



Learning Support Materials

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

DV34 09

Student Notes



Publishing information

First edition

Published date: August 2007

Publication code: CB 3816

First Published 2007

Published by the Scottish Qualifications Authority

The Optima Building, 58 Robertson Street, Glasgow G2 8DQ

Ironmills Road, Dalkeith, Midlothian EH22 1LE

www.sqa.org.uk

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Lesson
01 **Personal information**
Basic personal information

Outcome: 1, 2, 3, 4	Task: Giving and asking for basic personal information
Skill: speaking, listening, reading, writing	

Activity 1



Match the greetings to the responses.

- 1 Morning Ana
- 2 How's life?
- 3 Nice day, isn't it?
- 4 Have you met my cousin, Rita?
- 5 Sorry, what was your name again?
- 6 What are you up to today?
- 7 Happy Birthday!
- 8 Have a nice day

Thanks

We are celebrating my birthday

No, nice to meet you

Yes, lovely

My name's Rita

Fine thanks. And you?

Hi Danila

And you

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Activity 2



Imagine that you meet Rita for the first time. What questions could you ask her?

Make questions based on the prompts below.

- 1 Surname _____?
.....
- 2 Age _____?
.....
- 3 Country of origin _____?
.....
- 4 Language _____?
.....
- 5 Marital status _____?
.....
- 6 Children _____?
.....
- 7 Home _____?
.....
- 8 Time in Scotland _____?
.....

Now, ask your partner the questions and write the answers in the spaces below the questions.

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Activity 3

🎧 Track 2

Andy needs to give some personal details over the phone.

The telephonist needs to fill in a form with Andy's details on it.



Listen to the conversation. What is the form for?

Now, listen again and fill out the form with Andy's details.

Personal details	
Name:	
Surname:	
Date of birth:	
Nationality:	
First language:	
Marital status:	
Children:	
Occupation:	
Address:	
Telephone number:	

Photo: (c) istockphoto.com/Randolph Pamphrey

Activity 4

Skim read the following description. What kind of information does it give us?



Hi, my name is Marilyn Chambers. I was born in Uganda but I came to Scotland when I was three years old and I have lived here in Edinburgh for 23 years. I am Scottish and my first language is English but I also speak my parent's Ugandan dialect and I regularly visit Uganda to see family and to learn more about the culture there.

At the moment, I am living in a flat in the centre of Edinburgh, in Bryson Road. I work in a local primary school as a classroom assistant, but I'm going to study to become a primary school teacher next year. I would also like to move house; I got married last year and our flat is a little bit small for the two of us. We would like to buy a house with a garden, especially as we want to have lots of children in the future!

Now, read the text again and answer the following questions.

- 1 How old is Marilyn? _____
- 2 What nationality is Marilyn? _____
- 3 How many languages does she speak? _____
- 4 Does she live in a flat or a house? _____
- 5 How long has she been married? _____
- 6 How many children has she got? _____

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Lesson
02 **Family**
Family members

Outcome: 1, 2, 3, 4	Task: Describing your family
Skill: speaking, listening, reading, writing	

Activity 1



1



2



3



4

How many family members can you think of? Work with a partner to make a list.

Activity 2

The family questions below are in the wrong order. Put them in the correct order.

1 married – you – are?

.....

2 long – married – have – been – how – you?

.....

3 any – children – got – have –you?

.....

4 live – parents – with – you – do – your?

.....

5 brothers – have – sisters – and – you – how – got – many?

.....

6 your – alive – are – still – grandparents?

.....

7 of – family – live – where – most – do – your?

.....

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1 – Leigh Schindler 2 digitalskillet 3 Thomas Gordon 4 Anne Marie Kurtz

Activity 3

Look at the picture below. How do you think the people are related?



Read the family description below. Who is giving the description?

I love this drawing as the whole family is in it. My mother and father are sitting down with my niece and nephew. My elder brother Jin is at the back and his wife Amy is standing at the back too. I'm standing in the middle, and my little sister Sun is next to me.

We all live in Dundee, except my sister; she's 19 and is studying at university in St Andrews. Although I'm a year older than her I still live with my parents, in the same house that I grew up in. My brother, who is seven years older than me, lives with Amy and the kids on the other side of Dundee. My niece and nephew are great fun: Katy is four and Jay is three. Sometimes they are naughty but the majority of the time they're as good as gold.

I suppose my family is quite small as my grandparents are no longer living and I have no other relatives here in Scotland. I have an aunt and two cousins in Korea and an uncle in the United States, but I don't see any of them very often. We are a close family though, and we all keep in contact by letter.

Now, read Soo-Jung's description again and answer the questions below.

- 1 Where do most of the family live? _____
- 2 Who is Jin married to? _____
- 3 Who lives in St Andrews? _____
- 4 How old is Jin? _____
- 5 How many grandchildren are there in the family? _____
- 6 How many cousins has Soo-Jung got in Scotland? _____

Activity 4

Read the sentences about Soo-Jung's family below and put in the correct name.

- My father's name is **Gi**
- My mother's name is **Min**
- My sister's name is
- My brother's name is
- My sister-in-law's name is
- My niece's name is
- My nephew's name is

Now, make similar sentences about your family.

.....

.....

.....

.....

.....

.....

.....

Activity 5

Track 3

Listen to Karen. Which member of her family is she describing?

Now, listen again and answer the questions. Circle T (True) or F (False)

- | | | | |
|---|--|---|---|
| 1 | Emma is Karen's twin | T | F |
| 2 | Emma's hair and eyes are the same colour | T | F |
| 3 | Emma is overweight | T | F |
| 4 | Emma is taller than Karen | T | F |
| 5 | Emma is funny | T | F |
| 6 | Emma is hardworking | T | F |

Activity 6

Write a short description of your family.

Think about:

- husband/wife/children
- other family members
- names
- ages
- where the family members live
- personality and physical appearance

Homework task

Find one or two photographs of your family. Bring them in to the next class. Be prepared to talk about them.

Lesson
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	

Activity 1

Look at the jobs below. Where do people do these jobs?

a chef	a cleaner	a businessman/ a businesswoman
a househusband/ a housewife	a waiter/ a waitress	unemployed
a shop assistant	a kitchen porter	a driver
a care worker	a manager	a security guard
an office worker	a hairdresser	a builder

Find out if your partner does any of the jobs above.

Ask other students in the class. Write the names of the students and the jobs.

Name	Job
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



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Activity 2

Skim read the description below. Where does Ana work?



My name is Ana Mackenzie. I live in Dunfermline and I'm a shop assistant at Greggs, which is a bakery on the High Street. I work Monday to Saturday with one day off during the week, usually Thursday. Thankfully, I never have to work on Sundays. I start at 8.30 am and I usually finish at about 5.30 pm, depending on how busy we are. I have an hour for lunch and I normally take my break between 12 pm and 2 pm, although occasionally I have to take it later.

I do the same thing every day. Every morning we get a delivery of fresh bread, so when I arrive I help put the bread and cakes out on the shelves. During the day I have to serve the customers, so my job involves dealing with money and people, as well as food. At the end of the day, I always have to clean the shelves and cold cabinets, which is the worst thing about the job. I don't have to wear a uniform at work but wearing an apron is very important.

Now, answer the following questions. Circle T (True) or F (False)

- | | | | |
|---|--|---|---|
| 1 | Ana works six days a week | T | F |
| 2 | She never takes a lunch-break after 2 pm | T | F |
| 3 | Her duties change every day | T | F |
| 4 | She works with money | T | F |
| 5 | Her job involves cleaning | T | F |
| 6 | She has to wear an apron | T | F |

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Activity 3

Choose a word from the box to complete the questions about work.

- Where do you _____?
- What are your _____?
- How long is your _____? 1
- What do you have to _____?
- Do you deal with _____?
- Do you have to wear a _____? 2



do	hours	work	uniform	money	lunch-break
-----------	--------------	-------------	----------------	--------------	--------------------

Now, ask your partner the questions about their job.

Activity 4

Track 4

Listen to Jasmin. Is she talking about her job?

Listen again and complete the sentences below with the missing information.

- 1 I'm studying at _____
- 2 I'm studying _____ and _____
- 3 I'm doing those subjects because I want to work in a _____
- 4 I'm enjoying the _____
- 5 I'm having problems with the _____
- 6 I'm finding it hard to do my _____

Activity 5



Look at the study questions below:

- Where **are** you **studying** at the moment?
- What subjects **are** you **studying**?
- Why **are** you **studying**?
- **Are** you **enjoying** your course?
- **Are** you **having** any problems?
- **Are** you **finding** it hard to do the homework?

