

# Learning Support Materials

## English for Speakers of Other Languages: Transactional Contexts (Access 3)

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F1AD 09

Teacher's Notes



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## Introduction

These materials are designed to support learning and teaching for the Access 3 Unit *English for Speakers of Other Languages: Everyday Communication*. They form part of a series of materials for the three Access 3 Units.

The materials are not designed to be a stand-alone teaching pack but to supplement the materials which lecturers, teachers and tutors already use to deliver courses and to support ESOL and EAL learners.

The Outcomes covered in each lesson are listed in the contents page of the Student Notes and in these notes.

The Teacher's Notes are arranged in four sections as follows:

- Teacher's notes
- Answer key
- Tapescripts
- Supplementary materials

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**01**

**Goods and services**

Purchase and return

- Outcomes:** 1, 2, 4  
**Task:** Make a purchase and return goods to obtain refund, replacement or acceptable solution  
**Skills:** Speaking, reading, writing  
**Materials:** Instruction sheet for activity 1 (from supplementary materials)  
**Notes:** **Activity 1** **Speaking**

**Introduction**

This activity is arranged so that there is a potential conflict between the customer and shop assistant. The customer has a valid complaint but has lost the receipt. In this situation, the shop's policy is to offer either a credit note or to replace the item with something similar. They don't have any more radios of that exact type. Therefore, Student A will not get their money back, or an exact replacement. Student B can only persuade Student A to accept a credit note or a similar radio.

**Procedure**

Put the students into pairs and give out the instructions in the supplementary materials. At this point, you can decide to allow them to read only their own instructions, either by telling them this, or by giving only their own instructions to each student. Make sure they understand the nature of the task, and particularly the meaning of **credit note**. Check that Student B understands the shop's policy on replacements. Let them talk and see if they can reach a compromise. You could record their conversations and play these back.

**Activity 2** **Reading**

**Skills:** skim; extract straightforward information for a specific purpose  
Make it clear to the students that the point of this exercise is to pick out the necessary information as quickly as possible. Ask them to work alone, without dictionaries. When they finish, let them compare their answers with a partner, before you collate these with those of the whole class. When this is done, ask them to go through the text more slowly, using their dictionaries. Go over any new vocabulary on the board with the whole class.

### **Activity 3      Language focus**

#### **Introduction**

Students can be expected to be aware that an **h** is used before vowels. However, they may not be so knowledgeable about the relationship between written and spoken vowels. In the list here, there are three words — European, Ukrainian and United — which begin with a vowel letter but a consonant sound — /j/. There is also one, **Hungarian**, which does begin with a consonant sound, though other words beginning with the letter **h** can open with vowels. The most common of these are **heir**, **hour**, **honest** and **honour**.

#### **Procedure**

Ask the students to work through the activity with a partner. Collate the results with the whole class.

### **Activity 4      Vocabulary**

Ask the students to complete the two exercises with a partner. Collate the results with the whole class and check students' understanding of the vocabulary items. There is more money vocabulary in **lesson 2**.

### **Activity 5      Writing**

Ask the students to complete the forms individually then compare their answers with a partner. Circulate while they are doing this, then check for any points of difficulty with the whole class.

#### **Homework task**

You could prepare students for the homework by having them discuss, in pairs or groups, recent shopping trips they have made, what they bought and why they chose it or them.

**02****Goods and services****Complaints****Outcomes:** 1, 2, 3**Task:** Make a complaint about simple matters**Skills:** Speaking, listening, writing**Materials:** CD player, CD, tapescript, instruction sheets for activity 1 (from supplementary materials)**Notes:** **Activity 1      Speaking**

Ask the students, in pairs, to decide either to be **Student A** or **Student B**. Give out the briefing notes in the supplementary materials and ask them to read these. You could consider putting the Student As and Student Bs into separate groups to prepare. Make sure they understand that Student As are supposed to be thoroughly disgruntled and Student Bs are tired and stressed out. Then have the students roleplay the situation. This will be more realistic if both are standing on either side of a desk. Consider recording the dialogues and playing them back to the students.

**Activity 2      Listening** **Track 1**

Make sure the students understand the verbs listed. Ask if any of them download music from the internet and make sure they all understand the concept. Play the CD track twice then check the answers with the whole class.

**Activity 3      Language focus**

This activity looks at one aspect of the relationship between a(n) and the, whether there is one or more items in the frame of reference. Thus we have **1** *the biggest in the street*, **4** *the door*, **6** *the name of that new restaurant* and **9** *the TV*, and five more general items. Ask the students to complete the activity in pairs. Collate the results with the whole class and try to elicit the basic principle above.

**Activity 4      Vocabulary — money**

Ask the students to do this activity in pairs, and to pay attention to the number of letters in each answer. Check the results with the whole class afterwards. There is more money vocabulary in **lesson 1**.

## Activity 5 Writing

Make sure the students understand the brief. Revise the layout for a formal letter on the board. You may prefer students to work in pairs and compare their letters as they work.

### Homework task

This task probably needs internet access in order to be done properly, though some limited results might be obtained from leaflets published by the relevant company.

Most firms are rather sensitive about the word **complaint**. Ask the students to enter **customer services** after the company name in a search engine. This should produce the full procedure. An alternative to them working on their own would be to hand out a print-out from a company website. When they bring their results to the class, collate these and elicit the standard procedure of:

- complain to company head office
- if not satisfied, complain to the relevant regulatory body and/or consumer organisations
- if necessary, copy in local councillor or MP/MSP.

**03**

**Goods and services**

Finding things

Outcomes: 1, 2, 4

Task: Ask for and give information about the availability and location of goods

Skills: Speaking, reading, writing

**Materials:**

**Notes: Activity 1 Speaking**

Ask the students to work in pairs and read the dialogue, then exchange roles and read it again. Draw their attention to the prepositions of place in the box. Let them choose a part, either the customer or shop assistant, and ask and answer questions about location of goods.

**Activity 2 Reading**

Skill: identify specific information

This text looks at an area of increasing concern. In February 2007, Channel 4's *Despatches* series ran an episode on Tesco under the title, *The Supermarket that's eating Britain*. Ask the students to work on the text individually. You may want them to compare their answers with a partner before you check them with the whole class.

**Activity 3 Language focus**

**Introduction**

The rules for prepositions of time, using the examples in the activity, are

**at** for a specific time: **five past six**

**on** for a day or date: **Wednesday, the 3rd of June**

**in** for a period of time: **January, the morning, a few days, the winter, 1985**

exceptions are **at** for **Christmas, Easter, night, the weekend**

**Procedure**

Ask the students to complete the activity in pairs. Collate the results with the class. Collect examples on the board to illustrate the four groups above.

#### **Activity 4      Vocabulary**

Ask the students to complete the activity in pairs. Stress that in general use the possessive forms (newsagent's, etc.) tend to be preferred.

#### **Activity 5      Writing**

The students may not be familiar with the concept of an advertising feature. Explain that this looks like a newspaper article, but is paid for by the company and so only covers the positive aspects. It is quite different from a review. If you can bring some examples to the class, this will be helpful.

You could put the students into groups and ask them to rough out their ideas first. Go round and listen to these and highlight the better ones on the board.

#### **Homework task**

Talk through the list with the students and ask for suggestions as to outlets. They might want to list different ones for price and for quality. Ask them to compile their ideas into a mini consumer guide to the area. Compare their results on a whole-class basis.

**04**

**Goods and services**

**Emergencies**

**Outcomes:** 1, 2, 3

**Task:** Call an emergency number and explain a problem

**Skills:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript

**Notes:** **Activity 1 Speaking**

Ask the students to work in groups of three. They should sort the sentences in **part 2** into the correct order. After this, it would be helpful if they were given a copy of the answer sheet. Ask them to read the dialogue. Stress that **B**, the caller, should be impatient.

You could record the conversations and play them back to the students.

**Activity 2 Listening**

 **Track 2**

Ask the students to listen to the CD track and answer the questions. Play the track twice. Afterwards, collate results with the whole class.

**Activity 3 Language focus**

Ask the students to complete the activity in pairs. While checking their answers, collect these structures on the board:

**countable nouns:** are some, how many, aren't many, are lots of, aren't any

**uncountable nouns:** is some, how much, isn't much, is lots of, isn't any

Note that **lots** in questions 3 and 6 depends on the following **of**, and that **isn't/aren't any** in questions 4 and 9 is specified by the context — the information that there are no tins of soup and there is no bread. Grammatically, **many** and **much** would be possible.

**Activity 4 Vocabulary**

Ask the students to complete this exercise with a partner. As a follow-on, discuss the grammar of the different words, eg 'He has collapsed.' 'The sprinklers came on.'

## **Activity 5      Writing**

It is quite possible that students will never have been involved in a real emergency. Alternatively, they may have memories of a traumatic event. In both cases, some recourse to fiction may be in order. You could prepare the students for this by building up a tree on the board, beginning with **police, fire, ambulance**, and leading down to the different types of emergencies that each service deals with.

### **Homework task**

Depending on the level of the students, you may prefer to restrict the scope of this enquiry. It could in fact vary from a simple listing of the names of these organisations to a full description. Similarly, the career angle may be more or less interesting to students of different ages.

**05**

**Goods and services**

Review of lessons 1–4

Outcomes: 1, 2, 4  
Skills: Speaking, reading, writing

**Materials:**

**Notes: Activity 1 Speaking**

Skill: developing the clarity of individual sounds

**Introduction**

The purpose of this activity is to revise the pronunciation of letters of the alphabet. Students can sometimes get to a fairly high level while still retaining some uncertainty about this. However, precision is essential when it comes to ordering goods and making bookings over the phone.

**Procedure**

Ask the students to complete the activities in pairs and collate results with the whole class as they do so.

**Activity 2 Reading**

Skill: identify the purpose of a text

Ask the students to work on these in pairs. Check results with the whole class and draw their attention to the significant language:

- 1 **minimum charge = not less than**
- 2 **turn off** in sign = **switch off** in answer
- 3 **ex-rental** in sign = **used** in answer
- 4 **November–March** in sign includes **winter** in answer.
- 5 **admission** in sign = **enter** in answer
- 6 **2 minutes' walk** in sign = **not far away** in answer

**Activity 3 Language focus**

This activity revises the areas looked at in the language focus sections of units 1–4. These are 1 **a/an**, 2 **a(n)/the**, 3 **prepositions of time** and 4 **countable/uncountable nouns**.

Ask the students to work through the exercise in groups and deal with any points of uncertainty with the whole class.

#### **Activity 4      Vocabulary**

Ask the students to complete this in pairs. Check their answers with the whole class. Note that the answers to 10 across and 7 down (**butcher's, greengrocer's**) use the possessive form used in lesson 3.

#### **Activity 5      Writing**

skill: describe simple processes

You may prefer to give this to the students in the format of an assessment, ie with no preliminary discussion and with them working individually. Alternatively, group discussion of the subject, if possible with students from different geographical backgrounds in each group, should help prepare them. If this is done, check that they understand the format of a personal letter.

#### **Homework task**

This obviously depends on internet access. At the time of writing, the answers are as follows:

- 1** Tesco is Britain's biggest supermarket chain, and biggest retailer. It is also the world's third-largest grocery retailer.
- 2** Wal-Mart is the world's biggest retailer.
- 3** McDonalds is the world's largest fast-food chain

No.4 will vary according to area, but it is not absolutely necessary for the teacher to do the research. The students should be able to come up with relevant information.

**06**

**Health**  
Appointments

Outcomes: 1, 2, 3

Task: Make and confirm appointments with health care professionals

Skills: Speaking, listening, writing

**Materials:** CD player, CD, tapescript, instruction sheets for activity 1 (from supplementary materials)

**Notes:** **Activity 1 Speaking**

In this roleplay, **Student A** is a medical receptionist and **Student B** is phoning to make an appointment. **Student B**'s instructions state that the appointment should be as early as possible that afternoon. This is to ensure that both students start from the beginnings of their respective schedules. In fact, the first possible appointment is at **5.15**. Divide the students into pairs and ask them to choose to be **Student A** or **B**. Give out the instructions in the supplementary materials and make sure students understand their respective roles. When roleplaying, the students should sit with their backs to each other, to simulate a telephone conversation. Afterwards, ask them to compare their diaries.

**Activity 2 Listening**

 **Track 3**

Skill: listen for and select relevant/specific information  
Make sure the students understand the situation. Ask if any of them have made a doctor's appointment by phone. Let them complete the questions individually before comparing results with a partner's, either before or after you play the track for the second time.

**Activity 3 Language focus**

**Introduction**

The relationship between the present continuous and simple in present time is often characterised as 'now' versus 'often, sometimes, always, etc.' It would be more accurate to say that the continuous is used for actions which are unlimited, whereas the simple simply reflects the context of the sentence. In these sentences the actions in the continuous range from immediate in no.1 to 'a few days' in no.10. However, all are temporary.

### **Procedure**

Ask the students to do the exercise in pairs. Collate the results with the whole class and have a discussion of the meanings of the two tenses in present time.

### **Activity 4      Vocabulary**

This exercise revises the names of parts of the body. Ask the students to complete it in pairs.

