



Learning Support Materials

English for Speakers of Other Languages: Everyday Communication (Access 3)

DV34 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 — Personal and Social*. 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 five sections as follows:

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

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01 Personal information

Basic personal information

Outcome: 1, 2, 3, 4

Task: Giving and asking for personal information

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, an example form (teacher to find), personal information page

Notes:

Activity 1

Look at the first greeting in the list as a class. Elicit the best response from the ones in the boxes below. Students work in pairs to match the others. Feedback the answers to the group and elicit alternative responses, eg, *Morning Ana. Alright Danila. How's life? Not bad, thanks.* Students then practise the greetings and responses in the exercise as well as the alternatives.

Activity 2

Before you refer the students to the prompts, brainstorm some possible questions that you might ask someone you are meeting for the first time. Students should work in pairs to create questions from the prompts. When they have been checked, students can work with a different partner to ask and answer the questions. Students should note down the answers, asking for spelling where necessary.

Activity 3

🎧 Track 2

Show students a blank form. Elicit situations when you have to fill out a form with your personal details and what information is typically asked for. Refer them to the task and get them to listen first time for the gist question. They can look over the form with a partner and discuss anything they think they remember from the first listening, before listening a second time to fill out the form. A third listening allows students to check and complete their answers.

NB If students find this activity difficult, you might want to work with the tapescript on the third listening and get them to role play the dialogue afterwards.

Activity 4

Check that the concept of skim reading is clear. Get students to skim read to answer the gist question. Students then read the comprehension questions and go back to the text to answer them. Short answers are fine here.

NB The students will have to work out the answers to some questions; they are not necessarily explicit.

Activity 5

Elicit what kind of information has been looked at so far in the lesson. Encourage students to use that language to write a short description of themselves. This can be drafted in the space provided, checked by the teacher, self-corrected and written out neatly using the personal information page found in the supplementary materials. All the final drafts can then be put up on the walls for the students to read. These could be kept on the walls and students could add a photo of themselves.

NB If students are not aware of the drafting, self-correction and redrafting process, you should go over that before the students actually start the writing exercise.

NB If some students finish the writing much quicker than others, you can ask them to record themselves onto a cassette, reading their description. They can listen back and try to improve upon it a second time. The others can do this as a homework exercise, either at home (without a cassette recorder), or in flexible-learning time (with a cassette recorder if you have one).

Useful language for this lesson:

What's your name/surname?

Where are you/do you come from?

What nationality are you?

How old are you?

When is your birthday?

What is your date-of-birth?

Where do you live/stay?

What's your address?

What's your telephone number?

What languages do you speak?

What is your first language?

What is your marital status?

Are you married?

Do you have/Have you got any children?

What do you do?

What is your job/occupation?

How long have you been in Scotland?

Possible warmer for following class

Make flashcards with the prompts from activity 2 on them. Hold up the flashcards and elicit quick-fire questions and responses from around the class.

Possible extension activity

Collect and bring in real forms for the students to fill out with their personal details.

02 Family

Family members

Outcome: 1, 2, 3, 4

Task: Describing your family

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, flashcard people (teacher to find)

Notes:

Activity 1

Elicit some family members. You could use a family photo to help with this process. Get students to brainstorm further family members in pairs. Feedback ideas to the group and check spellings as they are added to the board.

NB Check that all the family members you are going to see in the lesson are elicited or introduced at this point. Add any others that you think may be relevant to your students.

Activity 2

Elicit one or two typical questions that you can ask about someone's family. Refer students to the task and do the first question together. Students put the questions in the correct order and, once checked, can ask their partner those questions.

NB The information gleaned can then be shared with the group if you want to practise the 3rd person form by reporting back.

Activity 3

Get students to look at the photo of the family. Elicit from them what they think the family relationships are and how old they think the different members of the family are. Students should read quickly to see if they were right. They should then read the questions and go back to the description to answer them. Short answers are fine here.

NB The students don't learn the name of the girl who is describing her family — she should be identified by pointing to the picture. In the next exercise the students are told her name.

Activity 4

Look at the first two sentences about Soo-Jung's family, as a class. Get students to return to the text to find the names needed to finish the other sentences. Highlight the possessive form and write one or two sentences on to the board about your family. Students then write similar sentences about the names of their own family members.

NB You can introduce the question 'What is your father's name?'. Students can then work with a partner to practise asking and answering questions about the names of family members.

Activity 5

Track 3

Hold up a picture of a woman. Elicit eye-colour, hair-colour, and height. Elicit some basic adjectives of character which students imagine could fit her personality — do the same with one or two more flashcards. Refer students to the task and get them to listen first time for the gist question. They should then read the true/false questions and listen again to answer them. A third listening might be necessary.

NB Weaker students may need to work with the tapescript.

Activity 6

Students should write a short description of their family, which can be checked, self-corrected and redrafted in class. Before students start to write, elicit the kind of information they need to include, and encourage them to use the language from the lesson.

Useful language for this lesson:

My father's name is ...

My sister has got ... hair
My sister has got ... eyes

My sister is taller/shorter than me
My sister is older/younger than me

My sister is funny/hard-working/lazy

Possible warmer for following class

Get students to show photos of their families and to use the language from the previous lesson to talk about the photos.

NB Some students might not have family photos. Get them involved by encouraging them to ask questions about the people in the photos brought in by the other students.

Possible extension activity

The language of describing people and comparing and contrasting them could be built upon.

03 **Work and studies**
Current work and study situation

Outcome: 1, 2, 3, 4

Task: Describing your current job and studies

Skill: speaking, listening, reading, writing

Materials: CD Player, CD, tapescript,

Notes:

Activity 1

Put the word *teacher* on the board. Elicit from students where a teacher works — *a school/college*. Refer students to the task and get them thinking in pairs about where the different people work — use of dictionaries should be encouraged if jobs are unknown. Feedback ideas to the group, checking pronunciation.

Refer them to the second part of the task. Elicit the questions they need to ask — *Are you a ...? Yes, I am. No, I'm not. What is your job?/What do you do? I'm a ...* Students should ask their partner the yes/no question using the jobs in the task until their partner answers *Yes, I am*. Their name and job should be written down. If the student answers *No* to all the jobs, then the open question should be asked. Students can then ask the same questions in a class mingle.

NB For school-aged students, allocate them each a job from the task. You could do this by making cards with the jobs on and giving each student a card — they can imagine this is their current job.

Activity 2

Refer students to the picture. Elicit where they think the woman works before allowing them to skim read to check. They should then read the true/false questions and return to the description to answer them.

Activity 3

Students need to choose the correct word from the box to complete the sentences. They should then ask each other the questions in pairs.

NB Being a housewife or househusband should be considered a job. If the student is currently unemployed, encourage them to think about their last job. School-aged students can be allocated a job on a card as in activity 1 — they can imagine this is their job.

Activity 4

Track 4

Tell students they are going to listen to Jasmin describing something. They should listen first time to answer the gist question. They should then read the questions before listening to fill in the gaps. A third listening might be necessary.

NB Students might be able to predict the missing information before listening, or remember something from the first listening.

Activity 5

Do the first question as a class. Check that the long answer is clear — *I'm ...ing*. Students then work with a partner to ask and answer the questions.

NB The first two questions will have the same answers for everybody, but the others will be more personal. You could get students to share their ideas with the group to practise the 3rd person — *He/She is ...ing*.

Activity 6

Refer students to the task. Get them to skim read the text to answer the gist question. You should then elicit what kind of problems there are in the text — punctuation errors. Students can work individually to identify the errors and correct them. When the answers have been checked, they should write out a corrected version of the text. This can be done for homework if there is no time in the class.

Useful language for this lesson:

What is your job?/What do you do?
Where do you work?

What are your hours?
How long is your lunch-break?

What do you have to do?

Do you deal with ...?
Do you have to wear a ...?

Where are you studying?
What are you studying?
Why are you studying?

Are you enjoying the course?
Are you having any problems?
Are you finding time to ...?

Possible warmer for following class

Make flashcard prompt cards based on the questions in activities 3 and 5. Hold them up and elicit quick-fire questions and answers.

Possible extension activity

The vocabulary of jobs and duties could be developed.

04

Work and studies **Past and future work and studies**

Outcome: 1, 2, 3, 4

Task: Describing past experiences and future plans

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript

Notes: **Activity 1**

On the board put three places you have worked — tell the students that you have worked in these places. Ask if anyone has ever worked in any of the three places. Elicit — *Yes, I have. No, I haven't.* Drill the question and answer before referring students to the task. They should ask each other the questions — encourage them to give short answers only at this point.

NB Make sure it is clear that the question refers to students' whole life and not just now. School-aged students (and some adult students) will never have worked — it is fine for them to practise the question and to give the negative answer each time.

Activity 2

 Track 5

Get students to look at the photo of the two men. Get them to guess what their jobs are and how old they are. Listen first time to answer the gist question. Students can then read the questions and try to predict the answers — they may already have some ideas from the first listening. They then listen a second time to try and answer the questions. A third listening might be necessary.

Activity 3

Look at the sample dialogue. Put the three workplaces you talked about at the beginning of the class up on the board again. Get students to ask you the questions in the task. Check that they understand that the present perfect is used to ask about a life experience where the time isn't important, but that the past simple is used if we want specific details about that life experience. Each student should then write down a job he/she has done and their partner should ask for details about that job.

NB For school-aged students or students who haven't worked, you could prepare cards with a workplace and work experience details on them for students to imagine a job.

Activity 4

Elicit what is happening in the picture and where the girl is. Refer students to the task and get them to skim read for the gist question. They should then read the true/false questions and read the text again to answer them.

Activity 5

Look at the three questions as a class. Elicit if they concern the past or the future. Get students to ask you the questions and write your answers on the board. Drill the contracted form — I'd like to. You can also drill the weak 'to' in 'want to' and 'plan to'. Students can then ask their partner the questions. Feedback the ideas to the class to practise — He'd/She'd like to.

Activity 6

Refer students to activity 4 again. Elicit the kind of information they find there. Students then do a short piece of writing about their past education and their future study plans.

NB Some students might have had very little education; if this is the case encourage them to write more about what they would like to study in the future.

Useful language for this lesson:

Have you ever worked in a ...?
Yes, I have. No, I haven't.

Where did you work?
When did you start there?
How long did you work there?
Did you enjoy it?
Why did you leave?

What do you want to study?
Where would you like to work?
Do you plan to...?

I hope to ...
I want to ...
I plan to ...
I'd like to ...

Possible warmer for following class

Hold up flashcard jobs. Students ask if you have done them and ask questions to get more details. You invent the responses.

Possible extension activity

Students interview a class visitor about their past and future education and employment.

05 **Saying how you are**
Mood and illness

Outcome: 1, 2, 3, 4

Task: Describing mood and illness

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Refer students to the task — make sure that it is clear that they have to order the sentences from the most happy to the least happy. They can do this with a partner before asking the question and getting responses from the people in their group.

Activity 2

Refer students to the dialogue. Get a pair to read it out loud. Elicit other ways of saying ‘What’s the matter?’ — What’s wrong? What’s up? Drill the contracted form — I’ve. Get students to look at the pictures and elicit the health problems. Elicit whether we need to put ‘a’ or nothing beside those health problems — for example, I’ve got a cough, but I’ve got flu. Then, refer students to the next part of the task, where they have to fill in the gaps with either ‘a’ or ‘-’ (nothing). Encourage students to use dictionaries for unknown words. Having checked the answers, students should then practise the original dialogue in pairs using the language and vocabulary looked at in the exercise.

Activity 3

Tell students you got wet and caught a cold. Mime the results — sneezing, a blocked nose, coughing, etc. Look at the example sentence as a class. Make sure that it is clear that the second part is a result of the first part. Students then try to match up the other sentences — they should be encouraged to use dictionaries for unknown words. Students then return to the dialogue in activity 2 and practise it using the language from this exercise.

Activity 4

🎧 Track 6

Tell students they are going to listen to Gina talking to a friend on the phone. Students listen first time for the gist question. Elicit exclamations that people use when someone says to

them that they are ill — for example, *Oh dear!* Ask if students remember any similar exclamations from the first listening. Listen a second time to see if students can pick up all the responses. As some of these may be new for them, on the third listening give them a copy of the tapescript to listen and read. They can then practise the dialogue in pairs using the tapescript.

NB Remember to highlight how important the intonation is in these exclamations — drill them before letting the students practise.

Activity 5

Refer students to the task. Ask them to skim read in order to answer the gist question, but tell them not to worry about the missing words now. Get them to tell you which words in the text helped them to answer the gist question. Get them to predict what the missing words are before giving them the words in the box.

NB *sick* and *ill* are interchangeable here.

Activity 6

Students write a similar e-mail to the one in activity 5. Brainstorm the sort of advice you might give someone with a bad back before they start writing. The e-mail can be finished for homework.

Useful language for this lesson:

How are you today?

What's the matter?

What's wrong?

What's up?

I hope you are feeling better.

Get well soon.

I've got a:
headache/migraine/cold/sore
throat/temperature/nose-
bleed/rash/cough.

I've got: the flu.
I've got:
stomach-ache/
toothache/backache/earache/
sunburn.

I'm stiff.
I'm exhausted.
I've lost my voice.
I feel sick.
My toe hurts.
I've sprained my ankle.
I can't stop sneezing.

