

# LET'S GET TALKING

liquidation, no record of company ever had  
nothing and didn't receive anything. So  
Can you think of an offer that you have seen  
suspicious? Have you ever been  
lost in transit, company no longer  
the reasons found  
of the Dates  
at decrease  
no work  
can't get out for some reason or another  
away from any good shops. If they find that  
done this and then been disappointed  
think these companies make h  
more children. Mary  
left England and found a good  
school abroad where she still works. She  
flat and a car of her own. She  
me ill and the doc  
ter for a wh

Gaynor Ramsey

# Let's Get Talking

HULTON EDUCATIONAL

#### *Acknowledgments*

*Automobile Association:* 62  
*Benton and Bowles Ltd. (London) and Leyland Cars:* 25 (top), 29  
*British Airways:* 74 (centre right), 82 (centre left)  
*British Tourist Office (Zürich):* 40 (bottom)  
*Camera Press:* 90, 91  
*Central Office of Information (London):* 33 (bottom)  
*Collett, Dickenson, Pearce and Partners Limited (London):* 14  
*Department of the Environment (London):* 86  
*Ford Motor Company Ltd (Dagenham):* 25 (bottom)  
*H. Gamber (Baden):* 13 (centre)  
*Harris Travel Agency Ltd.:* 59  
*Health Education Council (London):* 88  
*Herbert Horn (München):* 7, 26 (centre), 52, 68, 73, 78 (bottom), 81, 89 (bottom)  
*Hitachi AG:* 74 (bottom), 80 (bottom)  
*Imperial Cancer Research Fund:* 77  
*Japan Air Lines:* 40 (centre right)  
*H. P. Koch AG:* 80 (centre right)  
*Lloyds Bank Ltd.:* 35, 36  
*London Express News and Feature Services:* 34, 41 (bottom), 46, 61, 64, 65, 69, 70, 75, 76  
*Mandeville Hotel (London):* 43  
*Milk Marketing Board of England and Wales:* 42  
*S. Nevell (Grays):* 6 (bottom right), 33 (centre right), 74 (centre left)  
*Philips Electronic Associated Industries Ltd.:* 83  
*Gavnor Ramsey (Zürich):* 5, 47  
*Rolls-Royce Motors International:* 26 (bottom right)  
*M. Rockosny (Zürich):* 60 (top), 82 (bottom)  
*J. Sainsbury Ltd. (London):* 19 (top)  
*Edi Schneider (Baden):* 6 (left, top right), 11, 13 (left, right), 18, 19 (bottom), 21, 26 (bottom left), 27 (top), 32, 33 (top, centre left), 39, 41, 48, 49, 60 (centre, bottom), 78 (top)  
*Scottish Widows:* 27 (centre)  
*C. Sigrist (Baden):* 67 (right)  
*M. Snell-Hornby (Zürich):* 40 (centre left)  
*Suddeutscher Verlag:* 66  
*Swiss National Tourist Office:* 58, 67 (left, centre)  
*Thorn Domestic Appliances (Electrical) International Ltd.:* 80 (centre)  
*Time Magazine:* (centre right), 89 (top)  
*Trisa Burstenfabrik AG:* 80 (centre left)  
*United Feature Syndicate, Inc.:* 51  
*United Nations Fund for Drug Abuse Control:* 83

*First published in Great Britain 1983*  
by Hulton Educational Publications Ltd  
Raans Road, Amersham, Bucks HP6 6JJ

© Max Hueber Verlag München, 1979

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written consent of Hulton Educational Publications Ltd

ISBN 0 7175 1140 5

Printed in Great Britain by  
Richard Clay (The Chaucer Press) Ltd, Bungay, Suffolk

# Contents

Introduction .....	4
1. Flats and Houses .....	5
2. Jobs .....	11
3. Shopping .....	18
4. Cars .....	25
5. Money .....	32
6. Food .....	39
7. Families .....	47
8. Holidays .....	58
9. Sport .....	66
10. Inventions and Discoveries .....	73
11. Danger .....	81
12. Crime .....	89

# Introduction

*Let's Get Talking* provides practice for English conversation classes, and gives sufficient background information for students to be able to construct their own dialogues and discussions. Whether working in pairs, small groups, or as a class, students are encouraged to speak and compare points of view, which provides both stimulation and motivation and thus increases their command of spoken English.