### **Activity 5      Writing**

Skill: record information on straightforward forms

The form is designed to equate to a medical history form without asking overly-personal or potentially distressing questions. Even so, there is no guarantee that someone will not prove sensitive. Be aware of the possibility as the students interview each other.

### **Homework task**

Prepare the students for this by discussing the system in the UK. Pay particular attention to any problems they might have experienced. It is not necessarily the case that the NHS will be seen as superior to the system in other countries. You might even take a look at the methodology employed. In many parts of the world, doctors still see ailments as something to be investigated rather than dealt with at the most immediate point of contact. You might then want to place the students in groups, either based on common cultural background or mixed backgrounds where this is possible, for further discussion.

**07**

**Health**

**What's the problem?**

**Outcomes:** 1, 2, 4  
**Task:** What's the problem?  
**Skills:** Speaking, reading, writing

**Materials:** Instruction sheets for activity 1 (from supplementary materials), a selection of accident reports from newspapers

**Notes:** **Activity 1** **Speaking**

Ask the students to work in pairs and give out the instructions from the supplementary materials. Encourage them to make as much as they can of the conversation between patient and doctor. When they finish, ask them to change roles and talk about another problem.

You might like to record some of the interactions and play them back, either to the speakers or the whole class.

**Activity 2** **Reading**

**Introduction**

The information here is taken from various websites. The actual numbers probably shouldn't be trusted, though the types of accidents are credible enough, in Scotland at least. This is, after all, the country where a significant number of single men die through putting a chip pan on the gas then falling asleep or passing out.

**Procedure**

Ask the students to work in pairs. Some of the vocabulary is illustrated, but they may need extra help with some words. Check the answers to exercise 1. At this point, you may want to give students a copy of the completed sentences — from the answer key below — before asking them to complete exercise 2.

**Activity 3** **Language focus**

**Introduction**

The present simple is used for simple facts in the future — events that require no further clarification. The present continuous is used to signal an arrangement. This needn't be anything elaborate — a personal decision to watch TV tonight would qualify. However, two things are necessary: that the decision is made before the moment of speaking

and that the event is within the control of the speaking. This last would exclude sentences like 'It's raining tonight.'

### **Procedure**

At some point the students need to be made aware of or reminded of the theory. Whether this is done before, during or after they complete the exercise is very much a matter of teaching style.

### **Activity 4      Vocabulary**

Ask the students to work on this in pairs and use their dictionaries where necessary. Afterwards, write the unfamiliar words on the board and discuss their meanings.

### **Activity 5      Writing**

Prepare the students for this by putting them into groups. Ask them to discuss accidents they have had or have seen. Circulate around the groups and pick up on suitable accidents to relay to the whole class. If any students are lucky enough never to have had an accident, help them to construct a fictional account.

### **Homework task**

A good preparation for this would be to let the students see some local accident reports from newspapers. Otherwise, construct a fictional summary of an accident on the board.

**08**

**Health**  
Medication

Outcomes: 1, 2, 3

Task: Obtain medication from a pharmacist

Skills: Speaking, listening, writing

**Materials:** CD player, CD, tapescript, instruction sheets for activity 1 (from supplementary materials)

**Notes: Activity 1 Speaking**

Pair the students up and give out the instruction sheets. Student A is visiting the chemist's. Student B is a pharmacist. Student A can choose one of four medical problems. The four remedies have coverage as follows:

	sore throat	heavy cold	cough	headache
<b>Lemsomol</b>	✓	✓		✓
<b>Khemprox</b>	✓		✓	
<b>Fixitix</b>			✓	
<b>Asperid</b>				✓

They also have different prices, so there is room for some discussion.

Afterwards, ask the students to exchange roles and replay the dialogue with a different medical problem.

You might like to record conversations and play them back, either to the speakers or the whole class.

**Activity 2 Listening**

**Track 4**

Skills: identify and interpret tone and simply expressed feelings

Explain to the students that their objective here is to understand the tone and feelings of the speakers. Ask them to decide on their answers individually. You might like them to compare their answers with a partner before checking these with the whole class. Play CD track 4 twice.

### Activity 3 Language focus

This activity practises two of the recognised uses of the present perfect: the indefinite past and the 'up to now', though some of the present sentences are difficult to assign to one or the other, as is often the case in real life. For example, in sentence 6: 'I haven't worn this for years', 'not wearing' could be seen as an event that didn't happen, or 'years' as a period of time leading up to now. In fact, it doesn't matter. However the event is seen, it relates to now, the moment of speaking, and this makes the present perfect appropriate.

Ask the students to complete the exercise in pairs. At some point, before, during or after they complete the activity, explore the meaning of the present perfect with them, with particular attention to the focus on now that all uses have in common.

### Activity 4 Vocabulary

Ask the students, in pairs, to match the words in the box to the signs. Most of these are fairly obvious. The only point of difficulty might be separating the green cross for a **pharmacy** from the white cross on green for **first aid**.

Afterwards, make the point that a **pharmacy** is more commonly known as a **chemist's** in Britain, which means that the job of **chemist** has two meanings; that **flammable** is the more modern form of **inflammable**, introduced because **inflammable** was sometimes taken as a negative, with horrific results. Mention the negative forms, **uninflammable** and the more modern **non-flammable**. Also, cover the pronunciation of **extinguisher**, which is hardly a simple name for such an important piece of equipment.

### Activity 5 Writing

Skill: use basic punctuation appropriately

- 1 Ask the students to work in pairs. When checking their answers, make sure they understand the names of the different punctuation marks, and how to pronounce them. Before checking, you might consider making an OHT of the answers supplied in the answer key.
- 2 Ask the students to work individually. Dictate the following e-mail from a student to her teacher. Say these punctuation marks where appropriate.

comma full stop dash

open inverted commas close inverted commas

new paragraph

question mark exclamation mark

Let students compare their results with a partner's before you check with the whole class. There is an enlarged version of the text, suitable for making into an OHT, in the **answer key**.

---

Dear Ms Manson,

I am sorry to say I will not be in class tomorrow. This morning when I woke up I felt sick. I tried to drink some tea but it made me feel worse. I went to the toilet, but as I walked in I slipped on the wet floor, fell down and banged my head on the side of the bath. As I lay there, my flat-mate came in with a cup of coffee in her hand. She said, 'Oh, I'm sorry — I meant to mop the floor after I had my shower.' 'Are you completely stupid?' I shouted. She shouted back, 'Don't talk to me like that!' In fact, she got so angry that she spilled her coffee and burned my leg.

It is now afternoon and I feel a bit better but I have to look for somewhere to stay because it was her parents' flat and they told me to leave.

Best wishes,

Elena

---

### Homework task

Ask the students, either in pairs or groups, to think about accidents in the home, either those they have been involved in or can imagine. Ask them to think about ways to prevent accidents and collate these on the board. There are many home safety sites on the internet. You might ask them to look there for ideas.

**09**

**Health  
Labels**

Outcomes: 1, 2, 4

Task: Understand basic information from the labels of off-the-shelf medicines

Skills: Speaking, reading, writing

**Materials:**

**Notes:           Activity 1           Speaking**

The students should first work individually, then in pairs, comparing their ideas. To stimulate discussion, give them a target time of 3-4 minutes and stress that, by the end of this, they should either agree or know how and why they disagree.

**Activity 2           Reading**

Ask the students to complete the reading individually, then compare their results with a partner's. Check over the vocabulary and ask students if they have ever had difficulty understanding the instructions on medical products.

**Activity 3           Language focus**

**Introduction**

In this exercise, and most commonly, the past continuous is used to give duration to an event in order to locate another event inside it. The students need to be made aware of this. It might be worth drawing their attention to the fact that the 'continuous' meaning of limited duration also allows longer actions to be limited: **He was living in Paris** rather than **He lived in Paris**.

**Procedure**

Ask the students to work in pairs. Discuss the meaning of the past continuous with them either before, during or after exercise 1. Ask them to complete exercise 2 individually before comparing their sentences with a partner's. Circulate and check the sentences while they are doing this.

#### **Activity 4      Vocabulary**

In spite of efforts in the US to make medicine labels more accessible, there is little evidence of British pharmaceutical companies having much awareness of English, never mind other languages. 'For topical oral use', from a tube of gel for teething and mouth ulcers, is perhaps the most glaring example of language that seems deliberately designed to be obscure.

Ask the students to complete the activity in pairs. Collate results with the whole class.

#### **Activity 5      Writing**

Skill: record information on straightforward forms

You might prepare the students for this by asking to discuss possible reasons for absence, either in pairs or groups. The absence is for four days and the form requires a visit to a doctor for more than three. You can choose to clarify this either before or after they fill in the form.

#### **Homework task**

Prepare the students for this by asking them to look at the **reading** text again, and by having a discussion, either in pairs, groups or with the whole class.

**10**

**Health**

Review of lessons 6–9

**Outcomes:** 1, 2, 3  
**Skills:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript

**Notes:** **Activity 1 Speaking**

The students may or may not be familiar with this type of joke. It doesn't matter greatly, because the format is fairly simple. Rather than becoming involved in trying to explain, let them do the task in pairs. Afterwards, ask if any of them have come across 'Doctor, Doctor' jokes before — and if they know any others. If they are interested, there are many websites on the internet devoted to these.

**Activity 2 Listening**

 **Track 5**

Ask the students to complete the questions individually, then to check their answers with a partner. If there is any uncertainty, play the track again, pausing it to analyse the conversations.

**Activity 3 Language focus**

This activity revises the areas covered in the **language focus** sections of units 6 (present simple and continuous for present time), 7 (present simple and continuous for future time), 8 (present perfect / past simple) and 9 (past continuous vs. past simple). The structures in the exercise are presented in random order. Ask the students to work in pairs and make their choices.

**Activity 4 Vocabulary**

This exercise revises the vocabulary sections in lessons 7–9. Lesson 6 was revision and shouldn't need further coverage.

Ask the students to complete the activity in pairs. Collate results with the whole class.

## **Activity 5      Writing**

Ask the students to work in pairs. They should read the sick notes and choose which illness goes with which. They can then move into the roleplay. During this, circulate and make sure they couple the structures accurately. Clarify the results with the whole class. They then use the language of the notes and the roleplay to write an absence e-mail to their teacher or boss.

### **Homework task**

The full definition can be found at:

[http://news.bbc.co.uk/1/hi/special\\_report/1999/02/99/e-cyclopedia/1099138.stm](http://news.bbc.co.uk/1/hi/special_report/1999/02/99/e-cyclopedia/1099138.stm)

Discuss the idea with the students, making sure that they understand the idea of company-approved duvet days. You might mention that the UK has one of the highest levels of employee absence in Europe. On the other hand, UK workers work longer hours than those in any other western European country. The UK average full-time working week is 45.8 hours for men and 40.6 hours for women. In Europe, these figures are only surpassed in the countries newly admitted into the EU.

# 11

## Travel Enquiries and bookings

**Outcomes:** 1, 2, 4  
**Task:** Make enquiries about cost, time and duration of journeys.  
 Make bookings and pay for tickets  
**Skills:** Speaking, reading, writing

**Materials:** Instruction sheets for activity 1 (from supplementary materials), a selection of holiday brochures

**Notes:**      **Activity 1**      **Speaking**

Put the students into pairs and ask them to choose to be either the customer or the travel agent. Give each student an information sheet from the supplementary materials. You might like to gather these into two groups for separate briefing. Make sure each group understands that the objective is to arrange a holiday within the dates, in a hotel and inside the cost limit. The six holidays on offer break down as follows:

- Greece: Rhodes:** This is self-catering. Student A wants a hotel.
- Italy: Bari:** Dates are too late.
- Spain: Benidorm:** Dates are too early.
- Spain: Ibiza:** **This is possible.**
- Tunisia: Hammamet:** This is too expensive.
- Turkey: Marmaris:** **This is possible.**

To complete the task, **Student A** has to agree to a holiday either in Ibiza or Marmaris.

Ask the students to sit back-to-back when they have the conversation, to simulate a telephone conversation.

You could consider recording some of the conversations and playing them back, either to the pair or to the whole class.

Collate results with the whole class when the students finish.

## Activity 2      Reading

Skills: identify purpose of a text; identify specific information

Ask the students to do this activity in pairs. Afterwards, when you check the answers with the whole class, go over any new vocabulary. Possible unknown words are **1 diversion, 2 unattended, 3 exact, 4 via, 5 permits, towed away** and **6 essential maintenance; subject to delay**. Note that **via** has the variant pronunciations /vaɪə/ and /vi:ə/. The former is more common in England; the latter in Scotland — and Italy.

## Activity 3      Language focus

Ask the students what they know about these three countries. Elicit at least their locations. Let the students work through the activity in pairs. Afterwards, discuss why the birth rate is higher in developing than in developed countries.

## Activity 4      Vocabulary

Ask the students to work with a partner and complete the exercise. Afterwards, expand the list by asking them what other nationalities they know, and by adding a selection yourself.

## Activity 5      Writing

Students may not have much experience of popular holiday destinations. If so, a possible solution would be to ask them to complete the homework task first. Otherwise, put them into groups and ask them to pool their experiences and ideas.