Possible warmer for the following class

Students take it in turns to mime illnesses. Students guess the health problems being mimed.

Possible extension activity

The vocabulary of health and illness could be expanded upon and emotional states could be looked at more.

06**Likes and dislikes
Food and activities****Outcome:** 1, 2, 3, 4**Task:** Describing preferences**Skill:** speaking, listening, reading, writing**Materials:** CD player, CD, tapescript**Notes:** **Activity 1**

Write *I like* and *I don't like* on the board. Elicit words which mean the same, for example, enjoy/dislike. Elicit stronger ways of saying them — love/adore/hate/can't stand. Also elicit what fits in the middle — I don't mind. Refer students to the task and check that the food and drink vocabulary is known. Students then look at the stems and use them to tell their partner how they feel about each food or drink.

Activity 2 **Track 7**

Tell students that they are going to hear a conversation between Jenna and Harvinder. Listen first time to answer the gist question. Refer students to the table. Elicit some examples of things they remember from the first listening. Listen again to fill in the chart. A third listening might be necessary.

Activity 3

Mime offering someone a cup of coffee. Elicit — *Would you like?/Do you want?/Do you fancy ...?* Refer students to the task and look at the examples with **a**, **an** and **some**. Check usage — **a** and **an** for countable things and **some** for uncountable things (and plurals). Elicit how you can request food — *Can/Could/May I have ...?* Students can then look at the food and drink words in the box and the stem sentences below. They should work in pairs to complete the stem sentences using the vocabulary from the box. When the requests and offers have been checked, refer them to the dialogues below. Encourage students to think of other ways to expand yes/no responses (see language box). Put this language on the board, and get students to practise making offers and requests, making sure to give reasons for their answers.

NB Use this opportunity to clarify the difference between **a chocolate** and **some chocolate** and **an ice-cream** and

some ice-cream. You could also look at other examples like this — **a chicken** and **some chicken** etc.

Activity 4

Get students to skim read to answer the gist question. Refer them to the questions and get them to read the text again to answer them. Short answers are fine here.

Activity 5

Highlight the form that was used in the reading — like/don't like + ...ing. Get students to think of activities that they like or don't like doing to finish the sentences. Give your own likes and dislikes as an example. When they have an activity for each stem, students can share their likes and dislikes with a partner. Get the partner to feedback to the class what he/she has found out, to practise the third person.

NB Make sure students understand that they can use any activities here, and that they don't have to be related to one topic as they are in the activity 4 reading.

Activity 6

Refer students to the classroom images. Get them to say what is happening and how the students are feeling. Encourage them to think about things they do in class and get them to write about what they like and dislike doing, using the language from the lesson.

Useful language for this lesson:

I adore	Can I have a ...?
I love	Could I have an ...?
I like/enjoy	May I have some ...?
I don't mind ...ing	
I don't like/dislike	Yes, of course/Sure, help yourself.
I hate	No, sorry, there's none left.
I can't stand	No, sorry, they're not mine.
I prefer	
	Would you like a ...?
	Do you want an ...?
	Do you fancy some ...?
	Yes, please, I'm starving.
	Yes, please, it's my favourite.
	No, thanks, I'm allergic to ...
	No thanks, I'm on a diet.
	No, thanks, I don't like ...
	No, thanks, I'm not hungry/thirsty.

Possible warmer for following class

Scatter flashcards of things and activities on the tables. Students take it in turns to pick one up and say how they feel about it.

Possible extension activity

Students could discuss what they like or dislike about their jobs.

07 Review Personal identity

Outcome: 1, 2, 3, 4

Task: Revision: lessons 1–6

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Refer students to the prompts in the box. With a partner, students discuss possible questions for each prompt. The students then ask you their questions.

NB This could be done with a class visitor to make it more interesting for the students.

Activity 2

 Track 8

Refer students to the photograph and elicit the relationships between the family members. Check that the students can pronounce and recognise the names of the different people in the picture. Refer the students to the table and elicit predictions for the different headings. Students listen first time to answer the gist question. They then listen again to fill in the chart. A third listening will probably be necessary.

NB Be sure to check spellings when doing the feedback.

Activity 3

Refer students to the task. Do the first question as a class and then students can work individually or in pairs to answer the other true/false questions related to the chart in activity 2. Feedback answers to the class.

NB You could extend this activity by getting the students to make other sentences about the family based on the activity 2 chart.

Activity 4

Elicit from students what a postman/postwoman does, where he/she works, and what they think is good and bad about the job. Refer students to the task and get them to skim read for the gist question. They should then read the questions and return to the text to answer them. Short answers are fine.

Activity 5

Tell students some things that you like and some things that you don't like about being an English teacher, using the stems in the box. Students should do the same for their job. They can write a few ideas down before comparing with a partner. The information gleaned could be shared with the group.

NB Being a housewife or househusband should be considered a job. If a student is currently unemployed, they can talk about a previous job (encourage them to change the stems to the past tense). School-aged students should discuss what they like and dislike about being a student, unless they have a part-time job they could talk about.

Activity 6

See if students know what a pen-pal/pen-friend is. Explain that the first letter to a pen-friend has to be an introductory letter about themselves. Elicit how they should start and finish the letter and encourage students to think about how they are going to organise the letter on the page — how many paragraphs it should have, etc. Students then write their letters. They can be corrected and redrafted in class or finished for homework.

Useful language for this lesson:

Language and vocabulary from lessons 1–6.

08 Daily routine Activities and times

Outcome: 1, 2, 3, 4

Task: Describing what you do every day

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Refer students to the task. Give examples of things that you have to do at the different times of day shown. Elicit the questions they need to ask their partner — *What do you have to do in the morning/afternoon/evening?* Drill the pronunciation of have to. Students then ask each other the questions. Feedback the obligations to the class to practise the third person — has to. Drill the weak to in has to.

NB Make it clear that although the students will share some obligations — *I have to have a shower in the morning* — others can be different — *I have to take my daughter to school*.

Activity 2

 Track 9

Get students to tell you what activities they can see in the pictures. Get them to look at the list of activities that Barbara does on a typical day. Number 1 — ‘get up’ — has already been done. As a class, elicit what the second activity is. Students work in pairs to order the other activities (from 3–16). They can then listen first time to Barbara to check that their order is correct. Students should listen a second time for the times that Barbara does the activities — they should write these on the dotted lines next to the activities. A third listening might be necessary. Get feedback to check third person and pronunciation of times — *Barbara gets up at 7.00*.

NB To make this exercise more difficult, the times in the tapescript are not necessarily explicit.

Activity 3

Refer students to the task. Look at the questions as a class and get students to underline and pick out the linking words — for example, next. Focus on the use of the ...ing form after before and after.

Get students to ask you the questions as a class — make sure you use the linking words in your answers. Students then work in pairs to ask and answer the questions. Get students to feedback what they have learnt to another partner or a small group — this will recycle the linking words and practise the third person form.

Activity 4

Students should skim read the text to answer the gist question. On the board, draw a long line with 'never' at one end and 'always' at the other. Elicit the adverbs of frequency that fit in between them — you can add in here any other adverbs of frequency that don't come up in the text such as 'occasionally'. Students should then read the questions and go back to the text to answer them. Writing down one activity for each question is fine, although there is sometimes more than one possibility. When getting feedback, try to get all the possibilities, making sure that students remember that words like *hardly ever* and *rarely* are the same.

NB Make sure that students write in the third person.

Activity 5

Refer students to the task. Look at the example dialogue together — check that the students understand that they have to use one of the adverbs of frequency from activity 4 and that they have to give a reason for their answer. Get students to ask you the questions first, so they have an idea of the kind of reasons they might give — for example, *I never read the paper because I'm not interested in the news/ I don't often make the dinner because my husband gets home from work before me*. Students then work in pairs to ask and answer the questions. Feedback to class to check the third person and the position of the adverb.

Activity 6

Look at the task as a class. Encourage students to include the linking words shown. Students can do the task and correct and redraft it in class, or finish it for homework.

Useful language for this lesson:

What do you have to do...?

I have to...

What's the first thing you do after getting up?

What do you do after that?

What do you do next?

Then what do you do?

What do you do after ...ing?

What do you do later on?

What's the last thing you do before going to bed?

How often do you ...?

I always ...

I usually/normally ...

I often ...

I sometimes/occasionally ...

I don't often ...

I rarely/hardly ever ...

I never ...

Possible warmer for following class

Put adverb of frequency flashcards around the room. You say activities — for example, *Go for a walk in the park* — and the students have to move to the flashcard that fits this activity. Drill the sentences.

Possible extension activity

Check use of 24 hour clock.

09

Accommodation

Your house or flat

Outcome: 1, 2, 3, 4

Task: Describing where you live

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, photocopied maps of the local area (for teacher to find and copy — optional)

Notes: **Activity 1**

Hold up a map of the city or town where your college/school is. Ask the students if they know where their own houses are. Elicit the question — *Where do you live/stay?* Say which area you live in and point to it on the map. Give each student a photocopied map and get them to move around the room asking each student where they live — they should put a dot to represent each student.

NB Ask students to use a coloured pen to do this activity.

NB If you don't have maps of the city or town, you can still do the same activity by asking students to note down the names of the areas where they live.

Activity 2

Put a compass on the board and elicit all the compass points. Also elicit — city centre, suburbs and outskirts. Refer students to the task. Clarify the meaning of each stem before letting students work in pairs to try and finish as many stems as they can — they should refer to their map to do this. Get feedback from the pairs — for example, *More than half of the students live in the south of Edinburgh. One student lives in Leith.*

NB If not using maps, students should refer to what they have written in their notebooks and make sentences using the area names only.

Activity 3

 Track 10

Refer students to the task. Students listen first time to answer the gist question. Students then read the questions before listening a second time to answer them. A third listening might be necessary. When students have finished the task, give out the tapescript and get students to practise the conversation in pairs.

Activity 4

Refer students to the task. They should read the sentences and try to fill in the gaps — remind them that some of the sentences are from the listening session and that they can use the tapescript to help them. Go over the answers as a class, checking that it is understood that *for* is for periods of time and that *since* is for points in time. Also check that students understand that *ago* can only be used with the past simple. Students then make similar sentences about themselves.

Activity 5

Refer students to the task. Elicit the questions they need to ask based on the prompts given. Students ask and answer the questions about their houses or flats in pairs. They should then work with the same partner to come up with six more questions that they could ask someone about their home. Go round checking that the sentences are correct. Then, swap the pairs — students should ask and answer questions about their homes using both the first and the second set of questions.

Activity 6

Elicit the different rooms you can have in a house. Write them on the board. Ask students to work in pairs to think about what objects or furniture they find in each room. Write students' ideas up on the board and check pronunciation and spelling. Then, refer students to the reading task. First, students should skim read the text to answer the gist question. They should then read the true/false questions and go back to the text to answer them.

Activity 7

Students write a description of their flat, which is similar to the text in activity 5. This can be drafted, corrected and redrafted in class or finished for homework.

Useful language for this lesson:

No students

One student

A couple of students

A few students

How long have you lived there?

I've lived there for six years.

I've lived there since 2001.

Several students	When did you move there?
More than half the students	I moved there in 2001.
A lot of students	I moved there six years ago.
Most of the students	
Nearly all the students	
All the students	

Possible warmer for following class

Put students in teams of two or three. Get each team to take one piece of paper and to write the alphabet down one side. Practise house vocabulary by getting the teams to think of a piece of furniture or a household object for each letter of the alphabet.

Possible extension activity

Further work could be done on the present perfect versus the present simple.

10 Local area Amenities

Outcome: 1, 2, 3, 4

Task: Describing the area where you live

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Refer students to the pictures and elicit what the different places are. Look at the headings in the table and as a class think of another example for each heading. Students then work in pairs to come up with more examples. Get feedback from the class and write the places on the board — focus on correct pronunciation and spelling. Students can add to their table as vocabulary is put on the board.

NB Introduce/elicite any vocabulary that the students haven't come up with, which you think might be necessary or useful for the lesson, or especially relevant to your students.

Activity 2

Refer students to the task and get them to ask you a few questions using the vocabulary in the table — *Is there a ... in your area?* Elicit the answers — *Yes, there is. No, there isn't. Yes, there are a couple/three/a few/lots.* Encourage them to expand upon their answers — *Is there a museum in your area? Yes, there is. It's a Scottish culture museum — it's very interesting. Is there a chemist in your area? Yes, there are three or four, including a big Boots.* Students then work in pairs to ask and answer questions about what amenities there are in their local areas.

NB The grammar here is fairly simple and should be used as a vehicle for students to practise any new vocabulary and to review the pronunciation of known words from the previous task. If you make sure that they expand upon their answers, this also makes the task more challenging.

Activity 3

Elicit what a newsletter is and then look at the task. Students should skim read to answer the gist question. They should then read it again and fill in the gaps with the missing words in the box.

NB You may wish to ask some comprehension questions orally to check overall understanding of the text.

Activity 4

🎧 Track 11

Refer students to the task. Students should listen first time to answer the gist question. They should then look at the places listed and listen again to identify which ones there are in Fazilat's area. A third listening might be necessary. Use the tapescript on the third listening if you feel it is appropriate.