Practise asking and answering these questions with a partner.

Activity 6

Read Salma's description of her current job and studies. What's her job and what is she studying?

She has made 10 punctuation errors. Find and correct them.

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 dont 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'am very tired in the mornings.

Homework task

Write out Salma's description again without the errors.

Lesson

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	

Activity 1

Find out about your partner's work experience.

Have you ever worked:

- in a bank?
- in an office?
- in a school?
- in a call-centre?
- in a hotel?
- in a hospital?
- for a transport company?
- on a building site?
- with children?
- outside?
- on a farm?

Activity 2

 **Track 5**



Listen to Jamie talking to his friend Adam. Has Jamie had many jobs?

Listen again and answer the questions on the next page:

Photo: (c) istockphoto.com/Ian McDonnell

- 1 Where is Jamie working at the moment? _____
- 2 How many restaurants has he worked in? _____
- 3 Has he ever worked in a pub? _____
- 4 How old was he when he started work at the factory? _____
- 5 How long did he work at the factory? _____
- 6 Has he ever worked with children? _____

Activity 3

Look at this dialogue.

A: **Have** you **ever worked** in a shop?

B: Yes, I **have**.

A: Really? Where **did** you **work**?

Find out about a job your partner has done.

- Have you ever worked...?
- Where did you work?
- When did you start there?
- How long did you work there?
- Did you enjoy it?
- Why did you leave?



Photo: (c) istockphoto.com/Sharon Dominick

Activity 4

What is Betty doing in the picture?



Skim read Betty's description of her education. Is she studying now?

My education

I started school when I was five years old. I went to a school in my village and there were only nine pupils in the class. I was at primary school until I was 11 and then I went to high school. The high school was in a different town and I had to take the bus to get there. When I was 17 I took and passed my final exams and left school. I didn't go on to university after that because I started to work in the family business, but I have always wanted to continue my education.

This September I am hoping to start a course at a local college. I want to study nursing as I would like to work in a hospital. It would be fantastic to do a job where you help people every day. I plan to study part-time so that I can continue working. I really want to start studying again so I hope I get a place on the course!

Now read the description again and answer the questions below. Circle T (True) or F (False).

- | | | | |
|---|--|---|---|
| 1 | She started high school when she was nine. | T | F |
| 2 | She went to university. | T | F |
| 3 | She worked in a hospital after finishing school. | T | F |
| 4 | She wants to work with ill people. | T | F |
| 5 | She would like to study full-time. | T | F |
| 6 | She doesn't have a place on the course. | T | F |

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Activity 5

Look at the questions below. Are they about the **past** or the **future**?

- What would you like to study?
- Where do you want to work?
- Do you plan to continue studying English?



Ask your partner the questions.

Activity 6

Write a short text about your **past education** and what **you would like to study** in the future.

Think about your past education:

- primary school
- secondary school
- college or university
- qualifications
- favourite subjects

and your future education:

- what you want to study
- when you want to study
- part-time or full-time
- why you want to study

Homework task

Find information about a course you would like to do. Bring it into the class. Be prepared to talk about it.

Lesson
05

Saying how you are
Mood and illness

Outcome: 1, 2, 3, 4	Task: Describing mood and illness
Skill: speaking, listening, reading, writing	

Activity 1

How are you today?

Look at the different responses to this question. Put them in the order from most happy to least happy. The first and last have been done for you.

- So-so. And you? _____
- Great thanks. And you? 1
- Not bad thanks. And you? _____
- Terrible. And you? 7
- Not too good. And you? _____
- Fine thanks. And you? _____
- Very well thanks. And you? _____

Find out how the students in your group are feeling today.

Activity 2

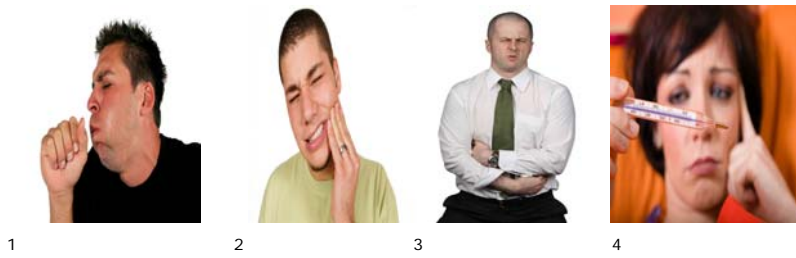
Read the dialogue below:

- **How are you today?**
- Not too good actually.
- **Why? What's the matter?**
- I've got a terrible headache.



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What's the matter with each person in the pictures below?



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1, 4 – Jason Lugo
2 Steve Luker
3 Diego Cervo

Fill in the following sentences with a or — (nothing).

- 1 I've got _____ cough.
- 2 I've got _____ toothache.
- 3 I've got _____ flu.
- 4 I've got _____ temperature.
- 5 I've got _____ stomach-ache.
- 6 I've got _____ backache.
- 7 I've got _____ sore throat.
- 8 I've got _____ rash.
- 9 I've got _____ migraine.
- 10 I've got _____ nose-bleed.
- 11 I've got _____ earache.

Now, practise the dialogue at the beginning of activity 2 using the different health problems above.

Activity 3

Match the actions (1–8) with the resulting physical states (a–h).

Example: **I caught a cold.** My nose is blocked.

1	I ate too much.	a) My toe hurts.
2	I fell over.	b) I've lost my voice.
3	I spent too long in the sun.	c) I can't stop sneezing.
4	I sang a lot at the concert.	d) I've got sunburn.
5	I did a lot of exercise.	e) I feel sick.
6	I didn't sleep at all.	f) I'm stiff.
7	Someone stepped on my foot.	g) I'm exhausted.
8	I got cat hair on my clothes.	h) I've sprained my ankle.

Practise the dialogue in activity 2 again. Use the physical states above.

Activity 4

🎧 Track 6



1

2

Listen to Donald and Gina talking on the phone. What's the matter with Gina?

Listen again and write in Donald's responses.

- 1 I'm not feeling very well. _____
- 2 I've got flu. _____
- 3 I've been in bed for three days _____
- 4 The whole family has got it. _____
- 5 I can't go to the party. _____

Practise the dialogue with a partner.

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 1 Jon Helgason
 2 Rene Jansa

Activity 5

Read the e-mail to Gina from her teacher. Why is he writing to her?

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

Hi Gina

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

Everybody in the class seems to be _____ 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 _____ again. My _____ 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 _____ — you should try it.

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

Get _____ soon.

Iain

Read the e-mail again and fill in the gaps with words below:

well cold sick per cent
better ill advice feeling

Activity 6

Your friend has a bad back. Write a short e-mail to:

- ask how he/she is
- offer advice
- ask if he/she needs anything.

Homework task

Finish the e-mail from activity 6.

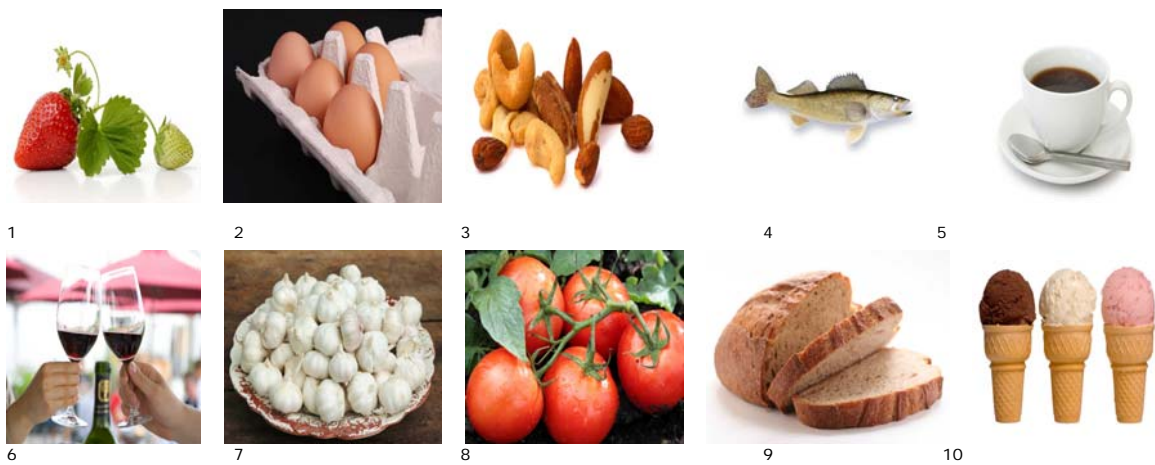
Lesson
06

Likes and dislikes
Food and activities

Outcome: 1, 2, 3, 4	Task: Describing preferences
Skill: speaking, listening, reading, writing	

Activity 1

Look at the types of food and drink below. Tell your partner how you feel about them.