## Homework task

Discuss the idea of mass holiday migration, cut-price package holidays and the general phenomenon of Brits in the sun. Give some background on the countries and resorts involved: Rhodes and Bari fairly conservative; Benidorm and Ibiza for the mass British market, though both rather past their peak; Marmaris rather newer as a destination and not so brash, and Hammamet for the slightly more adventurous. Include an experience that members of the class have had before giving them guidance on how to go about gathering information. A bundle of brochures from the nearest travel agent's would be of some use to students.

## 12

### Travel Announcements

**Outcomes:** 1, 2, 3  
**Task:** Understand short, simple announcements  
**Skills:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript

**Notes:** **Activity 1** **Speaking**

Make sure the students understand the scenario. Ask them to work in pairs. Depending on their level, they might write a script or simply practise making the announcements. The newsflashes need to be expanded into full sentences, and students will probably need help with this. You could collect examples of these on the board. When the students are ready, ask them to make the announcements. You could consider recording these.

**Activity 2** **Listening**

 **Track 6**

**Skill:** listen for and select relevant/specific information  
Explain to the students that the announcements all relate to a train journey between Edinburgh and London. The first is at Waverley Station and the rest are the steward's announcements on the train. Ask them to study the map of the journey. Check that they can pronounce the names of the places along the route.  
Ask the students to complete the answers individually. Play CD track 6 twice.

**Activity 3** **Language focus**

Ask students to work in pairs. Exercise 2 is more complex and should lead to some discussion, both among the pairs and perhaps on a whole-class basis. Make sure the students understand that sometimes both answers are possible.

**Activity 4** **Vocabulary**

Ask the students to do exercise 1 with a partner, then complete the crossword individually, before checking their answers with their partner.

## **Activity 5      Writing**

Prepare the students for this with a class discussion. Even if they haven't experienced all the forms of travel, they should have enough awareness of the general parameters to be able to write a general comparison. However, depending on their awareness of environmental issues, they may need some briefing on the question of carbon emissions from aircraft.

### **Homework task**

Students might want to research this using the internet. The issue is topical and likely to remain so, so articles about it are not hard to come by. A number of airlines and environmental groups have CO<sub>2</sub> emissions calculators. The figure of .78 tonnes for a Glasgow–Delhi flight is from the British Airways site. Discuss the general concerns with the class before asking them to write their ideas.

**13**

**Travel**

Maps and timetables

Outcomes: 1, 2, 4  
Task: Get information from maps and timetables  
Skills: Speaking, reading, writing

**Materials:** Brochures or other information on coach tours

Notes: **Activity 1      Reading**

Skill: extract straightforward information for a specific purpose

In this lesson, **reading** precedes **speaking**, and the **speaking, writing** and **homework task** are all derived from the **reading**.

- 1 Ask the students to look at a map of Scotland. Discuss with them places they may have visited. Make sure they understand the nature of the task. The places to be visited need to be arranged in the correct order to form a circular route. Some help with vocabulary may be necessary. Possible problem words are: **cattle, distillery, ruins, volcanic, statue, geological fault, earthquakes, waterfall, water skiing, canoeing** together with the Scottish forms **kirk** (church) and **Deil's Caldron** (Devil's Cauldron), and the Gaelic words **glen** (valley), **loch** (lake) and **ben** (mountain). However, since understanding the full text is not necessary for completion of the task, you may prefer to leave vocabulary until later. Ask the students in pairs to complete the task. Collate their results with the whole class.
- 2 The students now have to match the pictures with their titles. A full understanding of the vocabulary will be necessary for this task.

**Activity 2      Speaking**

Considerable flexibility in planning is possible here. The full route could be driven in less than four hours. However, there are eight possible stops, each of which could occupy either half an hour, an hour or longer. Students might therefore decide on a one- or two-day tour. Ask them to complete the exercise in pairs, then compare the results with the whole class.

### **Activity 3      Language focus**

The expectation here is that every student will be able to write true sentences using either **used to** or **didn't use to**. In some cases, this may not be possible. If this happens, ask students to use some poetic licence.

Afterwards, elicit from the students the meaning of **used to**: that this is applied to a past habit. Present habit can be referred to using the present simple, but the signal is not so clear with the past simple, which is frequently used for single events in the past. **Used to** also carries the meaning that the habit has been discontinued.

### **Activity 4      Vocabulary**

Ask the students to do this activity in pairs. Circulate while they do so and check any mistakes. Collate the results of both exercises with the whole class.

### **Activity 5      Writing**

It would be helpful to the students if they could see some descriptions of coach tours, either real or on the internet. You could ask them to collect some or check some websites before doing the task, or bring some material in yourself. The students might also want to do more research on the places to be visited. If so, consider combining this with the **homework task** below.

### **Homework task**

There is potential here to turn this into a class project, with posters, picture boards, etc. If the students are interested, set this up. If the class is in the vicinity of any of the places on the tour, you might also consider a class visit.

**14**

**Travel**  
Directions

**Outcomes:** 1, 2, 3  
**Task:** Ask for, understand and provide straightforward directions  
**Skills:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript, maps of the local area

**Notes:** **Activity 1**      **Listening**

 **Track 7**

Skill: listen for and select relevant/specific information

This lesson begins with **listening** rather than **speaking**. The map and language supplied for the listening are used in the speaking exercise.

Ask if the students are familiar with this part of Glasgow. Make sure they understand the nature of the task. Ask them to complete the exercise in pairs. Play CD track 7 twice before checking answers with the whole class. You may like students to look at copies of the tapescript before moving on to the **speaking** activity.

**Activity 2**      **Speaking**

Explain that this is an activity rather than a roleplay. Each student in the pair should send the other from the starting point to one of the grey squares on the map. The other student has to guess which square it is. Make the point that this should not be competitive — otherwise the instructions given might become less clear. As a follow-up, you might bring in maps of the local area and ask the students to roleplay giving directions to particular places.

**Activity 3**      **Language focus**

Ask the students to complete this activity in pairs. Check their results with the whole class. Note that **occasionally** comes at the end of the sentence, though it can also precede the verb, like the others.

**Activity 4**      **Vocabulary**

Of the two forms, **north** vs **northern**, **south** vs **southern**, etc, the former is the more clearly defined, and occasionally, as in **South** vs **Southern Africa**, there is a

meaningful contrast. However, in many cases the choice over whether to use the **-ern** form or not seems fairly arbitrary. The purpose of exercise 1 is simply to raise student awareness of the possibilities.

Ask the students, working in pairs, to complete both exercises. Afterwards, collect other examples of similarly named places from their own knowledge and write them on the board.

### **Activity 5      Writing**

Maps of the local area would be useful as preparation here. Students might also be directed to internet map sites such as [www.streetmap.co.uk](http://www.streetmap.co.uk), [www.viamichelin.co.uk](http://www.viamichelin.co.uk), [maps.google.co.uk](http://maps.google.co.uk), etc. Ask them to discuss their routes in pairs or groups. You might refresh their knowledge of the language of giving directions by playing CD track 7 again or letting them read the tapescript.

### **Homework task**

Depending on their cultural and educational background, students may have a better or poorer grasp of the conventions of mapping. Prepare them for this by asking them to draw a map freehand, then either provide them with, or ask them to obtain, a local map. When they have finished, ask them to walk to or from school/college, referring to the map as they do so.

**15**

**Travel**  
**Review of lessons 11–14**

Outcomes: 1, 2, 4  
Skills: Speaking, reading, writing

**Materials:**

**Notes: Activity 1 Speaking**

It is unlikely that the students will have much idea of which custom goes with which country, unless they have connections with one of the countries concerned. However, the purpose here is not to test their general knowledge, but rather to encourage discussion. They might start by eliminating those which are obviously not British, and go on from there. When they have made up their minds, encourage discussion with the whole class, and ask if any customs from their own cultural backgrounds are similar to those listed.

**Activity 2 Reading**

The quiz is a follow-on to the speaking activity. Inevitably, it is based on generalisations. So, for that matter, is all scientific thinking, and the observations here are true enough as to potentially cause awkwardness, embarrassment or offence if the rules are broken. Some of the students may come from the cultures concerned. If so, ask them for their views — but don't be too surprised if the results are less than illuminating. People can be remarkably unobservant about their own culture.

**Activity 3 Language focus**

This exercise revises the content of the **language focus** sections of lessons **11–14**. Ask the students to complete it in pairs. Use the results to focus on any area that they still seem unsure of.

**Activity 4 Vocabulary**

**Introduction**

The thermometer provides a number of further nationalities to add to those covered in lesson 11. In a situation where global warming — and North Atlantic cooling — is being taken ever more seriously, this activity might provide a starting point for a discussion of climate change.

### **Procedure**

Talk through the thermometer with the whole class, making sure they understand the idea. If their background country does not appear, ask them which of those on the list its people might most resemble. Ask them to complete the exercise in pairs.

### **Activity 5      Writing**

Ask the students to complete this in pairs. It is likely that some pairs will not be able to complete the activity. Collate the results with the whole class and fill in the gaps. Afterwards, ask the students to read the corrected text aloud to their partners.

### **Homework task**

Prepare the students for this by asking them to discuss, in pairs or groups, customs in their own background cultures that differ from those in the UK. Draw this out into a general class discussion, writing some examples on the board.

**16**

**Free time and leisure**

**Enquiries**

**Outcomes:** 1, 2, 3  
**Task:** Make and respond to straightforward enquiries  
**Skills:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript

**Notes:** **Activity 1 Speaking**

Ask the students to do this exercise in pairs. Encourage them to think of different questions. Collect the more interesting ones and relay them to the rest of the class. You could write some of these on the board and encourage other students to practise them. Try to derive some basic grammar rules relating to questions from these and feed them back to the class.

**Activity 2 Listening**

 **Track 8**

**Skill:** listen for and select relevant/specific information

This takes the form of an official interview, asking for name, address, phone numbers, date of birth, nationality and first language. The students should work individually, but could compare their results after the first or second playing of the CD track.

**Activity 3 Language focus**

**Introduction**

Both **will** and **going to** have two meanings, of judgement and intention. **Will** is used for judgement based on intuition or expertise, while **going to** signals judgement based on evidence. Where intention is concerned, **will** indicates that this comes from the moment of speaking, while the intention with **going to** comes from before this.

The sentences in the exercise are arranged so that the first five relate to judgement and the rest to intention. You may or may not decide to make this known to the students before they start.

## Procedure

Ask the students to do the exercise in pairs. Either before, during or after it, elicit or make them aware of the theory above. Collate the results with the whole class.

## Activity 4 Vocabulary

Ask the students to do this exercise in pairs. Afterwards, collate the answers with the whole class. You could make these points:

- **racket** is now more common than **racquet**, and is also used for squash.
- **a golf club** can mean what you play the game with or what you join to play it.
- athletics divides into **track** and **field** events
- a boxing **ring** is so-called because the spectators originally held a rope around the fighters
- although **stadium** has more cognates in other languages, most UK supporters still refer to the area round the pitch as a **ground**

## Activity 5 Writing

Skill: record information on straightforward forms

Ask the students to do this activity in pairs. It could be roleplayed to a certain extent by letting them sit facing each other, and including social language like 'Good morning,' 'Thank you very much.' Ask them to spell any words that the interviewer is not sure of.

## Homework task

Prepare the students for this by putting them into groups. When they have filled in their lists individually, encourage them to discuss their tastes.

**17**

**Free time and leisure**

**Bookings**

**Outcomes:** 1, 2, 4

**Task:** Make and confirm bookings and arrangements

**Skills:** Speaking, reading, writing

**Materials:** Instruction sheets for activity 1 (from supplementary materials)

**Notes:** **Activity 1** **Speaking**

Put the students in pairs and give each a copy of the information sheets. There is a great deal of information in these so allow plenty of time for the students to absorb this. It might be best to put all the students playing each role into separate groups and go over the details with them. Check that they understand the situation and the nature of the task.

Consider recording some or all of the pairs and playing these back either to the pairs or the class.

**Activity 2** **Reading**

Ask the students to look at the list of companies. In pairs or groups, then with the whole class, discuss their experiences with these companies. Some may have used the internet companies, Expedia, First Choice and Lastminute. You may want to pre-teach the words **chain store**. Let the students complete the exercise in pairs. Collate answers with the whole class.

**Activity 3** **Language focus**

**Introduction**

Students have to do two things in this exercise. They have to decide which clause is the **if**-clause, and insert **if** in the right place. They also have to decide if the sentence relates to a single event in the future, in which case **will** needs to be added, or a series of events in present time, in which case **will** isn't necessary.

**Procedure**

Make the above clear and ask the students to complete the activity in pairs. When they finish, check the results with the whole class.

#### **Activity 4      Vocabulary**

This activity provides practice in spelling the months and also in writing the abbreviated forms of ordinal numbers. Ask the students to work through it in pairs.

#### **Activity 5      Writing**

Prepare the students for this by asking them to think about places they have visited in the local area. If they have been on a class visit to a location, this will provide a common experience for discussion. If anyone in the class has managed to avoid stepping inside any local attraction, they may be able to do some research on the internet — or actually go and visit somewhere.