NB Make sure students recognise that they are not just circling any places they hear mentioned — they are circling places that you can find in Fazilat's area. A place could be mentioned because it isn't in her area.

Activity 5

Look at the phrase from the listening activity. Elicit other prepositions of place — behind, in front of, next to, between, beside, near to plus on the corner, at the end of the street. Do some examples as a class — for example, There's a baker's on the corner. Students then work in pairs to make more sentences using the places that are already on the map. Students should then take it in turns to think of a place, put it in one of the blank spaces in their map, and describe its position to their partner, who then puts it on their map and does the same thing with a different place. They should carry on until all of the blank spaces are filled.

Activity 6

Students write a short description of their local area. This can be drafted, corrected and redrafted in class or finished for homework.

Useful language for this lesson:

Is there a ... in your area?	opposite
Yes, there is.	next to
No, there isn't.	in front of
Yes, there are a couple/three/a few/lots.	behind
	near to
	on the corner of
	at the end of
	between
	beside

Possible warmer for following class

Play a taboo style game. Write places in a town on pieces of card. Students take it in turns to describe the place — the other students have to guess the place they are talking about.

Possible extension activity

You could make reading comprehension activities using authentic tourist leaflets and brochures for other towns in Scotland.

11

Social events

Celebrations

Outcome: 1, 2, 3, 4

Task: Describing social events

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Students look at the pictures and describe what they can see, what is happening and what kind of event they think it is. This can be done in pairs or as a whole class. If done in pairs, get feedback before moving on to the second part of the task. Students then match the pictures with the types of celebrations given — encourage the use of dictionaries for unknown words.

Activity 2

 Track 12

Tell students they are going to hear Petra describe the last party she went to. Students should listen first time to answer the gist question. They should then look at the questions and listen a second time to answer them. A third listening might be necessary.

Activity 3

Students then think about the last party they went to. Refer students to the prompts and elicit the past simple questions that they need to ask. In pairs, students ask each other the questions based on the prompts given. Encourage students to share what they have learned about their partner's last party with another pair.

NB Some of the questions needed are in the activity 2 listening task, and weaker students can refer to that if necessary.

Activity 4

Ask students what you can send to the host after you have been to a party or other event — *a thank you letter*. Refer students to the reading task. They should skim read it to answer the gist question. They can then read the true/false questions and read the letter again to answer them.

Activity 5

Look at the sentence from the letter as a class. Emphasise the fact that you can say more than just 'thank you'. Look at question 1 as a class and elicit what the second part of the sentence should be from the possibilities given. Students then work in pairs to try to match the others. Get feedback and drill the pronunciation of each phrase — pay attention to the intonation here, making sure that it is not flat. Then, elicit different ways that you can respond to thanks and write them on the board — for example, *You're welcome/I'm glad you like it/It was my pleasure/No problem/It was nice having you to stay/I'm so glad*. Students then practise offering thanks and responding to thanks — they should work with a partner and use the sentences from the activity.

NB Make sure students are aware which responses are universal and which can only be used in certain situations.

Activity 6

Refer students to the task. Encourage students to think of a real event that they have been to — perhaps the one they talked about in activity 3. Elicit how they should start and finish the letter and what information is essential. Students should then write their letter, correct it and redraft it in class. Alternatively, it can be finished for homework.

Useful language for this lesson:

Where was it?	Thanks for the lovely ...
When was it?	Your help was much appreciated.
What was it for?	It was very kind of you to ...
Who did you go with?	Thank you for having me.
What did you do/eat/drink?	Thanks so much for inviting me.
What did you take?	It was lovely to ...
How long did you stay?	You're welcome.
Did you enjoy yourself?	I'm glad you like it.
	It was my pleasure.
	No problem.
	It was nice having you to stay.
	I'm so glad.

Possible warmer for following class

Make flashcards using the pictures in activity 1. Give each student a flashcard. Put students in pairs and get them to imagine that they went to the party in their flashcard the night before. They must ask each other questions about the party — the answers can be invented.

Possible extension activity

Do further work on intonation and sentence stress to get students used to expressing their feelings through voice, as well as choice of vocabulary.

12 Socialising

Making small talk

Outcome: 1, 2, 3, 4

Task: Discussing the weather

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Refer students to the picture and ask where the people are and what they are doing — eg *waiting at a bus stop*. Elicit what you could say to someone you don't know or only know a little in that situation. Look at the first situation as a class. Choose a comment for that situation and put the appropriate letter in the gap. Then, get students to work in pairs to match the others. Get feedback.

Activity 2

Before referring students to the task, tell them that a favourite topic for small talk in Britain is — *the weather*. Look at the pictures in the task and elicit the weather conditions they see. Students choose where the weather vocabulary from the box goes in the table. Do one or two as examples and encourage students to use dictionaries for unknown words. Get feedback and make sure it is clear how the words in each group differ. Then try to elicit words connected with *hot*, before asking students to describe to you what today's weather is like.

NB To check understanding of all the vocabulary, you could expand on the last question, getting students to describe what the weather is like at different times of the year where they live.

Activity 3

 Track 13

Refer students to the task. They should listen first time to answer the gist question. They can then look at the true/false questions before listening a second time to answer them. A third listening might be necessary.

Activity 4

Give out the tapescript from activity 3. Give students an opportunity to read through it and then refer them to the question. Check that students understand the function of the discourse markers, and also that they recognise that these are normally followed by a comma and a pause. Students can listen one more time whilst reading before practising the dialogue in pairs.

Activity 5

Elicit from students where you can find out what the weather will be like — *the forecast*. Refer them to the task and get them to read the forecast to answer the gist question. Refer students to the second part of the task and look at the example question and answer as a class. Make sure students are clear about why we use this type of introductory statement when making small talk. Then, get students to work with a partner to think of how to end the other stems. Feedback possibilities to the group. Ask how you can show interest if someone tells you something you didn't know — *Really?/I didn't know that/Yeah?/Wow/Oh?/Is it?/Who told you that?/Where did you see that?* Write these ways of showing interest on the board. Students can then work in pairs to practise saying the stem sentences and showing interest.

NB You could use this opportunity to look at the difference between *It is going to be rainy* and *It is going to rain*.

Activity 6

Refer students to the task and ask them what information you typically put on a postcard. Then get them to skim read the postcard to answer the two gist questions. Ask students if they can see any problems with the writing. Refer them to the second part of the task and get them to work individually to try and identify the punctuation and spelling errors. Get feedback and then ask students to write out the postcard again in its corrected form.

For homework, students can write a weather diary every day for the following five days.

Useful language for this lesson:

So, well, anyway, right, ...	Really?
	Yeah?
I've heard that ...	Oh?
They say that ...	Wow!
Someone told me that ...	I didn't know that.
I read that ...	Is it?
From what I know ...	Who told you that?
	Where did you see that?

Possible warmer for following class

Get students to say what they have heard/read/been told about the coming days' weather. The other students should show interest.

Possible extension activity

Students could practise the weather further by comparing the weather where they live now with the weather in the place where they were born. Or, if they have lived in Scotland for a long time, a different place that they know well.

13 Personal opinions Agreeing and disagreeing

Outcome: 1, 2, 3, 4

Task: Giving and responding to opinions

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Refer students to the picture. Discuss what the man is doing and use this opportunity to elicit vocabulary connected with smoking — *cigarettes (fags), ash, butts, ashtray, lighter, passive smoking, breathe, inhale*. Check that students understand what is meant by ‘for’ and ‘against’, then ask them to read the opinions in the speech bubbles. With a partner, they decide which comments are for and which are against smoking. Students can then tell their partner which comments they agree with. Feedback to the group, trying to elicit why they agree or disagree.

Activity 2

Look at the picture and ask what it represents — elicit ‘smoking ban’. Refer students to the task, and ask them to skim read the two letters to answer the gist question (tell students not to worry about the gaps at this stage). Students can then try and predict the missing words, before looking at the options in the box.

Activity 3

Refer students to the task. Pick out *in my opinion* from letter A and discuss as a class. Students then find other examples of language of opinion and underline them. Check that they have identified all the examples in the letters before looking at the next stage of the task. Refer students to the box of responses and elicit one phrase of agreement and one of disagreement before letting students complete the task in pairs. Check their answers and drill the pronunciation and intonation of the phrases.

Activity 4

Refer students to the task. Make sure they understand that they have to introduce their opinions and respond to their partner’s opinions using the language looked at in activity 3. Start them off by making a few comments about football based on your own opinions — for example, *As far as I’m*

concerned, football is a boring game. Elicit responses from the group. Students then work in pairs or in small groups to give and respond to opinions on the various topics.

Activity 5

Track 14

Refer students to the task. Students listen first time to answer the gist question. Students should then read the sentences (with gaps) before listening a second time to complete them. A third listening might be necessary.

Activity 6

Give out the tapescript from activity 5. Pick out one example of how repetition or clarification is asked for. As a class, get students to pick out other examples — students should underline these. Write — *What did you say?* — on the board. Elicit all the different variations on this question using other question words — for example, *Who did you say?* Students then do the matching task. Check the answers and drill the intonation. Students should then take it in turns to talk for a minute or so about the topic of their college or school. The idea is that their partner interjects and asks for repetition or clarification as much as possible whilst listening.

Activity 7

Look at the task as a class. Encourage the students to think what the letter might have said and get them to brainstorm possible opinions for the content of their letter. You could look at a suitable way to start and finish the letter as a class, before letting the students write it. It could be drafted, corrected and redrafted in class or finished for homework.

Useful language for this lesson:

I think that ...	I agree.
I feel (sure) that ...	You have a point.
I (personally) believe that ...	Exactly!
I'm convinced that ...	You're right.
In my opinion ...	That's true.
To my mind ...	You could be right.
As I see it ...	I know what you mean.
I don't see how ...	I don't believe that.
As far as I'm concerned ...	I disagree.
	I don't agree with you there.
	There's no evidence for that.

Possible warmer for following class

Tell students a (real or invented) story and get them to interrupt you to ask for clarification or repetition.

Possible extension activity

You could set up a class debate on a topic that you think would be of interest to your students.

14

Review

Social and physical environment

Outcome: 1, 2, 3, 4

Task: Revision: lessons 8–13

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, dice (for teacher to find)

Notes: **Activity 1**

Refer students to the task and elicit the question — *What do you have to do after the class?* Focus on the pronunciation of have to: /f/ not /v/. Students ask you the question and you give examples of what you have to do after the class using the linking words given. Students then work in pairs to ask and answer the question.

NB You could then swap pairs and ask students to relate to their new partner what their first partner has to do after class. This practises the question and the answer in the third person.

Activity 2

Refer students to the sentences and tell them there is one error in each. Students work individually to identify the errors and to correct them. Check answers as a group and focus on any problem areas — elicit similar sentences.

Activity 3

Check that students know what a survey is. Refer them to the gist question and get them to skim read the survey in order to answer it. Ask some comprehension questions orally to check they have understood the content. Then, refer students to the second part of the task. Students should write a short description in the third person using the information in the survey — this can be done in their notebooks.

NB You could encourage students to expand the information given about transport, public services, shops and sports facilities. Brainstorm why Natalie thinks the public services are bad or why she thinks the shops are good etc.

Activity 4

Track 15

Refer students to the task. Listen first time to answer the gist question. Students should then read the questions before listening again to answer them. A third listening might be necessary.

Activity 5

Elicit what the weather is like here today. Look at the first word together and elicit the missing letters and what the word means. Students then work individually to complete the words — check the answers, making sure that the meanings are clear. For each word, elicit when the weather was last like that where you live.

Activity 6

Write 'The weather in this town is great'. Ask for their reactions — do they agree or disagree and why? Encourage them to think about the language of opinions from the previous lesson before referring them to the task. Give each group a die. Throw a dice yourself — whatever number you land on, go to that box. Pick one of the three statements in that box and give your opinion about it, saying why you think that — for example, 'Smoking should be made illegal' — *I agree because I think that passive smoking is bad for everybody*. Students then play the game in their groups.

Useful language for this lesson:

Vocabulary and language from lessons 8–13.

15

Free-time

Hobbies and free-time activities

Outcome: 1, 2, 3, 4

Task: Describing current and past hobbies and free-time activities

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Refer students to the pictures — elicit what the activities are. Get students to think up more examples in pairs. Make sure that they recognise that these can include cultural activities such as going to the cinema. Get feedback from the class and check spelling and pronunciation. Students then have to think what equipment and clothes are needed to do each activity on their list and where they can do them. This could be done in pairs, or as a whole class brainstorming activity.

Activity 2

Refer students to the task. Elicit the question — *Do you ever...?* Refer students to the frequency words and phrases in the box. Check that usage is clear — *at the end of the sentence* — and that meaning is also clear. Then students can move around the classroom asking different students if they do the activities on their list and, if so, the frequency with which they do them.

NB You could extend this activity by getting the students to ask where people do their hobbies and with whom. If a student doesn't do any of the hobbies on the list, the student can ask — *What are your hobbies/What do you do in your free time?*

Activity 3

🎧 Track 16

Refer students to the task. Students listen first time to answer the gist question. They can then look at the true/false questions before listening a second time to answer them. A third listening might be necessary.

Activity 4

Refer students to the task. Get students to skim read to answer the gist question. They should then read the questions and read the text more carefully to answer them.