Use:

- I adore ...
- I love ...
- I like ...
- I don't mind ...
- I don't like ...
- I hate ...
- I can't stand ...





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 1 – Firina 2 – Chris Elwell 3 Denis Pepin 4 George Peters 5 Andrew Dernie 6 Michael Blackburn 7 Kjell Brynildsen 8 Jim Jurica
 9 Benjamin Brandt 10 Thomas Perkins

Activity 2

🎧 Track 7

Listen to Jenna and Harvinder's conversation. Where are they?

Now, listen again and fill out the table below.

Food/drink Jenna likes 	Food/drink Harvinder likes 
Food/drink Jenna doesn't like 	Food/drink Harvinder doesn't like 

Activity 3

Your friend offers you something to eat:

- Would you like **a** biscuit?
- Do you want **an** apple?
- Do you fancy **some** rice?

When do we need to use **a**, **an** and **some**?

Finish the **offers** and **requests** below using the food and drinks in the box.

pasta	pear	ice-cream	sandwich
cheese	egg	bread	sugar
orange	milk	chocolate	salt

- Would you like?
- Do you want?
- Do you fancy?
- Can I have?
- Could I have?
- May I have?

Look at the dialogues below.

- **Would you like a cup of tea?**
- No, thanks, I'm not thirsty.
- **Do you want a biscuit?**
- Yes, please, I'm starving.
- **Could I have a sandwich?**
- No, sorry, there's no bread.

What other reasons could you give for saying 'yes' or 'no'?

With a partner, practise making offers and requests using the food in the box — respond 'yes' or 'no' giving reasons for your answer.

Activity 4

Read the text below. Does Crawford prefer eating out or eating at home?



My favourite thing in the whole world is spending time in the kitchen! I love preparing meals for friends and family and I enjoy baking too. I like making cakes and biscuits at the weekend because I find it very relaxing. I often make two different cakes on a Sunday afternoon. I don't like clearing up afterwards though and I can't stand washing up; it's so boring!

Although I prefer eating at home I like going out for meals too. My favourite restaurant is a fantastic curry house, which is just at the end of my road. The food is really tasty, the service is great and the atmosphere is very relaxed; they don't mind people spending hours at the table chatting over dessert and coffee. When we go, we often stay until they close.

In general, I'm not a fussy eater and I like most savoury and sweet foods. Pudding is definitely the best bit of the meal though. When we have dinner parties I really like making rich puddings with chocolate and cream. Everybody loves eating them, especially my chocolate mousse!

Now, read the text again and answer the following questions.

- 1 Why does he like baking? _____
- 2 What does he hate doing? _____
- 3 Is his favourite restaurant close to his house? _____
- 4 Is it a problem if people spend a long time at the restaurant? _____
- 5 Are there a lot of foods he doesn't like? _____
- 6 Does he prefer sweet or savoury foods? _____

Photo: (c) istockphoto.com/diego cerves

Activity 5

What activities do you like doing?

- I love
- I like
- I enjoy
- I don't mind
- I don't like
- I hate
- I can't stand



Compare your likes and dislikes with a partner.

Activity 6

Think about your English class.

What do you like about it and what don't you like about it?



Write a short description of your class likes and dislikes.

Homework task
Finish the writing from activity 6.

Lesson
07

Review
Personal identity

Outcome: 1, 2, 3, 4	Task: Revision: lessons 1–6
Skill: speaking, listening, reading, writing	

Activity 1

Look at the prompts in the box. With a partner, create a question for each one.

surname	age	date-of-birth	country of origin
nationality	languages	marital status	children
time in Scotland	job	home	telephone number

Now, ask your teacher the questions.

Activity 2

Track 8

Look at the pictures of the Lamunu family. Which family members can you see?



- | | | | | | |
|-------------|--------------|-----------------|-------------|-------------|-------------|
| Carl | Leoni | Patricia | Jack | Ella | Otis |
|-------------|--------------|-----------------|-------------|-------------|-------------|

All photos: (c) istockphoto.com
(left) – Gino Santa Maria
(right) - lihlexmom

Listen first time. Where do the family live?

Listen again and fill in the chart below.

	Age	Occupation	Likes	Dislikes
Jack				
Ella				
Carl				
Otis				
Patricia				
Leoni				

Activity 3

Look at the chart again. Are the sentences below true or false? Circle T (True) or F (False).

- | | | |
|-------------------------------------|---|---|
| 1 Patricia is older than Carl | T | F |
| 2 Leoni is a good student | T | F |
| 3 Carl works in an office | T | F |
| 4 Otis is Patricia's father in law. | T | F |
| 5 Ella doesn't work | T | F |
| 6 Jack is Leoni's younger brother | T | F |



1



2

Activity 4

Read Carl's description of his work and studies. How many jobs has Carl had?

I love working as a postman. It is a great job for me because I enjoy working outside and I like being active. Every day feels different and I really enjoy talking to the different people I meet in the street. I don't really like delivering letters when it is raining a lot, but otherwise I think it is the best job I've ever had.

I've had a couple of other jobs. When I was at college I worked as a shop assistant and then, when I finished studying, I worked as an administrative assistant for a firm of accountants. I hated working in an office though, so that's why I decided to become a postman, even though my college course was in business administration. Changing profession was the best thing I have ever done.

At the moment, I'm not studying anything but I'd really like to learn another language. I love travelling so I'm thinking about joining a Spanish evening course. I thought about studying Chinese but in the end I changed my mind; I think it's too hard for me!



Now, read the description again and answer the following questions.

- 1 Does Carl like working in the street? _____
- 2 What doesn't he like about his job? _____
- 3 When did he work as a shop assistant? _____
- 4 What job did he do in an office? _____
- 5 What did he study at college? _____
- 6 What does he want to study in the future? _____

Photo: (c) istockphoto.com/Joshua Blake

Activity 5

Think about what you like and dislike about your job.



1



2

Tell your partner using the expressions below.

- I love ...
- I like/enjoy ...
- I don't mind ...
- I don't like/dislike ...
- I hate ...
- I can't stand ...

Activity 6

Your teacher has organised a pen-pal letter writing exchange.

Write a short letter to introduce yourself to your new pen-friend.

Include information about:

- basic personal details
- family
- work
- studies
- likes and dislikes



3

Homework task

Finish the letter from activity 6.

Lesson 08 Daily routine

Activities and times

Outcome: 1, 2, 3, 4	Task: Describing what you do every day
Skill: speaking, listening, reading, writing	

Activity 1

Think of three things that you normally have to do:

- in the morning
- in the afternoon
- in the evening.



1



2



3

Find out what your partner normally has to do at those times.

Activity 2

Track 9

Look at the list of things that Barbara does on a typical day. Barbara does 16 things, but they are not in the right order. Put them in the correct order, starting with number 1. Some have already been done for you.

- have a shower _____
- go to bed _16_
- have lunch _____
- watch tv _____
- have breakfast _____
- go to work _____
- get home _____
- read the newspaper _5_
- have dinner _____
- get dressed _____
- start work _____
- start work again _____
- finish work _____
- relax _12_
- make dinner _____
- get up _1_

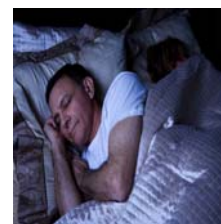
4



5



6



Listen to Barbara describe her day. Check your order is correct. Now, listen again for the times. Write them on the dotted lines.

All photos: (c) istockphoto.com

1 – Rene Mansi; 2 – Joselito Briones; 3 – Don Bayley; 4 – Christine Glade; 5 – Maartje van Caspel; 6 – Diane Diederich

Activity 3

Think about what you do on a typical weekday.

Your partner is going to interview you about your day using the following questions.

- 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?

Respond appropriately to complete the statements below.

- After getting up I ...
- After that I ...
- Next I ...
- Then I ...
- After ...ing I ...
- Later on I ...
- Before going to bed I ...

Tell your group about your partner's day.

Remember to use the **linking words** and the **third person**.

Activity 4

Read about Tariq's daily routine. What is his favourite time of the week?

On weekdays, I always get up at 7 am because I have to work, but at the weekend it's different. I usually have a lie-in and get up at around 9 am, but if I'm really tired then I sometimes get up at 10 am or even 11 am. Going to bed is the same — at the weekend I tend to go to bed much later than during the week. On Friday and Saturday nights I often go out, so I sometimes go to bed at 2 or 3 in the morning. I can't do that on other nights because I need to get up so early to go to work — on those nights I normally head up to bed at around 11 pm.