#### **Homework task**

This is intended to give the students some experience of the online travel business. Ask them to browse a number of sites, check out some of the holidays on offer and see how the online booking process works — up to the point where they have to give credit card details. You might want to give this task a specific objective — to find the cheapest holiday on offer within certain parameters. This could even be made competitive.

**18**

**Free time and leisure**

Ordering and complaining

**Outcomes:** 1, 2, 3

**Task:** Order food and drink in a café or restaurant.  
Make a complaint, eg about slow service.

**Skills:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript, form for Activity 1 (from supplementary materials)

**Notes:** **Activity 1 Speaking**

The students may have very little awareness of the job of food critic. Discuss this with them. You could also mention that it is unlikely a critic would fill in a form after a meal then discuss it with the manager. However, this is a language exercise, not reality.

You might want to put the students into groups in order to fill in their forms, and help them with these. Afterwards, make up the pairs with students from different groups. A procedural point is that the reviewer has to inform the manager of the name of the restaurant and clarify what they had to eat before the discussion can begin. Afterwards, elicit general comments and vocabulary and write these on the board.

**Activity 2 Listening**

 **Track 9**

**Skill:** listen for and select relevant/specific information  
Because the talk moves from Britain, to France to Turkey, the questions are not sequential. Tell this to the students before you play the track. Play the track twice and check their answers. A possible follow-up activity would be for the students to discuss in groups the style of cooking in their own culture, and what historical or geographical factors influenced it. Possibilities here might be the historical shortage of fuel in China leading to stir-frying, the heat in the Indian sub-continent generating a taste for chilli, cold winters in Northern Europe producing a need for heavy soups and stews, etc.

### Activity 3      Language focus

#### Introduction

When **must** and **have to** are used to express obligation, the usual explanation for the difference between them is that **must** relates to internal and **have to** to external obligation. The line between these is not clearly drawn — at what point does a pang in a tooth, a reminder that a visit to the dentist is overdue, become a pain that can't be ignored? However, the distinction is generally true and will cover the majority of cases. It is also as far as can be gone in the classroom. A full explication resembles a complex wiring diagram and would be impossible to memorise.

#### Procedure

Ask the students to complete the exercise in pairs. Elicit the generalisation above, but remind them that it *is* only a generalisation and that they may well come across cases which appear to contravene it. As always with modals, what is obvious is patchy, but a search for the full picture is a shortcut to insanity.

### Activity 4      Vocabulary

There are no parts of speech indicated either in the words **1–12** or the definitions **a–l**. Ask the students to think about the different possibilities and if necessary, use their dictionaries. Let them complete the activity in pairs. Collate the answers with the whole class.

### Activity 5      Writing

It would be conventional to allow the students to read some restaurant reviews as models. However, since the art of writing a review seems to involve turning what is essentially a simple task into something arcane, and it is not possible to fill an entire page by simply writing about the food, it is unlikely that these would be helpful to students at this level. Instead, work from the base up, encouraging the students to expand their ticks and notes, and their spoken comments during the roleplay, into a connected piece of writing.

### **Homework task**

You could prepare the students for this by playing CD track 9 again, or by letting them read the tapescript. Depending on the composition of the class, it may be possible to put students into cultural groups to discuss their cuisines. It is possible that the students have never given this matter much thought, so emphasise that cuisines differ from culture to culture and there are reasons for this.

**19**

**Free time and leisure**

**Recipes**

Outcomes: 1, 2, 4

Task: Ask questions to establish the contents and preparation of dishes (about the menu).

Skills: Speaking, reading, writing

**Materials:**

**Notes: Activity 1 Vocabulary**

The vocabulary here is used in the following **reading** activity. Ask the students, in pairs, to write the words on the correct lines in the boxes, using their dictionaries if necessary. Afterwards, check over the meanings with the whole class, using the board for illustration.

**Activity 2 Reading**

Skill: identify main points of a text

Ask the students to work in pairs and complete exercise 1. When they have done this, open up a class discussion on the recipes. Ask if any of the students are familiar with these dishes — if so, would they make them in the same way? Are they similar in any way to things they eat themselves? With the possible exception of Potato Omelette, all of these recipes are commercially popular in Britain, in restaurants, takeaways and supermarkets. Ask if any of the students have eaten them.

Finally, ask the students to complete exercise 2. This can be done either in pairs or working individually before comparing results with a partner.

**Activity 3 Speaking**

Use this as a shaping exercise. Ask the students to try out the task and circulate, picking up usable phrases and writing them on the board. Work towards a class awareness of how to describe the preparation of dishes. This can be helped by recording some of the conversations and playing them back either to the pair or the whole class.

**Activity 4 Language focus**

**Introduction**

This exercise asks students to choose between **can** and **could**, that is, between real or unreal expression of ability.

In some sentences, more than one form is possible, and they should choose the one which is most likely.

### **Procedure**

Ask the students to complete the exercise in pairs. Check results with the whole class.

### **Activity 5      Writing**

Ask the students to complete this exercise individually and then compare their results with a partner's. Check the final results with the whole class.

### **Homework task**

Students may have more or less experience of cooking and of recipes, and some may have given little thought to the subject. Prepare for this with a classroom discussion of cooking, and perhaps of the different roles of men and women in this process in different cultures. Some discussion of the status of celebrity chefs in Britain today might be relevant. When the students bring their recipes in, ask them to compare them in groups.

**20**

**Free time and leisure**

Review of lessons 16–19

**Outcomes:** 1, 2, 3  
**Skills:** Speaking, listening, writing

**Materials:** CD player, CD, tapescript

**Notes:** **Activity 1 Speaking**

Ask the students to complete the questions individually, before discussing their ideas with a partner. Emphasise that, where they disagree, they should try to bring their partner round to their own point of view.

**Activity 2 Listening**

 **Track 10**

**Skill:** listen for and select relevant/specific information  
Play the CD track twice and check the answers with the whole class. Play it again to resolve any remaining points of difficulty.

**Activity 3 Language focus**

**Introduction**

This activity revises the grammar points covered in the **language focus** sections of Units 16–19. These are: 16 *will* and *going to*, 17 first conditionals, 18 *must* and *have to* for obligation and 19 *can* and *could*. Inevitably, in some of the sentences, both forms are possible, though students may not be aware of this. At this stage, you may or may not want to discuss both possibilities. This might be useful, or just confusing, depending on the level of the students.

**Procedure**

Ask the students to complete the exercise in pairs. Check the answers with the whole class afterwards.

**Activity 4 Vocabulary**

The crossword includes words from the vocabulary sections of lessons 16, 18 and 19. Ask the students to complete it in pairs.

## **Activity 5      Writing**

Ask the students to work through exercises 1–3 with a partner, then individually write sentences for exercise 4 and compare these with their partner's. Collate results of all exercises with the class as they work.

### **Homework task**

Provided that not much time has passed since students did the speaking activity, and that they had a reasonable discussion afterwards, this should be a natural follow-on. However, if you feel they need reminding about the issues, ask them to pair up for a short discussion.

# Answer key

## **01** Goods and services Purchase and return

### Activity 2

1 C, 2 H, 3 D, 4 B, 5 G

### Activity 3

- |                     |                            |
|---------------------|----------------------------|
| 1 Arsenal is        | an English football team   |
| 2 Dnepropetrovsk is | a Ukrainian city           |
| 3 Goulash is        | a Hungarian dish           |
| 4 Jamaica is        | a West Indian island       |
| 5 Melbourne is      | an Australian city         |
| 6 Bermuda is        | a United Kingdom territory |
| 7 New Jersey is     | an American state          |
| 8 Pizza is          | an Italian dish            |
| 9 The Danube is     | a European river           |

### Activity 4

- 1 a cheque  
b receipt  
c currency  
d reduced  
e credit card  
f change
- 2 1 c 2 a 3 f 4 d 5 e 6 b

### Activity 5

- 1 Student's surname, correctly spelt, in block letters.

The remaining answers can be written either in block letters or in lower case with appropriate capitalisation.

- 2 Student's first name(s).
- 3 A credible address, correctly spelt.
- 4 Any credible form of postcode.
- 5 (Decca) radio
- 6 37 Lorne Street, Glasgow, (G2 7HM)
- 7 14/09/07, or any other acceptable form
- 8 (£) 24.99
- 9 cash
- 10 Either box ticked

## **02** Goods and services Complaints

### **Activity 2**

1 F, 2 F, 3 F, 4 T, 5 T, 6 T, 7 F, 8 F

### **Activity 3**

- 1 the
- 2 a
- 3 a
- 4 the
- 5 a
- 6 the
- 7 an
- 8 a
- 9 the

### **Activity 4**

- 1 coins, pieces
- 2 note
- 3 hire, deposit
- 4 loan, interest
- 5 exchange
- 6 statement, overdrawn

**03** **Goods and services**  
Finding things

**Activity 2**

- 1 billion
- 2 fat
- 3 50
- 4 40
- 5 clothes
- 6 80

**Activity 3**

1 at, 2 in, 3 on, 4 in, 5 at, 6 in, 7 in, 8 at, 9 on, 10 at, 11 in, 12 at.

**Activity 4**

1 newsagent's, 2 butcher's, 3 hairdresser's, 4 baker's, 5 chemist's,  
6 greengrocer's, 7 shoe shop.

**04** Goods and services  
Emergencies

**Activity 1**

---

**Part 1**

- A** Emergency. Which service do you require?
- B** I need the police. There's a robbery going on across the street.
- A** What's your phone number?
- B** My phone number? It's — wait a minute — it's 07998 387649.
- A** I'll put you through now.

**Part 2**

- C** Police control here. 1
- B** Hello, there's a robbery across the street. There was some shooting ...  
2
- C** A robbery. OK, please tell me your name and address. 3
- B** Jan Gorzynski, 21 Albert Crescent. 4
- C** Gorzynski? Can you spell that please? 5
- B** Oh for goodness sake — G-O-R-Z-Y-N-S-K-I. 6
- C** Thank you. We know about the robbery. A patrol car is on the way. Are you at home now? 7
- B** Yes — I'm standing at the front window. 8
- C** Fine. Please stay in the house. A police officer will speak to you soon.  
9
- B** OK, I'll stay in. 10
-

## Activity 2

1 c

2 b

3 **a** To stop oxygen getting to the fire. **b** To stop the smoke spreading.

4 Touch it with the back of your hand.

5 **a** Shut it. **b** Use them to close any spaces. **c** Open it.

## Activity 3

1 much

2 some

3 lots

4 any

5 some

6 lots

7 much

8 many

9 any

10 many

## Activity 4

**Police** assault, burglar, constable, robbery, sergeant

**Fire** explosion, extinguisher, fire engine, inflammable, sprinklers

**Ambulance** collapsed, doctor, heart attack, paramedic, unconscious

**05** Goods and services  
Review of lessons 1-4

**Activity 1**

1

A	B	F	H	I	O	Q	R
J	C	L	Y			U	
K	D	M				W	
	E	N					
	G	S					
	P	X					
	T	Z					
	V						

2

F	C	P	T	A
Q	L	J	V	M
O	K	N	G	Y
U	H	S	E	I
R	W	D	B	Z

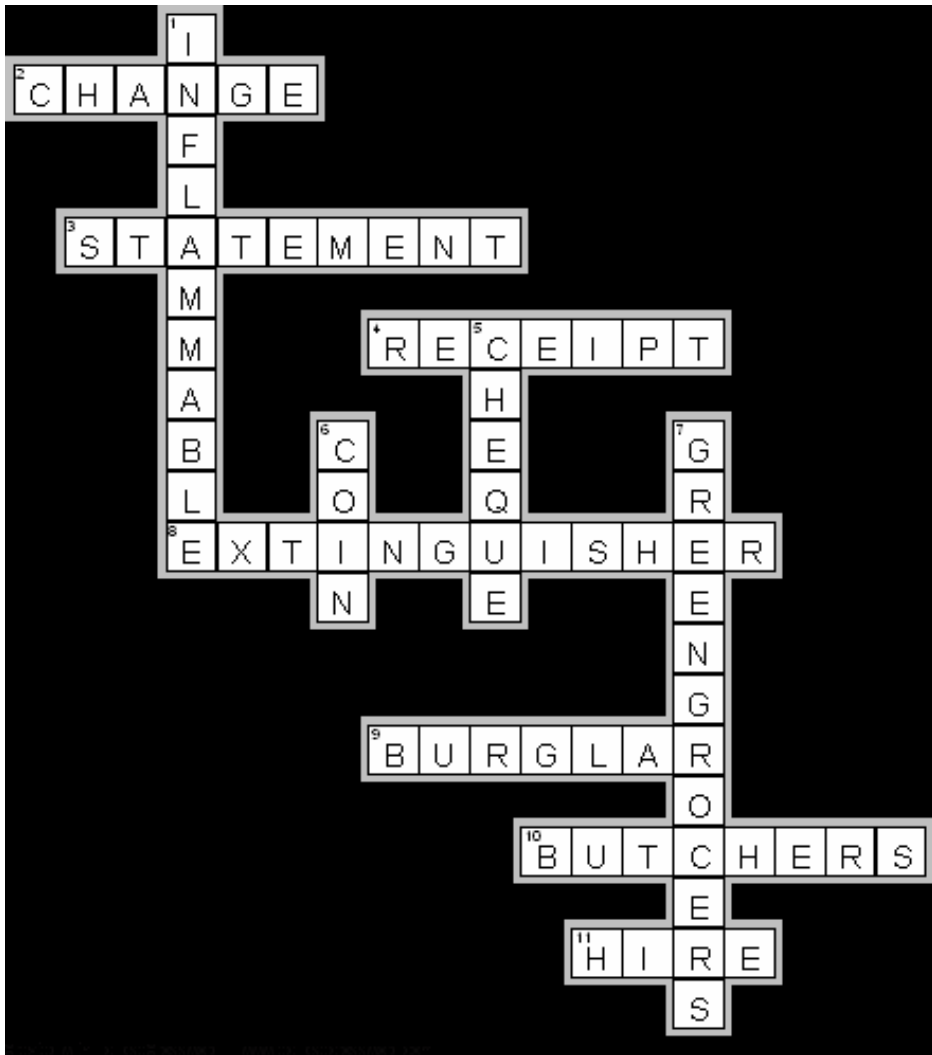
**Activity 2**

1 C, 2 B, 3 D, 4 A, 5 B, 6 A

**Activity 3**

1 a, 2 aren't, 3 a, 4 in, 5 a, 6 a, 7 a, 8 the, 9 in, 10 an, 11 on, 12 much

### Activity 4



**06** **Health**  
Appointments

**Activity 2**

1 b, 2 b, 3 b, 4 a, 5 b, 6 b

**Activity 3**

- 1 'm/am finishing
- 2 goes
- 3 watches
- 4 's/is cooking
- 5 spend
- 6 prefers
- 7 's/is playing
- 8 sleeps
- 9 's/is buying
- 10 's/is working

