TEACHING REALIA IN COMMUNICATIVE CLASSROOM

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A B S T R A C T

Learning facts about life and institutions of English-speaking countries is one of the parts of studying English. In several examples from different areas of life in Great Britain, the U.S.A. and Canada, this project demonstrates some possibilities of creative teaching at secondary school with using all four skills and three types of work with students.

This essay might become an inspiration for other teachers-beginners who are also looking for their own way and who would like to make teaching and learning interesting and enjoyable.

"Language teaching is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time."(A.Wright, D.Betteridge, M.Buckby,1983:1)

Learning realia [*realia* meants facts about life and institutions of English-speaking countries] is one of the parts of studying a foreign language. Although the view about this area is different and teachers do not always have the same opinion on how and in which range to teach realia, how to test knowledge of it, if to grade it and if to use knowledge of realia as a part of the final exam at secondary school, most teachers surely agree, that if we study a foreign language, we should know a basic geographical description of the country whose language we want to understand. We should know something about the culture, traditions, customs and the style of life to be able to understand the mentality of the whole nation.

The great Czech pedagogue from 17th century, J.A. Komenský, declared that the teaching process should be various and interesting. In practice, during teaching realia, it means that teaching and learning processes are to provide different strategies. In an English textbook Britain Explored it is said that there should be a variety of background information and it is to be presented through a combination of texts and methods. The skills that students practise can include interpretation and discussion, as well as a range of reading skills. Listening practice is very often provided through authentic interviews. It is recommended to use photographs, maps, charts, graphs, suitable and topical reading texts from newspapers and magazines. All this should be used for discussion which can be done individually with students, in pairs or in groups. The teaching material and aims are usually not a part of

one book or textbook and that is why English teachers have to find out a lot of information in many other magazines, papers, handbooks and books. All this puts high demand on these teachers.

The new political situation in our country has also brought, among other things, a development of tourism and so we have many more possibilities to meet English-speaking tourists than we used to in the past. Young people have more chances to travel abroad now, to hear and use the language which they learn, to find out more facts about the style of life in English-speaking countries. America has become a symbol of freedom and hope. All this is surely a big motivation for learning.

For the second year, I have been teaching at the Secondary Forestry Technical school in Trutnov. It is my second year of work with students whose study finishes with a final exam. [The school has a good tradition. Our students have contacts with many similar schools abroad, especially in Northern Europe, and a knowledge of foreign languages has always been necessary at our school.]

However, my pedagogic practice is longer--I have been teaching more than 12 years. During that time, I have had experience at basic school, a special school for slower pupils and an apprentice school. For the last 4 years I have been teaching predominantly English.

From the time of the change in the political situation of our country when we opened a door to the West and English started to spread in our schools very quickly, I have attended several English summer courses in our Republic, and I have managed to visit England with several other teachers of English. Besides the learning methodology of teaching English, we could look at the life of English families, we had the possibility to see the systems of teaching in some English basic and secondary schools and compare them with the systems of education in our country. I have made friendships and I keep in contact with people from England, U.S.A. and Australia. That all is a contribution to my work, because correspondence, photographs, prospects and received information are possible to use for teaching realia very well.

To know what my students´attitudes towards realia are like, I prepared a questionnaire about this topic for them. According to the results of the questionnaire, a large number of students admit that people learning English should know basic information referring to English-speaking countries. They prefer geographical and natural history information united with travelling. However, they also appreciate the democracy in English-speaking countries, which is connected with feelings of freedom and national pride.Students are keen on the style of life of English, American, Canadian and Australian people and have questions concerning the way of every-day life, the system of education and how leisure time is spent.

The students admit that their textbooks give them understandable information, but it is too brief and the form of presentation of the facts is not interesting. They miss pictures, topics are not chosen properly and moreover, they are not realistic and they do not provide enough places for conversation. The students welcome other learning materials, e.g. magazines, prospects, maps, photos, videocassettes and others.

I realize that realia and its teaching is a very wide area. My work can only be a small contribution in this field. It will be just an illustration of how to make teaching and learning realia interesting and which methods are possible to use. In several examples from different areas of life in Great Britain, the U.S.A. and Canada, I would like to show how to practise all four skills, especially speaking, using individual, pair or group work. My work is not intended for special topics, interesting only for my students and their profession [e.g. wildlife, hunting...],that is why I believe that this work might become an inspiration for other new teachers, who are also looking for their own way to teach, to make teaching and learning creative and enjoyable.

L E S S O N P L A N S

Practical part--Using exercises in the class

This part of the project is concentrated on concrete lesson plans. The chosen exercises are to bring examples of teaching realia or its revision in three classes--2nd, 3rd, 4th. [Numbers of classes are identical with numbers of years of studying English.] Students' age is from 15-18 years.

These tasks include especially facts about Great Britain and the U.S.A.--geographical information, sightseeing, the system of education and every-day life. A half of these activities covers the whole lesson [45 minutes]. The others take 10-20 minutes. The last one, connected with using video, is the shortest task. Most of these activities are my own and I prepared them with help of texts and advertisements from various magazines and newspapers. I also used my experience from English courses of methodology.

The following chart helps readers to summarize using activities, their length, practising of particular skills, types of work with students and level of students' knowledge.

Skill	Level	Topic	Time	Work
	Class			
Reading	4th 4th	English Schools Travel Agency...	45 min. 45 min.	pair group
Writing	3rd	Tea	45 min.	individual pair, group
Listening	3rd	Places to Stay	20 min.	individual
Speaking	2nd	Living in London or Trutnov	45 min.	group
	3rd 2nd	The U.S.A. --Blind Maps Fun in New York --Video	 20 min. 10 min.	 pair pair

LESSON PLAN 1

Title: English Schools--Advertisements
Purpose: Reading for specific information [scanning]
Facts about system of English education
Level: 4th class
Time: 45 minutes
Materials: Advertisements, dictionaries

A very popular pre-reading activity is brainstorming.

"Doing a big brainstorm on the blackboard, with the teacher writing up the students contributions in bubbles can be a motivating activity involving the whole class" (Haill:47).

The lesson started with brainstorming which should have helped learners to refresh knowledge about education in England [well explained in the book Britain Explored, 1992] from the previous lesson. Students said words connected with the British system of education. I wrote them on the blackboard. Students revised some important facts and expressions, e.g. pre-school education, primary school, secondary school, grammar school, public, sixth form, college, Eleven Plus... . [5 minutes]

Then the students were shown a sheet of paper with advertisements. [See Appendix, p.29] The task was to predict what was on the sheet. After students' answers I showed them the newspaper TES--The Times Educational Supplement destined for teachers. [2 minutes]

In the next stage of the activity students were divided into groups of 3. Each group was given one copy of the sheet of paper with 16 advertisements and a sheet of paper with basic information about teachers who were looking for a suitable job. [See Appendix, p.30] The students' task was to find the right school and job for each of these teachers.

Before the work I went through the second sheet very quickly together with the students to make sure that everything was clear.

After 18 minutes students' work was stopped and students checked up their answers [See Appendix, p.30--Solution]
During this step I asked students about concrete information from the advertisements: e.g. Why do you think so?
Which type of school is Gresham's school?
What does *Science* mean?
Which languages are classical ones?
[10 minutes]

The last minutes were devoted to summary of new information of the lesson.

Students were active during the lesson. They understood the advertisements and were able to do their task well. Two groups were finished before the time limit. Sometimes it was necessary to help with explanation of unknown expressions. In the last part of the lesson attention was paid to the last two advertisements which were very closely connected with students' future professions and it was the reason why I choose them to the sheet.

To have more time, it would be good to use it for answering additional questions: e.g. Which kinds of schools can you find on the sheet?
Which subjects are taught at English schools?
Is here any remarkable fact for you?
Which school would be the most interesting for you and why?

During preparation of the activity I was concentrated on the right choice of advertisements. I wanted to provide my students information especially about secondary schools and colleges, both state and independent, including religious ones. Students found the task enjoyable.

LESSON PLAN 2

Title: Travel Agency Cosmos Offers

Purpose: Some other geographical information about the U.S.A. and Canada
Reading for main idea [skimming]
Understanding original English texts
Enrichment of vocabulary

Level: 4th class

Time: 45 minutes

Materials: Copies of offers of sightseeing excursions--the U.S.A. and Canada
Dictionaries, maps of the U.S.A. and Canada

Pre-reading activity included a small talk about travelling, students' dreams, about their desire to visit America and Canada. [5 minutes]

As the second step students were divided in groups of 3. Each of 4 groups was given a small card with a name and interests of the customer who is interested in a sightseeing excursion with the agency Cosmos:

1. Miss Williams: She is really fascinated with New York City. She wishes to visit the capital of the U.S.A. but she does not want to go to Canada.

2. Mr Miller: He is keen on national parks and countryside. He really hates big cities.

3. Mrs Carrey: She likes living in big cities. She loves Canada and speaks French very well. She would like also to see the Niagara Falls.

4. Henry Watson: He prefers travelling in Canada. His dream is to visit Vancouver and Banff National Park.

The first and very short students' task was to find the most suitable trip for the particular customer. [It was not difficult because there were only 4 possibilities]. [See Appendix, p.31-38]

The main task of this lesson was to read the text, choose the most important information, take notes and choose 5 new important words from the text. [20 minutes]

As the last step in this lesson, students were talking about the sightseeing excursions. Each group spoke about its trip, about particular places which would be possible to visit and the students showed the most attractive places on the map. Other students could see pictures in a magazine. At the end of the lesson students discussed which trip would be the most attractive for them and why. [20 minutes]

Students liked the lesson very much. They just had small problems with understanding the text but they were able to provide the essential information from the text.

Originally, students were given 15 minutes for their main task , but it was not enough. Because we were short of time, only 3 groups could speak about their trip. There was no time to write the new words on the blackboard, explain them, choose the most important ones and learn them. We had to do it in the next lesson.

One lesson [45 minutes] is not enough for the activity. Students are usually fascinated with many beautiful places and possibilities of travelling. They want to talk about them, but the time for post-reading activities is missing. It would be better to use this activity in voluntary conversation lessons which are usually doubled.

Many ways exist of leading students to correct writing. The next activity belongs to guided writing and it is a special type of dictation--dictogloss.

> "Learners who regularly engage in dictogloss lessons will gradually see a refinement in their global aural comprehension and note-taking skills." (Wajnryb,1990:7)

As Wajnryb points, dictogloss provides an opportunity for learners to use their productive grammar in the task of text creation. It also encourage learners to find out what they know about English. (Wajnryb,1990:6)

According to Wajnryb there are several stages of this activity:

1. Prepare learners for the text--topical warm-up.
2. Prepare learners for the vocabulary of the text--pre-teaching unknown vocabulary.
3. Ensure that learners know what they are expected to do.
4. Organize learners into groups before the dictation begins.
5. The first reading--learners listen without writing to get a global feeling for the whole passage.
6. The second reading--learners take notes.
7. Learners compare their notes.
8. The learners' text is written up on the blackboard.
9. Final analysis of the text.