Short answers are fine here.

Activity 5

Focus students on the sentences taken from the text in activity 4. Ask concept questions to check that the usage of used to is clear — *a habit or repeated activity that you did in the past but no longer do*. Give examples for yourself before letting students think up their own sentences with used to and didn't use to. Check their sentences and feedback to the class to check the weak pronunciation 'to' in *used to*. Refer students to the second part of the task. Elicit possible questions — *Did you use to...?/What did you use to...?/Where did you use to...?* Students then work with a partner to ask them about their childhood, especially the activities they did.

NB Don't forget to focus students on the different forms of used to, depending if it is positive, negative or a question.

Activity 6

Refer students to the task. Students then write a description of their favourite free-time activity; it can be drafted, corrected and redrafted in the class, or finished for homework.

Useful language for this lesson:

every day	I used to ...
daily	I didn't use to ...
five days a week	Did you use to ...?
twice a week	
a couple of times a week	What did you use to do?
every week	Where did you use to ...?
weekly	When did you use to ...?
once a week	
fortnightly	
monthly	
now and again	
every so often	
once in a blue moon	

Possible warmer for following class

Give students cards with activities on them. Students take it in turns to describe the activities without saying exactly what they are. The other students guess the activities from the description of where, when and what is needed.

Possible extension activity

You could look at how well students do activities using

adverbs of manner.

16

Going out

Suggestions, invitations and apologies

Outcome: 1, 2, 3, 4

Task: Deciding what to do

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescripts

Notes: **Activity 1**

Refer students to the pictures. Elicit what is happening in each. Tell students to imagine that there is no class tomorrow. Suggest doing each of the things — use different language of suggestion each time. Elicit from students what you are doing — *making suggestions*.

Activity 2

 Track 17

Refer students to the task. Students listen first time to answer the gist question. They should then look at the list of activities and listen again to decide which are suggested during the telephone conversation. A third listening might be necessary to finish the task and to answer the final question.

Activity 3

Give out the tapescript and refer students to the task. Pick out the first example as a class — *Shall we...?* Students then work in pairs to find the other examples in the tapescript — they should write them in the table. Go over the answers as a class and add in any others that you feel might be useful, but that don't come up in the listening. Refer students to the second part of the task — pick out examples of a positive and a negative response from the tapescript as a class — students then look for the other examples. Check them and add any others that could be useful. Then do an example of the paired role play, which is the last part of the task. As a class, get students to make suggestions for something to do after the class, using the language they now have in the table — you should keep replying negatively to prompt more suggestions, until finally you agree to something. Students then work in pairs to perform the same role play.

Activity 4

🎧 Track 18

Refer students to the task. They should listen first time to answer the gist question. They should then look at the sentences below and listen a second time to complete them. A third listening might be necessary. Focus students on the fact that we use the present continuous for fixed plans. Give them one or two examples of the difference between an intention — *tomorrow I'm going to get up early* — and a fixed plan — *tomorrow I'm flying to India*. Students then think about any plans they have for the coming week and write them in their notebooks. These can be shared with partners, and then with the class. This will check the third person form *He/She is ...ing*.

Activity 5

Refer students to the task. They should skim read the invitation to answer the gist question. They should then look at the comprehension questions and read the invitation more carefully in order to answer them.

NB Encourage students to use a dictionary for unknown words, rather than supplying them with the necessary definitions.

Activity 6

Refer students to the task. Elicit how they could start the letter and finish it, and brainstorm reasons for not being able to attend, before letting students draft, correct and redraft their letter. It can be finished for homework if there is no time in the class.

Useful language for this lesson:

Shall we ...?	That sounds good.
How about ...ing?	Yes, that's a good idea.
What about ...ing?	Great idea!
Let's ...	
Why don't we ...?	No, I don't think that's a good idea.
We could ...	No, I'd rather not.
	No, I don't feel like it.
	No, let's do something else.
	Sorry, I can't because I'm ...ing.
	I'd like to but I'm ...ing.
	That's impossible because I'm ...ing.

Possible warmer for following class

You make suggestions to do things and the students have to give you fantastical reasons for not being able to do them — for example, *How about going to the park this afternoon? Sorry, but I'm having lunch with the Queen.*

Possible extension activity

Students could write their own letters of invitation for something.

17

Television

Programmes and viewing habits

Outcome: 1, 2, 3, 4

Task: Describing programmes you watch

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Refer students to the task and match the first word and definition as a class. Students can then work in pairs to match the others. Get feedback and check pronunciation of the words.

Activity 2

Refer students to the task. To start them off, ask them to look at the picture and to tell you what type of programme it is — *the news*. Students then work in pairs to come up with other types of programmes. Get feedback from everybody and write the ideas on the board so that students can add any unknown programme types to their lists. Check spelling and pronunciation here. Elicit the questions — *What kind of programmes do you like?/What are your favourite kinds of programmes?* Students can then do a ‘mingle’ task where they move around the class asking the question and noting down the popular programmes. At the end of the mingle task they should be able to say which is the most popular type of programme in the class.

NB It doesn't matter if someone doesn't watch TV in this country because it is likely that they have watched TV in another country and so can still contribute ideas for types of programmes. They can also take part in the ‘mingle’ as they can talk about types of programmes they liked where they used to live.

Activity 3

 Track 19

Refer students to the task. They should listen first time to answer the gist question. They should then look at the questions — elicit what kind of information is missing, and get some predictions before letting them listen a second time to try and fill in that missing information. A third listening might be necessary.

Activity 4

Ask students if they read TV magazines — elicit what kind of information they contain. Refer students to the task and get them to skim read the text to answer the gist question. They should then read the questions and return to the text to try to answer them.

Activity 5

Refer back to activity 4 and ask students what time the programme is on at. Elicit why we use *at* — *because it is a clock time*. Refer them to the task and get them to skim the sentences to decide what kind of words are missing — *prepositions of time*. Students should then work individually to complete all the sentences. Check the answers and focus on the 'rules' for prepositions of time — for example, *in* for seasons, *at* for holiday periods.

Activity 6

Refer students to the task. Elicit the questions they need to ask, before letting pairs ask and answer questions about their favourite TV programmes. This can be a programme that they watch or have watched in a different country if they don't watch TV here.

Activity 7

Refer students to the task. Encourage them to use the programme they talked about in activity 6. They should draft, correct and redraft the writing in class. If there is no time, it can be finished for homework.

Useful language for this lesson:

At 9pm
On Saturdays
In the morning
At the weekend
On the 15th
At Easter
At night
In the middle of the day
During the day
In the spring

Possible warmer for following class

Students must talk for one minute about what television they watched the night before.

Possible extension activity

You could bring in real television magazines for the students to read and discuss.

18

Media

Newspapers and magazines

Outcome: 1, 2, 3, 4

Task: Understanding and talking about the news

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript, a newspaper (teacher to find), a short, simple news story for dictation (teacher to find — see activity 6 notes)

Notes: **Activity 1**

Hold up the newspaper and ask students what information you can find inside. Elicit what we call the ‘titles’ of the articles — *headlines*. Refer them to the task and look at the first headline as a class. Look at the options below and get students to match the headline to the section they think it comes from. Students can then work in pairs to match the others. Encourage the use of dictionaries for any unknown words. Go over the answers as a group. Students can then get into small groups to find out what parts of the newspaper are the most interesting for each student in that group.

NB If students say that they don’t read the newspaper here, get them to think about when they used to read newspapers in their own country. If any students say that they have never read a newspaper anywhere they can be encouraged to say what part of the newspaper they think they would like the most — this is possible with school-aged students or students who were non-literate when they came to Scotland.

Activity 2

Refer students to the pictures and tell them that they are from a newspaper or magazine. Brainstorm the three questions for the first picture as a class, before letting students work in pairs to discuss the other two. Feedback ideas to the class. Tell students that the three pictures go with the stories below. Get them to skim read the stories to match picture and text — make sure they do this quickly. Ask them to tell you which words in the text showed them the connection with the picture. Then, refer them to the next part of the task. Tell them that this time they have to scan for specific information — make sure that they understand what scanning is before letting them return to the text to complete the sentences. Go over answers.

NB This exercise is mainly to test skimming and scanning skills, and to encourage students to think that they don’t need

to understand every word to have an idea of what a news story is about. However, if you want to exploit the texts more, you could ask further comprehension questions orally.

Activity 3

Refer students to the task. Get them to think about the grammar usage question — you can guide them with a time line here — and give them some further examples of the interrupted past continuous. Refer them to the second part of the task and look at the first question as a class. Students can then work in pairs to make the other three sentences.

NB Students might have a problem with the fourth sentence because the subject is 'it' rather than 'I'.

Activity 4

🎧 Track 20

Refer students to the task. They should listen first time to answer the gist question. Students can then read the questions and listen a second time to answer them. A third listening might be necessary.

Activity 5

Refer students to the sentences and in particular to the underlined phrasal verbs. Elicit the meanings as a class and give more examples, before getting students to make sentences about themselves using the stems.

NB Although students might have come across phrasal verbs before and know how to use some of them, they might not know the term 'phrasal verb'.

Activity 6

Find a short and relatively simple news story that would be suitable to use as a dictation with your class. A good source would be *The Weekly/Midweek News* — the free downloadable newspaper on the Talent website — www.talent.ac.uk. Give it to the class as a dictation. Give them time to self-correct before reviewing the dictation as a class.

Useful language for this lesson:

I was ...ing when ...

To give up

To take up

To give away

To carry on

To keep on

To give back

To look after

Possible warmer for following class

Ask students to tell you what they were doing when you entered the classroom.

Possible extension activity

Use the *Weekly/Midweek News* — a free downloadable newspaper for ESOL/Literacy classes which has two editions a week. You can find it at www.talent.ac.uk.

19 Holidays and festivals

Trips and days off

Outcome: 1,2,3,4

Task: Describing holidays and festivals

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Refer students to the picture and brainstorm words connected with planes — *airport/travel/fly/land/take off/check in/boarding pass/luggage/suitcase/duty-free/passport/seat*. Refer the students to the first question and elicit other modes of transport — *train, car, coach, ferry, cruise liner*. Look at the next part of the task together — elicit what they think the cheapest way to travel is. Then, in pairs, students decide on the answers to the other questions. Go over the answers as a class, trying to elicit reasons for them. There is an opportunity to practise comparatives here by putting an adjective on the board and getting students to compare two of the modes of transport — for example, *Travelling by train is greener than travelling by plane*. Students should then find out from their partner what mode of transport they prefer and why.

NB Students can disagree on the answers because certain questions depend on personal opinion.

NB You are assuming some previous knowledge of comparatives and superlatives here — this is an opportunity to practise them.

Activity 2

Refer students to the task and get them to skim read the e-mail to answer the gist question. Students should then read the comprehension questions and return to the text to answer them. Short answers are fine here. Encourage the use of dictionaries for unknown words.

Activity 3

Refer students to the prompt questions and elicit the past simple questions needed. Students then work in pairs to ask and answer questions about their last holiday.

NB Make sure that the question *How long did it take to get there? or How long did the journey take?* is elicited, practised and drilled before the students start the task, as it could be new for them.

NB Students can be encouraged to ask follow-up questions here — for example, *Where did you stay? **We stayed in a hotel.** What was it like?/Did you like it?/Was it a big hotel?*

Activity 4

 Track 21

Refer students to the task and get them to listen first time to answer the gist question. Elicit from students why the students have the following day off — *it's a bank holiday*. Check that they understand what a bank holiday is. Then, refer students to the first stem sentence and ask the students — *If the weather is good tomorrow, what will you do?* Elicit the answer — *I'll ... /I won't ...* Then, ask the students what they will do if the weather is bad and elicit various answers. Students then look at the other stems and listen a second time to complete them. A third listening might be necessary.

NB You could give the students the tapescript on the third listening if you think they need it.

Activity 5

Tell students to imagine that tomorrow is a bank holiday and that they don't have to come to class or go to work or do anything at home — they are completely free. Refer them to the stem sentences and complete the first one for yourself — *If the weather is good I'll go for a long walk in the Blackford Hills*. Elicit a few ideas from different students for the first sentence, before letting the students complete all the stem sentences individually. When finished, they can share their ideas with a partner or the group. Encourage them to ask their partner the question — *What will you do if ...?*

Activity 6

Write 1st January on the board. Elicit why this day is special — it's a bank holiday/New Year's Day. Ask students if they know when any other Scottish bank holidays are. Refer students to the task and get them to work in pairs to match the dates and holiday/celebration days — they can do this by drawing lines from one to the other. Check the answers, getting students to ask you questions about holiday/celebration days they can't match or don't know

about. Students should then work in pairs or small groups to talk about which days are bank holidays or festival celebration days in the country they are from.

NB You could ask students who have grown up in Scotland if they know of any holiday or festival/celebration days in another country — for example, a country where they have family connections.

Activity 7

Tell students to imagine that they used a bank holiday weekend to go away. Refer them to the postcard — elicit the kind of information we usually include when we write postcards, and what tone is best. Students should then write, correct and redraft their postcard.

NB Students could imagine that they have returned to their home-town and write about that or, alternatively, they could think about a real trip they have been on recently.