**Activity 4**

1 nose, 2 ears, 3 knees, 4 finger, 5 mouth, 6 teeth, 7 lips, 8 hand, 9 feet,  
10 eyes

**07** **Health**  
What's the problem?

**Activity 2**

**1** 1 b, 2 g, 3 i, 4 e, 5 c, 6 h, 7 f, 8 a, 9 d

- 1 Over 50 people are injured by using sharp knives instead of screwdrivers.
- 2 3 people die testing if a 9-volt battery works on their tongue.
- 3 Over 100 people are injured by not removing all the pins from new shirts.
- 4 10 people die by watering their Christmas tree while the fairy lights are plugged in.
- 5 6 people die after eating Christmas decorations, believing they are made of chocolate.
- 6 4 people break their arms after pulling Christmas crackers.
- 7 18 have serious burns after trying on a new jumper with a lit cigarette in their mouth.
- 8 270 go to hospital after trying to open bottles of beer with their teeth.
- 9 8 go to hospital after fracturing their skulls while being sick in the toilet.

**2** a T, b T, c F, d T, e F

### Activity 3

- 1 The film **finishes** after midnight.
- 2 **Is** Julia **going** to the party?
- 3 **Do** you **have** school tomorrow?
- 4 I can't come for lunch — I'm **seeing** the boss in a few minutes.
- 5 We have to leave. The game **starts** at three o'clock.
- 6 I'm **not going** to the cinema tonight. I don't feel like it.
- 7 There's no hurry — the shops **don't open** till nine.
- 8 Arnie's **playing** tennis with Emma tomorrow.
- 9 When **does** your flight **leave**?
- 10 **Are** Matthew and Jessica **getting** married next week?

### Activity 4

1 a 2 e 3 d 4 b 5 f 6 c

**08** Health  
Medication

**Activity 2**

1 false, 2 false, 3 true, 4 true, 5 false, 6 false

**Activity 3**

- 1 got
- 2 has worn
- 3 have/'ve bought
- 4 went
- 5 have/'ve had
- 6 have not/haven't worn
- 7 tried
- 8 have/'ve had
- 9 Did you meet
- 10 Have they opened

**Activity 4**

- 1 Flammable
- 2 Explosive
- 3 Dangerous chemical
- 4 Pharmacy
- 5 Radioactive
- 6 First Aid
- 7 Fire extinguisher
- 8 Fire escape

## Activity 5

1

The image shows a screenshot of an email client window. The email text is as follows:

Hi Joe,

I met your mother in town yesterday. She said, 'Have you seen our son recently?' I think it's time you got in touch with her.

By the way, I'm getting married to Agnes down on the 16<sup>th</sup> May. Remember her? Old friend of your mum's. You're welcome to come - but don't bring that awful girl you were with last time!

Love,  
Dad

Callout boxes identify the following elements:

- comma: points to the comma after "Hi Joe,"
- new paragraph: points to the start of the second paragraph
- full stop: points to the period at the end of the first sentence
- question mark: points to the question mark in the quoted text
- open inverted commas: points to the opening single quote
- close inverted commas: points to the closing single quote
- dash: points to the hyphen in the second paragraph
- exclamation mark: points to the exclamation mark at the end of the second paragraph

---

2

Dear Ms Manson,

I am sorry to say I will not be in class tomorrow. This morning when I woke up I felt sick. I tried to drink some tea but it made me feel worse. I went to the toilet, but as I walked in I slipped on the wet floor, fell down and banged my head on the side of the bath. As I lay there, my flat-mate came in with a cup of coffee in her hand. She said, 'Oh, I'm sorry — I meant to mop the floor after I had my shower.' 'Are you completely stupid?' I shouted. She shouted back, 'Don't talk to me like that!' In fact, she got so angry that she spilled her coffee and burned my leg.

It is now afternoon and I feel a bit better but I have to look for somewhere to stay because it was her parents' flat and they told me to leave.

Best wishes,

Elena

---

**09** Health  
Labels

**Activity 2**

1 pills, 2 good, 3 doctor, 4 lucky, 5 danger, 6 labels, 7 hospital,  
8 translating, 9 languages, 10 language

**Activity 3**

- 1 was playing, twisted
- 2 went, told
- 3 was lying, phoned
- 4 came, made
- 5 didn't like, drank
- 6 were drinking, arrived
- 7 was running, hurt
- 8 made, told

**Activity 4**

1 i, 2 c, 3 h, 4 b, 5 g, 6 e, 7 f, 8 a, 9 d

**10** **Health**  
Review of lessons 6-9

**Activity 1**

1 e, 2 g, 3 a, 4 c, 5 f, 6 d, 7 b

**Activity 2**

1 A, 2 D, 3 B, 4 C, 5 A, 6 C

**Activity 3**

- 1 never eat
- 2 leaves
- 3 dropped
- 4 are you going
- 5 was shopping
- 6 Did you see
- 7 's studying
- 8 do the holidays end
- 9 was turning
- 10 've read
- 11 worked
- 12 's living

**Activity 4**

1 j, 2 h, 3 g, 4 l, 5 b, 6 k, 7 c, 8 e, 9 a, 10 f, 11 i, 12 d

**Activity 5**

- 1 food poisoning
- 2 flu
- 3 a cold

## **11** Travel

### Enquiries and bookings

#### **Activity 2**

1 C, 2 A, 3 C, 4 B, 5 B, 6 D

#### **Activity 3**

- 1 more
- 2 fewer
- 3 bigger, smaller
- 4 smaller
- 5 lower, higher
- 6 lower

#### **Activity 4**

- 1 She's Greek.
- 2 She's Brazilian
- 3 He's Turkish.
- 4 He's Italian.
- 5 She's Spanish.
- 6 He's South African.
- 7 He's Egyptian.
- 8 He's Irish.
- 9 She's English.
- 10 He's Indian.
- 11 She's Polish.
- 12 He's Dutch.
- 13 She's Chinese.
- 14 He's German.

## 12 Travel Announcements

### Activity 2

1 a, 2 b, 3 c, 4 b, 5 b

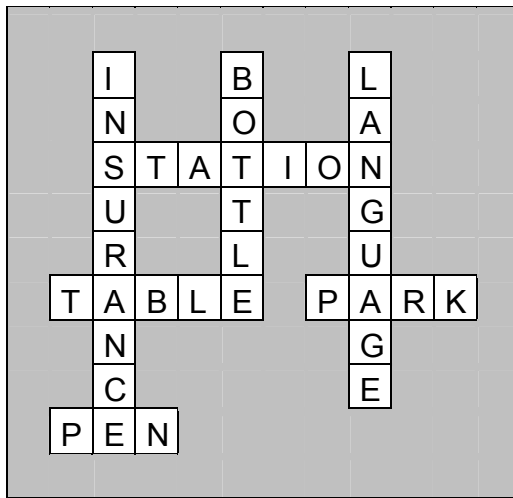
### Activity 3

- 1
- 1 Mark's
  - 2 Karen's
  - 3 Tahir's
  - 4 Ben's
  - 5 A policeman's
- 2
- 1 a Barry and Angela's son. ✓  
b Barry's and Angela's son. x
  - 2 a my sister's friends. ✓  
b my sisters' friends. ✓
  - 3 a James' car. ✓  
b James's car. ✓
  - 4 a Jessica's guitar. ✓  
b Jessicas' guitar. x
  - 5 a the girl's teacher. ✓  
b the girls' teacher. ✓
  - 6 a the girl's dress. ✓  
b the girls' dress. ? (Only if they share a dress.)
  - 7 a the baby's food. ✓  
b the babie's food. x
  - 8 a the woman's work. ✓  
b the womens' work. x
  - 9 a in one week's time. ✓  
b in two week's time. x
  - 10 a the US president's wives. x  
b the US presidents' wives. ✓

### Activity 4

- 1 car factory  
fruit drink  
history book  
mineral water  
police officer  
railway line  
road sign  
shoe shop  
ticket office  
tooth brush

2



**13** **Travel**  
Maps and timetables

**Activity 1**

- 1 1 Edinburgh
  - 2 Linlithgow Palace
  - 3 Bannockburn
  - 4 Stirling Castle
  - 5 Callander
  - 6 Lochearnhead
  - 7 Comrie
  - 8 Crieff
  - 9 Perth
  - 10 Loch Leven
  - 11 Edinburgh
- 
- 2 A Statue of Robert Bruce at Bannockburn
  - B St John's Kirk, Perth
  - C Linlithgow Palace
  - D Water skiing on Loch Earn
  - E Glenturret Distillery, Crieff
  - F Stirling Castle

### Activity 3

- 1 I **used to** eat baby food.
- 2 I **used to** play with toys.
- 3 I **used to/didn't use** to like films.
- 4 I **didn't use to** live in Britain.
- 5 I **used to/didn't use** to work hard.
- 6 I **didn't use to** study English.
- 7 I **used to/didn't use to** eat so much.
- 8 I **didn't use to** be so tall.
- 9 I **used to/didn't use to** do homework.

### Activity 4

- 1 fifth
- 2 fourth
- 3 first
- 4 sixth
- 5 second
- 6 seventh
- 7 third

**14** Travel  
Directions

**Activity 1**



### Activity 3

- 1 never
- 2 always
- 3 occasionally
- 4 sometimes
- 5 often

### Activity 4

- 1
  - a East Lothian
  - b Northern Ireland
  - c Eastern Europe
  - d North Korea
  - e Western Australia
  - f Northern Hemisphere
  - g West Virginia
  - h South Africa
  - i Southern Africa
  
- 2 a north-west b south-west c south-east

**15** **Travel**  
Review of lessons 11-14

**Activity 1**

**Greece**

People throw and smash plates during dances.  
People often go out for dinner at 10.00 pm or later.

**Britain**

Some men still wear a tie from their old school.  
When two or more people go into a bar, one of them buys the drinks.

**Germany**

When you give flowers, you must give an odd number.  
When students like a lecture, they may knock on the table.

**Italy**

Brides don't wear any gold until they put on their wedding ring.  
When people enter a room, they shake hands with or kiss everyone there.

**Japan**

When you have a bath, you wash with soap before you get in.  
Four is an unlucky number. People don't give presents in groups of four.

**Brazil**

People don't give handkerchiefs as gifts, because these suggest funerals.  
People often introduce themselves as Mr, Mrs or Ms, followed by their first name.

**Unmatched**

It is unlucky to say someone's name from behind them. You must hiss instead.  
This is a West African custom.

**Activity 2**

**1 a, 2 b, 3 b, 4 a, 5 c, 6 a, 7 b, 8 b, 9 c, 10 b, 11 c, 12 c, 13 b, 14 a**

### Activity 3

- 1 baby's
- 2 days'
- 3 women's
- 4 fewer
- 5 higher
- 6 bigger
- 7 use
- 8 often
- 9 I never go to the cinema.

### Activity 4

- 50° b  
30° d  
-2° a  
-40° c

### Activity 5

I want to tell you about my last trip to London. I went for a meeting and took **the** train. **The** time for **the** journey was 4 hours 50 minutes — at least it was supposed to be. I left Edinburgh station at 8.00 in **the** morning. **The** meeting was at two o'clock so this would give me enough time. But just to **the** south of York **the** train stopped. **The** steward told us on **the** loudspeaker that this was because of an electrical fault. Well, we were there for about three hours. **The** train finally started and we got to London after three o'clock. I got a taxi from King's Cross Station to Bloomsbury and arrived at **the** meeting just at **the** end. So I had a cup of coffee with **the** others then went back to **the** station to get **the** train home. This one didn't break down, so I was back at **the** house just after nine o'clock.