The text for the following activity is taken from an methodolgy course of English, Prague,1993. Drinking tea is very popular in Britain and it belongs to national traditions. It is the reason why I include this activity into my final project.

LESSON PLAN 3

Title: Tea

Purpose: Correct writing--right spelling and grammar
Intensive listening
Enrichment of vocabulary
British traditions

Level: 3rd class

Time: 45 minutes

Materials: Notebook, pen

Text:

T E A

The trouble with tea is that originally it was quite a good drink. A group of the most eminant British scientists put their heads together and made complicated biological experiments. To find a way how to spoil it. To the eternal glory of English science their labour was successful. They suggested that if you don't drink it clear but pour a few drops of cold milk into it and no sugar at all. The desired object is achieved.

As topical warm-up we started our lesson with talking about tea. Students said words connected with *tea* : e.g. Chinese, English, black, with sugar, with honey, with milk, strong, herbal, tea at five... . I helped my students with questions:
e.g. Which sort of tea do you like ?
When do you usually drink tea ?
How do you like it ? ...

The second step included work with unknown vocabulary [eternal glory, labour, desired, achieved]. These new words were explained and written on the blackboard.

During the first reading students were only listening. After that they discussed in pairs what they had heard.

During my second reading students took notes individually. They compared their notes first with their neighbours and then in 3s-4s. After this students made groups of 6 and tried to complete the article.

I read the text for the last time and students made final changes in their notes. Finally, one student wrote up the text on the blackboard without any my comments.

The last stage of the lesson was a comprehensive analysis and correction of the students' approximate text.

45 minutes are precisely the right time for this activity. Students appreciate it, discussion about the correct form of the text is usually lively, students help each other during text creation. This activity includes individual, pair and group work.

Speed of reading depends on the level of students, but usually normal spoken speed is recommended there. Of course, any suitable text may be used for this activity.

Listening is a very important part of language learning. Students usually have problems with understanding native speakers' speech. That is why it is so important to help students and go through listening to a taperecorder step-by-step.

> "We begin by asking students to brainstorm... .
> We then provide a listening task for students
> which is divided into gist listening, followed
> by listening for detail" (Smith, 1991:20).

LESSON PLAN 4

Title: Places to Stay
Purpose: Listening for gist
Listening for detail
Practical conversation--Reservation of a room in a hotel
Level: 3rd class
Time: 20 minutes
Materials: Notebook, pen
Listening text [See Appendix, p.39]
Taperecorder

The first listening [listening for gist] started after a very short oral revision of vocabulary connected with the topic Places to Stay [in a hotel, in a hostel, in a camp, in a tent...].

Before the listening students got 3 basic questions:

1. Where is the dialogue from ?
2. Who is speaking ?
3. What is the main problem of this dialogue ?

After the first listening students answered all three questions. A problem was with the speaker's surname -- B a u m. Students were not able to spell it. I wrote the right form of the name on the blackboard. [6 minutes]

Before the second listening [listening for detailed comprehension], students were given possibilities written on the blackboard. Their task was to note the right answers in their exercise-books during the listening: [8 minutes]

1. Preferred room:
   a) doubled for a night
   b) doubled for two nights
   c) single for two nights

2. Area of the room:
   a) 20 feet square
   b) more than 20 feet square
   c) more than 12 feet square

3. Facilities:
   a) refridgerator
   b) TV set
   c) telephone

4. Paying:
   a) cash
   b) credit card
   c) check

5. Registration form includes:
   a) name
   b) address
   c) telephone number
   d) place of living
   e) licence number of Martin's car

6. Room number:
   a) 615
   b) 515
   c) 550

The main reason for the 3rd listening was to find out the real price paid by Martin. There are several numbers in the text and students usually have a problem to decide which is the right one.

Before the listening I asked students which numbers they had already heard. The numbers were written on the blackboard: 130, 130, 126, 4, 8, 55. The students' task during the last listening was to find out the right price [126 US $]. After the listening we went through the other numbers to work their meaning out. [6 minutes]

The listening text was suitable for the students and its quality was very good. The students in this class do not practise listening regularly, that is why I decided to help them with the possibility of a choice of the right answers during their second listening. Instead of writing the possible answers on the blackboard, it is advisable to make a chart on a sheet of paper and give a copy of the chart to each student. As a following activity [homework] a similar dialogue in pairs can be set.

Surely, not just according to my teaching experience, **speaking** is the most difficult skill in a language learning process. Students are often able to understand what they listen to [teacher's commands, listening texts...], but they are not able to express their own opinions and thoughts in English. That is why it is necessary to practise speaking in English lessons and make students talk. Very often the teacher must help with the right choice of words.

> "Language teaching must concern itself with vocabulary, giving the learner those words necessary to express needs and feelings as well as the ability to understand others" (P.Mc Laughlin, S. Barlas:33).

Speaking is not possible without previous knowledge of particular vocabulary. In the next exercise, the teacher's help with vocabulary is often needed.

LESSON PLAN 5

Title:	Living in London or Trutnov
Purpose:	Revision of knowledge about London Conversation--arguments, comparison Enrichment of vocabulary
Level:	2nd class
Time:	45 minutes
Materials:	Handbook London, dictionaries, notebook, pen

The lesson began with an opening chat about the film The Guide to Britain, whose first part about London students watched on video the previous lesson. [5 minutes]

Then the students were divided into two groups. Group A was to collect as many arguments about advantages of living in London as possible. Group B did the same, but these students should have preferred living in Trutnov [their town].

Before students' own work, it was necessary to explain the meaning of words *advantage* and *disadvantage* and write these new expressions on the blackboard. [8 minutes]

After finishing the list of arguments, the best student from each group sat down together with his partner at one desk and one by one started their arguments. The other students made notes and anti-arguments inveighing against the arguments of the speaker from the other group. I help them to express their thoughts and opinions. If the missing word was really important, I wrote it on the blackboard and students into their vocabulary exercise books [e.g. sense of humour, observatory...].

Both leaders of the groups had quite a lot of arguments:

e.g. Group A--<u>London</u>: well known city
two big airports
cleaner than Trutnov
more possibilities to enjoy you leisure time
no terrible blocks of flats
people speak English very well
special sense of humour
beautiful policewomen...

Group B--<u>Trutnov:</u> few people
near the Krkonoše [the Giant Mountains]
good beer
our President worked there
nice countryside--woods, hills, sights...
one of the oldest towns in Bohemia...
[8 minutes]

The other students were listening carefully and then they raised their questions towards their opponent [the leader from the other group]. Students told their anti-arguments and they discussed about their conviction. [20 minutes]

At the end of the lesson I summarized advantages and disadvanteges of living in each of the towns. [4 minutes]

The students were divided into groups according to their places of residence. Students-commuters were in the group A; students living in Trutnov made group B. [The students speaking about Trutnov felt a particular patriotism because they like their town. It is good for their argumentation.]

The discussion was really lively. Students were almost arguing among themselves and they enjoyed a lot of fun. Four most active students received marks 1.

As the students had a vocabulary problem, my help was sometimes necessary. Doing this activity with more experienced students with richer vocabulary might be still more amusing.

This exercise is possible to use for comparison of various facts [The Czech Republic--The U.S.A., The English System of Education--The American System of Education...].

LESSON PLAN 6

Title: The U.S.A.--Blind Maps
Purpose: Geographical knowledge of the U.S.A.--States
Practising questions about Location
Level: 3rd class
Time: 20 minutes
Materials: Blind maps of the U.S.A.
Maps of the U.S.A.
Pen

Short oral revision of facts about the U.S.A. at the beginning of the lesson helps students to refresh known information. This lesson,each student said one sentence about the U.S.A. [5 minutes]

After this, students made pairs, where one student was A and the second B. Students A received maps of the U.S.A. with even numbers. Students B had maps with odd numbers. [See Appendix, p.40-41] It meant that each student in a pair had different missing states in his map.

The students task was to find out the right position of missing states without looking at the neighbour's map.

Before students own work, students were made to say various possibilities of asking the location. Their suggestions were written on the blackboard:e.g Which state is north of New Mexico?
What is the name of the state between Utah and Kansas ?...
[5 minutes]

Students were given 10 minutes for their task. I helped them like an adviser and observed if they really spoke only English.

After finishing their exercise,students in a pair compared their maps and each pair got another map where all states were indicated and they could keep it. [See Appendix, p.42]

Speed of work was individual in each pair. The first pair finished the task in 8 minutes. Some others needed 5 minutes more.

This activity is enjoyable and students like it. Final comparison with the big wall coloured map would be available.

"The use of video influences the atmosphere in the classroom positively. The motivation heightens and students concentrate more and better. Social and communicative barriers are removed,the fear to speak and make mistakes disappears" [Adámková: 187]

During the several last years, using video is a very popular activity at school. But its aim is not just watching something.It is an activity which should be well-prepared. I know from my own experience that the programme should not be too long. The effect is always bigger if we use video only for several minutes in an English lesson. It is to be only a part of the lesson, because in the opposite case students might get bored.

Usually English or American programmes where people speak English are used. Although I have several such films, this time

I decided to use an American film about New York with Czech commentary. The next activity is the shortest one in my project, but at the same time, it ranks among the most popular.

LESSON PLAN 7

Title: Fun in New York
Purpse: Free speaking--enrichment of vocabulary
New information about New York
Level: 2nd class
Time: 10 minutes
Materials: Video
Film New York--American Travel
Dictionaries, exercise books, pens

1. Pre-viewing task

Students were told that they would watch a small part of a film without voice. They did not know what the film would be about.

2. Viewing task

Students worked in pairs. One student from each pair was watching TV. He was reporting what was happening in the film to his neighbour who was just listening, sitting back to the TV set.

After the first watching , the listening students should have spoken about what they had heard. Firstly, they tried to speak without my help. Then I gave them concrete questions:

e.g. Which city is it ?
Which season of the year is right now in the film ? Why ?
What is the atmosphere like ?...

Students were able to answer these questions because there were some moments in the film helping to give the right answers [view of skyscrapers, relaxing people in the Central Park, trees in blossom...]. [5 minutes]

During the second watching students watched the film together, again without voice. The two minutes long part of the film was stopped after 15-20 seconds and the students commented what was happening. I helped them with a new vocabulary:

e.g. pram--baby carriage
have a rest--relax
jogging--running for health...