Useful language for this lesson:

The cheapest	If ...I will ...
The greenest	If ...I won't ...
The safest	
The quickest	What will you do if ...?
The slowest	
The most comfortable	
The most uncomfortable	
The most expensive	
... is cheaper than ...	
... is more comfortable than ...	

Possible warmer for following class

Get students to talk about their holiday or festival photographs. If only one or two students bring in photos, get the other students to ask them questions about the pictures.

Possible extension activity

You could find a text on Burns Night or New Year's Eve to use in the class as a reading activity.

20 **Review**
Free time and leisure

Outcome: 1,2,3,4

Task: Revision: lessons 15–19

Skill: speaking, listening, reading, writing

Materials: CD player, CD, tapescript

Notes: **Activity 1**

Refer students to the task and look at the first anagram as a class. Students then work in pairs to work out the other free-time activities in the other anagrams. Having checked the answers, elicit which verb collocates with each activity. Students put the activities into the table in the appropriate place. They should then think of other leisure/cultural/sporting activities that collocate with the various verbs and add them to the table. Students can then share their ideas with the group.

Activity 2

Refer students to the task. As a class, look at the key points they have to think about and elicit some different ideas for why you might be calling and for what you want the person to do — for example, *you are calling to suggest going to the cinema tomorrow — you want the person to call you back later*. Get students to make notes on what they are going to say. Before letting students 'leave' their answer machine message, elicit what you normally hear on an answering machine. Put this up on the board — *Hi. This is ... I can't take your call right now, but if you leave a message I'll get back to you as soon as I can. (Beep!)* Students then work in pairs to 'be' the answering machine and to leave a message on the 'answering machine'. If you have cassette recorders, ask the students to record their messages onto a cassette. They can then listen to it, identify any problems and re-record it.

Activity 3

 Track 22

Ask students to brainstorm television programme types as a quick review. Then refer them to the task and ask them to listen first time to answer the gist question. They should then read the comprehension questions and listen again to answer them. A third listening might be necessary.

Activity 4

Draw a picture of *fire* on the board. Brainstorm words connected to fire — *fire-brigade, smoke, put out a fire*. Refer students to the task and get them to read the mixed up sentences quickly to answer the gist question (make sure that they don't worry about the order at this point). Then ask students to read the sentences again more carefully so that they can order the sentences into a cohesive story. Check the order. You can ask a few comprehension questions orally to check that the content of the story has been understood.

NB If you have time, you might want the students to write out the story in full.

Activity 5

Refer students to the task and look at the first question as a class. When students have identified the error and told you what it should be, they can write the sentence out in full in its corrected form. They can then work individually to correct the other nine sentences. They can check with a partner before you go over the errors as a class.

NB If there are particular problems here, you can either choose to deal with them there and then, giving and eliciting more examples to help the students understand, or you can note down that certain areas need more work done on them in another lesson.

Activity 6

Refer students to the task and look at the first sentence of the note as a class, getting the students to identify and correct the spelling error and the punctuation error. They can then work alone or in pairs to find the other 10 errors. Check the answers as a class and, if you have time, ask the students to write the note out again in its corrected version.

Useful language for this lesson:

Language and vocabulary from lessons 15–19.

Answer key

01 Personal information Basic personal information

Activity 1

- 1 Hi, Danila.
- 2 Fine thanks. And you?
- 3 Yes, lovely.
- 4 No, nice to meet you.
- 5 My name's Rita.
- 6 We are celebrating my birthday.
- 7 Thanks.
- 8 And you.

Activity 2

- 1 What's your surname?
- 2 How old are you?
- 3 Where are you from?/Where do you come from?
- 4 What languages do you speak?
- 5 Are you married?
- 6 Have you got/Do you have any children?
- 7 What's your address?/Where do you live/stay?
- 8 How long have you been in Scotland?

Activity 3

🎧 Track 2

The form is to register to become a blood donor.

<u>Personal Details</u>
Name: Andy
Surname: Spiteri
Date of Birth: 5th December 1980
Nationality: Scottish
First language: English
Marital status: Married
Children: one daughter
Occupation: Unemployed
Address: 60/3 Dundas Street, Glasgow, GL3 8TN
Telephone number: 0151 456 9384

Activity 4

It gives personal information.

- 1 26.
- 2 Scottish.
- 3 Two.
- 4 Flat.
- 5 One year.
- 6 None.

02 Family Family members

Activity 2

- 1 Are you married?
- 2 How long have you been married?
- 3 Have you got any children?
- 4 Do you live with your parents?
- 5 How many brothers and sisters have you got?
- 6 Are your grandparents still alive?
- 7 Where do most of your family live?

Activity 3

The person describing the family is the girl in the middle.

- 1 Dundee/Scotland.
- 2 Amy.
- 3 Sun.
- 4 27.
- 5 Two.
- 6 None.

Activity 4

- My father's name is Gi
- My mother's name is Min
- My sister's name is **Sun**
- My brother's name is **Jin**
- My sister-in-law's name is **Amy**
- My niece's name is **Katy**
- My nephew's name is **Jay**

Activity 5

🎧 Track 3

She is describing her sister.

- 1 F
- 2 T
- 3 F
- 4 T
- 5 T
- 6 F

03 Work and studies
Current work and study situation

Activity 1 (more answers are possible here)

a chef restaurant	a cleaner office/school ...	a businessman/ a businesswoman company/office ...
a househusband/ a housewife home	a waiter/ a waitress restaurant/cafe/bar ...	unemployed
a shop assistant shop	a kitchen porter restaurant/bar/café ...	a driver taxi/bus company ...
a care-worker old people's home	a manager shop/office ...	a security guard shop/bank ...
an office worker office	a hairdresser hairdresser's	a builder building site ...

Activity 2

She works in a bakery.

- 1 F
- 2 F
- 3 F
- 4 T
- 5 T
- 6 T

Activity 3

- Where do you work?
- What are your hours?
- How long is your lunch-break?
- What do you have to do?
- Do you deal with money?
- Do you have to wear a uniform?

Activity 4

🎧 Track 4

No, she isn't talking about her job.

- 1 I'm studying at university.
- 2 I'm studying Arabic and history.
- 3 I'm doing those subjects because I want to work in a museum.
- 4 I'm enjoying the classes.
- 5 I'm having problems with the coursework.
- 6 I'm finding it hard to do my homework.

Activity 6

She is a cleaner. She is studying English.

My name is Salma and I am a cleaner. I work part-time for Lothian Buses in Edinburgh. I work three days a week, normally on Tuesday, Wednesday and Thursday. I work the night shift so I start at 10 pm and finish at 6 am. I have a thirty-minute break in the middle of my shift.

In my job I have to remove rubbish from the buses and I have to clean the seats and floors. I don't have to wear a uniform.

At the moment, I am working and studying. I am studying English at a local college. I am in the middle of a ten-week course and I am really enjoying it. I'm studying English because I need it for my job but I'm finding it difficult to concentrate in class as I'm very tired in the mornings.

04 **Work and studies**
Past and future work and studies

Activity 2

🎧 Track 5

Yes, Jamie has had a lot of jobs.

- 1 In an Italian restaurant.
- 2 Five.
- 3 No.
- 4 18.
- 5 A year.
- 6 Yes.

Activity 4

No, she isn't studying now.

- 1 F
- 2 F
- 3 F
- 4 T
- 5 F
- 6 T

Activity 5

Gina's teacher is writing to ask how she is.

From: Iain Mills <iainmills@greenhill.ac.uk
To: Gina Ozluk <gina@hotmail.com
Subject: English class

Hi Gina

Donald told me you were **ill** and that's why you haven't been in class for the last few days. How are you **feeling** now? I hope you are feeling a lot **better**.

Everybody in the class seems to be **sick** at the moment. Please don't worry about not being able to come to college — I think that you should stay at home until you feel 100 **per cent** again. My **advice** is to stay in bed and to drink lots of water and orange juice. I also find that having hot baths with some eucalyptus oil in the water helps clear my head when I have a **cold** — you should try it.

Please let me know if you want me to send you any work to do at home.

Get **well** soon.

Iain

**06 Likes and dislikes
Food and activities**

Activity 2

🎧 Track 7

They are in a café.

Food/drink Jenna likes	Food/drink Harvinder likes
coffee soup sandwiches cheese ice-cream strawberries	coke tomatoes tuna salad fruit yogurt
Food/drink Jenna doesn't like	Food/drink Harvinder doesn't like
coke tomatoes	coffee pears

Activity 3

'a' is for singular countable nouns.

'an' is for singular countable nouns beginning with a vowel.

'some' is for countable nouns in the plural and uncountable nouns

some pasta	a pear	some/an ice-cream	a sandwich
some cheese	an egg	some bread	some sugar
an orange	some milk	some/a chocolate	some salt

Activity 4

Crawford prefers eating at home.

- 1 It is relaxing.
- 2 Washing up.
- 3 Yes.
- 4 No.
- 5 No.
- 6 Sweet.

Overall: Crawford prefers eating at home.

07 Review Personal identity

Activity 1

- What's your surname?
- How old are you?
- What's your date-of-birth?
- Where are you from?/Where do you come from?
- What nationality are you?
- What languages do you speak?/What is your first language?
- Are you married?/What is your marital status?
- Have you got any children?/Do you have any children?
- How long have you been in Scotland?
- What is your job?/What do you do?
- Where do you live?/Where do you stay?/What's your address?
- What's your telephone number?

Activity 2

🎧 Track 8

Mother, father, son, daughter, grandfather, grandmother.

	Age	Occupation	Likes	Dislikes
Jack	8	student	playing football	going to school
Ella	59	shop assistant	seeing her grandchildren	working in the supermarket
Carl	36	postman	doing sport	watching television
Otis	66	retired	seeing his grandchildren	being retired
Patricia	34	journalist	writing	walking
Leoni	12	student	studying	doing sport

Activity 3

- 1 F
- 2 T
- 3 F
- 4 T
- 5 F
- 6 T

Activity 4

Carl has had three jobs.

- 1 Yes.
- 2 Delivering letters in the rain.
- 3 When he was at college.
- 4 Administrative assistant.
- 5 Business administration.
- 6 Spanish.

08 Daily routine Activities and times

Activity 2

🎧 Track 9

• have a shower	<u> 2 </u>	
• go to bed	<u> 16 </u>	11.00 pm
• have lunch	<u> 8 </u>	12.30 pm
• watch tv	<u> 15 </u>	
• have breakfast	<u> 4 </u>	7.45 am
• go to work	<u> 6 </u>	8.30 am
• get home	<u> 11 </u>	5.30 pm
• read the newspaper	<u> 5 </u>	
• have dinner	<u> 14 </u>	
• get dressed	<u> 3 </u>	
• start work	<u> 7 </u>	9.00 am
• start work again	<u> 9 </u>	1.30 pm
• finish work	<u> 10 </u>	5.00 pm
• relax	<u> 12 </u>	
• make dinner	<u> 13 </u>	7.30 pm
• get up	<u> 1 </u>	7.15 am

Activity 4

His favourite time of the week is the weekend.

- 1 He never has time to read the paper before he leaves the house.
- 2 He rarely misses the bus/He hardly ever leaves the house before midday at the weekend.
- 3 He sometimes gets up at 10am or 11am at the weekend/He sometimes goes to bed at 2am or 3am on Friday and Saturday nights.
- 4 He often goes out on Friday and Saturday nights/He often has to run for the bus.
- 5 He usually has a lie-in at the weekend/He normally heads up to bed at 11pm on weeknights/he normally has a long, leisurely breakfast at the weekend.
- 6 He always gets up at 7am during the week/He always has a quick shower on weekday mornings.

09 Accommodation
Your house or flat

Activity 3

🎧 Track 10

Roland is happier than Laura.

- 1 The old town.
- 2 Flat.
- 3 No.
- 4 27 years.
- 5 Last year.
- 6 One.

Activity 4

How long have you lived there?

- I've lived there for six years.
- I've lived there since 2001.

When did you move there?

- I moved there in 2001.
- I moved there six years ago.

Activity 5

- Do you live in a house or a flat?
- Have you got a garden?/Do you have a garden?
- How long have you lived there?
- When did you move there?
- How many bedrooms have you got?/How many bedrooms do you have?

Activity 6

It's a small flat.

- 1 T
- 2 F
- 3 T
- 4 F
- 5 F
- 6 F

10 Local area
Amenities

Activity 1 (example answers)

culture	public services	leisure	transport	shops
cinema theatre art gallery museum	library primary school secondary school community centre college health centre dentist recycling-point police station	pub café restaurant chip shop sports centre gym park playground football pitch leisure centre swimming pool tennis courts	bus stop taxi rank train station bus station car park	chemist supermarket baker post office florist newsagent hairdresser bookmaker grocer greengrocer

Activity 3

Residents who live in the Petersfield area are among the happiest in the city it was discovered this week. Why? Well that is an easy question to answer: Petersfield has everything you need, and all within walking distance.

If we look at education, there is a new **primary** school and a very good secondary school, as well as a community centre and a library.

In terms of culture this area can't be beaten. There is a theatre and an arts cinema with a photography **gallery** next door.

Moving on to **transport**, this area is very well connected to the rest of the city. **Buses** run regularly into the city centre and the journey time is less than 10 minutes. What's more the central train station is just a 15-minute walk away if you are wanting to travel out of the city.