**16** Free time and leisure  
Enquiries

**Activity 2**

First name(s): <u>Nargis</u>	
Family name: <u>Azad</u>	
Address: <u>25 Baker Street</u>	
<u>Glasgow</u>	
_____	
Postcode: <u>G14 4SB</u>	Home telephone: <u>485 3597</u>
	Mobile: <u>07798 126532</u>
Date of birth: <u>24.2.81</u>	
Nationality: <u>Pakistani</u>	
First language: <u>Urdu</u>	

**Activity 3**

- 1 I'm going to
- 2 it won't
- 3 he's going to
- 4 it's going to
- 5 we'll
- 6 I'll
- 7 I'm going to
- 8 we'll
- 9 Will you
- 10 we're going to

#### Activity 4

athletics	running shoes/spikes	track/field
badminton	racket/racquet & shuttlecock	court
basketball	ball	court
boxing	gloves	ring
cricket	bat and ball	pitch
football	ball	pitch
golf	clubs and ball	course
hockey	stick and ball	pitch
motor racing	car	track
skiing	skis and sticks	slopes/piste
table tennis	bat	table
tennis	racket/racquet & ball	court

## 17 Free time and leisure

### Bookings

#### Activity 2

- 1 Expedia, Lastminute.com
- 2 Asda, Tesco
- 3 Thomson
- 4 Woolworths
- 5 First Choice

#### Activity 3

- 1 If I get home early tonight I'll watch the game on TV.
- 2 If the weather is good on Saturdays they go shopping.
- 3 If Maria gets good exam results she'll study medicine.
- 4 They'll go to Florida this summer if they have enough money.
- 5 In Britain, pupils leave school at 16 if they want to.
- 6 If Ken has time this afternoon, he'll go for a swim.
- 7 If people want to study at home, they sometimes take an Open University course.
- 8 Every January, if I'm not too busy, I go skiing in France.

#### Activity 4

AMY	May	5th
BERMOVEN	November	11th
BESTPREEM	September	9th
BORTOCE	October	10th
CHARM	<u>March</u>	<u>3rd</u>
CREDMEEB	December	12th
LIPRA	April	4th
LUJY	July	7th
NUJE	June	6th
STUGAU	August	8th
URJAYAN	January	1st
YUBEFRAR	February	2nd

**18** **Free time and leisure**  
Ordering and complaining

**Activity 2**

1 France, 2 Britain, 3 Turkey, 4 Britain, 5 France, 6 Britain, 7 Turkey

**Activity 3**

- 1 have to
- 2 must
- 3 must
- 4 has to
- 5 have to
- 6 have to
- 7 must
- 8 have to
- 9 must
- 10 has to

**Activity 4**

1 f, 2 h, 3 g, 4 i, 5 b, 6 l, 7 a, 8 d, 9 k, 10 e, 11 c, 12 j

**19** Free time and leisure  
Recipes

**Activity 1**

**Meat, etc.** mince

**Vegetables** green peppers onions red kidney beans

**Other ingredients** curry powder

**Equipment** casserole colander frying pan oven

**Verbs** beat chop simmer crush drain peel slice

**Activity 2**

- 1
  - a Chicken Madras
  - b Potato Omelette
  - c Shish Kebab
  - d Chilli con Carne

2

	Chilli con Carne	Shish Kebab	Chicken Madras	Potato Omelette
a It doesn't use tomatoes.	___	___	___	<u>✓</u>
b You don't fry anything.	___	<u>✓</u>	___	___
c You finish it in the oven.	___	___	<u>✓</u>	___
d You turn it upside down.	___	___	___	<u>✓</u>
e You eat it with salad.	<u>✓</u>	___	___	___
f You need a lot of olive oil.	___	___	___	<u>✓</u>
g It uses the most tomatoes.	<u>✓</u>	___	___	___
h People sometimes cook it outside.	___	<u>✓</u>	___	___
i It uses less meat than the others.	___	___	<u>✓</u>	___

### Activity 4

- 1 could
- 2 can
- 3 can't
- 4 can't
- 5 could
- 6 can
- 7 couldn't
- 8 can't
- 9 could

### Activity 5

**of**  
Heat  $\frac{1}{4}$  litre / olive oil in a large frying pan and gently fry the potatoes

**they are**  
until / almost soft, stirring from time to time so that they don't burn. Add

**it it is the potatoes and onion**  
the onion and fry / until / soft. Drain / in a colander. Beat the eggs in a

**them**  
bowl and add salt and pepper. Add the potatoes and onions and mix / well.

**20** Free time and leisure  
Review of lessons 16-19

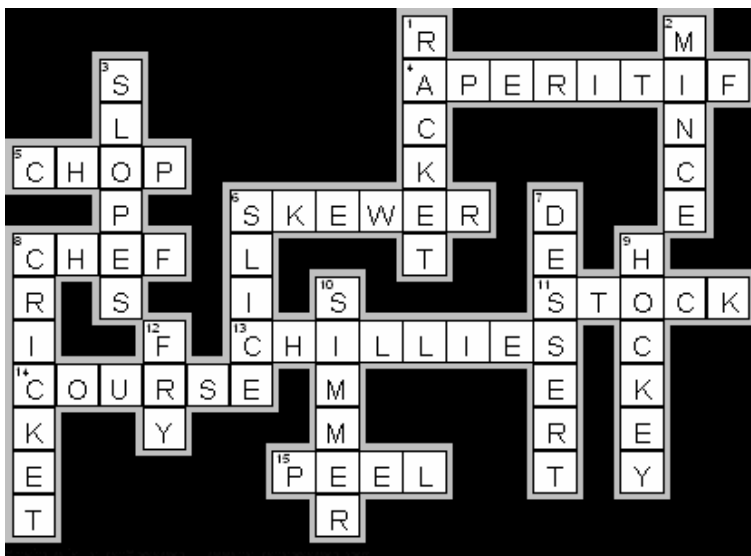
**Activity 2**

- 1 false
- 2 true
- 3 false
- 4 false
- 5 true
- 6 false

**Activity 3**

- 1 could
- 2 he plays
- 3 I'll
- 4 have to
- 5 I'll see
- 6 I'm going to
- 7 can
- 8 must
- 9 can't
- 10 you get
- 11 have to
- 12 she's going to

**Activity 4**



## Activity 5

1 1 f, 2 b, 3 d, 4 a, 5 c, 6 e

- 2
- |   |  |        |          |
|---|--|--------|----------|
| a | make plurals with <b>-ves</b> .                  | life   | lives    |
| b | make plurals with <b>-es</b> .                   | box    | boxes    |
| c | irregular plurals.                               | child  | children |
| d | have plurals with <b>-oes</b> .                  | potato | potatoes |
| e | don't change.                                    | deer   | deer     |
| f | change <b>y</b> to <b>i</b> and add <b>-es</b> . | party  | parties  |

3 1 copies

2 gases

3 teeth

4 sheep

5 faxes

6 halves

7 tomatoes

8 babies

9 buses

10 mice

# Tapescripts

## 02 Goods and services Complaints

### Track 1

**Interviewer** Up to a year ago, Anthea Matthews worked for a bank here in Glasgow. She drove to work in a Porsche, she wore a business suit and she solved computer problems. She was good at her work and earned a high salary. Now, she has her own shop. It's called Music Online. It's quite small and — she says — it doesn't make very much money. So, Anthea, what happened?

**Anthea** Well, I was with the bank for eight years, but then it had some money problems. A lot of people had to leave and I was one of them. I didn't want to move to another company, so I did something new. I've always liked music, but I can't sing very well or play any instruments. But, it's like music and computers have come together recently.

**Interviewer** So what do you sell in the shop?

**Anthea** Anything that can help you to download and listen to music — iPODs, things like that, and also software for people who want to listen on their computer at home. I run classes too, because a lot of people, even young people, have problems with the new technology.



**Interviewer** But isn't it too much of a change?

**Anthea** It's certainly different, but I love it. In the old job, when I solved a problem, it wasn't *real* somehow. Now, when I show somebody how to do something, I see the result. Also, instead of the same people every day ... well ... I've met so many interesting people since I started the shop.

**Interviewer** OK, but isn't the lower salary difficult to live on?

**Anthea** Well, I've sold the Porsche ... but we're getting more and more customers, so things are improving. I'm not making much money yet, but I know things will be OK.

**Interviewer** So, any regrets?

**Anthea** None at all. I'm very happy when I go to work every day. Last week I drove past the bank's building, where I worked before. I just thought, 'It's so nice to do something different.'

**Interviewer** Well, Anthea, thanks very much, and good luck with the shop.

**Anthea** Thanks.

## **04** Goods and services Emergencies

### Track 2

**Ahmed** ...and we'll hear more from that album later. Just a reminder that you're listening to the Ahmed Khan Show on Capital One Radio. Now, my guest on the programme this morning is Sally Ross, the local Fire Safety Officer. Good morning, Sally.

**Sally** Morning, Ahmed.

**Ahmed** Now, tell us, a fire breaks out at home. What should you do?

**Sally** Well, the first thing to understand is that fire, any kind of fire, is very dangerous. Within a few minutes your home might fill up with smoke. Some furniture, when it catches fire, gives out very poisonous smoke.

**Ahmed** So what should you do?

**Sally** Well, you need to have a fire extinguisher in your house, and use it, but don't hesitate to dial 999 and call the Fire Service. Even if you think the fire has gone out, make the call. Many fires look like they've gone out, but they can still be burning where you can't see them. It's better to be safe than sorry.

**Ahmed** Yes, I can understand that, but let's say you have a real fire, and it's out of control, what do you do?

**Sally** Well, the first thing, if you can safely do so, is to close the door of the room and, as you leave the house, close all the other doors behind you. This will stop oxygen getting to the fire, and also stop the smoke spreading. If you come to a closed door, and you think there might be fire on the other side, touch it with the back of your hand. If it feels warm, don't open it.

**Ahmed** And then you get out of the house?

**Sally** Yes, get everybody out as quickly as possible. Don't try to pick up your valuables or possessions. In fact, before any fire starts, everybody should know their escape route from the house.

**Ahmed** But let's say you can't get out of the house. What then?

**Sally** Well, try to stay calm. Get everybody into one room, if possible — and if you take a phone or a mobile with you, that's better. Shut the door and keep it shut, and use towels, pillows or clothes to close any spaces. Open the window and, if you haven't called the fire service, try to let other people know.

**Ahmed** That's great, Sally. Now, we have to go over to the news room for the eleven o'clock news. We'll be back in a few minutes to hear more about fire in the home.

**06** **Health**  
Appointments

**Track 3**

*Two speakers: receptionist (R), female; caller (C), male.*

- R** Langstone Medical Practice — good morning.  
**C** Hello. My name's Derek Brown. I'd like to make an appointment to see Doctor Cairns.  
**R** That's fine. What time would suit you?  
**C** It has to be in the morning. I work afternoons.  
**R** Well, Doctor Cairns could see you tomorrow at ten-fifteen. He had an appointment but the patient cancelled.  
**C** Ten-fifteen tomorrow — this is Tuesday. Oh no, sorry — I've got a dental appointment tomorrow at half past ten.  
**R** OK, let's see. Well, I'm sorry. It'll have to be next week.  
**C** Next week? But I need a doctor soon.  
**R** What's the problem?  
**C** Well, I keep feeling dizzy. I almost fell down at work yesterday.  
**R** Well, can't you take some time off work? Dr Cairns has some free appointments in the afternoons.  
**C** No, sorry. Normally yes, but we're really busy this week.  
**R** I see — well, you could see one of the other doctors. How about Dr Patel on Thursday morning. He's free at nine-thirty. Or there's Dr Jones. You could see her on Friday at nine o'clock.  
**C** Well, the sooner the better, I think. The Thursday one.  
**R** OK, that's half past nine on Thursday with Dr Patel.  
**C** That's fine. Goodbye.  
**R** Bye.

**08** Health  
Medication

**Track 4**

*The questions in this section relate to tone and expressed feelings.*

**1** *Two females. Sue sounds depressed.*

**other** Hi Sue. How are you?

**Sue** Not too good, Mandy. I'm feeling a bit rough — I've had a sore throat for days now.

**other** Oh, sorry about that. Are you taking lots of hot drinks?

**Sue** Yeah, but they're not having much effect. This could go on for ages.

**2** *Two females. Lisa sounds flat but in control.*

**other** Oh, come on, cheer up, Lisa.

**Lisa** Look, just leave me alone, will you?

**other** But what's the problem? Why are you so sad?

**Lisa** It just happens sometimes. I don't want to talk about it. Now go away.

**3** *Two males. Jake sounds stressed out, resentful and angry.*

**other** Jake, have you finished that report?

**Jake** No I haven't. Do you think I've got nothing better to do than finish reports? Look at this desk — there's stuff all over it that I have to do. Why is it I'm the only one who seems to do any work around here?