As the final step of this exercise students watched the film with the Czech commentary to find out if they were right and to hear other information about living in New York. [5 minutes]

This group of students worked this way for the first time. They had problems with concentration on watching TV and reporting at the same time. Also their active vocabulary was not too rich. They were able to use only simple expressions, e.g. a big city, woods or parks, playing childern, women sitting on benches, babies, running people... .

I had expected these smaller problems, that is why I chose a simple situation in the film where a rich vocabulary was not needed.

A big advantage of this task is that it does not take much time and it makes teaching/learning creative and interesting. An original English, American, Canadian or Australian film is not necessary. A part of any film can be used. Students can try to describe a situation in English or translate the essential part of a Czech commentary into English, which is also very useful for development of speaking.

C O N C L U S I O N

Teaching is not only a job. It is something more. It is a mission. Every young teacher's dream is to be a good teacher, popular among students. However, the way towards the aim is long and difficult.

There are a lot of books of methodology where it is advised how to make teaching creative, joyful and playful. It is hard work to bring any new information to this field. Moreover, it is not the real intent of this essay. The main purpose is to show how a teacher can make presentation of facts about English speaking countries interesting and creative. On several examples including all for skills, I have tried to demonstrate how it is possible to bring the every-day life of people from English speaking countries nearer to students.

In my project, I have been concentrated on areas which my students are interested in and knowledge they could use during their leaving examination in English or in their own practical life: sightseeing, information about English system of education and about study at English schools, customs--drinking tea, travelling and formalities united with travelling (e.g. visit of an travel agency, choice from offers of excursions, booking accommodation in a hotel...), geographical facts about the U.S.A. and Canada and information about sights and life in London and New York City.

The field of information including knowledge about life in English-speaking countries is incredibly wide and the choice of possibilities is huge. My work can be only a small contribution in the topic.

This project contains 7 concrete lesson plans. Each of them demonstrates a particular skill--reading, writing, listening or speaking. The most space is devoted to speaking. The reason is that the contemporary tendency in language teaching is partial especially to fluent speech. Speaking is one of the most important skills and students will demonstrate particularly knowledge of this skill during their final exam.

I have been concentrated especially on 45-minute activities, but the essay shows also advantages of short exercises, especially the one connected with using video.

All three types of work with students (individual, pair, group work), which are used, are quite balanced in this project. Only group work is slightly predominating.

Great emphasis is put especially on my own practical experience, which is, in my opinion, the most important. I did not want to take exercises from good English and American textbooks and practise them with my students, although it would be possible, because there are many of them. In this essay, there is a great proportion of my own ideas and in this way the activities are original.

The whole conception of this work is a proof that to become a good teacher of English means not to stagnate, to look for new ways, new mines of knowledge, to know necessities of learners and proceed from them. Such a teacher is not dependent only on basic textbooks but he/she extents teaching with new methods, facts and objects of interest obtained from various special and popular magazines and books, from meetings other English teachers at English courses and , of course, from his/her own fantasy. All the new information can be brought into teaching process. Taken entirely this leads the teacher to his own growth.

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APPENDIX

1.

Brooke City Technology College

D. G. Newman MEd BSc

Principal

ke City Technology College is seeking ners to fill the following positions from ember 1992:

ign and Technology
ce and Drama
sics (experience in electronics rable but not essential)
ich with Spanish or German
nish
hematics
mistry
graphy
ory

College opened on a green field site in August 1991 year 7, year 9 and year 12 cohorts and is repeating ame process this year.

seeking to appoint teachers with a variety of grounds and experience and will welcome cations from senior professionals and newly fied teachers alike. The salaries are all negotiable will take into consideration the additional nitments undertaken by the College staff as well as ous experience. It is hoped to fill these vacancies before 28th February 1992.

ils of, and application forms for the vacancies can tained from the Principal at: *Brooke CTC, Coomb 1, Great Oakley, Corby, Northants, NN18 8LA. (0536) 460110.* 07524

2.

HOLY CHILD SCHOOL

Catholic Independent GSA School
Sir Harry's Road
Edgbaston
Birmingham B15 2UR

Telephone: 021-440 4103/0256
Fax: 021-440 3639

Required for September 1992

TEACHER OF FRENCH

To be responsible for an infant or junior class and to teach French to pupils age 7-11. We are looking for an enthusiast able to contribute to our whole school (age 3-18) ethos:

Christian Education with a European Dimension

Applications from young teachers will be particularly welcome for this exciting new post. The school is situated in spacious grounds near Birmingham University.

Please telephone or write to the Headmistress at the school for an application form and further details.

Closing date: Wednesday, 19 February 1992 09733

3

LANCING COLLEGE

A Member of the Woodard Corporation

CLASSICS

There will be a vacancy in September 1992 for a well qualified young graduate to teach LATIN, GREEK and CLASSICAL CIVILISATION up to University entrance in a strong and very successful Classics Department. The post would be suitable for a first or second appointment.

Ability to help with games and extra curricular activities will be an additional recommendation. Single accommodation available. Lancing Salary Scale.

Applications, including full curriculum vitae and the names and addresses of two referees, to:-

THE HEAD MASTER, LANCING COLLEGE, WEST SUSSEX, BN15 0RW.

09761

BELHAVEN HILL

inbar, East Lothian EH42 1NN

1APS: 90 Boys 8-13

WO TEACHERS

equired for September 1992 to some combination of Geography, or Science, History and English. ty to assist with games and gness to enter fully into Boarding ool life essential. Accomodation lable and a suitable candidate d be considered for the post of tant Housemaster. Belhaven is ctively situated between the sea the Lammermuir Hills and within reach of Edinburgh.

ications in writing with full C.V., es, addresses and telephone bers of 2 referees to the lmaster 09727

5.

DEAN CLOSE JUNIOR SCHOOL

240 Pupils
Boarding/Day
7 - 13 years

IAPS
Co-educational

Required for September 1992, a

Class Teacher

for a form of 7 year old boys and girls. An experienced and well qualified teacher is sought who has enthusiasm to motivate the youngest pupils in the school. Normal duties as in a boarding prep school, but help with girls' games will be an important factor in this appointment. Full details available from the Headmaster, Mr. Ian F. M. Ferguson, Dean Close Junior School, Lansdown Road, Cheltenham, Glos. GL51 6QS. To whom applications should be sent with full c.v. and the names, addresses and telephone numbers of two referees. 01296

6.

ST. MARGARET'S SCHOOL FOR GIRLS

ABERDEEN

G.S.A. 3-18 400 girls

Required for August 1992, due to retirements:

1. HEAD OF HISTORY
2. HEAD OF PHYSICS
3. TEACHER OF MODERN LANGUAGES (GERMAN)

Applications, enclosing full c.v. and the names and addresses of two referees, by 21st February 1992 to the **Headmistress, 17 Albyn Place, Aberdeen AB9 1RH, from who further information may be obtained.**

09370

QUEEN ANNE'S SCHOOL, CAVERSHAM, READING, BERKSHIRE RG4 0DX

SA - 390 girls 11-18 -120 in sixth form)

equire the following members of full time, in September 1992:

ead of IT, possibly with e Mathematics

nglish Assistant Teacher

Assistant Teacher

part-time Economics teacher, A l only. Further details and cation forms may be obtained he Headmistress, Queen Anne's ol.

01371

8.

FARNBOROUGH HILL

Independent RC Girls' School
GSA Member 500 pupils 11-18

Required for September 1992

HEAD OF SIXTH FORM

Applications are invited from enthusiastic, well qualified and experienced graduates to be responsible for a Sixth Form of between 70 and 100 girls. An ability to teach either Biology, Chemistry or English throughout the school would be an advantage.

Applications wth full CV and the names, addresses and telephone numbers of 2 referees should be sent to The Headmistress, Farnborough Hill, Farnborough, Hants GU14 8AT (0252 545197), from whom full details of the post can be obtained.

Salary Standard Scale plus Incentive Allowance based on experience.

Closing date 24th February. 06763

9.

NEW JAPANESE SCHOOL

EXPERIENCED, QUALIFIED

TEACHERS OF JAPANESE CURRICULUM

REQUIRED FOR NEWLY OPENING SCHOOL IN LONDON.

Must have first hand experience of Japanese education system and be fluent in spoken and written Japanese language. Send c.v. with application to:- Mr Hay, 1, Ranelagh Road, Redhill, Surrey, RH1 6BJ.

Find the most suitable school for each of these people:

A. Jane is a young teacher. She knows Spanish and French. She would prefer a religious school.
B. Mr Hopkins is a teacher of history. He wants to teach at a single sex school.
C. Diana is a well-qualified teacher and she loves little children.
D. Mrs Walter is a teacher of German and she would like to teach girls.
E. Mrs Higgins has good organizational abilities and she also teaches Biology.
F. Mr Robbins has been teaching in Japan for 10 years. He has returned to England just now and he is interested in a job.
G. Ann has been teaching Physics for more than 20 years and she is an excellent teacher.
H. Rhodie is an Italian teacher, but she is also very good at French.
I. Mr Peterson is a very good musician. He plays several instruments very well.
J. A well-educated priest, Mr Johnson is interested in teaching. He would like to be provided a flat or house in the place of his work.
K. Eve used to be a successful actress. She wants to teach Drama and Dance.
L. Peter is an English teacher. He loves nature and he longs for teaching at a forestry or wood school.
M. Mrs Swan teaches Greek language.
N. Catherine Smith wants to teach only girls. She is an Economics teacher and she is willing to teach only A-level students.

Solution: A2, B4 C5, D6, E8, F9, G11, H13, I12, J10, K1, L16, M3, N7
Original material/Hana Povrová

New York, Niagara Falls & Washington D.C.

Appendix--Lesson plan 2

agara Falls

) Days - Escorted

ew York City - Niagara Falls - enn-Dutch Country - Washington .C. - Philadelphia

ıy 1 Fly to New York. Transatlantic flight, with eal and a snack included. Optional in-flight ovie and bar service. You will be met at the port by the Cosmos tour escort and transferred your hotel for the next three nights, the Vista ernational.

y 2 In New York City. Included Manhattan ıhtseeing. See New York City's major ractions on today's sightseeing tour, including: oadway, the Empire State Building, Greenwich lage, bustling Chinatown, City Hall, Wall Street d Trinity Church.

y 3 At leisure in New York City. Programme optional excursions. So many things to do and hts to enjoy in the Big Apple - choose from our ied programme of optional excursions.

y 4 New York City-Corning Glass ctory-Niagara Falls. Depart Manhattan ıding northwest to Corning to visit the famous ıss Centre where Corningware and Steuben ss are made. This afternoon cross the border he Rainbow Bridge and proceed to the nadian side of Niagara Falls. 2 nights at the ality Inn Fallsway or the Park Hotel.