*Let's Get Talking* is a collection of material (pictures, cartoons, newspaper cuttings, statistics, etc.) from twelve spheres of everyday life. The illustrations are mainly for discussion purposes and show, besides specifically English material, scenes with which many students are familiar within their everyday environment.

*Each unit contains*

1. A short introduction to the subject.
2. A paragraph containing the most important vocabulary in context.
3. Suggestions for an interview or pairwork.
4. Different exercises or problems for revision or consolidation.
5. Questions to discuss as a group.
6. A short written vocabulary exercise.
7. A role play or situation in which the students have to solve everyday problems.

It is not absolutely necessary to work through every single paragraph in detail. First attempt the introductory paragraph, with the relevant vocabulary, then select the most interesting problems and work through them. Alternatively, choose those exercises which will help to improve areas of weakness, and develop or reinforce material which has not yet been fully assimilated.

# Let's Get Talking . . .

1

## . . . About Flats and Houses

A long time ago people used to live in caves. Of course this has changed over the centuries, like most other things. Now most people live in a building of some sort. The type of building often depends on the climate of the country. In Europe most people live in a house or a flat. Some people buy their homes and some people rent them. Some people think it's better to live in a flat in the town, while others prefer a house in the country. The type of home you have also depends on how much money you've got. If you're a millionaire you can build the perfect house for your needs – but most people can't do that!



### 1. Vocabulary

If you buy a house you're the **owner** of that house. If you don't want to live in it yourself you can **let** it to another person or family – then they pay their **rent** to you every week or month. If you let a flat you are the **landlord** (or **landlady**) – but if you rent a flat you are the **tenant**. When you **move into** the flat you and the landlord should **sign** a **contract** in which you can read several important things – one of the most important is how much **notice** you must give when you want to **move out**. Moving into a new home is often hard work. If the home is already **furnished** then it's not so bad because you only have your smaller personal belongings such as books and clothes to move. If it's **unfurnished** then you have to move all your furniture and also probably/buy new **carpets** and **curtains**.



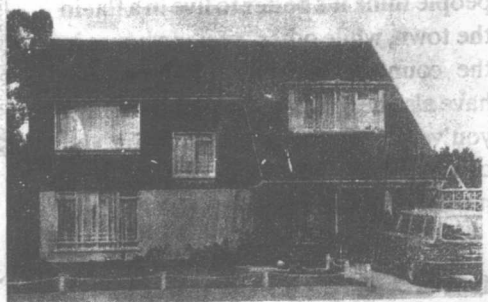
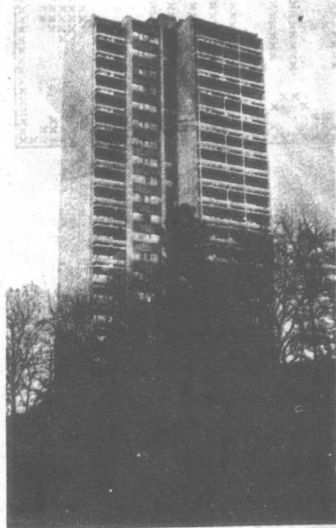
- 1 If you're looking for a new flat perhaps the best thing to do is to look through the **advertisements** in the newspaper, or you could **advertise** for a flat yourself like this:

Wanted: to rent 2-rmd  
unf flt + kitch, bth,  
c.h., nr city ctr  
Tel.: 857-4305

Can you understand this advertisement? What is this person looking for? Why have they written the advertisement in this way? (If you're not sure what all these words mean look at the end of this unit for help).