In the mornings I don't have much time to relax because I have to be at work at 8 am. I always have a quick shower but I don't often have breakfast and I never have time to read the paper before I leave the house. I often have to run for the bus, but I rarely miss it. At the weekends it's nice to wake up slowly and to take my time doing things instead of rushing. On Saturdays and Sundays I normally have a long, leisurely breakfast whilst reading the paper — I hardly ever leave the house before midday. Weekends are great; if only they were longer!



Now, read the text again and answer the following questions.

1 What does Tariq never do?

.....

2 What does Tariq rarely do?

.....

3 What does Tariq sometimes do?

.....

4 What does Tariq often do?

.....

5 What does Tariq usually do?

.....

6 What does Tariq always do?

.....

Photo: (c) istockphoto.com/ tracy whiteside

Activity 5

Find out how often your partner does the activities below.

Your partner should give reasons for his/her answers. Here's an example:

- **How often do you get up before 7 am?**
- I always get up before 7 am because I have an 18-month old baby.

- ... get up before 7 am?
- ... go to bed in the early hours of the morning
- ... have breakfast in bed
- ... go out in the evening
- ... have a leisurely breakfast
- ... watch TV in the evenings
- ... read the paper
- ... have a lie-in
- ... make the dinner
- ... have a cooked lunch



1

Activity 6

Write a description of what you do on a typical weekend.

Try to include the following linking words:

- **first of all**
- **then**
- **next**
- **after that**
- **after ...ing**
- **before ...ing**
- **later**
- **finally**



2

Homework task

Finish the writing activity from activity 6.

Lesson
09

Accommodation

Your house or flat

Outcome: 1, 2, 3, 4	Task: Describing where you live
Skill: speaking, listening, reading, writing	

Activity 1

Find out where everyone in your class lives.

Your teacher will give you a map of your town. Ask each student where he/she lives and mark it on the map with a dot.

What question do you need to ask?



(c) istockphoto.com/kativ

Activity 2

Look at your map and make sentences using the stems below.

- No students live in ...
- One student lives in ...
- A couple of students live in ...
- A few students live in ...
- Several students live in ...
- More than half of the students live in ...
- A lot of students live in ...
- Most of the students live in ...
- Nearly all the students live in ...
- All the students live in ...



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Activity 3

Track 10

Listen to Roland and Laura talk about where they live. Who is happier?

Listen again and answer the questions below.

1 Where does Roland live? _____

2 Does Roland live in a house or a flat? _____

3 Has Roland got a garden? _____

4 How long has Roland lived there? _____

5 When did Laura move to her house? _____

6 How many bedrooms has Laura got? _____

Activity 4

Look at these sentences and fill in the gaps.

How long have you lived there?

- I've lived there _____ six years
- I've lived there _____ 2001

When did you move there?

- I moved there _____ 2001
- I moved there six years _____

Make similar sentences about your house or flat.

I've lived in my house _____

I moved into my house _____

Activity 5



1



2



3

Find out about your partner's home. Ask about the following:

- house or flat?
- garden?
- time there?
- moved?
- bedrooms?

Now, think of six more questions that you could ask about someone's house.

1

2

3

4

5

6

Ask a different partner about their home, and include these six new questions.



All photos (c) istockphoto.com
1 – Owen Price
2 – Jarek Szymanski
3 – Margaret Cooper

Activity 6

Read about Jason's flat.
Is it a big flat or a small flat?



I live in a flat in the suburbs of Aberdeen. It is a second floor flat and I have access to a shared garden. My flat has one bedroom, a kitchen, a living room, a bathroom and a hallway. It is pretty small but I live alone so it isn't too much of a problem.

The bedroom is probably the biggest room in the house. There is a king-size bed and a large double wardrobe, plus a chest of drawers, a bedside table and an armchair. It's a nice room because it's south facing.

My living room is a bit small but it's also south facing and it has very large windows, which is great. I don't have a dining room so I have a small table and two chairs in the living room, which is where I eat. There is also a sofa, a bookshelf and a television.

The smallest room is the kitchen. It's tiny! There's only enough room for one person at a time and there's no room for a dishwasher or a microwave.

The bathroom is a little bit bigger than the kitchen and has everything I need. It doesn't have a bath but I prefer showers anyway, so that's not a problem.

In general, I like my flat but I'd like a bigger kitchen.

Now, read the description again and answer the following questions. Circle T (True) or F (False)

- | | | |
|---|---|---|
| 1 He doesn't have his own garden. | T | F |
| 2 He lives with his partner. | T | F |
| 3 His bedroom gets a lot of light. | T | F |
| 4 The living room is the biggest room in the house. | T | F |
| 5 He has a table and chairs in the dining room. | T | F |
| 6 The bathroom is smaller than the kitchen. | T | F |

Photo: (c) istockphoto.com/tom young

Lesson
10 **Local area**
Local amenities

Outcome: 1, 2, 3, 4	Task: Describing the area where you live
Skill: speaking, listening, reading, writing	

Activity 1

Look at the table below. Think of places in a town which fit under each heading.



An example for each one has been done for you.

culture	public services	leisure	transport	shops
cinema	library	pub	bus stop	chemist

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1 – Hsinli Wang 2 David H. Lewis 3 Nichola Monu 4 Vasiliki Varvaki 5 Sean Locke

Activity 2

Ask your partner about their area using the words in activity 1.

Is there a ... in your area?



Activity 3

Read the extract from a local newsletter.

Petersfield is voted the top area to live in the city

_____ 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 _____ 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 _____ next door.

Moving on to _____, this area is very well connected to the rest of the city. _____ 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 _____ is a lovely place to walk and has a children's _____, as well as a football pitch. And if you like other sports there is the leisure centre, which has a large swimming pool, a _____ and tennis courts. After doing all that exercise you can head down to one of the excellent local _____ or pubs.

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

Now, read it again and fill in the gaps with words from the box below.

gallery	playground	residents	restaurants	supermarket
primary	buses	park	gym	transport

Activity 4

🎧 Track 11

Listen to Fazilat talk about her local area. Does she like it?

Listen again and circle the places that you can find in Fazilat's area.

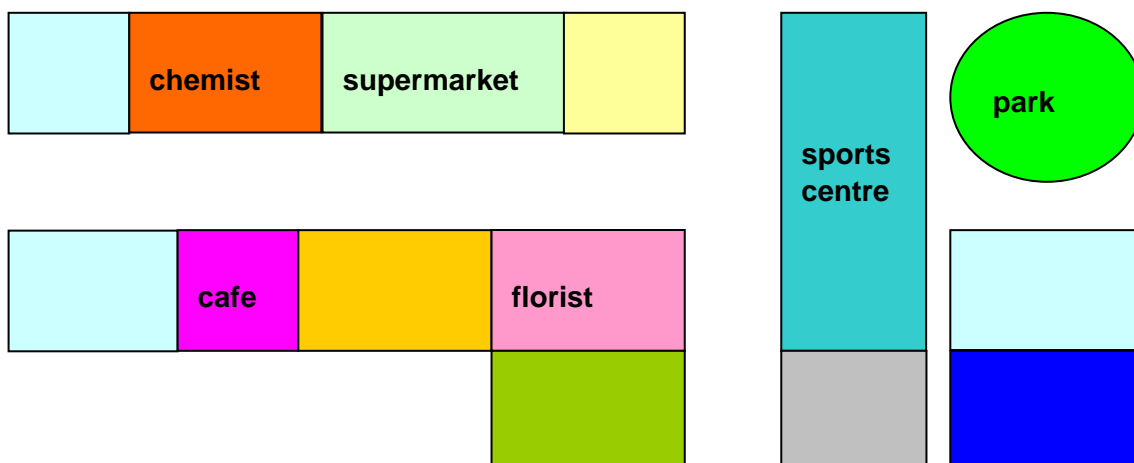
doctor's surgery	supermarket	post office
mosque	school	restaurant
church	dentist	community centre
chip shop	sports centre	park
bus stop	pub	playground

Activity 5

Look at this phrase from the listening.

- There is a bus stop opposite my flat.

Look at the map below and work with a partner to make similar sentences.



Activity 6



Write a short description of your local area.

Include:

- public services
- transport links
- shops
- cultural and leisure facilities
- your opinion of the area
- what your area needs

Homework task

Finish the description from activity 6.