If you want to relax there are plenty of things to do nearby. The **park** is a lovely place to walk and has a children's **playground**, as well as a football pitch. And if you like other sports there is the leisure centre, which has a large swimming pool, a **gym** and tennis courts. After doing all that exercise you can head down to one of the excellent local **restaurants** or pubs.

Finally, Petersfield is a great place to shop. There is a good-sized **supermarket**, plus a chemist's, a baker's, a post office and more.

Activity 4

🎧 Track 11

No, Fazilat doesn't like it.

doctor's surgery

supermarket

post office

mosque

school

restaurant

church

dentist

community centre

chip shop

sports centre

park

bus stop

pub

playground

11 Social events

Celebrations

Activity 1

- 1 Birthday party
- 2 Fancy dress party
- 3 Wedding reception
- 4 Christening
- 5 Barbeque
- 6 Family get together
- 7 Office party
- 8 Leaving party
- 9 Housing warming party
- 10 Diner party

Activity 2

- 🎧 Track 12

The party was her sister's house-warming.

- 1 Her sister's flat.
- 2 Saturday night.
- 3 No-one.
- 4 A plant and a bottle of champagne.
- 5 Fruit juice, pizza and cake.
- 6 Five hours.

Activity 4

Zhu is writing to Maria to say thank you for dinner.

- 1 F
- 2 F
- 3 T
- 4 T
- 5 F
- 6 T

Activity 5

- 1 Thanks for the lovely present — **it's just what I wanted.**
- 2 Your help was much appreciated — **I couldn't have done it without you.**
- 3 It was very kind of you to send the flowers — **they are beautiful.**
- 4 Thank you for having me — **I'll come and stay again soon.**
- 5 Thanks so much for inviting me — **I had a wonderful time.**
- 6 It was lovely to get your last letter — **I really enjoyed hearing your news.**

12 Socialising
Making small talk

Activity 1

- 1 Walking in the park. d)
- 2 Waiting at a bus stop. a)
- 3 Standing in a post office queue. c)
- 4 Watching a football match. f)
- 5 On your tea-break at work. e)
- 6 At a party. b)

Activity 2

cold	sunny	windy	rainy	cloudy
freezing icy chilly cool frosty	bright clear	breezy blustery	wet stormy	grey foggy overcast misty

Hot = warm, mild, boiling, humid, muggy.

Activity 3

🎧 Track 13

The weather is bad.

- 1 T
- 2 F
- 3 T
- 4 F
- 5 F
- 6 T

Activity 4

We use words like *well, so, right, anyway* to introduce what we are going to say.

Activity 5

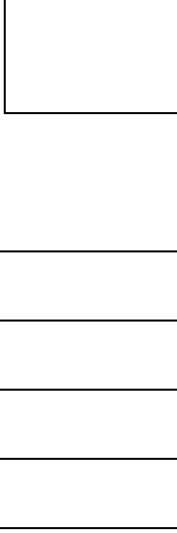
The best day is Tuesday.

(Sample answers — others are possible)

- I've heard that **it is going to be mild on Tuesday.**
- They say that **it's going to be stormy on Wednesday morning.**
- Someone told me that **it's going to be quite cold on Thursday.**
- I read that **it's going to be minus 2 on Friday.**
- From what I know **it's going to snow on Friday afternoon.**

Activity 6

The person is writing from Morocco. The weather is very hot.

<p>Hi Katy</p> <p>Well, as you can see from the postcard I'm in Morocco. I'm having a wonderful time here and I'm doing lots of exciting things. It is so hot here though. It has been around 90 degrees every day this week and I hear that it is going to be even hotter next week. Someone told me that it might reach 100.</p> <p>Anyway, I hope you are fine there in Edinburgh. What's the weather like there? I expect it is grey and rainy as per usual!</p> <p>So, I'll give you a ring when I get back and we can catch up.</p> <p>Right, got to go now – our minibus is here. See you soon.</p> <p>Love from Isobel</p>	
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13 Personal opinions

Agreeing and disagreeing

Activity 1

For: In my opinion people should be allowed to smoke wherever they like. I feel that everyone should have the choice whether to smoke or not.

Against: I believe that there should be more tax on cigarettes. To my mind, anyone who smokes is just plain stupid. I think that smoking is a disgusting habit.

Activity 2

Letter B is in favour and Letter A is against the smoking ban.

This week saw the introduction of the smoking ban in Scotland. As from Tuesday it was impossible to light up in any **public** place, including all restaurants, cafés, bars, pubs and discos. Before this week smoking was already banned in the **workplace**, but this week's extension of the ban means that from now on smokers will have just two places left to smoke: their homes or the **street**!

In my opinion, this is hugely unfair on smokers. I don't think that it is right to restrict smoking to such a limited area and I am very disappointed that the Scottish Executive has made this decision. As I see it, everybody should be able to enjoy a **cigarette** in their leisure time, if not at work. When I go to a pub or restaurant I am there to relax, and I enjoy having a cigarette after my **meal** or with a drink. I don't see how this can bother other people so much.

This week I am celebrating. Why? Because I can now go out in the evening, go to a pub or disco, enjoy a drink with friends and not come home smelling of cigarette **smoke**. Wonderful!

As far as I'm concerned, the smoking ban should have been implemented a long time ago. I'm convinced that **passive** smoking has some very serious health risks for non-smokers and I personally believe that cigarettes should be made even more **expensive** to try and stop more people taking up this disgusting **habit**. I feel sure that the smoking ban in Scotland is a **positive** thing and that in the end even the smokers will recognise this fact.

Activity 3

This week saw the introduction of the smoking ban in Scotland. As from Tuesday it was impossible to light up in any public place, including all restaurants, cafés, bars, pubs and discos. Before this week smoking was already banned in the workplace, but this week's extension of the ban means that from now on smokers will have just two places left to smoke: their homes or the street!

In my opinion, this is hugely unfair on smokers. I don't think that it is right to restrict smoking to such a limited area and I am very disappointed that the Scottish Executive has made this decision. As I see it, everybody should be able to enjoy a cigarette in their leisure time, if not at work. When I go to a pub or restaurant I am there to relax, and I enjoy having a cigarette after my meal or with a drink. I don't see how this can bother other people so much.

This week I am celebrating. Why? Because I can now go out in the evening, go to a pub or disco, enjoy a drink with friends and not come home smelling of cigarette smoke. Wonderful!

As far as I'm concerned, the smoking ban should have been implemented a long time ago. I'm convinced that passive smoking has some very serious consequences for non-smokers and I personally believe that cigarettes should be made even more expensive to try and stop more people taking up this disgusting habit.

I feel sure that the smoking ban in Scotland is a positive thing and that in the end even the smokers will recognise this fact.

Activity 4

Agree	Disagree
<p>That's true. You have a point there. You're right. I know what you mean. You could be right.</p>	<p>I don't believe that. I disagree. I don't agree with you there. Exactly! I wouldn't say that. There's no evidence for that.</p>

Activity 5

🎧 Track 14

They are discussing bull-fighting.

- 1 **Yasmin** thinks that bull-fighting is cruel.
- 2 **Diego** believes that bull-fighting is an art.
- 3 **Yasmin** says that bull-fighting is very violent.
- 4 **Diego** doesn't feel that the bull suffers.
- 5 **Diego** thinks that being a *matador* is a dangerous job.
- 6 **Diego** doesn't believe that animals are very important.

Activity 6

- Yasmin: So, you still have bull-fighting in Spain, don't you?
Diego: Yes, we do. Have you ever seen a bull-fight?
Yasmin: No. I wouldn't dream of going!
Diego: What do you mean?
Yasmin: Well, I think that it's cruel.
Diego: Actually, it's considered an art.
Yasmin: It's considered a what?
Diego: In Spain, we think of it as an art.
Yasmin: Well, I'm surprised.
Diego: Why's that?
Yasmin: Because it is a very violent event.
Diego: Sorry, it's very noisy in here. What was that?
Yasmin: I said that I think it's very violent.
Diego: Oh, everybody thinks that, but the bull doesn't really suffer.
Yasmin: Can you explain that?
Diego: Well, the matador kills the bull very quickly.
Yasmin: Sorry, who did you say?
Diego: The matador — that's the bull-fighter. It's a very dangerous job.
Yasmin: Right, but at least he has a chance.
Diego: Sorry, I don't understand what you mean.
Yasmin: I mean that the matador may die or he may survive, but the bull always dies.
Diego: That's true, but it is only an animal, after all.
Yasmin: Sorry, what did you say — I didn't catch that last bit.
Diego: I was saying ...
(fade out)

Activity 6

- I think Bob is right. = Sorry, who did you say?
- The ban started on Tuesday. = Sorry, when did you say?
- You can't smoke in pubs. = Sorry, where did you say?
- 8 pm is good for me. = Sorry, what time did you say?
- I smoke 20 a day. = Sorry, how many did you say?
- A packet costs £5.50. = Sorry, how much did you say?

14 Review Social and physical environment

Activity 2

- 1 What time do you normally has dinner?
What time do you normally have dinner?
- 2 My husband always finishes work at 5pm.
My husband always finishes work at 5pm.
- 3 How often they watch TV?
How often do they watch TV?
- 4 Never I eat breakfast on weekday mornings.
I never eat breakfast on weekday mornings.

Activity 3

The survey is about people's homes and local area.

Activity 4

🎧 Track 15

Margaret is calling Yan to thank him for a party he gave.

- 1 Fancy-dress party.
- 2 Chinese food.
- 3 Meeting Yan's friends.
- 4 For the cake she took to the party.
- 5 Anyway, what are you doing today?
- 6 Rainy.

Activity 5

- misty
- boiling
- frosty
- overcast
- breezy
- chilly
- blustery
- freezing
- humid
- icy
- wet

15 **Free time**
Hobbies and free-time activities

Activity 1

Gardening, hill-walking, playing tennis.

Activity 3

🎧 Track 16

Gardening is her main hobby.

- 1 F
- 2 F
- 3 T
- 4 T
- 5 F
- 6 T

Activity 4

His hobby is fishing.

- 1 No.
- 2 Once a week.
- 3 Yes.
- 4 A rod, bait, a net, a stool, an umbrella, waterproof trousers and jacket.
- 5 No.
- 6 When he was 50 years old.

16 **Going out**
Suggestions, invitations and apologies

Activity 1

Having a picnic, going to the cinema, having a coffee (meeting up with friends)

Activity 2

🎧 Track 17

They are making plans for this afternoon.

- Going to the cinema ✓
- Having a drink at the pub
- Having a coffee ✓
- Going for a walk ✓
- Going to the theatre
- Playing tennis
- Meeting up with other friends ✓
- Going swimming
- Having a picnic ✓
- Going hiking
- Watching a dvd
- Going to a concert
- Having a pizza ✓

They decide to go to the cinema and for a coffee with friends.

Activity 3

Suggestions	Positive responses	Negative responses
Shall we ...? How about ...ing? What about ...ing? Why don't we ...? We could ... Let's ...	That sounds good. That's a good idea. Great idea!	I don't think that's a good idea. I'd rather not.

Activity 4

🎧 Track 18

Sabey is leaving a message to say when she can meet to play tennis.

- Sorry, but I can't meet up on Friday because I'm working.
- Saturday is no go too because I'm looking after the kids.
- Sunday morning is impossible because I'm going to my mother's.

Activity 5

It's a wedding invitation.

- 1 John (Spencer).
- 2 David (James).
- 3 Saturday 11th May 2008 at 3pm.
- 4 No.
- 5 No.
- 6 By post or by phone.

17 Television Programmes and viewing habits

Activity 1

- 1c** remote control
- 2h** terrestrial television
- 3j** satellite television
- 4b** screen
- 5i** volume
- 6e** TV licence
- 7d** aerial
- 8f** adverts
- 9a** viewer
- 10g** presenter

Activity 3

- 🎧 Track 19

He's talking about Scotland.

- 1** b
- 2** a
- 3** b
- 4** a
- 5** b
- 6** a

Activity 4

It is describing the TV programme *Lost*.

- 1** This month/Tuesday.
- 2** No.
- 3** No.
- 4** 11.30pm.
- 5** Yes.
- 6** No.

Activity 5

- 1** The news is on at 9 pm.
- 2** A new series starts in the spring.
- 3** My favourite programme is on Sundays.
- 4** I never watch television during the day.
- 5** The programme will be broadcast again on 5th March.
- 6** I love watching TV in the evenings.
- 7** There are loads of good films on TV at Christmas.
- 8** The soap opera I like is on Thursday afternoons.
- 9** I sometimes get up and watch television in the middle of the night.
- 10** I always unplug the television at night.

18 Media Newspapers and magazines

Activity 1

a international news	5
b sport	1
c travel	2
d business	7
e national news	6
f weather	3
g obituaries	4
h culture	8

Activity 2

- 1 B
- 2 C
- 3 A

- 1 Salif Djara is from Mali.
- 2 Schools were shut in the Highlands.
- 3 The boy who was killed was from Glasgow.
- 4 The World Youth Games took place in Stockholm.
- 5 Three people have died in the storms.
- 6 The boy was 14 years old.

Activity 3

Long = I was travelling, the boy was cycling, I wasn't watching.