Day 5 Niagara Falls. Included sightseeing. Included on this morning's sightseeing - the spectacular vistas of the massive waterfalls from Table Rock. As the remainder of the day is free, we highly recommend the optional boat ride aboard the "Maid of the Mist" for amazing close-up views at the base of the thundering Falls; also included in the outing - a visit to the quaint village, Niagara-on-the-Lake. As the evening is at leisure, why not join our optional dinner outing and enjoy magnificent views of the floodlit Falls.

Note: The operation of the 'Maid of the Mist' optional cruise is subject to favourable weather conditions.

Day 6 Niagara Falls-Hershey-Lancaster. Heading south today follow the Susquehanna River, through the Appalachian Mountains and the old Pennsylvania Farm country. Special treat today: a stop in "Chocolatetown U.S.A." to visit Milton Hershey's amazing Chocolate World. Overnight at the Olde Hickory Inn.

Day 7 Lancaster-Penn-Dutch Country-Washington D.C. Lancaster County is the home of the religious Amish and Mennonite sects; and also one of Pennsylvania's most active farming communities. This morning, enjoy a stop at an Amish farm, where faith and tradition forbid the use of electricity or telephones in the home and promote a distinctive style of dress, family life and the use of horse-drawn buggies in place of motor vehicles. On to Washington D.C. for the next two nights at the Comfort Inn or the Skyline Inn.

Day 8 Morning Washington D.C. sightseeing. Afternoon at leisure. A guided sightseeing of the capital includes: Capitol Hill and the Lincoln Memorial. Next, across the Potomac River to see the American heroes graves, including John F. Kennedy and his brother Robert in the beautiful Arlington Cemetery. For the free afternoon we suggest the optional trip to Old Town Alexandria and a visit to Mount Vernon, George Washington's beautiful estate.

Day 9 Washington D.C.-Philadelphia-New York-U.K. Morning sightseeing focuses on the historic landmarks of Philadelphia, the birthplace of the U.S.. Major attractions include the Liberty Bell and Independence Hall. In the early afternoon head back to New York via New Jersey. Across Staten Island and over the Verrazano Bridge to the airport for the overnight flight home. Optional movie, in-flight meals.

Day 10 Home landing - in the morning.

AUTUMN FOLIAGE

Enjoy the spectacular colours of the Northeastern states and Ontario on the special "foliage" departures:

Thursdays from September 10 to October 15
Fridays from September 11 to October 16

Washington D.C. - The White House

▼ New York - Manhattan skyline

PRICE INCLUDES

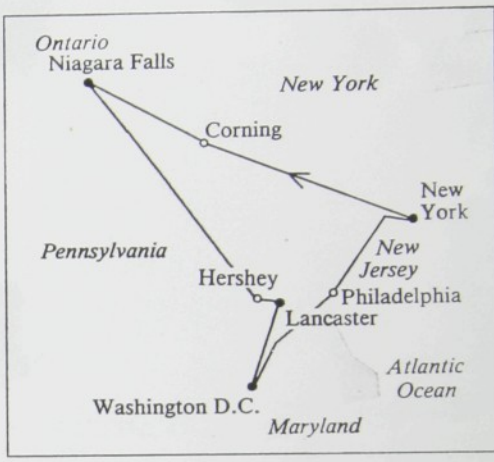
Flights U.K.-New York-U.K.

Accommodation 8 nights in twin-bedded rooms with private facilities (see page 5)

Sightseeing Excursions

- New York City
- Niagara Falls
- Penn-Dutch Country
- Washington D.C.
- Philadelphia

(see page 55)



DEPARTURES & PRICES

Thu. Weekly 05 Mar to 29 Oct
Fri. Weekly 03 Jul to 23 Oct
Thu. Nov 12, Nov 26, Dec 10, Dec 24

Basic Prices

(In £ per person)

Flights: From **Gatwick** & **Manchester** with British Airways; from **Heathrow** with United Airlines

Departure day/ Approx. time UK	Heathrow THU FRI 13.10	Gatwick THU FRI 16.30	Manchester THU FRI 13.15
Return day/ Approx. time UK	SAT SUN 07.00	SAT SUN 09.30	SAT SUN 06.00
Duration	10 days	10 days	10 days
Departures on or between			
5 Mar - 9 Apr	689	713	713
10 Apr - 22 Apr	815	852	819
23 Apr - 31 May	697	747	727
1 Jun - 30 Jun	729	747	729
1 Jul - 6 Sep	767	787	767
7 Sep - 14 Sep	767	747	729
15 Sep - 31 Oct	729	747	729
1 Nov - 10 Dec	695	-	709
11 Dec - 24 Dec	859	-	859
Single - add £	179	179	179
Triple - deduct £	45	45	45
Travel Code: Thu / Fri	H7141 / H7151	G7142 / G7152	R7142 / R7152
Holiday Code	8000i	8000i	8000i

COACH TOUR ONLY

5 NIGHTS: Day 4 (N.Y.) to day 9 (N.Y.)

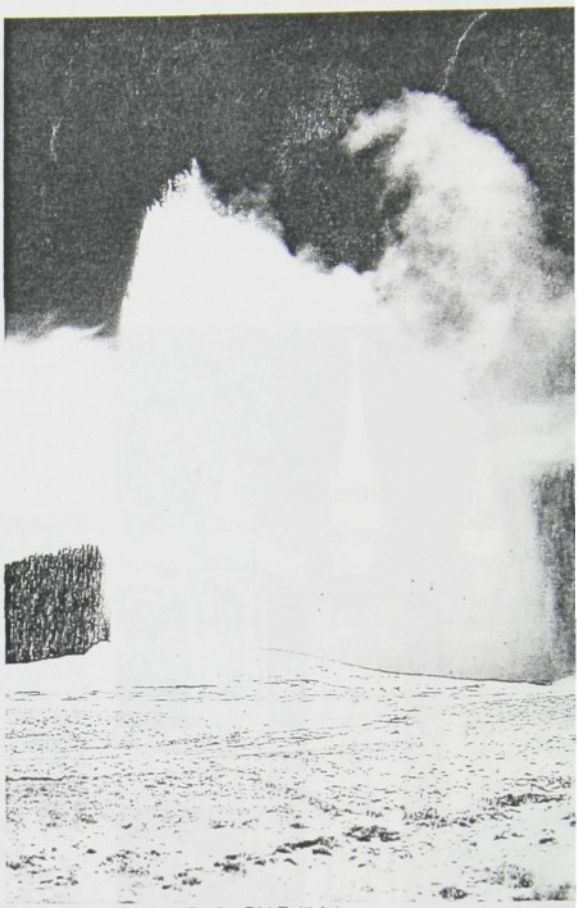
£231 **Single** add £ 94 **Triple** deduct

Travel Code Z 9999

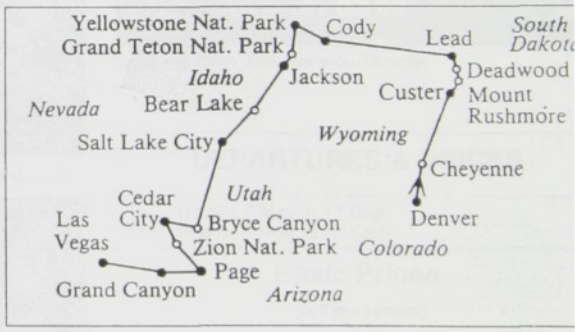
For optional pre & post tour accommodation see p

National Parks & Canyon Country

The Grand Canyon



Yellowstone National Park - Old Faithful



16 Days - Escorted

Denver - Cheyenne - Mount Rushmore - Cody - Yellowstone National Park - Grand Tetons - Salt Lake City - Bryce Canyon - Zion National Park - Lake Powell - Grand Canyon - Las Vegas

Day 1 Fly to Denver. Daytime flight to Denver (via Washington). On arrival you will be met by the Cosmos tour escort and transferred to your hotel in Denver, the Denver Downtown.

Day 2 At leisure in Denver. "The mile high city" of Denver, capital of Colorado and gateway to the Rocky Mountains National Park. This is an attractive city with its tree-lined Mall leading to the gold-domed State Capitol and Larimer Square, still reminiscent of the 19th century. Visit the U.S. Mint or perhaps one of the city's many museums and art galleries.

Day 3 Denver-Cheyenne-Black Hills of South Dakota-Custer. Depart Denver this morning travelling north to Cheyenne, the state capital of Wyoming renowned in the old days as "hell on wheels". Next the beautiful Black Hills of South Dakota and on to Custer. Overnight at the Sun Mark Inn.

Day 4 Custer-Mount Rushmore-Deadwood-Lead. Deep in the Black Hills, once Indian hunting country, we behold the magnificent granite face of Mount Rushmore, hewn into a giant monument to four American presidents - Washington, Jefferson, Lincoln and Theodore Roosevelt. Then a stop at the Borglum Historical Center in Keystone to hear a fascinating account on the ingenious sculptor, Gutzon Borglum and his works. Deadwood is next, a brawling town during the gold mining days where Wild Bill Hickok was murdered by Jack McCall during a poker game. From here, a short drive to Lead for overnight at the Golden Hills Resort.

Day 5 Lead-Devils Tower-Sheridan-Cody. An early start today with a visit to the "flying-saucer haunted" Devils Tower in Wyoming, then through the rich high country to Buffalo, where open-range cattle kings made war on the nesters of the 1890s. On to Sheridan in the Bighorn Mountains, the scene of many fierce battles between the U.S. Cavalry and the Sioux, Cheyenne and Crow Indians. Overnight in Buffalo Bill's frontier town of Cody. Stay at the Buffalo Bill Village.

Day 6 Cody-Yellowstone National Park. Through the Shoshone National Forest take the eastern entrance to splendid Yellowstone National Park. Along the grand loop road to Artist's Point on the south rim with magnificent views of Yellowstone Canyon and the stupendo pair of waterfalls, one twice as high as Niagara Then Mammoth Hot Springs, geyser basins wit bubbling mud "paint pots" and finally the hourly "blow" of Old Faithful, Yellowstone's great geys Overnight in the Yellowstone Park Lodges.

Day 7 Yellowstone-Grand Teton National Park-Jackson Hole. Today head south into th magnificent summer and winter playground of Grand Tetons with saw-toothed 13,500-foot-hig ridges crested with snow most of the year - on America's last preserves of wild solitude. Past beautiful glacier-fed Jackson Lake to all-weste Jackson Hole. Accommodation at the Wagon Wheel Village.