Lesson 11 Social events

Celebrations

Outcome: 1, 2, 3, 4	Task: Describing social events
Skill: speaking, listening, reading, writing	

Activity 1

Look at the different events below. What is happening in each one?

 1	 2	 3	 4	 5
 6	 7	 8	 9	 10

Match the pictures to the types of celebrations below.

- A family get-together.
- A fancy dress party.
- A leaving party.
- A christening.
- A birthday party.
- A wedding reception.
- An office party.
- A house-warming party.
- A barbeque.
- A dinner party.

All photos: (c) istockphoto.com
 1 Skip O'Donnell 2 Lovrenc Gasparin 3 Stephanie Phillips 4 Terry Healy 5 Sean Locke 6 Nikolay Suslov 7 Sharon Dominick
 8 g_studio 9 Lisa Gagne 10 Tom Young

Activity 2

🎧 Track 12

Listen to Petra's description of a party she went to. What was the party for?

Listen again and answer the following questions.

1 Where was the party? _____

2 When was the party? _____

3 Who did she go with? _____

4 What did she take? _____

5 What did she eat and drink? _____

6 How long did she stay? _____

Activity 3

Think about the last party you went to.

Think about:

- where it was
- when it was
- what the party was for
- who was there
- what you took
- what you did/ate/drank
- how long you stayed
- if you enjoyed yourself.



Work in pairs. Take it in turns to ask and answer questions about the last party you went to.

Activity 4

Read the letter from Zhu. Why is Zhu writing to Maria?

36 (3F1) Buccleuch Place,
Edinburgh
EH8 7JB

10th April 2007

Dear Maria

I just wanted to say thank you so much for dinner the other day. The food was incredible — it was the first time I had eaten Italian food and I really enjoyed it. You will have to give me the recipe for that pasta dish so I can make it for my family.

It was lovely to meet your family too. It was fascinating to hear stories about Italy — your husband is a very good story-teller, isn't he?

I'm going to organise a dinner at my house soon. I'll let you know as soon as I have a date in mind. I'll cook you some traditional Chinese food and you can meet my wife and kids.

So, see you in class. Enjoy the rest of the holidays.

Best wishes

Zhu

Now, read the letter again and answer the questions. Circle T (True) or F (False)

- | | | | |
|---|---------------------------------------|---|---|
| 1 | Zhu often eats Italian food. | T | F |
| 2 | Zhu knows Maria's husband well. | T | F |
| 3 | Zhu wants to invite Maria for dinner. | T | F |
| 4 | Maria has never met Zhu's family. | T | F |
| 5 | Zhu and Maria are workmates. | T | F |
| 6 | Zhu and Maria are both on holiday. | T | F |

Activity 5

Look how Zhu said thank you in his letter.

Thanks for dinner — the food was incredible.

Match the two parts of these sentences. Each one expresses thanks for something.

- 1 Thanks for the lovely present —
- 2 You help was much appreciated —
- 3 It was very kind of you to send the flowers —
- 4 Thank you for having me —.....
- 5 Thanks so much for inviting me —.....
- 6 It was lovely to get your last letter —.....

- **I'll come and stay again soon.**
- **I really enjoyed hearing your news.**
- **I had a wonderful time.**
- **they are beautiful.**
- **I couldn't have done it without you.**
- **it's just what I wanted.**

How can you respond to someone thanking you?

With a partner, practise offering and responding to thanks using the sentences above.

Activity 6

Imagine that you have recently been to a party or other event.

Write a thank you letter to the person who invited you.



A large rectangular area enclosed by a dotted border, containing 15 horizontal dotted lines for writing a letter.

Homework task
Finish the letter from activity 6.

Lesson 12 Socialising

Making small talk

Outcome: 1, 2, 3, 4	Task: Discussing the weather
Skill: speaking, listening, reading, writing	

Activity 1

How could you start up a conversation with a stranger in each of these situations?

Match the comments (a–f) with the situations (1–6).

- 1 Walking in the park.
 - 2 Waiting at a bus stop.
 - 3 Standing in a post office queue.
 - 4 Watching a football match.
 - 5 On your tea-break at work.
 - 6 At a party.
- a Have you been waiting long?
 - b So, who do you know here?
 - c It is always so busy in here, isn't it?
 - d Lovely day, isn't it?
 - e Would you like a coffee or anything?
 - f What a goal!



1



2



3



4



5

All photos: (c) istockphoto.com
 1 – Marcus Lindstrom 2 Don Bayley 3 Wojciech Krusinski 4 Vasiliki Varvaki 5 Robert Churchill

Activity 2

British people love to make small talk about the weather.



Put the weather words in the box below into the correct place in the table. Use a dictionary to help you.

cold	sunny	windy	rainy	cloudy

grey	freezing	breezy	cool	stormy
bright	icy	chilly	misty	blustery
clear	foggy	overcast	wet	frosty

What words do you know that are connected with **hot**?

What's the weather like today?



6

All photos: (c) istockphoto.com
 1 – Andrei Tchernov
 2 – Alberto Pomares
 3 – Heiko Grossman
 4 – Gremlin
 5 – Eray Haciosmanoglu
 6 – Brad Killer

Activity 3

🌐 Track 13

Listen to Bill and Lucy talk about the weather. Is the weather good or bad at the moment?

Listen again and answer the following questions. Circle T (True) or F (False).

- | | | |
|-------------------------------------|---|---|
| 1 They are outside. | T | F |
| 2 It is a dry day. | T | F |
| 3 It is a windy today. | T | F |
| 4 Yesterday the weather was better. | T | F |
| 5 There was a bad storm on Tuesday. | T | F |
| 6 Last week it was warmer. | T | F |

Activity 4

Look at the tapescript from activity 3.

Look at the underlined words. Why do we use them?

Practise the dialogue with a partner.



Photo: (c) istockphoto.com/chris hanke

Activity 5

Read the weather forecast for the next five days. Which is the best day?

The five day forecast for Nairn	
Monday	Light rain and cloud in the morning with sunshine later in the afternoon.
Tuesday	Sunny all day with temperatures a mild 11 degrees centigrade.
Wednesday	Heavy rain all day with stormy conditions in the morning.
Thursday	Bright and sunny, but chilly with temperatures down to 8 degrees centigrade.
Friday	Very cold with temperatures dropping to minus 2 degrees centigrade. Snow in the afternoon.

Now, imagine that you want to make conversation about the weather.

Finish the following stems using information from the forecast.

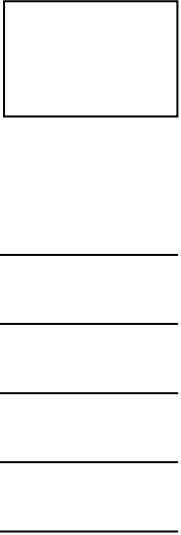
- I've heard that **it's going to be sunny on Monday afternoon.**
- I've heard that
- They say that.....
- Someone told me that.....
- I read that.....
- From what I know.....

How can you show interest when someone tells you something?

Practise the above sentences with a partner — make sure you show interest.

Activity 6

Read the postcard below. Where is the person writing from? What's the weather like?

<p>Hi Katy</p> <p>Well, as you can see from the postcard I'm in morocco. I'm having a wonderfull time here and I'm doing lots of exciting things. It is so hot here though. It has been around 90 deegres every day this week and I hear that it is going to be even hoter next week. someone told me that it might reach 100.</p> <p>Anyway I hope you are fine there in Edinburgh. What's the wether like there. I expect it is gray 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>	
---	---

There are five spelling and five punctuation errors in the postcard.

Identify the errors and correct them. Write out the postcard again.

Homework task

Write a weather diary for the next five days.

Lesson

13

Personal opinions

Agreeing and disagreeing

Outcome: 1, 2, 3, 4	Task: Giving and responding to opinions
Skill: speaking, listening, reading, writing	

Activity 1



Read the different opinions on smoking below.

Which ones are for and which ones are against smoking?

I think that smoking is a disgusting habit.

In my opinion, people should be allowed to smoke wherever they like.

To my mind, anyone that smokes is plain stupid.

I feel that everyone should have the choice whether to smoke or not.

I believe that there should be more tax on cigarettes.

Which statements do you agree with?

Photo: (c) istockphoto.com/kutay tanir

Activity 2

Read the following letters about the smoking ban in Scotland.

Which letter is in favour of the ban and which one is against it?



Photo: (c) istockphoto.com/kent rosengaard

Letter A

Letter to the Editor

This week saw the introduction of the smoking ban in Scotland. As from Tuesday it was impossible to light up in any _____ place, including all restaurants, cafés, bars, pubs and discos. Before this week smoking was already banned in the _____, 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 _____!

