

Learning Support Materials



# English for Speakers of Other Languages: Everyday Life 2 (National 3)

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Student Notes



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**Lesson**  
**01**

**Goods and services**  
**Purchase and return**

	<b>Task:</b> Make a purchase and return goods to obtain refund, replacement or acceptable solution
<b>Skills: Speaking, reading, writing</b>	

**Activity 1      Speaking**

Work with a partner. Decide to be Student A or Student B. You will have a few minutes to prepare for this. Your teacher will give you some information. Read it to help you with your preparation.

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**Activity 2      Reading**

- The students below all want to buy a book.
  - On the following page there are descriptions of eight books.
  - Decide which book (letters **A–H**) would be the most suitable for each person (numbers **1–5**).
- 1 Lorna is studying too much at the moment. She'd like a good historical novel, if possible with a strong woman in it.
  - 2 Matt is studying music, and his favourite is rock. He wants a book about the history of rock music, in Britain and in other countries.
  - 3 Dilip is very interested in football and often goes to matches. He'd like a book about football today.
  - 4 Aniela's interested in philosophy but it's difficult to read about this in English. She wants an easy book to help her learn the English words.
  - 5 Chu Hua doesn't normally read novels but she'd like to read one because she wants to learn more about life in Britain today.

**A *British Football: The Early Years***

George Matthews

Modern football began in the 19th century in the universities and the private schools. Then working men began to play, and the big city teams became stronger. George Matthews tells the story well.

**B *Talk Philosophy***

Dave Kettler

Dave Kettler looks at the major philosophers and explains their ideas in simple language. This book is very readable, but full of big ideas.

**C *The Queen in Love***

Rosemary Osborne

This novel takes us back to England in the 1840s. We see it through the eyes of a young queen with a powerful personality. We also learn more about the life of its people.

**D *Premiership: The World's Greatest League***

Trevor Hill

The Premiership is the top league of English football. Is it the greatest in the world? Trevor Hill looks at the clubs, the managers and the players.

**E *Punk's Progress***

Sid Stobes

Satan's People were a punk rock band. They were very big in 1978, but then it all went badly wrong. Sid Stobes was part of the band. This book says a lot about the short history of punk rock.

**F *How to Live with Yourself***

Harmony Greene

In this book, Harmony Greene tells us how to feel better about ourselves. It's a guide to living — and a philosophy of life.

**G *A British Murder***

Paula Raeburn

Donna Leonard and her husband Jason move out of London into the small village of Sumbury. Three days later he is murdered. This is a detective story, but also a story of this country.

**H *Rock Around the World***

John Michael

This book tells the story of rock music from its beginnings in the 1950s. John Michael tries to write about the whole world and succeeds very well. Fans of rock music must buy this book.

### Activity 3 Language focus

**a or an**

Work with a partner. Write one of the things or places in the box on each of the lines below. Then write **a** or **an** before it. Be careful — not every word that begins with a vowel letter also begins with a vowel sound.

American state	Australian city	English football team
European river	Hungarian dish	<del>Indian city</del> Italian dish
Ukrainian city	United Kingdom territory	West Indian island

**a/an**

- 0 Calcutta is   an   Indian city
- 1 Arsenal is \_\_\_\_\_
- 2 Dnepropetrovsk is \_\_\_\_\_
- 3 Goulash is \_\_\_\_\_
- 4 Jamaica is \_\_\_\_\_
- 5 Melbourne is \_\_\_\_\_
- 6 Bermuda is \_\_\_\_\_
- 7 New Jersey is \_\_\_\_\_
- 8 Pizza is \_\_\_\_\_
- 9 The Danube is \_\_\_\_\_

### Activity 4 Vocabulary

**Money**

1 Work with a partner. Write one word or phrase from the box on each line.

<b>change</b>	<b>cheque</b>	<b>credit card</b>	<b>currency</b>	<b>receipt</b>	<b>reduced</b>
---------------	---------------	--------------------	-----------------	----------------	----------------

- a The school wants some money from me. I'll have to send a \_\_\_\_\_.
- b I'll keep the \_\_\_\_\_ — I can get the money back from my boss.
- c I'm going to Portugal next week. What \_\_\_\_\_ do they use?
- d These jeans are usually expensive, but this pair is \_\_\_\_\_ to £20.
- e I don't have enough cash on me. Can I pay by \_\_\_\_\_?

f Do you have any \_\_\_\_\_? I need 80p for my bus fare.