Day 8 Jackson Hole-Bear Lake-Salt Lake C Great scenery via Salt River Pass and across corner of Idaho to skyblue Bear Lake, Utah. Arrive Salt Lake City by early afternoon. Magnificently set on the edge of a salt desert near to mountains covered in forests and abundant with lakes, this is the centre of the Mormon religion where Brigham Young declar to his followers, "this is the place". Your hotel the Salt Lake Hilton.

Day 9 At leisure in Salt Lake City. Join our optional excursion today of the Mormon Capit Some of the sights included: the State Capitol the Beehive House and "This is the Place" Monument. As the remainder of the day is fre

erhaps wander over to the Trolley Square hopping mall and browse through its many ascinating boutiques.

Day 10 Salt Lake City-Bryce Canyon National Park-Cedar City. Through sagebrush landscape of southern Utah to Bryce Canyon National Park, with its 20 miles of breathtaking sandstone cliffs and everchanging colours. A short drive west through the Dixie National Forest and on to Cedar City and your hotel the Holiday Inn.

Day 11 Cedar City-Zion National Park-Page. Zion National Park is first on today's agenda. Its striking landscape was carved out by rushing streams over a period of millions of years; steep canyons, vertical stone towers and verdant vegetation form the contrasting scenery of Zion, once a refuge for Mormon pioneers. Head south into Arizona to Page, nestled on the shores of Lake Powell. Stay at the Best Western Weston Lamplighter Inn.

Day 12 Page-Painted Desert-Grand Canyon. The day begins with a scenic drive through the Kaibab National Forest, the Marble Canyon and across the Painted Desert. An early afternoon arrival at the South Rim of Grand Canyon National Park. For a once-in-a-lifetime experience, take our optional "flightseeing" excursion: a thrilling flight through the heart of the Canyon with incomparable views of flame-coloured walls plunging 4,800 feet to the Colorado River in the depths of this stupendous gorge. Overnight at the Grand Canyon Lodges.

Day 13 Grand Canyon-Las Vegas. Leave these natural wonders and head for a totally man-created phenomenon, Las Vegas - fantastic city of feverish gambling, neon lights, bars and glamorous shows featuring some of the world's top entertainers. 2 nights at the Hacienda Resort Hotel and Casino.

Day 14 In Las Vegas. Full day at leisure. A free morning and afternoon to swim and sunbathe at the hotel pool. Highly recommended is our optional city tour visiting the great Caesar's Palace, the Liberace Museum and the famous Ethel M chocolate factory, and a drive by some of the homes of the 'Vegas' star entertainers.

Day 15 Las Vegas - Return to the U.K. This morning your tour escort will transfer you to Las Vegas International Airport for the flight home (via San Francisco). In-flight meals. Optional movie.

Day 16 Home landing - in the morning.

PRICE INCLUDES

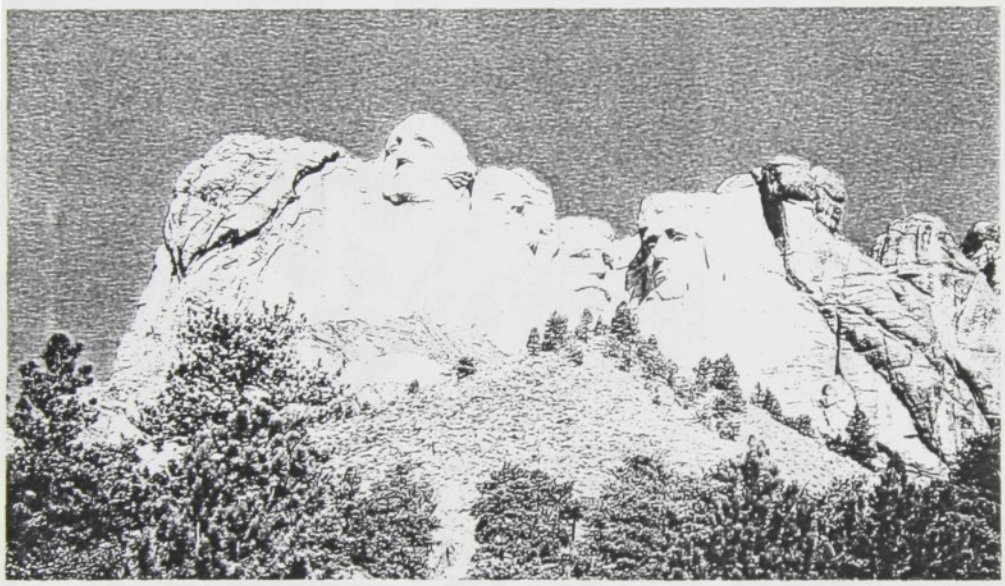
Flights U.K. - Denver; Las Vegas - U.K.

Accommodation 14 nights in twin-bedded rooms with private facilities (see page 5)

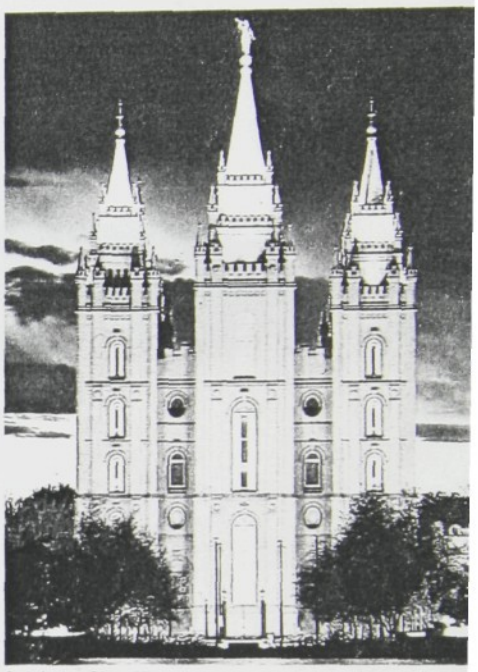
Sightseeing Excursions

- Visit to Mount Rushmore
- The Rushmore-Borglum Story in Keystone
- Devils Tower National Monument
- Yellowstone, Grand Teton, Bryce Canyon, Zion and Grand Canyon National Parks

(see page 55)



▲ Mount Rushmore National Monument



Salt Lake City - The Mormon Temple

▼ Grand Teton National Park

DEPARTURES & PRICES

Thu. Weekly 7 May to 17 Sep
Fri. Weekly 8 May to 18 Sep

Basic Prices

(In £ per person)

Flights: From **Heathrow** with United Airlines

Departure day U.K. (Approx.take off time)	THU 11.30	FRI 11.3
Return day U.K. (Approx.home landing)	FRI 07.40	SAT 07.4
Duration	16 DAYS	16 DA
Departures on or between		
7 May - 31 May	925	925
1 Jun - 30 Jun	939	939
1 Jul - 31 Aug	1025	1025
1 Sep - 15 Sep	1025	1025
16 Sep - 18 Sep	939	939
Single - add £	204	20
Triple - deduct £	35	35
Travel Code	H7241	H72
Holiday Code	8600i	860

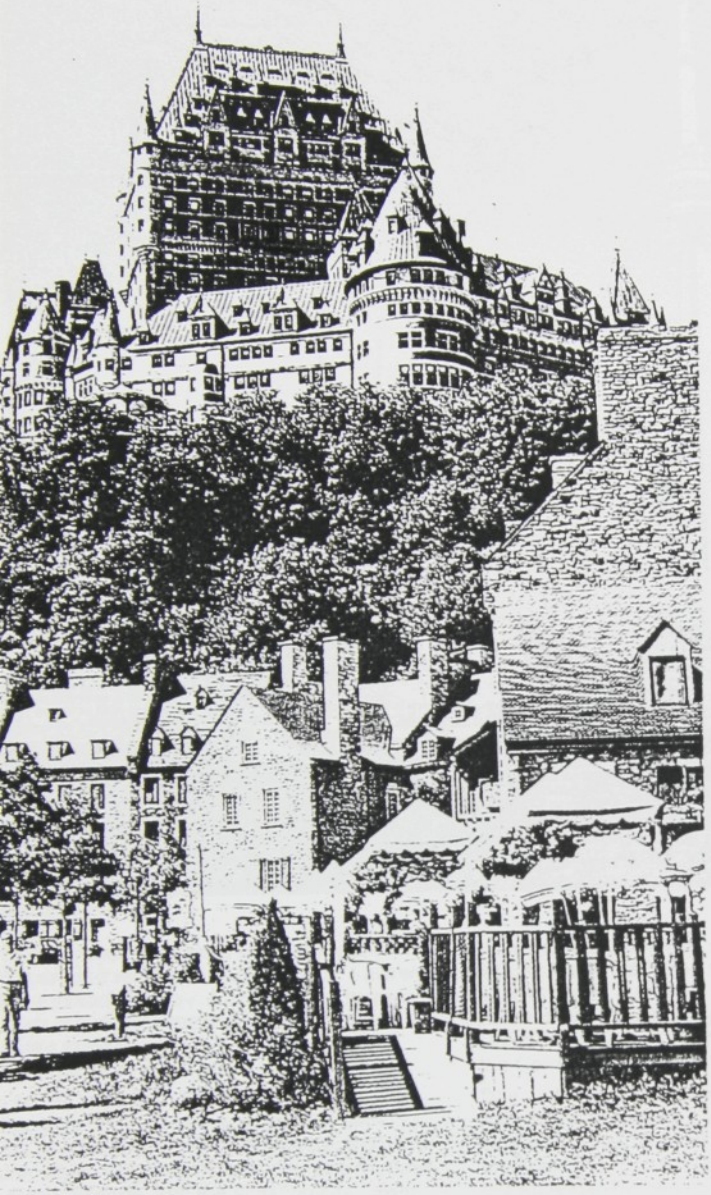
COACH TOUR ONLY

10 NIGHTS: Day 3 (DENVER) to day 13 (LAS VEGAS)

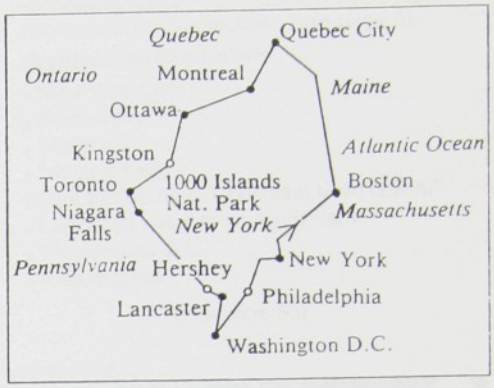
£ 437 **Single** add £ 181 **Triple** deduct