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 _____ 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 _____ or with a drink. I don't see how this can bother other people so much.

What's next? A ban on breathing?

Mr R Jessops, Edinburgh

Letter B

Letter to the Editor

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 _____. Wonderful!

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

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

Mrs Madeleine Lowe, Peebles

Now, fill in the gaps in the two letters using the words in the box below.

expensive	street	cigarette	habit
smoke	public	positive	
workplace	passive	meal	

Activity 3

Look at the language the two people used to introduce their opinions. Underline the different phrases you find.

How can you respond to opinions? Look at the different responses below and put them into the correct box – **agree** or **disagree**.

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

agree	disagree

Activity 4

What are your opinions on the following topics?



1



2



3

- football
- fast food
- alcohol
- television
- the internet
- Scotland

Discuss your opinions with a partner. Introduce your opinions with the phrases you underlined in the activity 2 reading. Respond with the language in the box from activity 3.

Activity 5

Track 14

Listen to Yasmin and Diego's conversation. What topic are they discussing?

Read the statements below. Listen again and fill in the name of the person who says each thing. Write Yasmin or Diego in the gap.

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

Activity 6

Look at the tapescript from activity 4.

How do Yasmin and Diego ask for repetition and clarification? Underline the examples you find.

Now, match the two parts of these mini dialogues. Draw lines to join them.

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

Practise asking for repetition and clarification.

Try to talk for one minute about your experience at this college or school and your opinion of it — your partner should interrupt as many times as possible to ask for repetition or clarification.

Activity 7

You have seen a very negative letter about your college or school in the newspaper. Write a letter to the editor expressing your opinion.

Homework task

Finish your letter from activity 6.

Lesson
14 **Review**
Social and physical environment

Outcome: 1, 2, 3, 4	Task: Revision: lessons 8–13
Skill: speaking, listening, reading, writing	

Activity 1

Find out what your partner has to do after today's class and for the rest of the day.

When you tell your partner about your obligations you should use some of the following linking words.

- First of all ...
- Then ...
- Next ...
- Later on ...
- After that ...
- After ...ing ...
- Last of all ...



Activity 2

Look at the following sentences. Find the errors and correct the sentences.

1 What time do you normally has dinner?

.....

2 My husband always finishes work at 5 pm.

.....

3 How often they watch TV?

.....

4 Never I eat breakfast on weekday mornings.

.....

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Activity 3

Look at the survey below. What is the survey about?

Survey			
Please answer as many of the questions as you can about your home and local area.			
Please mark the boxes where applicable.			
Name:	<u>Natalie Singh</u>		
1) Area you live in -	<u>Denniston</u>		
2) Detached house	<input type="checkbox"/>	Semi-detached house	<input checked="" type="checkbox"/>
Flat	<input type="checkbox"/>	Terraced house	<input type="checkbox"/>
3) Own garden	<input checked="" type="checkbox"/>	Shared garden	<input type="checkbox"/>
4) Owned	<input type="checkbox"/>	Rented	<input checked="" type="checkbox"/>
5) Time in property -	<u>5 years</u>		
6) Total number of rooms -	<u>5</u>		
7) Number of bedrooms -	<u>2</u>		
8) Size of property -	<u>90 m²</u>		
9) Would you like to move to a different property?	Yes	<input checked="" type="checkbox"/>	No <input type="checkbox"/>
If the answer to the above answer was 'yes', please state why below.			
<u>Would like another bedroom so that children don't have to share</u>			
10) Transport links in your local area -	Good	<input type="checkbox"/>	Reasonable <input checked="" type="checkbox"/>
	Poor	<input type="checkbox"/>	
11) Public services in your local area -	Good	<input type="checkbox"/>	Reasonable <input type="checkbox"/>
	Poor	<input checked="" type="checkbox"/>	
12) Shops in your local area -	Good	<input checked="" type="checkbox"/>	Reasonable <input type="checkbox"/>
	Poor	<input type="checkbox"/>	
13) Sports facilities -	Good	<input type="checkbox"/>	Reasonable <input type="checkbox"/> Poor <input checked="" type="checkbox"/>
14) Would you like to move to a different area?	Yes	<input checked="" type="checkbox"/>	No <input type="checkbox"/>
If the answer to the above question was 'yes', please state why.			
<u>There is no primary school in the area – children have to get bus</u>			

Read the survey carefully.

Write a description of Natalie's home and local area using the information given.

Include all the information given in the survey.
Use your imagination to expand the information given
about the local area.

Write the description in the third person.



1

Activity 4

🎧 Track 15

Listen to Margaret talking to Yan on the phone. Why is she calling?

Listen again and answer the following questions.

- 1 What kind of party was it? _____
- 2 What did they eat? _____
- 3 What did Margaret like best about the party? _____
- 4 What does Yan thank Margaret for? _____
- 5 What does Yan say to change the subject? _____
- 6 What's the weather like where Margaret lives today? _____

Activity 5

Look at the weather words below. Fill in the gaps to complete the words.

- m_s_y
- b_i__ng
- fr_s_y
- o_er_as_
- b_ee__
- c_il_y
- b_us_e_y
- f_e_z__ _
- h_mi_
- i__
- w__



2

Activity 6

Look at the six boxes below. Each box contains three statements.

Work in small groups or pairs — your teacher will give you a die. Take it in turns to roll the die and to pick a statement to talk about from the appropriate box.

Say if you agree or disagree with the statement and give your reasons.

1 Smoking should be made illegal. Men are better drivers than women. Scotland is a great place to live.	2 Planes are the best way to travel. Spring is the nicest season. Learning English is easy.
3 Television is bad for children. Nuclear power is a good idea. People in this city are friendly.	4 Television is too violent. Red is the best colour. Wearing a school uniform is a good idea.
5 Film stars earn too much money. The most important thing about a job is the money. Cats are better pets than dogs.	6 Acting is the hardest job in the world. Moving to a new country is difficult. Everybody should get married.

Homework task

Revise the vocabulary and language in lessons 8–13.

Lesson
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	

Activity 1

Look at the pictures. What activities are the different people doing?



1



2



.....3

With a partner, think of at least 10 more typical hobbies or free-time activities.

-
-
-
-
-
-
-
-
-
-
-

Think about what equipment or clothing you need to do these activities and where you can do them.

All photos (c) istockphoto.com
1 Quavondo Nguyen 2 Ben Blankenburg 3 al wekelo

Activity 2

Find out if anybody in the class does any of the activities in your list.

What question can you ask them?

If the answer is 'yes', find out how often your partner does that activity.

- every day
- daily
- five days a week
- twice a week
- a couple of times a week
- every week
- weekly
- once a week
- fortnightly
- monthly
- now and again
- every so often
- once in a blue moon.

Activity 3

Track 16

Listen to Safinaz talking about what she does in her free time. What is her main hobby?

Listen again and answer the questions. Circle T (True) or F (False).

- | | | | |
|---|--|---|---|
| 1 | She doesn't do gardening every day. | T | F |
| 2 | She works in the garden every morning. | T | F |
| 3 | She goes to the gym three times a week. | T | F |
| 4 | She normally goes jogging on a Saturday or Sunday. | T | F |
| 5 | She regularly goes hill-walking. | T | F |
| 6 | She hardly ever goes to the cinema. | T | F |

Activity 4

Read Antonio's description of what he does in his free time. What is his hobby?

At the moment, I'm really busy at work so I don't have that much time for my passion in life, which is fishing. I absolutely love the peace and quiet that you get when you go down to the river to fish; it's just you and the water. There's no chatting, or noise or interruptions, which is so different to my job, where I'm always surrounded by people.

I would like to go fishing every day but of course that is impossible. I try to go quite regularly though, so I go at least once a week, usually on a Saturday. I live quite close to a nice place where I can fish so it is not a problem for me to get there; it's just a 20-minute walk.

The only problem is that you do need to get up early as the best fishing is in the morning. Also, there is quite a lot to carry: rod, bait, net, stool, plus lunch and an umbrella in case it rains. You do have to be prepared for bad weather when you go fishing. The weather can change very quickly, so I always take a waterproof jacket and trousers with me. The only other thing that you need is patience.

When I was younger I didn't use to like the idea of fishing because I thought it looked boring. I used to prefer much more intense and dangerous sports like mountain-biking. I used to go cycling every weekend until I hit 50, but now my body prefers the calm of the river.