2 Decide which sentence 1–6 goes with each sentence a–f.

- |  |   |
|--|---|
| 1 I think this bill's wrong.                 | a I'll take it back and exchange it for a bigger one. |
| 2 This jumper's too small.                   | b You can pay in monthly instalments.                 |
| 3 These shoes are half price.                | c We only had three soups — not four.                 |
| 4 Things are cheaper after Christmas.        | d Most of the shops have sales then.                  |
| 5 Wait a minute — I've got no money.         | e Let's go to the cash point.                         |
| 6 You don't need to pay the full cost today. | f That's a real bargain.                              |

## Activity 5 Writing

You bought a radio at James Harris' shop in Glasgow. Here's the receipt:

<b>JAMES HARRIS plc</b> 37 LORNE STREET, GLASGOW, G2 7HM Tel: 0151 556 9869 VAT No. 222 5287 75		
PURCHASE		
258/6178 DECCA RADIO		24.99
-----		
TOTAL 1 Item		24.99
CASHGBP	GBP	30.00
CHANGE	GBP	5.01
-----		
<b>THANK YOU FOR SHOPPING AT JAMES HARRIS</b>		
14/09/07 15:56 Cashier number: 3		
<b>PLEASE KEEP THIS RECEIPT AS YOUR PROOF OF PURCHASE AND GUARANTEE</b>		

Now use the information to complete this form:

**JAMES HARRIS plc**

Fill in this form and send it to us in the Freepost envelope provided and you can have a free 1-year guarantee. This does not affect your statutory rights.

- 1 Surname (block letters) .....
- 2 Forename(s) .....
- 3 Home address .....
- 4 Post code: .....
- 5 What did you buy? .....
- 6 Address of shop: .....
- 7 Date of purchase: ..... 8 Price: .....
- 9 Method of purchase: cheque  credit card  debit card  cash
- 10 Would you like us to send you information about James Harris special offers?  
yes  no

**Homework task**

Write about a shopping trip you made recently. Write about:

- where you went
- which shops you went to
- what you bought
- what you paid — was it too much?
- why you chose it/them



**Lesson**  
**02** **Goods and services**  
**Complaints**

	<b>Task:</b> Make a complaint about simple matters
<b>Skills:</b> Speaking, listening, writing	

**Activity 1 Speaking**

Work with a partner. Choose to be Student A or Student B. Your teacher will give you some information to read.

**Activity 2 Listening**

 **Track 1**

You are going to hear an interview with Anthea Matthews. Before you listen, check that you understand these verbs. Use your dictionary if you need help:

**download      earn      solve      run (eg a class)**

Now listen to the interview and decide if each of these statements is **true** or **false**. Write **T** (true) or **F** (false) on each line. You will hear the CD track twice.

- 1 Anthea has had her music shop for many years. \_\_\_\_
- 2 After she left the bank, Anthea looked for a job with another company. \_\_\_\_
- 3 She can play many musical instruments. \_\_\_\_
- 4 She teaches people about new technology. \_\_\_\_
- 5 Anthea likes her new job because she sees the result of her work. \_\_\_\_
- 6 She has met a lot of interesting people in the past year. \_\_\_\_
- 7 Anthea doesn't think her business will grow any bigger. \_\_\_\_
- 8 She doesn't enjoy her new job. \_\_\_\_

### Activity 3 Language focus

Work with a partner. Decide whether each of the spaces below needs **a(n)** or **the**.

- 1 His house is \_\_\_\_\_ biggest in the street.
- 2 We need somebody with \_\_\_\_\_ fast car.
- 3 Give me \_\_\_\_\_ knife, please. I need to chop this onion.
- 4 Shut \_\_\_\_\_ door — it's cold in here.
- 5 Have you got \_\_\_\_\_ camera in your mobile phone?
- 6 What's \_\_\_\_\_ name of that new restaurant in Duke Street?
- 7 Hi — my name's Eric. I'm \_\_\_\_\_ accountant.
- 8 I need \_\_\_\_\_ new pair of shoes. These are falling apart.
- 9 Turn on \_\_\_\_\_ TV, will you?

### Activity 4 Vocabulary — money

Work with a partner. Write the correct words in the spaces below. Use your dictionaries if you need them.

- 1 This machine takes pound c \_\_\_\_\_ and I've only got fifty pence  
\_\_\_\_\_
- 2 Have you got anything smaller? I can't change a ten pound  
n \_\_\_\_\_ .
- 3 I signed a h \_\_\_\_\_ purchase agreement. I gave them a  
d \_\_\_\_\_ of twenty pounds and I can pay off the rest at ten pounds  
a month.
- 4 We need to buy a new car. The bank's offering a l \_\_\_\_\_ at a good  
i \_\_\_\_\_ rate.
- 5 Do you know the e \_\_\_\_\_ rate for the pound against the US  
dollar?
- 6 This bank s \_\_\_\_\_ says we're almost a thousand pounds  
o \_\_\_\_\_ .

## Activity 5 Writing

When you complained at the reception desk at the Plaza Hotel, you felt that the receptionist was not very helpful. She noted your complaint, but she didn't apologise or offer any compensation.

You still feel angry about this. After you return home you decide to write a letter to the hotel manager.

- Invent an address for the Plaza Hotel.
- Write this and your own address in the correct places at the top of the page.
- Open with **Dear Sir/Madam**,
- In the first paragraph, tell the manager what the breakfast was like.
- In the second paragraph, say what happened at the reception desk.
- In the third paragraph, say what you want the manager to do.
- End with **Yours faithfully**,
- Sign the letter and print your name underneath.
- Write approximately 150 words.

## Homework task

Choose a company that you have bought something from, or your bank or building society. Visit their website and find out how to complain to them. Take notes and prepare to describe this to the other students in the class.