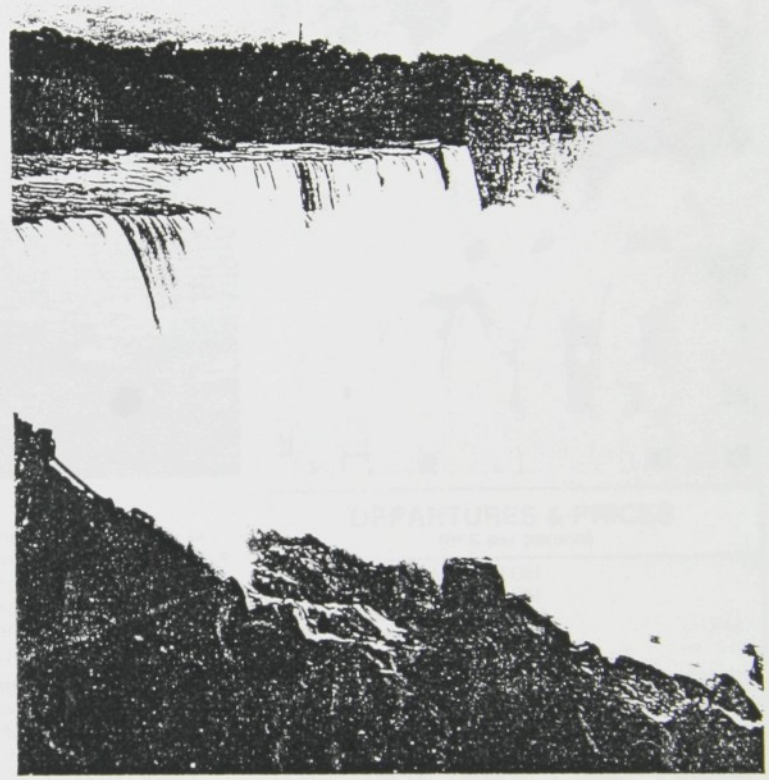
Travel Code Z 9999

For optional pre & post tour accommodation see p



bec City - Chateau Frontenac





Niagara Falls

days - Escorted

w York City - Boston - Quebec
y - Montreal - Ottawa - Toronto -
agara Falls - Penn-Dutch Country -
ashington D.C. - Philadelphia

y 1 **Fly to New York.** Transatlantic flight, with al and a snack included. Optional in-flight vie and bar service. You will be met at the ort by the Cosmos tour escort and transferred our hotel for the next 3 nights, the Vista rnational.

y 2 **In New York City. Included Manhattan htseeing.** See New York City's major actions on today's sightseeing tour, including: adway, the Empire State Building, Greenwich age, bustling Chinatown, City Hall, Wall Street Trinity Church.

y 3 **At leisure in New York City. Programme optional excursions.** So many things to do sights to enjoy in the Big Apple - choose from varied programme of optional excursions.

y 4 **Morning New York City-Boston. ernoon included sightseeing.** Depart nhattan and take the Connecticut Turnpike New Haven of Yale University fame and through the rich green countryside of New England to the aristocratic capital of Massachusetts. Boston's numerous landmarks reflect the important part the city played in the history of the United States. Many of these sights are included on the guided afternoon tour: Faneuil Hall, Old North Church (where Paul Revere signalled the departure of British troops), and a replica of the Tea Party Ship in Boston Harbor. Evening at leisure. Overnight at the Holiday Inn Brookline or Days Inn.

Day 5 Boston-Maine-Quebec City. Motor northwards this morning along the Maine Turnpike past Portland with its great Atlantic harbour. Through Maine's wild hunting and fishing country to the Canadian border with a sudden change of language and tradition as you enter the French-Canadian province of Quebec. Overnight in historic Quebec City on the banks of the mighty St. Lawrence River. 2 nights at the Motel L'Abitation.

Day 6 At leisure in Quebec City. Start the day with an optional guided tour of North America's only walled city, crowned by the great turrets of the Chateau Frontenac. Old Quebec, up to the British victory of 1759 was the centre of New France. Within the walls: the Place d'Armes where early settlers traded pelts with the Indians, the Laval Seminary, the star-plan Citadelle, with grand vistas from its bastions and ancient Place Royale. See also, the old-world houses crowding narrow streets in Lower Town, by the St. Lawrence, and the historic Plains of Abraham, where General Wolfe stormed the slopes.

Day 7 Quebec City-Montreal. Afternoon included sightseeing. Drive by the great St. Lawrence Seaway to Montreal. Major attractions on the afternoon sightseeing include: once walled Old Montreal, Notre Dame Church, The Seminary of St. Sulpice - built by the first missionary settlers, the Old Harbour and modern Montreal. As the evening is free, why not join our dinner outing to a 17th-century banquet hall for a memorable evening of fine food, wine and entertainment? Overnight at the Hotel Lord Berri.

Day 8 Montreal-Ottawa. Afternoon at leisure. West along the Ottawa River to Canada's capital. Our optional sightseeing of Ottawa begins on Parliament Hill with its crest of Gothic Buildings; the Governor General's Official Residence; the Rideau Canal Falls; the hexagonal National Arts Centre, and the stately residences and embassies. All contrast with the backwoods lumber town of little over a century ago. Stay at the Hotel Lord Elgin.

Day 9 Ottawa-St. Lawrence River-Toronto. Trace the Rideau Canal south to the amazing 1,000 Islands National Park, with vistas of it along

Prices are subject to change in accordance with our Price Policy (see page

ito - The CN Tower

St. Lawrence shore and myriad wooded ds around which the 2,000-mile St. Lawrence way threads its way. A break in the historic own of Kingston and then on to Toronto, ada's largest city, for the next two nights. l Primrose.

10 At leisure in Toronto. The clam-shell ks of New City Hall, the downtown banking rict (a cluster of competing skyscrapers), the que ethnic neighbourhoods, the ultra-modern dome stadium, and the stunning CN Tower e than one-third of a mile high all set onto's exciting architectural pace. All this to be n on the optional morning city sightseeing . The remainder of the day is free to further lore the city sights or perhaps visit the ulous Eaton Centre shopping complex.

y 11 Toronto-Niagara Falls. Southeast along lake shore and through rich farmlands of tario to Niagara Falls. Stop at various view nts to see and hear the sound and fury of The lls. The optional boat trip on the "Maid of the st" is highly recommended for amazing se-ups at the base of the thundering falls. For nemorable evening - join the optional outing luding a delightful dinner overlooking the odlit Falls. Accommodation at the Quality Inn llsway or the Park Hotel.

ote: The operation of the 'Maid of the Mist' tional cruise is subject to favourable weather nditions.

ay 12 Niagara Falls-Hershey-Lancaster. ead south today following the Susquehanna ver, through the Appalachian Mountains and e old Pennsylvania Farm country. Special treat day: "Chocolatetown U.S.A.", to visit Milton ershey's amazing Chocolate World. Overnight the Olde Hickory Inn.

ay 13 Lancaster-Penn-Dutch Country-Vashington D.C.. Lancaster County is the home the religious Amish and Mennonite sects. This orning enjoy a stop at an Amish Farm, where faith and tradition forbid the use of electricity or telephones in the home and promote a distinctive style of dress, family life and the use of horse-drawn buggies in place of motor vehicles. On to Washington D.C. for the next two nights at the Comfort Inn or the Skyline Inn.

Day 14 Morning Washington D.C. sightseeing. Afternoon at leisure. Guided sightseeing of the capital includes: Capitol Hill and the Lincoln Memorial. Next, across the Potomac River to see the American heroes graves, including John F. Kennedy and his brother Robert in the beautiful Arlington Cemetery. For the free afternoon we suggest the optional luncheon cruise on the Potomac River aboard the "Spirit of Washington".

Day 15 Washington D.C.-Philadelphia-New York - UK. A morning sightseeing tour focuses on the historic landmarks of Philadelphia, the birthplace of the U.S.. Major attractions include the Liberty Bell and Independence Hall. In the early afternoon head back to New York via New Jersey to the Airport for the overnight flight home. Optional movie, in-flight meals.

Day 16 Home landing - in the morning.

AUTUMN FOLIAGE

Enjoy the spectacular colours of the northeastern states and eastern provinces on the special "foliage" departures of this tour:

Tuesdays from September 8 to October 13
Wednesdays from September 9 to October 14
Thursdays from September 10 to October 15
Fridays from September 11 to October 16
Saturdays from September 12 to October 17

Flights U.K.-New York-U.K.

Accommodation 14 nights in twin-bedded rooms with private facilities (see page 5)

Sightseeing Excursions

- New York City
- Boston city
- Montreal
- Niagara Falls
- Visit to Hershey, "Chocolate-town U.S.A."
- Lancaster - visit to an Amish farm
- Washington D.C.
- Philadelphia

(see page 55)

Autumn colours

DEPARTURES & PRICES

(In £ per person)

Fri. Weekly 10 Apr to 16 Oct
Thu. Weekly 30 Apr to 15 Oct
Wed. Weekly 13 May to 14 Oct
Sat. Weekly 29 Aug to 10 Oct
Tue. Weekly 01 Sep to 13 Oct

Flights: From **Gatwick & Manchester** with British Airways; from **Heathrow** with United Airlines

Departure day	FRI THU WED SAT TUE		
Departure Airport/ Approx. time	Heathrow 13.10	Gatwick 16.30	Manchester 13.15
Return day UK	SAT FRI THU SUN WED		
Approx. return time UK	07.00	09.30	06.00
Duration	16 days	16 days	16 days
Deps on or between			
10 Apr - 12 Apr	1039	935	935
13 Apr - 21 Apr	1039	1076	1039
22 Apr - 31 May	917	969	949
1 Jun - 30 Jun	949	969	949
1 Jul - 6 Sep	989	999	989
7 Sep - 14 Sep	989	989	959
15 Sep - 16 Oct	959	989	959
Single - add £	299	299	299
Triple - deduct £	76	76	76
Travel Code Fri	H7151	G7152	R7152
Thu	H7141	G7142	R7142
Wed	H7131	G7132	R7132
Sat	H7161	G7162	R7162
Tue	H7121	G7122	R7122
Holiday Code	8200i	8200i	8200i

COACH TOUR ONLY

11 NIGHTS: Day 4 (N.Y) to day 15 (N.Y)

£ 474	Single add £ 228	Triple deduct £ 5

Travel Code Z 9999

For optional pre & post tour accommodation see page

Banff National Park

16 days - Escorted

Seattle - Kelowna - Banff - Jasper - Kamloops - Vancouver - Victoria

Day 1 Fly to Seattle. Daytime flight to Seattle. On arrival, you will be met by your Cosmos escort and transferred to your hotel for 3 nights, the Westcoast Camlin.