**other** OK, OK, I'm sorry I asked.

**4** *Two males. Mustafa sounds happy.*

**other** Hi, Mustafa. How are you?

**Mustafa** Fine, fine, fine — great.

**other** Well, that's nice to know. Any particular reason?

**Mustafa** What? Oh ... it's a nice day. I'm going on holiday next week. And I put some money on a horse yesterday, and it won.

**other** A lot?

**Mustafa** Enough to cheer me up.

**5** *Female and male. Harry sounds blasé and totally unmoved by being caught out lying.*

**other** OK, OK, who ate all the biscuits?

**Harry** Well, don't look at me. I haven't touched them.

**other** Yes, you did, Harry. I saw you eating two this morning.

**Harry** OK, OK, so I lied. Does it matter that much? Now, come on, we've got work to do.

**6** *Two females. Maria sounds unconcerned about Alan's behaviour.*

**Julie** Hi Maria. You know, I saw Alan yesterday. He was with that new girl in the class. What's her name?

**Maria** No idea.

**Julie** Sophie — yes. They seemed to be very happy together.

**Maria** Julie, I haven't seen Alan for weeks. I really don't care what he's doing.

**10** Health  
Review of lessons 6–9

**Track 5**

**1**

**woman** (*speaking to answer-phone*)

Nadia, it's Sue here. Look, I won't be able to get to the meeting tomorrow. I've got to see my mother in the morning — she's ill. Say sorry to the others and I'll call you again in the afternoon.

**2**

**woman** Hello, I'd like to make an appointment — any day after 4.30.

**man** OK — who's your dentist?

**woman** Mrs Gorman.

**man** She's free today at 4.45 — we had a cancellation.

**woman** Today? Yes, that'll be fine.

**3**

**woman** Could you tell me where Ward 23 is?

**man** Yes, it's on the second floor.

**woman** Oh, is there a lift?

**man** Just go through that door and along the corridor.

**4**

**man** Hello — I made an appointment to see Dr Jones on Thursday but I can't remember the time.

**woman** Could you tell me your name, please?

**man** It's Shand — Gavin Shand.

**woman** Let me see — oh yes, it's at 3.15.

**man** That's fine. Thanks a lot.

**5**

**man** So, is it flu, doctor?

**woman** Flu? No — you've just got a bad cold and a touch of fever.

**man** So what should I do?

**woman** Just stay warm and drink plenty of fluids.

**6**

**man 1** Could I have this prescription, please?

**man 2** Sure — hmmm — it'll take about ten minutes. Would you like to wait or call back later?

**man 1** Oh — I'll come back in about an hour.

**man 2** That's fine.

## **12** Travel Announcements

### **Track 6**

*No. 1, station announcer, female speaker. Nos.2–5, train steward, male speaker.*

- 1** GNER regrets to announce that the eleven hundred hours train to London King's Cross has been delayed. This train will now leave from Platform 12 at eleven thirty. We apologise for any inconvenience.
- 2** This is the delayed eleven hundred hours train for London King's Cross. This train will call at Berwick-upon-Tweed, Newcastle-upon-Tyne, Darlington and York and will arrive at London King's Cross at sixteen twenty.
- 3** This is a call for Mr Jason Roberts, that's Mr Jason Roberts. Would Mr Roberts please return immediately to coach D to identify a piece of luggage that may belong to him?
- 4** Passengers are advised that there is a buffet service on this train. This is located at the front of the train, in coach C. The buffet will open shortly for the sale of hot and cold snacks and refreshments.
- 5** Ladies and gentlemen, in a few minutes we will arrive in London King's Cross. Passengers are asked to stand clear of the doors until the train comes to a halt. Please ensure that you take all your luggage with you when you leave the train.

## **14** Travel Directions

### Track 7

**1**

*B is male.*

- A** Excuse me, could you tell me the way to the Pitcairn Hotel?  
**B** The Pitcairn? Oh yes, go along here and turn right into West Campbell Street. Go up the road and take the second left. That's ... yeah ... then turn right at the next crossroads and it's about half-way along the block on your right.  
**A** Fine, thanks.

**2**

*B is female.*

- A** I wonder if you could help me. I'm trying to find CR Brown's.  
**B** CR Brown's?  
**A** It's a big furniture store.  
**B** Oh, that place — yes — well, it's a bit of a walk. Look, you see Central Station there?  
**A** Yes.  
**B** Right, go along here until you get to it, then turn right and go down the street. Go past one right turn, along the block and it's on the next corner, just before you turn right.  
**A** Right, then second corner on the right. OK, got it. Thanks.  
**B** No problem.

**3**

*B is male.*

- A** Hello — could you tell me the way to the Victoria and Albert Bar?  
**B** The Victoria and Albert? Oh, the Vicky — aye ... now let me see ... turn into Wellington Street there, go up past Bothwell Street, keep going and take the first on the right, go across the next junction and it's along the street a bit on your left.  
**A** Right, thanks a lot.  
**B** Sure.

**4**

*B is female.*

**A** Excuse me, I'm looking for a carpet saleroom.

**B** Carpets? Carpets ... oh yes — there's Harling's in ... now wait a minute — go along here to Blythswood Street. Turn left, walk to the end of the block and turn right. That's — sorry, I can't remember the name of the street, but walk to the next crossroads .... um ... turn right, and it's there, just round the corner.

**A** That's fine — thanks.

**B** It's a good shop. Some nice stuff in there.

**A** Great — thanks.

**5**

**A** Hi — could you help me. I'm trying to find a restaurant called MacGonagall's.

**B** Oh yes, that's ... let me think — oh, it's just round the other side of this block. Turn right here and right again.

**A** Right and right again?

**B** Sure — or go that way and turn left and left again. It's about half-way along the block, but you'll have to cross the street — it's on the other side.

**A** That's great — thanks.

**16** Free time and leisure  
Enquiries

**Track 8**

**Kate** Good morning. My name's Kate. Could you tell me your name?

**Nargis** It's Nargis — Nargis Azad.

**Kate** So Nargis is your first name?

**Nargis** Yes it is.

**Kate** OK, could you spell it for me, please?

**Nargis** N-A-R-G-I-S.

**Kate** And Azad's your family name — is that A-Z-A-D?

**Nargis** Yes, it is.

**Kate** Fine, so what's your address?

**Nargis** 25 Baker Street, Glasgow.

**Kate** Baker Street — and what's the postcode?

**Nargis** G14 4SB.

**Kate** What's your home phone number?

**Nargis** 485 3597.

**Kate** Have you got a mobile?

**Nargis** Yes ... hold on a minute ... I can never remember it. OK, it's 07798 126532.

**Kate** OK — what's your date of birth?

**Nargis** The 24th of February, 1981.

**Kate** Fine. And your nationality?

**Nargis** Pakistani.

**Kate** And what's your first language?

**Nargis** Urdu.

**Kate** That's fine. Thanks.

**18** **Free time and leisure**  
Ordering and complaining

**Track 9**

Different countries have very different types of cooking, and there are usually good reasons for this. Let's think about Britain. In the 18th and 19th centuries many people left the land and moved into towns and cities. They worked in factories — the men **and** the women — and they didn't have much time. So they had to eat very simply. Then, in the 20th century, there were two world wars. Many more women had to work in the factories. There wasn't much food and people just had to survive. I think that British food is getting better, but it needs some time.

Or look at France. The French say their food is wonderful — maybe it is. But why? Well, one reason is the French Revolution. In the years after 1789, they killed the king, the queen and many of the rich people. Now, all these people had chefs. So, think about it. You're a chef in the king's kitchen, but the king is dead and you don't have a job any more. What should you do? Simple — move into town and open a little restaurant. So, the best chefs in France started to cook for the people in the towns and cities.

Or think about Turkish food. What do you think about? Well, kebabs, probably, and maybe green and red peppers filled with rice, or roasted on an open fire. It's very different from French or British food. Why is this? Well, let's look at the early Turks, a thousand years ago. They were travelling across Asia on horses. They didn't want to carry big pots. So they put the meat on long pieces of metal. They filled the vegetables with other things and everything went on the fire and cooked nicely.

So that's what I'm saying — food is history, and a lot of interesting history is about food.

**20**

**Free time and leisure**

Review of lessons 16–19

**Track 10**

- 1** **woman** I think I'll have the steak — does it come with vegetables?  
**man** Yes, a selection.  
**woman** That's fine. And could I have the steak well done?  
**man** Certainly.
- 2** **woman** George, I'm making coffee. Do you want some?  
**man** I'd rather have tea.  
**woman** I'm doing coffee. You can make your own tea.
- 3** **woman** So what do people do for lunch here?  
**man** Well, you can go to the canteen, or bring your own.  
**woman** Oh, I didn't bring anything with me.  
**man** That's OK — there's a sandwich shop just across the street.
- 4** **man** Mountain Bike Centre. Good morning.  
**woman** Hello. I saw your advert in the newspaper — tell me, do you hire out bikes?  
**man** Yes. They're twenty pounds for a day.  
**woman** OK — I'll think about it and call you back.
- 5** **woman** Hi. Did you get a present for Dad?  
**man** Well, I couldn't find a book he'd like so I got him a new tie.  
**woman** Hmm — I don't like colour very much.
- 6** **woman 1** So what's Joan's new house like?  
**woman 2** Well, it's a modern one, quite small — but the garden's enormous.  
**woman 1** That'll be why she bought it. She loves gardening.

## Supplementary materials

### **01** Goods and services Purchase and return

#### Activity 1 Speaking

---

##### Student A

You bought a radio in **Harker's Electrical** shop. When you took it home and plugged it in, it didn't work. A few days later you take it back to the shop.

Tell the assistant about the problem.

Say that, unfortunately, you have lost the receipt.

Decide if you want a new radio of the same type or your money back.

---

##### Student B

You are a shop assistant in **Harker's Electrical** shop. Read the shop's policy on replacing items:

<p style="text-align: center;"><b>Harker's Electrical</b></p> <p style="text-align: center;"><b>Notice to customers</b></p> <p style="text-align: center;">If you are not satisfied with an item you have bought, please return it to the shop.</p> <p style="text-align: center;">Unfortunately, without a receipt we can't offer you your money back.</p> <p style="text-align: center;">In this case, we can arrange a credit note or offer a replacement.</p> <p style="text-align: center;">We can't guarantee that this will be the same model.</p>
---

A customer comes in with a radio. They bought it from your shop but when they took it home, it didn't work.

Ask the customer for the receipt.

Unfortunately, you have no more radios of that type. Offer the customer a similar radio.

**02** Goods and services  
Complaints

**Activity 1** Speaking

**Student A**

You are staying at the Plaza Hotel. You went down for breakfast at 8.30, and didn't enjoy it. Read the menu below and your thoughts. Then go to the reception desk and complain to **Student B**.

**Plaza Hotel**  
Breakfast is served from 7.30 to 9.00  
Lunch from 12.00 to 2.00

**Continental Breakfast Menu**  
includes a selection of the following items:

- Cereals**
- Fruit yoghurts**
- Grapefruit segments or prunes**
- ~
- Choice of fruit juices**
- ~
- Sliced cheese and ham**
- ~
- Selection of bakery items, which may include brown or white bread toast, croissants, muffins**
- ~
- Preserves and honey**
- ~
- Choice of teas, herbal teas, coffees and hot chocolate**
- ~
- Fresh fruit**

Oh yeah? Nothing left except cornflakes and a few prunes.

And both very dried-out.

Well, the 'selection' only included white bread toast and that was cold.

Coffee was cold. Don't like tea.

Only some orange juice.

Some jam, no honey.

A couple of apples. I can't stand apples.

## **Student B**

You are the receptionist at the Plaza Hotel. Today, you had a bad morning. Read about it in your diary below. Student A is one of the guests, and comes to the reception desk to complain. Listen to the complaint and try to deal with it.

---

### **Saturday 14 June**

*Really terrible morning at the hotel! Patrice the chef phoned in sick at 6.30. Mike the sous-chef took over. He cooks well enough but he's so slow!!! Then the head waiter phoned to say his car had broken down. So everything's all over the place. And we had that coach party from Bolton — the dining room was full. I was on the front desk from 8.00 and just one complaint after another — cold food, not enough food, cold coffee, total nightmare!!*

---

**06** Health  
Appointments**Activity 1      Speaking**

---

**Student A**

This is Dr Ann Christie's appointments diary for Tuesday 23 October. Student B phones you. Try to arrange an appointment with Dr Christie for that day.

