied, “It’s natural, it’s the way it is. Everything dies eventually, and everything has just so long to live.” At this, Zyphir held forward the bag with the broken teapot – “It was time for your teapot to die”.

We all experience the loss of loved ones, made worse in part because we fail to accept that nothing lasts or lives forever. Giving us good reason to make the most of time and to appreciate what we have whilst we have it.

*Sid Arter*

Text adapted from Inside Time

Image source: iStock

### Activities

6a

Make a time line of the events in this story.

6b

Create a cartoon for this story.

6c

Write a traditional tale of your own. You could base it on a story from your home country. Write it for children or for adults.

# TEXT 7

## Congratulations!

You are now a tenant with a home of your own. But remember **you have to look after your home** and **pay the rent** and this is due from the date of the tenancy agreement.

## Furniture and stuff

OK, so now you need some furniture! You may have as little as a week or as much as a month to get sorted before your move. Just remember – you **don't need a fully furnished home straightaway**, so don't blow cash you don't have.

**Concentrate on the basics** – a bed and a cooker, pots and pans, kettle, bedding, towels, crockery and cutlery, etc. Don't be embarrassed if you don't have much furniture – most of us start off with only a few things and add to it as time goes by.

**Don't be embarrassed if you don't have much furniture** – most of us start off with only a few things and add to it as time goes by.

## Things to consider:

1. Can you get a grant? You may be entitled to some help with the costs of setting up home. Ask at your local Citizens' Advice Bureau.
2. Ask your mates and family if they have anything that may be useful to you in setting up home.
3. Some faith groups and community associations may help out with small items and even furniture.
4. Look around in local charity shops and boot fairs – you never know what you might find!
5. Check local papers and notices in shops for any bargains.
6. Remember to check delivery costs.
7. Make sure your furniture will fit through all doors, up the stairs and around corners, etc.
8. You don't have to take other people's dirty second-hand furniture (especially mattresses).
9. Don't accept stolen stuff.

### **Be careful with second-hand or faulty electrical items – they can be dangerous!**

You may need to store your stuff somewhere clean, dry and secure. With big stuff like beds and sofas, ask the shop or charity to deliver it on the day you move in.

Find some friends and family to help with the move. Do you know anyone with a van? Ask for their help: if not, remember to budget to hire a van and driver to do the job for you.

If friends and family are helping, don't forget to thank them and remember to offer something towards petrol or other expenses.

Now that you have got all this stuff to go in your flat, try to sort out contents insurance in case anything gets stolen or damaged after you move in.

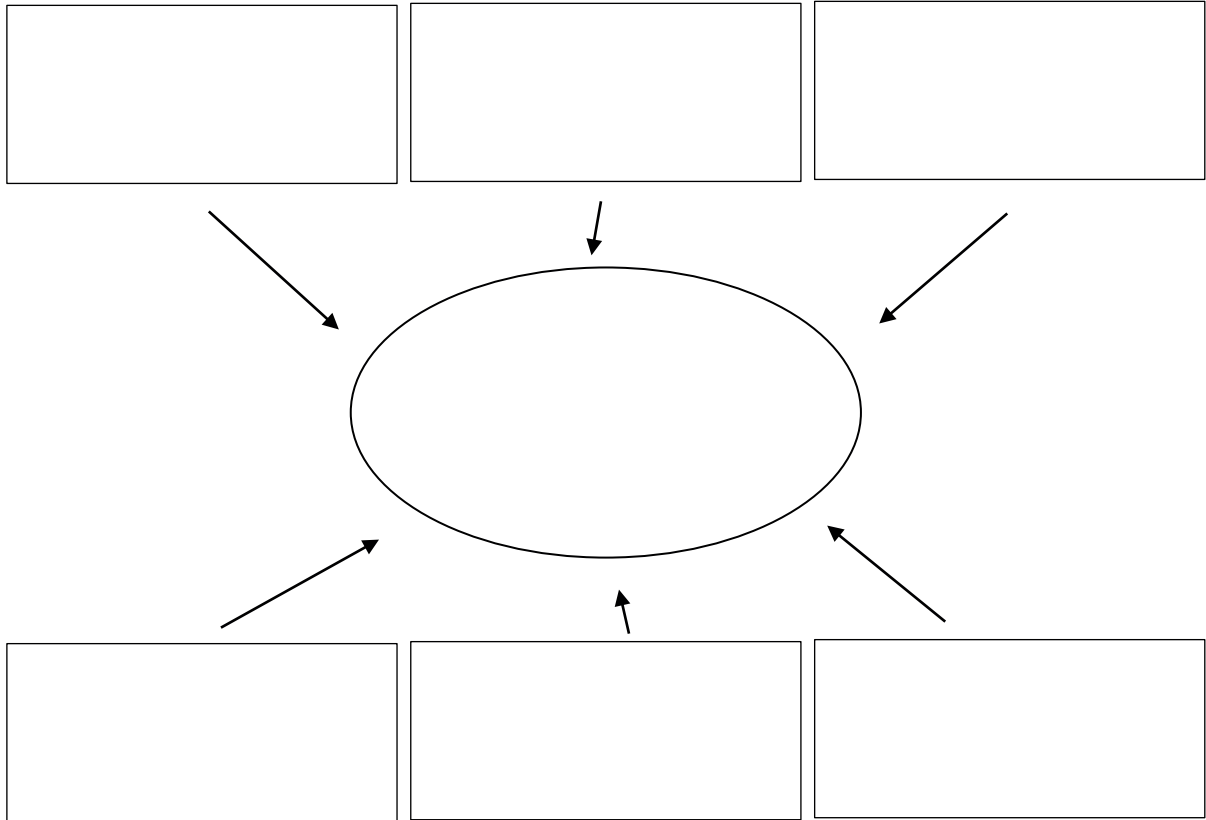
## Activities

7a

Highlight all the command verbs used in this text.