Day 2 Seattle - at leisure. A free day to explore this exciting city, the major port of the Pacific Northwest. Here is a sample of our optional excursions: a 3-hour city tour; a cruise of the harbour taking you through the Government Locks; or a cruise to Blake Island - birthplace of Chief Seattle, and enjoy an authentic Indian salmon bake.

Day 3 Seattle-Leavenworth-Kelowna. Leave Seattle this morning crossing the unique floating bridge over Lake Washington and head for Stevens Pass in the Cascade Mountains. Make a lunch stop in Leavenworth, a typical alpine village situated along the Wenatchee River. It is easy to see why Washington is called the "Evergreen State" while driving through miles of orchards en route to the Canadian border. Overnight at the resort of Kelowna attractively set on the shores of Lake Okanagan. Stay at the Lodge Motor Inn.

Day 4 Kelowna-Rogers Pass-Banff. Through the lush farming country of the Okanagan Valley, famous for its peaches and vineyards, drive along the shoreline of Okanagan Lake and on to Glacier National Park. The coach climbs to 4,379-foot Rogers Pass in Glacier National Park. A lunch break at the pass; a perfect spot for photos of the impressive surrounding steep valleys and glaciers. Then over Kicking Horse Pass, peaking at 5,421 feet. By early evening reach Banff National Park, the gateway to the majestic Canadian Rockies, for a leisurely two night stay, either at the Banff Voyager, the Homestead Inn or the Bumper's Inn.

Day 5 At leisure in Banff. Banff is one of Canada's favourite year-round resorts with facilities ranging from excellent winter skiing to alpine-hiking trails, boating and fishing through the summer. Why not join our optional trip which includes a thrilling ride up Sulphur Mountain with panoramic views of Banff's spectacular scenery, and then a cruise on Lake Minnewanka? A delightful western-style barbecue is included in the outing.

Day 6 Banff-Lake Louise-Jasper National Park. A day of scenic grandeur. First to Lake Louise, its cold waters a perfect natural mirror reflecting the surrounding mountains and glacie Precipitous gorges, snow-capped mountain ranges and lakes of exquisite blues and greens come into view as the coach scales two mounta passes on the journey northwards. Another highlight on today's agenda - a stop at the Columbia Icefield for a snowmobile ride over th 1000-foot thick Athabasca Glacier. Accommodations will be in Jasper National Par either at the Jasper House Bungalows or the Astoria.

Day 7 Jasper. Morning included sightseein First on todays agenda is a Sky Train ride to th top of Whistler Mountain for an amazing panoramic view of the surrounding area, then a short tour to sightsee Jasper's unspoiled beaut For this afternoon Cosmos has arranged an optional trip to Maligne Lake where we embark a narrated cruise of the lake. On the return journey, a stop to view mighty Maligne Canyon

Day 8 Jasper-Mt. Robson-Kamloops. Leave

ria - Butchart Gardens

ver following the Fraser River to the base of Robson, the highest mountain in the adian Rockies, peaking at 12,972 feet. The owhead Highway continues south along the estic Thompson River, one of the world's t salmon spawning rivers to Kamloops, once ding post of the Hudson Bay Company and y a major centre for cattle ranching. Stay at Dome Motor Inn.

9 Kamloops-Vancouver. From British mbia's mountainous beauty to its majestic ific coastline. Reach Vancouver by late noon for a short orientation drive on the way e hotel. See Vancouver's Chinatown, town, the harbour and tour Stanley Park. ect the sights to re-visit over the next two days isure in the city Canada proudly calls its m of the Pacific". 3 nights at the Quality Inn.

s 10 & 11 Vancouver. Two full days at ure. Choose from a variety of optional ursions covering many of Vancouver's major actions. How about a boat trip through English and Howe Sound, and return by the "Royal" dson train in a cliff-hugging tour of the Coast untains? And for the evening: Take a tram ride Grouse Mountain for panoramic views of the including a delicious dinner.

12 Vancouver-Nanaimo-Victoria. A short e this morning to Horseshoe Bay to board the y for a spectacular crossing of the Straits of orgia to Vancouver Island. We disembark at Nanaimo and drive southwards along dramatic coastal scenery to Victoria, the provincial capital, attractively set at the southernmost tip of the island. This afternoon sightseeing will include: world-famous Butchart Gardens; Bastion Square; and Thunderbird Park with its unusual collection of totem poles. Your hotel is the Carlton Plaza.

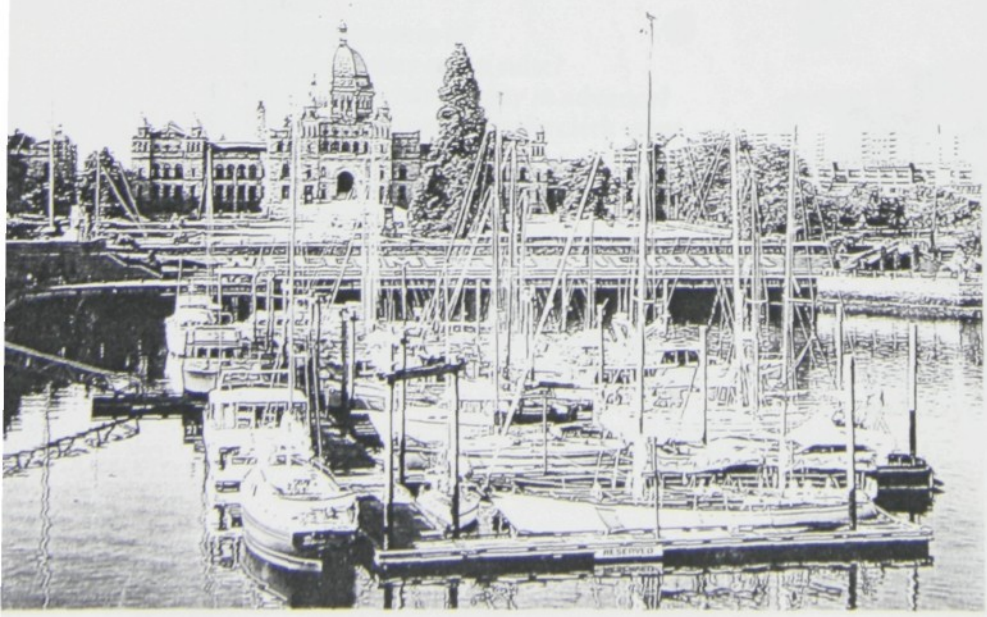
Day 13 Victoria. Day at leisure. Victoria has been described as the most British of all Canadian cities and its colonial heritage is proudly reflected in many of its major landmarks. As the day is at leisure why not discover some of the attractions this splendid city has to offer including: The Natural History Museum of British Columbia; afternoon tea at the Empress Hotel; a horse and buggy ride through Beacon Hill Park; the majestic Legislative Buildings; and fine shopping along Government Street and in Eaton Centre. Suggestion for this evening: an optional outing for a delightful dinner at one of Victoria's harbour-front restaurants followed by an illumination drive of Victoria by night.

Day 14 Victoria-ferry crossing-Seattle. Depart Vancouver Island by ferry this morning through Canada's beautiful Gulf Islands. Arrive in Seattle in the late afternoon. Westcoast Camlin.

Day 15 Seattle-U.K. Morning at leisure in Seattle before your transfer to Seattle-Tacoma International Airport for the flight home.

Day 16 Home Landing - in the morning.

oria - The harbour



Flights U.K. - Seattle - U.K.

Accommodation 14 nights in twin-bedded rooms with private facilities (see page 5)

Sightseeing Excursions

- Glacier National Park
- Banff National Park and Lake Louise
- Columbia Icefields Snowmobile ride
- Jasper National Park, including Sky Train ride
- Vancouver
- Ferry crossing to/from Vancouver Island
- Victoria and visit to Butchart Gardens

(see page 55)

Vancouver. Totem pole at Stanley Park

DEPARTURES & PRICES

Thu.	Weekly 23 Apr to 1 Oct
Sat.	Weekly 9 May to 26 Sep
Mon	Weekly 4 May to 28 Sep
Fri	Weekly 26 Jun to 4 Sep

Basic Prices

(In £ per person)

Flights: From **Heathrow** with United Airlines	
Departure day U.K. (Approx.take off time)	THU SAT MON FRI 11.10
Return day U.K. (Approx. home landing)	FRI SUN TUE SAT 11.40
Duration	16 DAYS
Departures on or between	
23 Apr - 30 Apr	1039
1 May - 31 May	1055
1 Jun - 30 Jun	1059
1 Jul - 14 Sep	1157
15 Sep - 1 Oct	1059
Single - add £	308
Triple - deduct £	74
Travel Code: Thu H7441 Mon H7411	Sat H7461 Fri H7451
Holiday Code	8900i

COACH TOUR ONLY

11 NIGHTS: day 3 (SEATTLE) to day 14 (SEATTLE)

£549 **Single** add £ 271 **Triple** deduct £ 6

Travel Code Z 9999

For optional pre & post tour accommodation see page

D. Listen and answer

You will hear two conversations. A man is calling to reserve a room in a motel. Listen first and then answer the questions.

1. Who are the people who answer the phone?
2. Where is the man calling from?
3. What kind of room does he want?
4. Does he want anything special?
5. What are the different types of places you can stay at?
6. Can you ask for various kinds and sizes of beds?
7. What about other facilities?

E. Listen and read

Two people are at the reception desk of a hotel.

CLERK: Hi! Can I help you?
MARTIN: Yes, we had a reservation for this weekend.
CLERK: All right, what was the name, sir?
MARTIN: Baum, Martin Baum.
CLERK: Baum . . . Baum . . . oh, yes, here it is. A double for two nights?
MARTIN: Yes, that's right. But we were wondering . . . would you happen to have a suite available this weekend, something with a living area and a kitchenette?
CLERK: Well, the only one that's available this weekend is the executive suite, and that'll run you $140 a night.
MARTIN: I see. That's pretty high . . .
CLERK: You know, sir, this double is more than twenty feet square, and it has a refrigerator.
MARTIN: Oh, really? That sounds fine, then. What do you say, Sally?
SALLY: Sounds good to me, too.
CLERK: Good, the double then. Do you have a credit card, sir?
MARTIN: No, I'll be paying cash.
CLERK: Then I'll have to ask you to pay in advance. Fifty-five a night, plus $8 tax comes to $126. And would you fill out this registration form, please? Here's a pen. Just your name, address, and the make and license number of your car.
MARTIN: OK . . . here you are. And travelers checks for $130.
CLERK: Fine, Mr. Baum. Here's $4 change. Check-out time is 12:00 noon. The bellman will take you up . . . Harvey! Room 615 . . . If you need anything, just let me know.
MARTIN/SALLY: Thank you. Good night.