Short = a lorry turned over, a group of teenagers pushed him, he won

- 1 I was travelling to school when the bus broke down.
- 2 I was walking to college when I saw an accident.
- 3 I was driving to college when my mobile phone rang.
- 4 It wasn't raining when I left the house.

Activity 4

🎧 Track 20

It is a happy story.

1 T

2 F

3 T

4 F

5 T

6 F

19

**Holidays and festivals
Trips and days off**

Activity 2

Francesca has been on holiday to Skye.

- 1 Four.
- 2 No.
- 3 By train and ferry.
- 4 No.
- 5 The coast, near Portree.
- 6 No.

Activity 3

Where did you go?

When did you go?

Who did you go with?

How long did you go for?

How did you travel?

How long did the journey take? How long did it take to get there?

What did you do?

What did you eat/drink?

What souvenirs did you buy?/Did you buy any souvenirs?

Activity 4

🎧 Track 21

They are talking about future events.

- 1 If I feel better, I'll go shopping with my mum.
- 2 If the weather is good, I'll go to the park to play football.
- 3 If it rains, I won't go out.
- 4 If I decide to stay in, I'll give you a ring.
- 5 If my mum says it's ok, I'll come round to your house.

Activity 6

Bank holidays in Scotland

- New Year's Day
- 2nd January
- Good Friday
- Early May Bank Holiday
- Spring Bank Holiday
- Summer Bank Holiday
- Christmas Day
- Boxing Day

31st December	=	New Year's Eve
1st January	=	New Year's Day
25th December	=	Christmas Day
26th December	=	Boxing Day
Late March or early April	=	Good Friday
30th November	=	St Andrew's Day
25th January	=	Burns Night

20 Review
Free-time and leisure

Activity 1

- 1 gardening
- 2 hiking
- 3 swimming
- 4 fishing
- 5 jogging
- 6 cycling

have	go	watch	play	do
	hiking swimming fishing jogging cycling			gardening

Activity 3

🎧 Track 22

His favourite kinds of programmes are science-fiction dramas.

- 1 Medical dramas.
- 2 Every day.
- 3 Five.
- 4 No.
- 5 Documentaries.
- 6 Fifteen.

Activity 4

The fire was in a nightclub.

- When asked how the fire had started he said that it looked like faulty electrics were to blame. 9
- Amazingly, there were no other serious injuries and everybody else was evacuated safely from the building, before the fire brigade arrived. 6
- There were scenes of chaos as people tried to escape the smoke and several people were crushed as they ran for the door. 4
- Fire destroys city nightclub. 1
- One of the people crushed was taken to hospital with serious chest injuries and remains in a critical condition. 5
- In the early hours of yesterday morning a fire broke out at a nightclub in the old town. 2
- It was about 2am when guests at the nightclub noticed smoke on the dancefloor. 3
- In fact, the fire was so intense that one fire officer said that the building would have to be pulled down due to the amount of damage caused. 8
- Despite the fire-brigade being on the scene very quickly, it took them over an hour-and-a-half to put out the fire. 7

Activity 5

- 1 I go jogging every morning.
- 2 When I was a child I used to play football.
- 3 How about going to the cinema tomorrow?
- 4 I can't come to the party because I am having dinner with a friend.
- 5 I always watch too much TV at Christmas
- 6 That TV show starts in the summer.
- 7 I was doing my homework when the telephone rang.
- 8 He was ill and had to give up his job.
- 9 Travelling by train is greener than travelling by car.
- 10 If it is sunny I'll go to the beach.

Activity 6

Hi Gulistan

I came round to see if you wanted to go to the cinema this afternoon, but you're not in!

I'm going into town now to meet Juan for lunch and then the plan is to go to the Odeon on Lothian Road to see the new James Bond film. It starts at 3.15pm so if you want to come you could meet us at the cinema at about 3pm. I've heard it's a really good film so come along if you can. We can go for a drink afterwards.

Anyway, hope you can make it. It would be absolutely lovely to see you, and you can meet Juan at last!

Love Jules x

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Tapescripts

01 Personal information Basic personal information

Activity 3

🎧 Track 2

The telephonist is a Scottish woman. Andy is a Scottish man without a strong accent.

Receptionist: Good morning. Glasgow Blood Bank
Andy: Good morning. I'd like to register as a blood donor.
Receptionist: Fine. I need to take some personal details from you in order to register you as a one of our donors. Is that ok?
Andy: Of course. Go ahead.
Receptionist: Right. First of all, what's your first name?
Andy: Andy.
Receptionist: Is that short for Andrew?
Andy: No, Andy is my full name.
Receptionist: So, that's A-N-D-Y. Ok, and your surname?
Andy: Spiteri. That's S-P-I-T-E-R-I.
Receptionist: What's your date of birth Andy?
Andy: It's 5th December 1980.
Receptionist: And your nationality?
Andy: I'm Scottish.
Receptionist: And so is your first language English then?
Andy: Yes.
Receptionist: And, are you married?
Andy: Yes, I am.
Receptionist: And what about children?
Andy: I've got one daughter. She's six months.
Receptionist: Ok, one daughter. And are you working?
Andy: No, I'm unemployed at the moment.
Receptionist: Finally, what's your address and telephone number?
Andy: It's 60/3 Dundas Street, Glasgow, GL3 8TN.
Receptionist: Was that 60 or 16?
Andy: 60.
Receptionist: Fine, 60 Dundas Street. D-U-N-D-A-S?
Andy: Yes, and the postcode was GL3 8TN.
Receptionist: Good, and the phone number?
Andy: Oh yes. It's 0151 456 9384.
Receptionist: Great. I have all the details I need. I'll send you an introduction pack this week.
Andy: Thanks very much.
Receptionist: No problem. Bye then.
Andy: Bye.

02 Family Family members

Activity 5

🎧 Track 3

The speaker is a Scottish girl.

Let me tell you about my big sister Emma. Well, she's two years older than me; she's 19 and I'm 17, but strangely our birthdays are on the same day, the 25th of March. I think she's really pretty, certainly much prettier than me anyway. She's got lovely long brown hair and very dark brown eyes, which people are always commenting on. She has to wear glasses but they suit her so she doesn't mind. In terms of her weight, she's quite slim and she's also tall so people always say she looks like a model. We are so different in appearance because I am pretty short really. If I had to describe her character I'd say that she is outgoing and sociable; she is great fun to be with and she always makes me laugh, especially when she does impressions of our dad! At the moment, she's a student, like me, but I have to say that she is a bit lazy — she always gets to college late and she hates doing her homework — my mum is always shouting at her to do it.

03 Work and studies Current work and study situation

Activity 4

🎧 Track 4

Jasmin is a Scottish girl.

My name is Jasmin and I'm 19 years old. I don't have a job right now because I'm currently a student. I'm very busy at the moment because I'm studying at university and I don't have time to work as well. I'm studying Arabic and history at the University of Edinburgh. I'm doing those subjects because I want to work in a museum in the future. I'm very happy I chose to come and study at Edinburgh — firstly, the course is really good and secondly, our teacher is fantastic, so I'm enjoying the classes a lot. Some things are difficult though — I'm having problems with the coursework and I'm finding it hard to do my homework — there is so much every day! I never have time to relax any more.

04 Work and studies

Past and future work and studies

Activity 2

 Track 5

Jamie is a Scottish man. Adam is a Scottish man.

- Adam: So, where are you working at the moment Jamie?
Jamie: I'm working in an Italian restaurant.
Adam: As a waiter?
Jamie: Yeah.
Adam: And, is it the first time you've worked as a waiter?
Jamie: No, not at all! I've worked in about five different restaurants, I think.
Adam: Really? And have you ever worked in a pub?
Jamie: No, I haven't. But I have worked in a disco as a barman.
Adam: Was that a good job?
Jamie: Not really, but it was better than some other jobs I've had.
Adam: Where else have you worked?
Jamie: Well, I've worked in a factory. I didn't like it much.
Adam: Where did you work?
Jamie: At Bowman's Biscuits.
Adam: Oh, when did you start there?
Jamie: When I was 18.
Adam: And, how long did you work there?
Jamie: Oh, a year or so.
Adam: So, what's the best job you've ever had?
Jamie: I worked on a children's summer camp one year — that was great!

05 **Saying how you are**
Mood and illness

Activity 4

🎧 Track 6

Gina is a Mexican woman. Donald is a Scottish man. The conversation takes place on the telephone.

Gina: Hello.

Donald: Hi, is that Gina?

Gina: Yes, who's that?

Donald: Donald, from your English class.

Gina: Oh, hi Donald.

Donald: I thought I'd ring to see if you are ok — you haven't been in class for a few days.

Gina: I'm not feeling very well.

Donald: Oh dear! What's up?

Gina: I've got flu.

Donald: You poor thing!

Gina: I've been in bed for three days.

Donald: Really?

Gina: Yes, and so has everybody else. The whole family has got it.

Donald: That's terrible!

Gina: So, of course that means I can't come to the class party this week.

Donald: What a pity!

Gina: I know. I really wanted to go. Can you tell Iain why I'm not in class, please?

Donald: Of course. Well, hope to see you back in class next week. Get well soon.

Gina: Thanks Donald. Bye then.

Donald: Yes, cheerio.

06 Likes and dislikes
Food and activities

Activity 2

🎧 Track 7

Jenna is a Scottish girl. Harvinder is a Korean girl.

Jenna: Hi Harvinder.
Harvinder: Hiya. Thanks for getting a table.
Jenna: No, problem.
Harvinder: This is a lovely café. I've never been here before.
Jenna: Yeah, it's great — the food is really nice here.
Harvinder: Have you ordered anything yet?
Jenna: No, I was waiting for you.
Harvinder: Right, well what do you want to drink?
Jenna: I think I'll have a coffee. I love the coffee they do here.
Harvinder: Oh, I don't like coffee at all. I'll have a coke.
Jenna: I can't stand fizzy drinks like coke.
Harvinder: What about food. Soup maybe?
Jenna: I like soup but it's tomato soup and I don't like tomatoes.
Harvinder: Really? I adore anything made with tomatoes.
Jenna: I'll have a cheese sandwich instead. I love cheese!
Harvinder: The tuna salad for me — my favourite.
Jenna: I might have a pudding afterwards too.
Harvinder: Good idea. What kind of puddings do you like?
Jenna: I adore ice-cream — I could eat it all day.
Harvinder: I don't mind ice-cream but I prefer fruit or yogurt for pudding.
Jenna: I only like strawberries.
Harvinder: Oh, I like all fruit, except for pears — they're horrible.
Jenna: Well, here comes the waitress. Are you ready to order then?
(fade out)

07 Review **Personal identity**

Activity 2

🎧 Track 8

Carl is a Scottish man.

My name is Carl Lamunu and I live with my family in Glasgow. In the picture you can see my wife Patricia, my two kids, Jack and Leoni, and my parents Ella and Otis; they also live in Glasgow.

Patricia is sitting in front of me in the picture. She's a little younger than me, she's 34 and I'm 36. Patricia is a journalist for a woman's magazine — she loves writing! She doesn't like walking though, so she thinks I have a terrible job — I'm a postman.

My father was a postman too, but now he's retired because he's 66 years old. He doesn't like being retired because he says it's boring. My mother still works though — she's a shop assistant in a local supermarket but she's going to retire next year as she is 59 now. She's looking forward to retiring because she doesn't like working in the supermarket.

We see my mother and father a lot because they both love seeing their grandchildren. Leoni's the eldest — she's 12 now. Jack's four years younger than her — he's just eight. They both go to the local primary school, but Leoni's going to start high school in September. She's very happy about that because she adores studying. Jack's different — he doesn't like going to school at all and would prefer to play football all day. He's the sporty one of my children because Leoni doesn't like playing any sports. I'm like Jack, I'm a sports fanatic — my idea of a terrible day is sitting down, watching the telly all day.

08 Daily routine Activities and times

Activity 2

🎧 Track 9

Barbara is a Thai woman.

During the week I tend to get up at about 7.00 — well no, actually it's more like 7.15. Then, I have a shower and get dressed, which takes me about half-an-hour, before having a quick breakfast of tea, toast and juice. While I'm having breakfast I like to read the newspaper — it gets delivered at about 7.30, so I always have it in time for breakfast. At about 8.20 I start getting ready to leave because I really need to be out of the house by 8.30. That's because I start work at 9.00. I work for a few hours and then I have my lunch break at around 12.30. I get an hour for lunch, which is plenty of time for me. I finish work at around 5.00 and I get home half an hour later. Then, I relax for a couple of hours before making the dinner. After having dinner I watch TV for a bit and then I go to bed at 11.00 or so. I don't go to sleep for a while though as I like to read in bed for a bit.

09 Accommodation Your house or flat

Activity 3

🎧 Track 10

Roland is a Scottish man. Laura is a Scottish woman.

Laura: Nice to meet you Roland. So, tell me, where do you live?

Roland: Actually, I live just round the corner.

Laura: Oh, in the old town — lovely! It must be great living right in the city centre.

Roland: Yes, I like it a lot. Do you not live in town?

Laura: No, I live out in Muirhouse — it's a 30-minute drive from here — I'd much prefer to live close to the city centre.

Roland: And, do you live in a house or a flat?

Laura: In a house.

Roland: Well, that's nice

Laura: I suppose so. Are you in a flat then?

Roland: I am. Up on the fourth floor.