Now, answer the following questions:

- 1 Does Antonio go fishing with other people? _____
- 2 How often does he go fishing? _____
- 3 Is the river handy for him? _____
- 4 What equipment do you need to go fishing? _____
- 5 Was he interested in fishing when he was younger? _____
- 6 When did he stop cycling? _____

Activity 5

Look at the extracts from the text in activity 5:

- I used to go cycling every weekend.
- I didn't use to like the idea of fishing.

Think of three free-time activities that you used to do but that you don't do now.

- I **used to**
-
-

Now, think of three activities that you do now but that you didn't use to do.

- I **didn't use to**
-
-

Work with a partner. Ask questions about your partner's childhood.

What questions can you ask?



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Activity 6

Think about your favourite free-time activity. Write a description of it.

Include:

- how often you do it
- where you do it
- what equipment you need
- what clothes you need
- when the best time to do it is
- why you like it.



Homework task

Finish the writing task from activity 6.

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

Outcome: 1, 2, 3, 4	Task: Deciding what to do
Skill: speaking, listening, reading, writing	

Activity 1

Look at the pictures below. What activities can you see?



1



2



3

Activity 2

Task 17

Listen to Emma talking to Gara on the phone. When are they making plans for?

Listen again and tick the activities that they suggest doing from the list below.

- 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 _____

What do they finally decide to do?

All photos (c) istockphoto.com
 1 Maartje van Caspel 2 Baldur Tryggvason 3 Diego Cerva

Activity 3

Look at the tapescript from activity 2. What language do Emma and Gara use to make suggestions? Put the examples you find into the table below.

How do they respond to the different suggestions? Find examples in the tapescript and put them in the table.

Suggestions	Positive responses	Negative responses

Imagine that you and your partner are both free after the class. Together make a plan for after the class. Make suggestions for things to do — you can respond either positively or negatively.

Activity 4

🎧 Track 18

Listen to the message left on Jack's phone. Why is Sabey leaving a message?

Listen again and fill in the gaps in the sentences below:

- **Sorry, but I can't meet up on Friday because I'm**
- **Saturday is no go too because I'm**
- **Sunday morning is impossible because I'm**

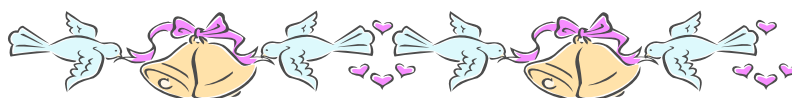
Think about any fixed plans that you have for the coming week.

Write them in your notebook — for example:

- **On Thursday I'm seeing the doctor.**
- **On Saturday I'm having lunch at my mother's.**

Activity 5

Read the following letter of invitation. What is it for?



We are getting married !

Mr and Mrs John Spencer
have the joy of inviting you to be present at the marriage of their daughter
Miss Elizabeth Spencer
to
Mr David James
which will take place on Saturday, the eleventh of May 2008 at 3 o'clock in
the afternoon at St Andrew's Church, Linlithgow.

Following the marriage ceremony we have the pleasure of inviting you to a
reception at The George Hotel, Edinburgh.

R.S.V.P.
39 Hill Place
Linlithgow
Scotland
LN8 6TD
01867 354 6234



Now, read the invitation again and answer the following questions.

- 1 What is the name of the bride's father? _____
- 2 What is the name of the groom? _____
- 3 When is the wedding going to take place? _____
- 4 Is it a civil ceremony? _____
- 5 Is the party in the same place as the marriage ceremony? _____
- 6 How can you respond to the invitation? _____

Activity 6

Write a short letter in response to the wedding invitation from activity 5.

Include:

- thanks for the invitation
- apologies — you can't go
- reason for not being able to go.

A large rectangular area with a dotted border, containing 15 horizontal dotted lines for writing a letter.

Homework task

Finish the letter from activity 6.

Lesson

17

Television

Programmes and viewing habits

Outcome: 1, 2, 3, 4	Task: Describing programmes you watch
Skill: speaking, listening, reading, writing	

Activity 1

Match the television vocabulary (1–10) to the definitions below (a–j).

- 1 remote control _____
- 2 terrestrial television _____
- 3 satellite television _____
- 4 screen _____
- 5 volume _____
- 6 TV licence _____
- 7 aerial _____
- 8 adverts _____
- 9 viewer _____
- 10 presenter _____

- a the person who watches TV.
- b the front of the TV.
- c the thing you use to change channels.
- d the thing you have on the top of your house to receive the signal.
- e what you must have if you own and watch a TV.
- f the things that are on between the programmes.
- g the person who presents a TV programme.
- h BBC1, BBC2, ITV, Channel 4, Channel 5.
- i the level of the sound.
- j TV programmes that you need a special dish to watch.



Photo (c) istockphoto.com/Matjaz Boncina

Activity 4

Read this extract from a TV magazine. What is it describing?

New on Channel 4

This month you can tune into a new series of *Lost*, the television series that nobody can live without! If you like adventure, mystery and action then this is the drama for you.

From this Tuesday you will be able to tune in twice a week to your favourite show. Episodes will be shown on Tuesdays and Fridays from 9.30pm to 10.30pm. And on the first Tuesday you will get the first two episodes back to back — that's two solid hours of *Lost*!

If you have missed the first series of *Lost*, don't panic as you can download all the episodes from the Channel 4 website. And if you miss an episode of the new series, you can always catch up with events by watching the omnibus edition on Sundays from 3 pm to 5 pm.

You can also get background information on the characters and the story, plus read interviews with members of the cast, the writers and the director by going to: www.lost.com

Read the extract again and answer the following questions:

- 1 When does the new series start? _____
- 2 Is it a comedy? _____
- 3 Will the same episode be shown on Tuesdays and Fridays? _____
- 4 What time will *Lost* finish on the first Tuesday? _____
- 5 Is *Lost* repeated on Sundays? _____
- 6 Can you download episodes of *Lost* from www.lost.com? _____

Activity 5

Look at the sentences below. What kinds of words are missing?

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

Fill the gaps with the appropriate words.

Activity 6

Tell your partner about a programme that you really like.

Think about:

- type of programme
- channel
- time
- frequency on
- frequency you watch it
- actors/presenters
- why you like it.



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Activity 7

Write a review of your favourite television programme.

It can be a television programme that you watch in Scotland
or a television programme that you have watched in another country.



Homework task

Keep a television diary for five days.

Lesson

18

Media

Newspapers and magazines

Outcome: 1, 2, 3, 4	Task: Understanding and talking about the news
Skill: speaking, listening, reading, writing	

Activity 1

Look at the newspaper headlines below. Match each headline (1–8) to the section of the newspaper you would find it in (a–h).

1	Djara wins gold for Mali	2	Fly to Italy for a weekend break
3	Warning of severe snow storms in the north	4	FILM DIRECTOR, FRED WALTERS DIES
5	Fighting continues in Afghanistan	6	Gun crime explodes in Glasgow
7	House prices rise by 30% in 6 months	8	The return of the boy wizard: Harry Potter 7 out in July

- a international news _____
- b sport _____
- c travel _____
- d business _____
- e national news _____
- f weather _____
- g obituaries _____
- h culture _____

Which parts of the newspaper do you like reading?

Activity 2

Look at the pictures below.

What can you see happening in each photo?

How do you think the people are feeling?

What do you think happened before each photo was taken?

A



B



C



Now, skim read the extracts from the newspaper stories below. Match each story to the appropriate picture above.

1. Motorists all over the country have been affected by severe weather conditions, but it is the north that has had the worst of it. Yesterday, in the Highlands, roads were closed, schools were shut, and normal life was put on hold. Three people have died due to the bad conditions and many more accidents have been reported. One eye-witness told us about her experience of driving through the storms, 'I was travelling to work along the A82 when a lorry turned over in front of me because of the icy conditions — it was so frightening'.

2. Several arrests were made yesterday in connection with the murder of a Glasgow school boy, which took place yesterday morning in the north of the city. The 14 year-old boy was cycling to school when a group of teenage boys pushed him off his bike and shot him. The family of the boy who was killed say they can't understand why their son was a target and are deeply distressed by his death. Local people are shocked and the police say they are worried about the increasing number of guns in the city, especially among young people.

3. In an incredible finish, Salif Djara ran the race of his life to win the 800 metres at the World Youth Games in Stockholm last night. After a poor start the 19 year-old athlete from Mali, recovered to win the race in a record time, beating the existing world record by a whole second. It is the first time that Mali has won a gold medal in the Youth Games and Salif is now a national hero in his country. His mother told us, 'I wasn't watching the race when he won — I was too nervous.'

Scan the stories above to find the information needed to complete the sentences on the next page.