F. Answer and act

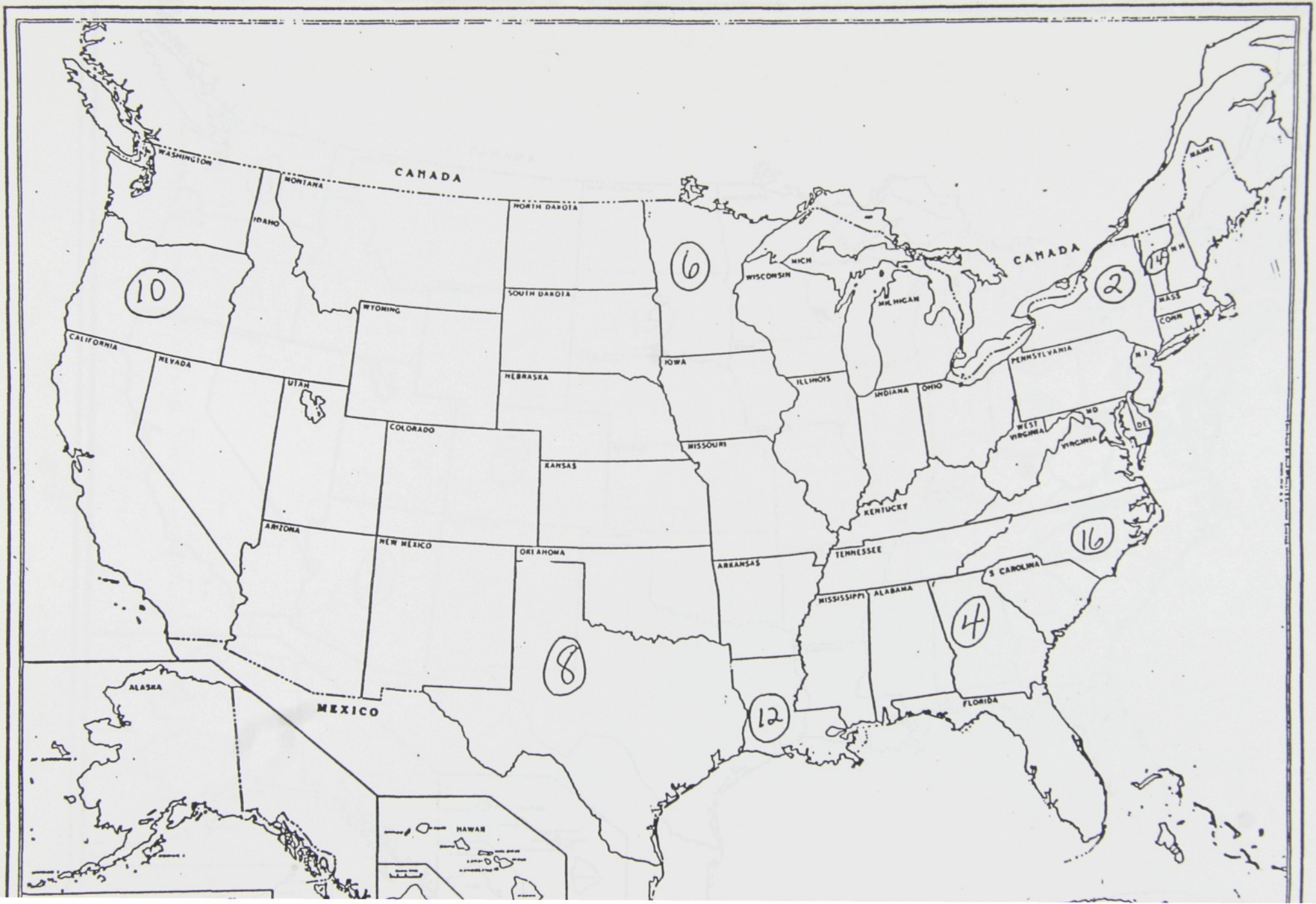
Listen to the conversation two or three times. Take notes on the information the clerk gives Martin and Sally.

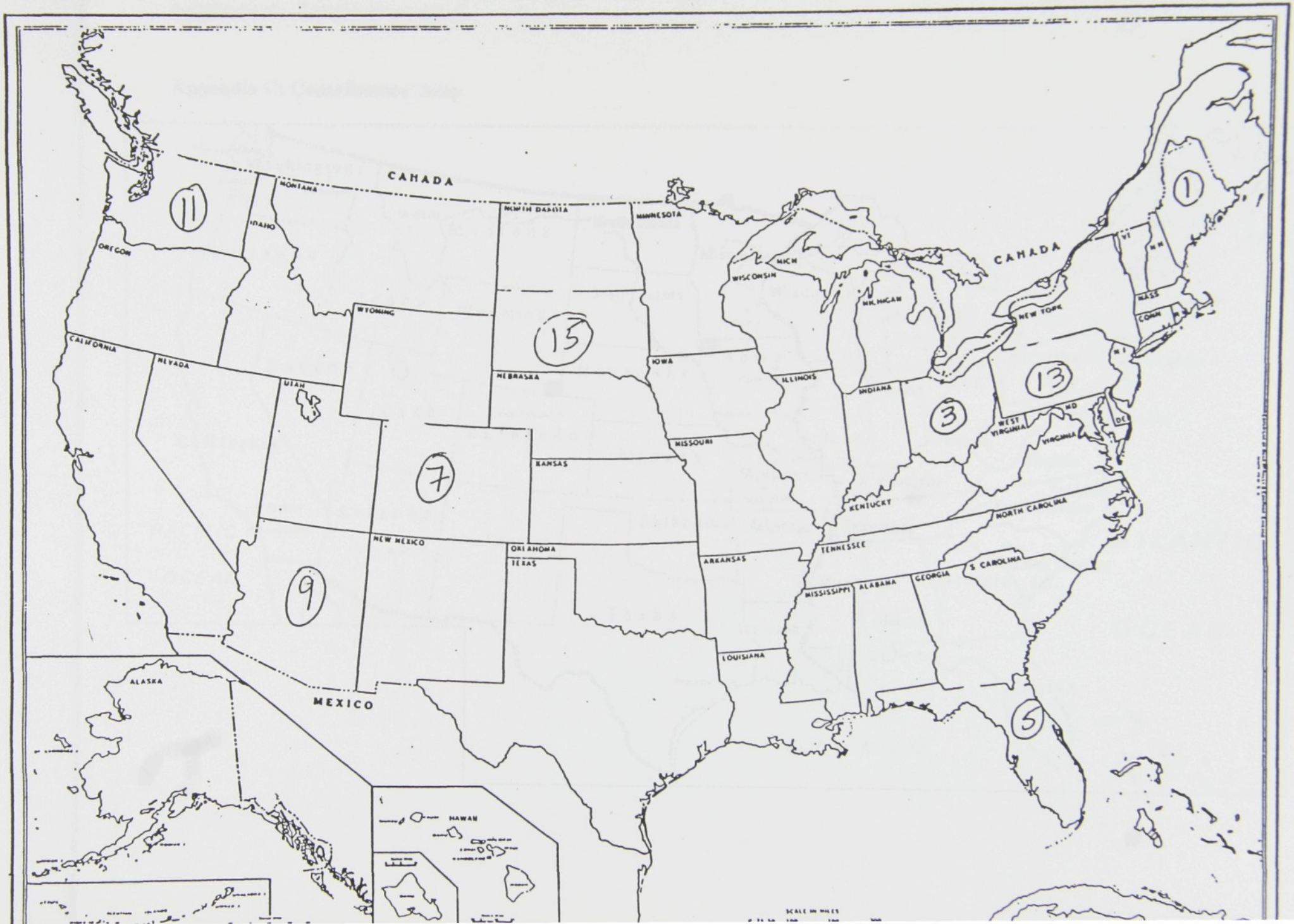
1. Describe the room the Baums have gotten.
2. Is there a stove in it?
3. Why don't they rent a suite?
4. Why do they have to pay in advance?
5. What information does the clerk want from Martin?
6. When do guests have to check out of the hotel?
7. Who is going to show the Baums to their room?
8. What's their room number?
9. How does Martin pay for the room?
10. What should the Baums do if they need something?

Read the conversation with a partner. Then one of you can read Martin's part while the other covers the page and plays the clerk. Trade roles.

Rand McNally MARKETMAPS

United States State (11 X 8½)




CANADA
MONTANA
NORTH DAKOTA
MINNESOTA
IDAHO
OREGON
WYOMING
CALIFORNIA
NEVADA
UTAH
NEBRASKA
IOWA
ILLINOIS
MISSOURI
KANSAS
NEW MEXICO
OKLAHOMA
TEXAS
ARKANSAS
LOUISIANA
MISSISSIPPI
ALABAMA
GEORGIA
S CAROLINA
TENNESSEE
NORTH CAROLINA
KENTUCKY
VIRGINIA
WEST VIRGINIA
MD
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INDIANA
OHIO
MICH
WISCONSIN
NEW YORK
VT
NH
MASS
CONN
NJ
CANADA
MEXICO
ALASKA
HAWAII
SCALE IN MILES
1
3
5
7
9
11
13
15

Appendix C: Contributors' Map

Hana Povrová
Teaching Realia in Communicative Classroom

In her final project Hana Povrová has shown using realia to teach and practise all four skills. She explains the meaning and importance of realia in her own progress as a language user and a teacher. She mentions the influence of J. A. Komenský´s ideas on her work. She prepared a questionnaire for her students to be able to meet their concrete demands and needs.

The introductory part is rather brief, not much specialised literature is used.

But the author of the project uses a lot of experts´opinions in the practical part of her project to give support to her statements.

In the beginning the practical part provides a chart with a clear summary of all the activities, skills which will be practised, levels of students, time needed and types of work used.

In seven lesson plans Hana Povrová presents many of her original ideas using different types of work, practising all skills. The steps of the lesson are described in a clear way and the commentaries to individual lesson plans are rather short but the author tries to analyse the teaching/learning process.

What are the sources of the texts in the lesson plans 3 and 4? In the commentary to the lesson plan four the author says that students in that class do not practise listening regularly. Why not? This is an example of the analysis which was not developed in some places and the author limited herself to a plain statement that was not discussed or explained.

How often are activities oriented at teaching/learning information about the English-speaking countries used in the author´s classes?

The project is written with a suitable style of language usage, but there are occasional mistakes.

The conclusion of the project is quite well written, the author provides an impressive reference list and a lot of material discussed in the project is included in the appendix.

I recommend this project to be evaluated as a passing one.

Liberec, July 9, 1994

PhDr. Ivana Pekařová