## 2. Three places to live

Look at these three pictures:



What sort of buildings are these (detached house, semi-detached house, bungalow, block of flats, terraced house)? In what sort of area do you think these buildings could be? What sort of people live there? Would you like to

live there? If so, why? If not, why not? What do you think are the advantages and disadvantages of living in each of these buildings?

1

### 3. Ask your neighbour

*Now interview a partner and find out from him or her:*

- 1) where he/she lives
- 2) what he/she lives in
- 3) details of landlord or landlady
- 4) any special advantages of his/her home
- 5) any special disadvantages
- 6) how he/she found it.

### 4. Living in a castle?

This is a well-known English proverb:

"An Englishman's home is his castle".



What do you think this means exactly? Is there any difference between an Englishman's home and anyone else's? The idea of buying and living in a castle is a very romantic one, but can you think of any disadvantages of having such a home?

### 5. Opinion poll

In order to find out the general opinions of your class about homes, make a survey and then produce some simple statistics from it:



# **1** *Ask everybody the following questions:*

Would you rather live in a country with a hot climate or a cold climate?

Would you rather live in a town, in the country or by the sea?

Would you rather live in your own country or abroad?

Would you rather live in a house, a flat or a bungalow?

*Now make a report on the class like this:*

50% of our class would prefer to . . .

## **6. What is most important when renting a flat?**

*Form groups of two to three people. Each group should now look at the following list of points to be considered when renting a flat, and then number the points from 1-7 in order of importance.*

position

garage

size

cost

age

playing space

view and surroundings

Compare your list with those from other groups.

## **7. Living in a commune**

The basic principles of life in a commune are living together, working together and sharing everything. Although these principles may be very good it has often been shown that people in large groups can't do these things without creating problems. Most people prefer a smaller family unit which should be easier to organize. What organizational problems do you think could arise in a commune where there are ten working adults, six mothers who don't go out to work, and eleven children?

Do you think any personal problems could arise too? Could you live with such a large number of people or do you need more privacy?

Some characteristics of life in a commune could be transferred to life in a block of flats. Here every family unit has its own home which is completely private but there could be some places for everybody to use together. What do you think these places could be? Can you think of any ways in which people living in a block of flats could work together to make life easier, better or more enjoyable for everybody there?

## 8. Questions for discussion

1. What sort of home do you think is best for: a young couple, a single girl living alone, a family with three children, a retired couple? Give your reasons.
2. In some countries there are too many people and a shortage of food and housing. Do you think there should be a law to limit the size of the house in relation to the size of the family? After all, it isn't necessary for a married couple without children to live in a ten-roomed house.
3. Is it better to buy or rent a home? Why?
4. Which do you think is better – to live in a house or a flat? Why?
5. Try to look into the future! What do you think people's homes will be like in 100 years' time?

## 9. Vocabulary exercise

*Without looking back at the vocabulary section of this unit, fill in the missing words here:*

1. Mr Jones bought a house last year. He is the . . . of that house.
2. Two students pay to live in rooms in his house. They are . . . .
3. They pay their . . . every month to their . . . .
4. Mr Jones is happy that he could . . . the rooms because the house was too big for him anyway.
5. The students didn't have to buy any tables, chairs or beds because the rooms were already . . . .
6. Before they moved in they had to sign a . . . .

*Explain the difference between these words:*

house	– bungalow
landlord	– tenant
to rent	– to let
furnished	– unfurnished

## 1 10. Role play

Mr Frost and Mr Tate both work in your office, and they're both married and have young children. There is one big difference in their private lives – Mr Frost lives in a flat in the centre of London about ten minutes' walk away from the office and Mr Tate lives in a house in the country about forty-five minutes away from the office by train. Both homes are very comfortable but as you can imagine there are some advantages and disadvantages in living in each of these places.

*Make two groups.* One group represents Mr Frost – they should list the advantages of his home and the disadvantages of Mr Tate's. The second group represents Mr Tate – they should list the advantages of his home and the disadvantages of Mr Frost's.

Now the two groups can confront each other with their lists and hold a conversation like this:

Mr F: You waste a lot of time every day coming to work.