Laura: Well, I guess that means you've got good views.

Roland: They're not bad at all, I have to say.

Laura: And what about a garden? Have you got a shared garden at all?

Roland: No, we don't, but the flats are very close to a big park so that's like having a garden really.

Laura: I have a garden, but it is so small you can't do anything in it!

Roland: Oh dear!

Laura: So, how long have you lived in your place?

Roland: Oh, I've lived there for about 27 years now.

Laura: Wow! You moved there 27 years ago?

Roland: Yes, it's a long time, isn't it? I moved there in 1980.

Laura: I've only lived in my house since last year!

Roland: Well, I've stayed a long time because I love it so much.

Laura: Is it a big flat?

Roland: Yes, it is. It's got a huge living room and three bedrooms.

Laura: Three bedrooms! That sounds great – I've only got one.

10 Local area Amenities

Activity 4

🎧 Track 11

Fazilat is a Scottish woman.

I live in the suburbs of Glasgow. From where I live it's about 45 minutes by bus to the city centre, and there's a bus stop opposite my flat, which is very handy. The problem is that some of the other services in my area are not very good. There's no school and the nearest community centre is a 25-minute walk away. There's a doctor's very close to my house, but I have to travel to a different area if I want to see the dentist. We still have a post office nearby, but the local supermarket closed last year — I have to take the bus to a superstore, which takes me 20 minutes. One good thing is that we have a lovely park at the end of our road — it's got a really nice playground for the kids. We don't have any sports facilities for the children though, not even a football pitch. Eating out in my area is not very exciting either — there's a chip shop next to the church but there's nowhere else to eat as the local pub doesn't do food. I'd really like to move to a different area, especially one near a mosque.

11 Social events Celebrations

Activity 2

🎧 Track 12

Petra is a Russian woman.

I went to a really wonderful party at my sister's flat on Saturday night. It was a house-warming party because she's just moved in there. I was going to go with my husband, but in the end he was ill so I went on my own — it didn't matter though, because I know my sister's boyfriend and all her friends and I get on really well with them. I wanted to give my sister something nice for the new flat so I bought her a plant as a present — I also took a bottle of champagne, which my sister said was delicious. I don't drink so I had fruit juice instead. The food at the party was great, too, because my sister is a fantastic cook. I ate loads of her home-made pizza and far too much cake! It was such a good party. I stayed for ages — I got there at about 8 pm and I didn't get home until 1am, which is really late for me.

12 Socialising Making small talk

Activity 3

🎧 Track 13

Lucy is a Pakistani woman. Bill is a Scottish man.

- Lucy: Excuse me. Have you been waiting a long time?
Bill: About 15 minutes.
Lucy: So, you haven't seen the number 25 go past?
Bill: No, I haven't — it should be here any minute.
Lucy: Well, I hope so! It's raining so hard.
Bill: I know. I got really wet just walking to the bus stop.
Lucy: Me too. And it is so blustery too.
Bill: I can't believe how bad the weather has been this week.
Lucy: Yeah, yesterday was exactly the same.
Bill: I think that it was even worse yesterday — it was definitely colder.
Lucy: And what about that storm on Monday?
Bill: I know. That was terrible!
Lucy: It's strange because it was so bright and mild last week.
Bill: Well, that's Scotland, isn't it? So unpredictable.
Lucy: Anyway, we shouldn't complain — it must be a lot colder in some other places right now.
Bill: That's true.
Lucy: Right, here comes the bus. Time to get out of the rain. Bye then.
Bill: Bye.

13 Personal opinions Agreeing and disagreeing

Activity 5

🎧 Track 14

Yasmin is a Scottish woman. Diego is a Spanish man. There is noise in the background.

Yasmin: So, you still have bull-fighting in Spain, don't you?

Diego: Yes, we do. Have you ever seen a bull-fight?

Yasmin: No. I wouldn't dream of going!

Diego: What do you mean?

Yasmin: Well, I think that it's cruel.

Diego: Actually, it's considered an art.

Yasmin: It's considered a what?

Diego: In Spain, we think of it as an art.

Yasmin: Well, I'm surprised.

Diego: Why's that?

Yasmin: Because it is a very violent event.

Diego: Sorry, it's very noisy in here. What was that?

Yasmin: I said that I think it's very violent.

Diego: Oh, everybody thinks that, but the bull doesn't really suffer.

Yasmin: Can you explain that?

Diego: Well, the matador kills the bull very quickly.

Yasmin: Sorry, who did you say?

Diego: The matador — that's the bull-fighter. It's a very dangerous job.

Yasmin: Right, but at least he has a chance.

Diego: Sorry, I don't understand what you mean.

Yasmin: I mean that the matador may die or he may survive, but the bull always dies.


Diego: That's true, but it is only an animal, after all.

Yasmin: Sorry, what did you say — I didn't catch that last bit.

Diego: I was saying ... (fade out)

14 Review **Social and physical environment**

Activity 4


 Track 15

Margaret is a Bangladeshi woman. Yan is a Scottish man.

Yan: Hello.
Margaret: Hi, is that Yan?
Yan: Yeah, speaking.
Margaret: Oh, hi Yan. It's Margaret.
Yan: Hello there. How are you?
Margaret: Fine thanks. You?
Yan: Yeah, I'm fine. I'm just relaxing at home.
Margaret: Listen, I just wanted to say thank you for the lovely party the other day.
Yan: Oh, I'm glad you enjoyed it.
Margaret: It was the first time I had been to a fancy-dress party. It was such fun!
Yan: Well, you looked great in your costume.
Margaret: Thanks. By the way, you must tell your wife how much I enjoyed the food she made — I love Chinese food so it was perfect for me.
Yan: I'll tell her that — she'll be very pleased.
Margaret: And it was so nice to meet your friends too — that really made my evening.
Yan: Well, you know I have to thank you too — that cake you brought over was delicious.
Margaret: I always make the same cake, but it is nice, isn't it?
Yan: Anyway, what are you doing today?
Margaret: Nothing much really. The weather is just awful here.
Yan: Really? It's nice here.
Margaret: Well, it's raining cats and dogs here!
Yan: Oh dear. Hopefully it will clear up later.
Margaret: Let's hope so. Anyway, it was nice to have a chat. I'll see you soon I hope.
Yan: Yeah, thanks for ringing. See you soon.
Margaret: Bye.
Yan: Bye.

15 Free-time Hobbies and free-time activities

Activity 3

 Track 16

Safinaz is a Latvian woman.

When I'm not working I spend a lot of time exercising and going to the gym, but that's not my favourite activity. What I love doing most in my free time is gardening. I can spend hours and hours in my garden every week; I just love it!

I'm in the garden on a daily basis; I often do a bit when I get home from work and sometimes I even do some gardening before I go to work in the morning — it's an obsession! On other mornings I like to go to the gym before work; I probably go about three times a week. Keeping fit is important to me, so I also go jogging and play tennis every week. I only do that once a week, though, and usually at the weekend when I've got more time. Those activities keep me very busy, but now and again I manage to fit in a bit of hill-walking — I go maybe once every couple of months with a group of old school friends. So, as you can see, most of my time is taken up with gardening or sport, but every so often I meet up with friends to have dinner or to go for a drink and once in a blue moon I find the time to do something really different like go to the cinema or the theatre.

16 Going out Suggestions, invitations and apologies

Activity 2

🎧 Track 17

Emma is a Scottish girl. Gara is a Scottish girl. They are on the phone.

Emma: Hello

Gara: Hi Emma, it's Gara here.

Emma: Oh, hiya. How are you doing?

Gara: Great thanks. Listen, I wanted to see if you are free this afternoon.

Emma: Yeah, I am. Were you thinking of doing something?

Gara: Yeah, I'm bored here and I fancy going out.

Emma: So, what have you got in mind?

Gara: Well, shall we have a picnic?

Emma: Oh, I don't think that's a good idea — it rained yesterday and the ground is probably still wet.

Gara: Ok. How about going for a walk?

Emma: I'd rather not — my legs are still aching from yesterday's trip to the gym. What about doing something more relaxing?

Gara: That sounds good. Why don't we go to the cinema then?

Emma: That's a good idea. What's on?

Gara: I don't know but we could have a look in the newspaper and find out.

Emma: Ok, and let's go for a pizza afterwards.

Gara: Well, I'd rather just go for a coffee because I've already prepared dinner for tonight.

Emma: Sure, no problem. Shall we ring Jenny and Beatrice to see if they want to come too?

Gara: Great idea! Give them a ring and call me back.

Emma: Ok, speak to you in a bit. Bye.

Gara: Bye.

Activity 4

Track 18

Jack is a Scottish man. Sabey is a Scottish woman. Sabey is leaving a message on Jack's answering machine.

Jack: This is Jack. I'm not home right now, but if you leave me a message I'll get back to you as soon as I can. Cheers.

Sabey: Hi Jack. It's Sabey here. Hope you're fine. I'm just ringing to return your call. I'd love to play tennis this week but I can't play on Friday because I'm working. Saturday is no go too because I'm looking after the kids all day. You mentioned Sunday morning as another possibility but Sunday morning is impossible because I'm going to my mother's. How about Sunday afternoon? I could meet you at the tennis courts at 3pm. Let me know what you think. Speak to you soon. Bye.

17 Television Programmes and viewing habits

Activity 3

🎧 Track 19

The man is Scottish.

On tonight's show we are looking at television, and in particular, the viewing habits of the Scots. Nowadays, nearly everybody in Scotland owns a television set and 25 per cent have a satellite dish too. In Scotland, the average person watches between three and four hours of television a day, which means that Scotland falls into the top six nations for hours of television watched per day. And it seems that women like television more than men as on average they watch half-an-hour more television a day than men. Older people are also keen viewers and no other age group spends as much time watching television as the over 65s — not even teenagers. In terms of channels, it appears that ITV is the most popular, with 27 per cent of viewing time. Regarding what programmes the Scots like, it is clear that soap operas are the big favourite, although also popular are sports programmes and reality TV shows, like *Big Brother*.

18 Media Newspapers and magazines

Activity 4

🎧 Track 20

Megan is a Scottish woman.

I read a really strange story in one of my magazines the other day. It was about a man who won millions of pounds on the lottery but who never told anybody he had won, and then secretly gave all the money away.

This young, single man was working as a postman when he won, but he didn't give up his job when he heard that he had five million pounds in the bank; he carried on working as if nothing had changed. Most people who win the lottery give up their jobs, buy a big house and take up an expensive sport, but not him — he didn't do any of those things.

He kept on working as normal, but secretly he was taking letters from his mailbag, opening them and putting money inside – then he would post the letters as normal. People were shocked and confused when they opened the envelopes and saw the money, but very happy, of course.

One day, when he was opening a letter, his boss saw him and thought that he was stealing. So, he was fired. He was upset because he enjoyed working at the Post Office and he got on well with everybody who worked there. After a couple of days, he decided to tell his boss what he had been doing, and apparently when they heard his side of the story they decided to give him back his job. When they asked him why he had done it he said, 'I don't have any children to look after, but other people do — this is a poor area of the city and I thought that I could help people by giving them the money'.

19

**Holidays and festivals
Trips and days off**

Activity 4

🎧 Track 21

Kate is a Scottish school girl. Alex is a Russian school boy. They are talking on the phone.

Kate: I'm so glad we've got another day off school tomorrow.

Alex: Me too. Bank holidays are brilliant!

Kate: Well, I actually deserve another day off because I've been ill most of the weekend.

Alex: That's a shame. So, have you got any plans for tomorrow?

Kate: Well, if I feel better, I'll go shopping with my mum. What about you?

Alex: If the weather's good, I'll go to the park to play football.

Kate: And what will you do if it rains?

Alex: Well, if it rains, I won't go out. I'll probably stay in and watch a few DVDs.

Kate: That sounds good.

Alex: If I decide to stay in, I'll ring you — you can come and watch DVDs with me.

Kate: Alright. If my mum says it's ok, I'll come round to your house.

Alex: Great. We can get a load of horror films out. You like them, don't you?

Kate: Yeah, they're my favourite.

Alex: Ok, so I'll ring you in the morning and I'll tell you if I'm going to play football or not. It won't be before 10am though — I want to have a lie-in!

Kate: No problem, I'll be sleeping late too. See you tomorrow then.

Alex: Yeah, bye.

20 Review Free-time and leisure

Activity 3

 Track 22

Pablo is a Scottish man.

I have to say that watching television is one of my favourite things to do in my free time. I'm a doctor and my job is very intense, so it is great to be able to come home and switch off by switching on the telly. That's why I love science-fiction programmes so much — you are transported to a different world and you can forget what you have been doing all day. So, as you can imagine I never watch medical dramas. I also like watching the news, and I try to watch it every morning before I go to work — if I miss it in the morning I'll watch it later on. I always watch the BBC news as I think it's the best. In fact, I watch the BBC most of the time. I've never thought about getting satellite TV because for me five channels is quite enough. Also, satellite and cable TV are full of adverts, which I can't stand. So, what else do I watch? Well, I like watching sports events but even better than that is a good documentary — I especially like documentaries about the natural world and there are so many good ones on TV these days that you can spend hours and hours watching TV every day. I don't have enough time to watch all of them but I do probably spend about 15 hours a week watching the box.