---

**Auchardle Medical Practice****Tuesday 23 October****Dr Christie**

1.00	Meeting
1.15	Meeting
1.30	Meeting
1.45	
2.00	<i>Mrs Contini</i>
2.15	<del>Mr Farooq</del> cancelled
2.30	
2.45	
3.00	<b>Break</b>
3.15	<i>Ms Johari</i>
3.30	<i>James Mackenzie; Mrs Mackenzie</i>
3.45	
4.00	<i>Mr Clark</i>
4.15	<i>Ms Ramsay</i>
4.30	<b>Break</b>
4.45	
5.00	<i>Mrs McCarron</i>
5.15	
5.30	
5.45	<i>Mr Chang</i>

---

## Student B

This is your diary for Tuesday 23 October. Phone Auchardle Medical Practice. Your doctor is Dr Christie. Make an appointment with her for **as early as possible** that afternoon. **It takes ten minutes to walk from your office to the medical practice.**

---

**1.00**

*Meeting with Bob, 1.30-2.00*

---

**2.00**

*2.15, call Marcel in Paris*

*2.30-2.45, see Craig about new computers.*

---

**3.00**

*3.30, management meeting till 4.00*

---

**4.00**

*4.30-5.00, talk to trainees*

---

**5.00**

*5.45, meet Leslie at station.*

---

**07** **Health**  
What's the problem?

**Activity 1**      **Speaking**

---

**Patient**

Choose a problem from the ones below. Talk to the **doctor** about it and listen to their advice.

Then change roles and have the conversation again. This time, talk about a different problem.

**Note: The advice below is for language practice only. If you really have one of these problems, see your doctor.**

---

You think you've got flu. You started feeling strange yesterday. This morning you woke up with a temperature, a sore throat and aching joints.

You've got a sore arm. You've done a lot of work on the computer recently and this is the arm you use for the mouse. Now you can't raise it very far to the side and it aches when you try to sleep.

You woke up this morning and saw that you had a rash on your face. You can't understand it because you don't think you are allergic to anything.

You had a cold a week ago. It has got better but has left you with a sore throat that won't go away. It's a little uncomfortable when you eat.

You've got earache in one ear. You've had it for three days now and it doesn't seem to be getting better.

Yesterday you were playing your favourite sport and twisted your ankle. You can walk on it but only slowly.

---

---

## Doctor

- 1 Listen to the patient. Let them describe their symptoms.
- 2 Ask the patient
  - how long they have had this problem.
  - if they are taking any medicine at the moment.
  - if they are allergic to any medication.
- 3 Check the treatment guide below. Prescribe some medication and give advice.

## Treatment guide

<b>Problem</b>	<b>Prescription</b>	<b>Advice</b>
earache	pain killers	hold a warm cloth on it
flu	none	stay warm, rest drink plenty of fluids
indigestion	antacid tablets	avoid spicy food eat and drink less
rash	ointment	don't scratch your skin
sore arm	pain killers	rest it
sore throat	lozenges	drink plenty of fluids
sprained ankle	pain killers	rest it keep your foot on a stool

---

**08** Health  
Medication

**Activity 1**      **Speaking**

---

**Student A**

Choose one of the problems below. Student B is a pharmacist. Discuss which is the best medicine to buy.

**sore throat**

**heavy cold**

**cough**

**headache**



## Student B

You are a pharmacist. Student A tells you about a problem. Discuss the best medicine and the cost.



### Lemsomol

#### Cold and flu treatment

**For headache, fever, blocked nose, body aches & pains, sore throat**

Contains Paracetamol

Pour one sachet of powder into a mug and add hot water.

Adults and children 12 and over:  
1 sachet every 4–6 hours. Do not exceed 4 sachets in 24 hours.

Sore throat relief

### Khemprox lozenges

Antiseptic & local anaesthetic

Fight infection

Effective relief from sore throat pain and coughs

Take one every 3 hours up to a maximum of 12 lozenges in 24 hours.

### Fixitix cough syrup

For fast relief from tickly cough

Take one 5 ml teaspoon every 2 hours up to a maximum of 6 in 24 hours. If symptoms persist consult your doctor.

Not suitable for children under 12 years.

### *Asperid*

*Get rid of pain fast*

For back pain, muscle ache and headache.

Adults and young people over 12 years of age: Take 1–2 capsules with a drink of water. Repeat every 4–6 hours as required.

## Price list

Lemsomol	3.45
Khemprox	2.55
Fixitix	2.99
Asperid	3.15

## 11 Travel

### Enquiries and bookings

#### Activity 1 Speaking

---

#### Student A

You have a week's holiday in March as shown in the calendar below. You want to go somewhere warm, by the sea. You don't really mind where it is but

- you want to fly from Glasgow.
- you want to stay in a hotel
- you don't want to spend more than £150.00.

Phone **Sunstroke Travel** and arrange a holiday. Pay by Visa.

#### March

M	T	W	Th	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

---

## Student B

You work for Sunstroke Travel. Your job is telephone sales. Student A phones you, looking for a holiday. You can see some possible holidays on the screen below. When you agree on a holiday, fill in the form:



**Departures from Glasgow**

**special offers**

**Greece: Rhodes**

depart	Sun 15	15.30
return	Fri 20	23.00
cost:	132.00	
accommodation:	Cosmo self-catering apartments	

**Italy: Bari**

depart	Mon 16	08.40
return	Mon 23	17.45
cost:	145.00	
accommodation:	Frescobaldi Hotel	

**Spain: Benidorm**

depart	Wed 11	14.00
return	Wed 18	21.00
cost	147.00	
accommodation:	Splendido Hotel (4 star)	

**Spain: Ibiza**

depart	Sat 14	11.15
return	Sat 21	16.00
cost	129.00	
accommodation:	Chavara Hotel (3 star)	

**Tunisia: Hammamet**

depart:	Mon 16	
return:	Sun 22	
cost:	178.00	
accommodation:	Hannibal Hotel (3 star)	

**Turkey: Marmaris**

depart:	Mon 16	
return:	Sun 22	
cost:	138.00	
accommodation:	Gelibolu Hotel (3 star)	

---

**Telephone sales confirmation**



26 Rupert Street, Glasgow G4 8HM,  
(0141) 674 8392

Customer's full name: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_

Tel. number: \_\_\_\_\_

Destination: \_\_\_\_\_

Departing from: \_\_\_\_\_

Date of Departure: \_\_\_\_\_ time: \_\_\_\_\_

Date of return: \_\_\_\_\_ time: \_\_\_\_\_

Type of accommodation: \_\_\_\_\_

**Payment**

Type of card: \_\_\_\_\_

Name on card: \_\_\_\_\_

Expiry date: \_\_\_\_\_

Inform customer that tickets will be sent within 24 hours.

---

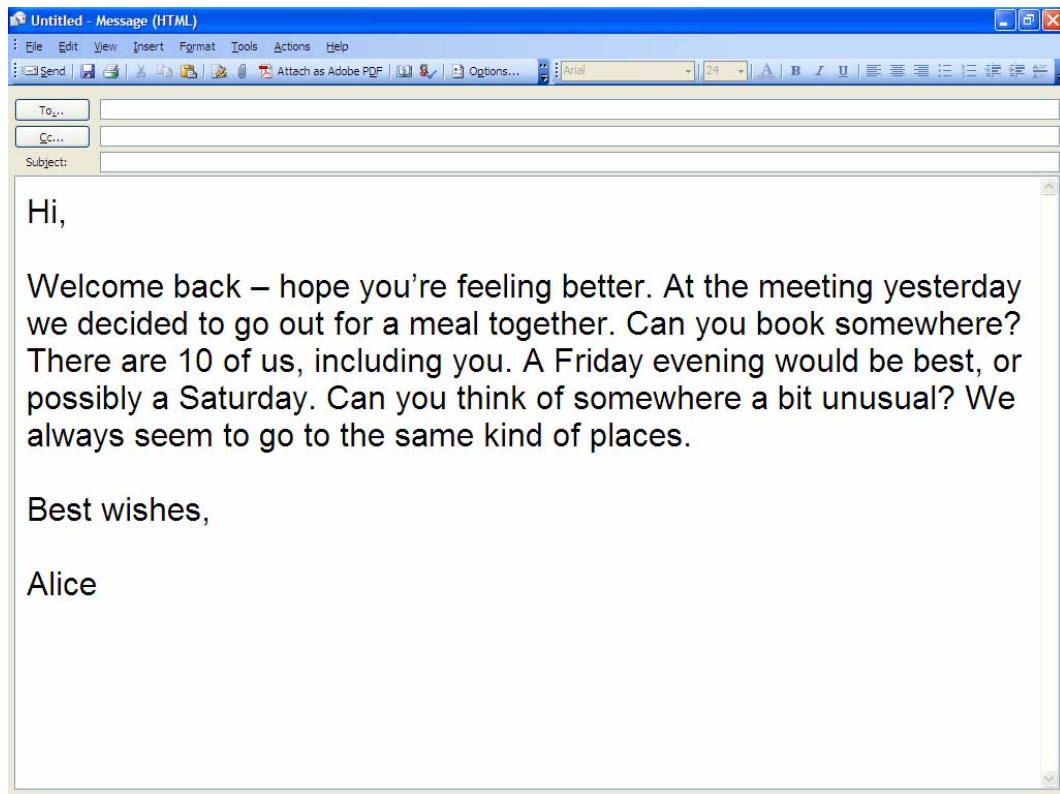
## 17 Free time and leisure Bookings

### Activity 1 Speaking

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#### Student A

You were ill and off work for a day. When you return, you read this e-mail from your boss:



You were trying to think of an unusual restaurant. Then you saw this advert in the local paper. Read it, and the notes you have made:

**Cruise and eat on**  
***The Gilroy***

This is a narrowboat with a restaurant inside. We start from Edinburgh Quay and cruise along the Union Canal to Slateford Aqueduct, then return to the heart of the city. On the way, we serve you a delicious meal.

To learn more about a unique experience call (0131) 448 5754.

*from where?*

*what's that?*

*A what?*

*What's on the menu?*

*How much does it cost?*

*Can they take 10 people?*

*Friday night would be best, maybe Saturday. When are they free next?*

Check the calendar. Today is the 6th. The 9th is too soon. You want the meal on a Friday evening, or perhaps a Saturday evening, from the 16th on.

M	T	W	Th	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Phone **The Gilroy**. Ask questions about the notes you have made. If you are happy with the answers, try to make a booking for a suitable date.

## Student B

You work on **The Gilroy**. This is a **narrowboat** → on the **Union Canal**.

**narrowboat**, *n*, a long narrow boat used on canals. 2

The **Union Canal** runs from Edinburgh to Falkirk, where it joins the Forth & Clyde Canal at the Falkirk Wheel. 1



3

The Gilroy has a restaurant inside which seats 11.

Cruises start at **Edinburgh Quay**

**Edinburgh Quay** is the start of the Union Canal, near Fountainbridge and close to the city.

and go out to **Slateford Aqueduct** before returning.



4

Here are some notes about the menu.

### **The Gilroy: menu**

We can suggest a menu or act on customer's suggestions. Choice of 2 starters, 3 main courses, 2 sweets.

cost 27.00 per head

Or a buffet at 16.00 per head.

And here is your booking sheet for the rest of the month.

Tue 6	_____
Wed 7	<u><i>Nikos (10), 7.30</i></u>
Thu 8	_____
Fri 9	_____
<b>Sat 10</b>	<u><i>Thomson (9), 8.00</i></u>
<b>Sun 11</b>	_____
Mon 12	_____
Tue 13	<u><i>Elcko group (10) 8.30</i></u>
Wed 14	_____
Thu 15	_____
Fri 16	<u><i>McKinley, birthday party (11) 8.00</i></u>
<b>Sat 17</b>	_____
<b>Sun 18</b>	_____
Mon 19	_____
Tue 20	_____
Wed 21	<u><i>Darroch HS staff (10) 7.45</i></u>
Thu 22	_____
Fri 23	_____
<b>Sat 24</b>	<u><i>Granacki (11) 8.00</i></u>
<b>Sun 25</b>	_____
Mon 26	_____
Tue 27	_____
Wed 28	<u><i>Forsyth (9), 8.30</i></u>
Thu 29	_____
Fri 30	_____
<b>Sat 31</b>	_____

Talk to **Student A** on the phone. Answer any questions about:

- the boat
- the location
- the cruise
- the restaurant
- the menu
- prices
- times and dates

Try to arrange a booking.

**18** **Free time and leisure**  
Ordering and complaining

**Activity 1      Speaking**

---

**The Echo**

Restaurant review form

**Name of restaurant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**General cleanliness:**

<b>tablecloths</b>	clean <input type="checkbox"/>	dirty <input type="checkbox"/>
<b>cutlery</b>	clean <input type="checkbox"/>	dirty <input type="checkbox"/>
<b>plates</b>	clean <input type="checkbox"/>	dirty <input type="checkbox"/>
<b>glasses</b>	clean <input type="checkbox"/>	dirty <input type="checkbox"/>
<b>toilets</b>	clean <input type="checkbox"/>	dirty <input type="checkbox"/>

**Service:**

<b>speed</b>	good <input type="checkbox"/>	slow <input type="checkbox"/>
<b>manner</b>	helpful <input type="checkbox"/>	unhelpful <input type="checkbox"/>

**Food: starter**

name of dish \_\_\_\_\_

comments:

temperature \_\_\_\_\_

taste \_\_\_\_\_

**main course**

name of dish \_\_\_\_\_

comments:

temperature \_\_\_\_\_

taste \_\_\_\_\_

**dessert**

name of dish \_\_\_\_\_

comments:

temperature \_\_\_\_\_

taste \_\_\_\_\_

**General comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_