Mr T: Oh, the time isn't wasted because I can read the paper in the train.  
At least I have some peace and quiet when I'm at home, not like you . . .

and so on . . .

Each group must criticize the other home and defend their own!

Which of these two places would you really prefer to live in?

If you need it, here is some help with the words in the advertisement:

rmnd = roomed  
flt = flat  
bth = bathroom  
nr = near  
ctr = centre

unf = unfurnished  
ktch = kitchen  
c.h. = central heating  
cty = city  
Tel = telephone

## ... About Jobs

2

To live in our modern society we need money. A very small minority of people have enough money to live on without going to work – but to get money most of us have to take a job. Some people study for years after leaving school to become a doctor, for example, a dentist or an engineer. Other people start work as soon as they've left school. Some depend on their natural talents to earn their living as a painter, sculptor or pop singer. The job we choose depends very much on our education, opportunities and interests.



### 1. Vocabulary

Jonathan Mitchell works in a small factory. There are only fifteen **employees** in this company and his **employer**, Mr Jame, is a very good **boss** to work for. When Jonathan was looking for a job he saw Mr Jame's **advertisement** in the paper. He contacted Mr Jame who sent him an **application form** to **fill in**. He was later invited to go for an **interview** with Mr Jame. He had to wait a few days for the decision to be made as there were several **applicants** for the job, he wasn't the only person who wanted it. When he heard that he had got the job he went to Mr Jame's office again to **sign a contract** giving the **conditions of employment** (number of hours, salary and so on).

There are certain things that are much better than in his old job:

- a) He is paid a **salary** instead of **wages**, which means that the money he **earns** is paid into the bank monthly. Before he received **cash** weekly.
- b) He is now more **independent** and can work **sliding time** instead of **fixed hours**. He can choose his working hours within a certain limit. This is

**2**

much better than when he was an **apprentice** learning his job, because then the men had to work **shifts** – sometimes through the night.

- c) He has got very friendly **colleagues**.
- d) His working conditions are very good – the factory is clean, warm, light and very well-equipped.

There is only **one thing** he **wishes** and that is that he didn't have to pay so much **income tax** out of his salary. He often wonders what the government does with his money!

## **2. Applying for a job**

This is a **simple** application form for a job. What information do you think you have to give in each of the sections?

<b>Application Form</b>	
Surname:	
Christian name(s):	
Address:	
Date of birth:	
Present occupation:	
Present employer:	
Previous experience:	
Qualifications:	
References:	
Date:	Signature:

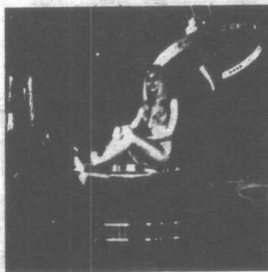
### 3. Ask your neighbour

*Now interview a partner and find out from him or her:*

- 1) what his/her job is
- 2) where he/she works
- 3) how long he/she has been working there
- 4) some details about his/her employer
- 5) if there are any special advantages of his/her job
- 6) any special disadvantages
- 7) how he/she found the job.

### 4. Three different jobs

*Look at these three pictures of people at work:*



What sort of jobs do these people do? Who are their employers? Who do you think will stay in this job the longest? Why? Which of these jobs do you think is the best-paid, the dulllest, the most interesting? Would you like to do any of these jobs? Which ones? Why? What sort of education or training do you think these people had? What do you imagine are the advantages and disadvantages of each job?

### 5. Is work really good for us?

This is a translated quotation from Voltaire's *Candide*:

**"Work banishes those three great evils: boredom, vice and poverty."**

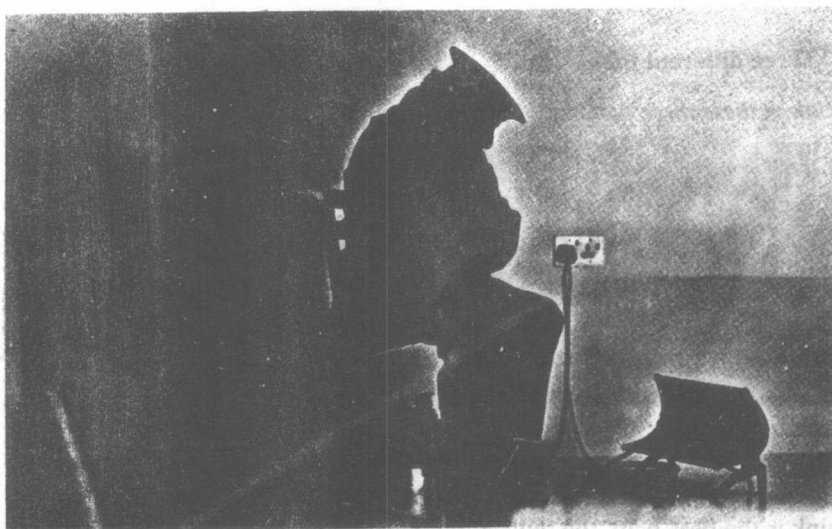


2

According to this quotation, what are people likely to do if they don't work? Do you think there is any truth in this? If you didn't work at all would you be bored or would you always have something to do? If what Voltaire wrote is true, what changes would you expect to see in a town where a factory closed down and a very large number of people lost their jobs and couldn't find new ones?

## 6. Is he working?

It doesn't really seem like it, but the man in this picture *is* working:



What's his job? What does the way he is sitting here tell you about his job? Do you think there are any special advantages of this job? What are this man's working conditions like? Would you like to do this job? If so, why? If not, why not? What do you think this man does or could do to make his day and his work more interesting?

## 7. The ideal secretary

Below you can see a list of words that can describe people and their abilities.

*Study this list with a partner.*

You are two directors of a small company and you need a secretary who will work for both of you. Which of these do you think are the most important points? Number them 1-15.

friendly	well-qualified
flexible	efficient
discreet	attractive
single	aged 18-30
married	aged 30-50
experienced	reliable
smoker	co-operative
non-smoker	

Compare your decision with that made by other students and see if there are any big differences.

### 8. Questions for discussion

1. What job would you really like to do? What was your "dream" job when you were a child?
2. How many hours a week do you think people should work? Which is better - five 8-hour days or four 10-hour days?
3. Which people do you think earn too much money for the work they do?
4. "All work and no play makes Jack a dull boy." Do you think this proverb is true? How important should our jobs be to us?
5. What personal qualities do you think are the most important for a factory manager, a shop assistant, a long-distance lorry driver and a nurse?
6. What sort of person do you think is the worst work colleague that you can have?

### 9. Vocabulary exercise

*Without looking back at the vocabulary section of this unit, fill in the missing words:*

1. Before you get a job you have to go for an . . . .
2. Your . . . is the person who gives you the job; you are an . . . .

- 2** 3. If you always start and finish work at the same time, you work . . . hours.  
 4. From the money that you . . . you have to pay . . . to the government.  
 5. If you learn your job while working for a company you are an . . .

*Explain the difference between these words:*

- employer                      - employee  
 salary                         - wages  
 sliding time                 - shift work  
 working conditions       - conditions of employment

## 10. Role play

*First of all organize your group into two parts. In one part there should only be three people who are applicants for a job. The other part can have an unlimited number of people who are directors and bosses of different departments of a factory.*

Here are details of three applicants who have applied for the job of assistant personnel officer in your large factory. The directors and department bosses should interview these three and then discuss the applicants and decide which one should be offered the job.

	Applicant A	Applicant B	Applicant C
Surname	Simmons	White	Taylor
Christian name(s)	James	Thomas William	Frederick John
Date of birth	20. 2. 1950	3. 6. 1945	10. 12. 1933
Present job	personnel dept. TV company (3 years)	salary dept. department store (6 years)	school welfare officer (8 years)
Previous experience	student union leader	6 years sales assistant	14 years secondary school teacher (including 4 years deputy headmaster)
Qualifications	University degree in Sociology	college training in sales and management	college training as teacher courses in welfare work and management