7b

Imagine you are about to move into a flat. Make an action plan based on the advice given here. Use a mind map if you want to:



7c

Write a set of instructions for somebody newly arrived in the UK who is moving to your area. You can include for example: dos and don'ts, where to get support, where to get what they need, activities, facilities etc.

## TEXT 8



### Lean on Pete

**Recently moved to Portland, Oregon with his deadbeat dad, 15 year-old Charley Thompson (Charlie Plummer) gets a job with horse trainer Del Montgomery (Steve Buscemi). However, when Del threatens to send horse, Lean on Pete, to the knacker's yard, Charley takes to the road in search of his long-lost aunt.**



Forced to follow his good-for-nothing father Ray (Travis Fimmel) to Oregon, teenager Charley Thompson (Plummer) is drawn to the Portland Downs racetrack, where he befriends shifty trainer Del (Steve Buscemi), pragmatic jockey Bonnie (Chloë Sevigny) and Lean On Pete (Starsky), a five year-old horse who is just one bad race away from being sent to a Mexican slaughterhouse. When the inevitable happens to both Ray and Pete, the motherless Charley hits the road in the hope of finding his long-lost aunt.

So far, so standard rite-of-passage road movie. But the director Andrew Haigh keeps his distance from horse and boy and allows the boy to learn from his mistakes, as he gets caught dining and dashing, accepts the strange hospitality of a couple of war veterans and falls foul of a drunken drifter. Yet there isn't a hint of sentimentality, as Charley ploughs on across a wilderness that emphasises his insignificance.

The cross-country segment lacks the intimacy and intensity of the early sequences, in which Ray and Del make clumsy macho attempts to mentor the trusting Charley. But Magnus Jønck's sublime photography brings a humanist eye over Charley's plight and a little-seen aspect of the American Dream. The supporting cast respond splendidly to the low-key characterisation, but the picture rests on Plummer, who rolls along calmly until he breaks down harrowingly at the journey's end.

Detached, but never dispassionate, this may not be Andrew Haigh's best film. But its slow-burning realism shows his skill for creating credible characters in recognisable situations.

Text adapted from [www.empireonline.com/movies/lean-pete/review](http://www.empireonline.com/movies/lean-pete/review)  
Image source: iStock

## Activities

8a

Underline or highlight all the vocabulary and expressions related to describing a film.

8b

Make a cast list for this film with a brief description of who each character is.

### Cast list

Name of character	Character description	Name of actor

8c

Write your own review of a film you have seen recently or a favourite film.

# TEXT 9

## Rain in Summer

**How beautiful is the rain!  
After the dust and heat,  
In the broad and fiery street,  
In the narrow lane,  
How beautiful is the rain!**

**How it clatters along the roofs  
Like the tramp of hoofs!  
How it gushes and struggles out  
From the throat of the overflowing spout!**

**Across the window pane  
It pours and pours;  
And swift and wide,  
Like a river down the gutter roars  
The rain, the welcome rain!**

**In the country, on every side,  
Where far and wide,  
Like a leopard's tawny and spotted hide,  
Stretches the plain,  
To the dry grass and the drier grain  
How welcome is the rain!**



By Henry W. Longfellow

Text adapted from [www.hwlongfellow.org/poems\\_poem.php?pid=84](http://www.hwlongfellow.org/poems_poem.php?pid=84)  
Image source: iStock

## Activities

9a  
Underline or highlight all the vocabulary and expressions used to describe rain in this poem. Choose 10 and explain in your own words what the words or expressions mean.

<b>Word or expression describing rain</b>	<b>Meaning</b>

9b  
Write your own poem related to weather e.g. the sun, the wind, snow etc.



## WHY VOLUNTEER?

OK, so there's the good vibes. But volunteering can give you so much more. Here are some reasons to pledge your time and make a difference.

### 1. Great for your CV

Doing something outside your studies/work and social life shows initiative and really enhances your CV to help you stand out from the crowd. The skills and experience you gain are all transferable to your career - especially if you volunteer in a role directly related to your chosen path.

### 2. Meet new peeps

You'll meet some great people who are passionate about the same things as you. Plus getting stuck into a project and making a difference as a team can really bring people together and form strong relationships.

### 3. Strengthens communities

The world can throw a lot at you! There is loads of stuff that can make us feel helpless:

- what we see on the news moving to a new house or job
- bereavement
- exam stresses
- unemployment
- just having a bad day

Giving your time to charity and helping those who need it the most connects people and helps to build a support network and a community. These small acts really make a huge difference to people's lives – including yours!

### 4. Positive effect on your wellbeing

The Institute for Voluntary Research found that volunteering can help reduce stress and depression, and have a positive impact on your relationships, your self-esteem, your longevity and your fitness.

### 5. You can pick up skills for life

Meeting new people, working as part of a team, building your confidence, self-esteem, motivation and developing leadership skills are just a few of the things you can get out of a volunteering placement!

Unsure about what you want to do in life? Volunteering could give you the inspiration and direction you need by trying something new.

**It matters, and so do you!**

You'll see the difference you're making, even with just an hour of your time.



Text adapted from: <http://www.bbc.co.uk/programmes/p0387cft>  
Image source: iStock

## Activities

### I0a

Highlight or underline in different colours:

- what you understand
- what you can work out
- what you need to find out or look up in a dictionary.

### I0b

List what you think are the 10 most important reasons to volunteer.

### I0c

Research volunteering opportunities in your area.

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