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A Csaba Fikker B Olga Mirenska C Branden Laufenberg

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

Activity 3

Look at these sentences from the newspaper articles in activity 2. In each sentence, which event is long and which is short?

- I was travelling to work **when** a lorry turned over in front of me.
- The boy was cycling to work **when** a group of teenagers pushed him off his bike.
- I wasn't watching the race **when** he won.

Make similar sentences from the prompts below.

1 Travel to college/school — bus break down

.....

2 Walk to college/school — see an accident

.....

3 Drive to college/school — my mobile phone ring

.....

4 No rain — leave the house

.....

Activity 4

🎧 Track 20

Listen to Megan talk about a news story she has heard about. Is it a happy story or a sad story?

Listen again and answer the following questions. Answer T (True) or F (False).

- | | | |
|--|---|---|
| 1 The man in the story is a postman. | T | F |
| 2 He won six million pounds. | T | F |
| 3 He didn't stop work when he won the money. | T | F |
| 4 He gave his friends money. | T | F |
| 5 He is not a father. | T | F |
| 6 He works in a rich area of the city. | T | F |

Activity 5

Look at these sentences from the listening in activity 4. What do the underlined words mean in each sentence?

- He gave away the money.
- He didn't give up his job.
- He carried on working.
- Most people take up an expensive hobby when they win the lottery.
- He got on well with everybody who worked there.
- They decided to give him back his job.
- I don't have anyone to look after.

Finish the following sentences from your own point of view:

- 1 I get on well with
- 2 I'd like to take up
- 3 I have to look after
- 4 I want to give up
- 5 Last year I gave away

Activity 6



Your teacher will dictate a news story to you. Listen carefully and write down what you hear.

When the teacher has finished speaking, read your story again to check it makes sense and that the grammar, spelling and punctuation are ok.

Homework task

Cut out a story from a newspaper or magazine that you think is interesting. Bring it in to show the class — be prepared to talk about it.

Lesson

19

Holidays and festivals

Trips and days off

Outcome: 1, 2, 3, 4	Task: Describing holidays and festivals
Skill: speaking, listening, reading, writing	

Activity 1



What different ways can you travel when you go on holiday?

What do you think is:

- the cheapest way to travel?
- the greenest way to travel?
- the slowest way to travel?
- the safest way to travel?
- the quickest way to travel?
- the most comfortable way to travel?
- the most uncomfortable way to travel?
- the most expensive way to travel?

Find out what your partner's favourite way to travel is.

Photo: (c) istockphoto.com/blindellinse

Activity 2

Read the e-mail below. Where has Francesca been on holiday?

To: anasanchez@yahoo.com
From: francesca@gmail.com
Subject: hello
<p>Thanks for your last message. Lovely to hear all your news! Sorry I didn't get back to you sooner but I was away. I managed to get Friday and Monday off work and I went to Skye for a long weekend with my Italian friend Fabio, who was visiting for a few days. Have you met Fabio?</p> <p>Anyway, we had a lovely time, although the journey was a nightmare. We took the train to Glasgow, changed there and went on to Mallaig. From there, we caught a ferry over to Skye. It took over seven hours in total! We were so tired when we got there. We stayed in Ardvasar the first night in a pretty B & B, which was above a pub. Then, the next day we travelled up to Portree. I think you'd like the town — it's a pretty port full of lovely coloured houses. On the way to Portree we could see the Cuillin Hills in the distance — they were spectacular. We didn't go hiking there, but we did do a bit of walking along the coast near Portree. And the weather was great! We had clear skies and sunshine the whole time. I had expected rain so I was so happy! In fact the weather was so good that we had a few picnics while we were there. The rest of the time we ate in pubs but I can't say that we tried any typical island food. We did try a local whisky and Fabio liked it so much that he bought a bottle to take home to Italy. Anyway, I'll show you all the pictures when I next see you. By the way, I think meeting up in June is a great idea.</p> <p>Speak to you soon. Fran x</p>

Now, read the e-mail again and answer the following questions:

- 1 How many days was she away for? _____
- 2 Did she go away with a friend of Ana's? _____
- 3 How did she get to her holiday destination? _____
- 4 Did it take seven hours to get to Mallaig? _____
- 5 Where did they go walking? _____
- 6 Did she buy herself any souvenirs? _____

Activity 3

Find out about your partner's last holiday.

Make questions from the following prompts:

- where
- when
- who with
- how long for
- transport
- journey time
- activities
- food and drink
- souvenirs.



Activity 4

Track 21

Listen to Kate and Alex's conversation. Are they talking about past or future events?

Listen again and complete the sentences below:

- 1 If I feel better, I'll
- 2 If the weather is good, I'll
- 3 If it rains, I won't
- 4 If I decide to stay in, I'll
- 5 If my mum says it's ok, I'll

Activity 5

Imagine that tomorrow is a bank holiday in the town where you live and that you have no obligations for the day.

Complete the following sentences:

- If it rains I'll
- If it's sunny I'll
- If I feel energetic I'll
- If I'm tired I won't

Activity 6

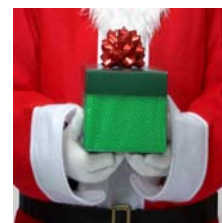
In Scotland what days of the year are bank holidays?

Match the following dates to the bank holidays or festival/celebration days below:

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



1



2

Find out from your partner what days are bank holidays or festival/celebration days in another country he/she knows well.

Activity 7

Imagine that you went away for a long weekend because there was a bank holiday.

Write a postcard to a friend telling them where you are and describing what you have done there.

A large rectangular box representing a postcard. A vertical line divides the box into two sections. The left section is for writing the message. The right section is for an address and a stamp. In the top right corner of the right section is a small square box for a stamp. Below it are four horizontal lines for the address.

Homework task

Bring photos of a holiday you have had or a festival you have celebrated into the class. Be prepared to talk about the pictures and the events.

Lesson
20 **Review**
Free time and leisure

Outcome: 1, 2, 3, 4	Task: Revision: lessons 15–19
Skill: speaking, listening, reading, writing	

Activity 1

Find free-time activities in the anagrams below.

- 1 ndggieanr _____
- 2 ighkni _____
- 3 mmnisgwi _____
- 4 ihngfsi _____
- 5 ognjgig _____
- 6 ylcngic _____

Now, put the above activities into the correct part of the table below:

have	go	watch	play	do

With a partner, think of other free-time activities to put into each part of the table.

Activity 2

You have a day off tomorrow and you want to do something fun.

You decide to ring a friend to ask her if she is free and to suggest doing something. When you ring your friend is not there.

Think about the message you can leave on the answering machine.

You must say:

- **who you are**
- **why you are calling**
- **what you want her to do.**

1



Work in pairs. One student pretends to 'be' the answering machine; the other student leaves their message on the answering machine. You can then swap roles.

Your teacher will give you a cassette recorder. Record both parts onto a cassette.

Activity 3

🎧 Track 22

Listen to Pablo talking about the kind of television programmes he watches in his free time. What are his favourite kinds of programmes?



Listen again and answer the following questions:

2

- 1 What kinds of programmes does he never watch? _____
- 2 How often does he watch the news? _____
- 3 How many channels does he have? _____
- 4 Does he like adverts? _____
- 5 Does he prefer watching documentaries or sports events? _____
- 6 How many hours of TV does he watch a week? _____

Activity 4

Read the following sentences from a news story about a fire. Where was the fire?

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

The story is in the wrong order. Put events into the correct order by numbering the sentences 1–9. Number 1 is the headline.



Activity 5

Look at the following sentences. Identify the error in each sentence and correct it.

1 I go jogging every mornings.

.....

2 When I was a child I'm used to play football.

.....

3 How about go to the cinema tomorrow?

.....

4 I can't come to the party because I will have dinner with a friend.

.....

5 I always watch too much TV in Christmas.

.....

6 That TV show starts on the summer.

.....

7 I was doing my homework when the telephone was ringing.

.....

8 He was ill and had to give in his job.

.....

9 Travelling by train is more greener than travelling by car.

.....

10 If it will be sunny I'll go to the beach.

.....

Activity 6

Look at the note below. Why did Jules have to write a note?

There are 12 errors in the text. Identify them and correct them.

Look for errors in:

- **punctuation**
- **spelling**

Hi Gulistan

I came round to see if you wanted to go to the cinema this afternoon, but youre 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 315pm so if you want to come you could meet us at the cinema at about 3pm. Ive heard it's a rilly 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 lovelly to see you, and you can meet Juan at last!

Love Jules x

Homework task

Review the language and vocabulary from lessons 15–19.