## Lesson

## 03

## Goods and services

## Finding things

	<b>Task:</b> Ask for and give information about the availability and location of goods
<b>Skills: Speaking, reading, writing</b>	

## Activity 1 Speaking

Work with a partner. Choose to be **A** (the customer) or **B** (the shop assistant).  
Read the dialogue:

- A** Excuse me — where's the milk?  
**B** It's **in** the fridge — over there — **near** the bread.  
**A** Very good. And where's the butter?  
**B** Butter? Well, it's **in** the fridge too.  
**A** Thank you. And the vegetables? Where are they?  
**B** They're **at** the door — that way.  
**A** Good, now, where's the soap?  
**B** Soap?  
**A** Soap.  
**B** Oh, soap. **On** the top shelf there — **above** the shampoo.  
**A** Shampoo? Where?  
**B** Just there.  
**A** Oh yes, good. Now ...  
**B** Excuse me, I'm really busy ...  
**A** Just a few more. Sweets.  
**B** **On** the right — just there. **Below** the breakfast cereal.  
**A** Bread.  
**B** **At** the back — that way.  
**A** Soap powder.  
**B** On the bottom shelf — **below** the toothpaste.  
**A** Tinned soup.  
**B** It's **near** the door — **above** the tinned vegetables.  
**A** Very good. Thank you. Oh — I'm not a customer.  
**B** What?  
**A** I'm the new manager — well done.

Now change parts and read it again.

After this, look at the language:

**on** the top/bottom shelf **on** the right — also **on** the left

**above** the shampoo **below** the breakfast cereal

**at** the door, **at** the back — also **at** the front

**near** the bread

Work with a partner. Choose to be the customer or the shop assistant. Follow the instructions in your box.

**The customer**

Ask the shop assistant to tell you where these items are:

**bread**  
**vegetables**  
**tinned soup**  
**shampoo**  
**toothpaste**  
**breakfast cereal**  
**bread**

**The shop assistant**

Answer the customer's questions. Use each of these words and tick them off. (✓)

**on** \_\_\_\_  
**in** \_\_\_\_  
**at** \_\_\_\_  
**above** \_\_\_\_  
**below** \_\_\_\_  
**near** \_\_\_\_

## Activity 2      Reading

Look at the facts below. Some information is missing. Read the text about supermarkets. For each fact, fill in the missing information in the numbered space.

### Supermarket facts

This year, Tesco's profits were over two (1) \_\_\_\_\_ pounds.

Processed foods often have a lot of salt, (2) \_\_\_\_\_ and sugar.

In Britain, (3) \_\_\_\_\_ butchers, bakers and fishmongers are closing every week.

Rowley Leigh says a pasta bake would cost (4) \_\_\_\_\_ pence to make at home.

Supermarkets now also sell (5) \_\_\_\_\_, electrical goods and jewellery.

People now do (6) \_\_\_\_\_ per cent of their food shopping in the big supermarkets.

### How supermarkets are taking over the world

*By Joanna Blythman*

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### Activity 3 Language focus

#### Prepositions of time

Work with a partner. Write **at**, **in** or **on** in each of the spaces below.

- 1 I'll see you \_\_\_ the weekend.
- 2 The course starts \_\_\_ January.
- 3 I went to the cinema \_\_\_ Wednesday.
- 4 Leave it — we can finish it \_\_\_ the morning.
- 5 We have two weeks' holiday \_\_\_ Easter.
- 6 The new computers will be here \_\_\_ a few days.
- 7 I don't like the weather \_\_\_ the winter.
- 8 The train leaves \_\_\_ five past six.
- 9 My birthday is \_\_\_ the 3rd of June.
- 10 We saw them \_\_\_ Christmas.
- 11 Javier was born \_\_\_ 1985.
- 12 She does a lot of work \_\_\_ night.

### Activity 4 Vocabulary

Anthea has been to the High Street. When she gets home, she has a conversation with Kate, her flat-mate. Read their conversation and write the name of a type of shop in each space.

- Kate Oh, hi, Anthea. Are you OK?
- Anthea I'm exhausted. Wait a minute ... Let me put these bags down.
- Kate Have you been to the shops?
- Anthea Yes, I've been out all morning.
- Kate What did you buy?
- Anthea Well, I started at the (1) \_\_\_\_\_ I got a newspaper there. Then I went to the (2) \_\_\_\_\_ and got some steak and some sausages. Then ... wait a minute while I put the kettle on.
- Kate OK ...
- Anthea Then I went to the (3) \_\_\_\_\_ and got my hair cut.
- Kate Is it nice?
- Anthea It's OK, I think, then ... let me see ... oh yes, I went to the (4) \_\_\_\_\_ and bought some bread and some rolls. Then to

the (5) \_\_\_\_\_, and I got some shampoo and some deodorant and ....

Kate Well, you've been busy ...

Anthea Yes, let me finish. Then I went to the (6) \_\_\_\_\_ and got some fruit and vegetables, but ... the most important thing ...

Kate Yes?

Anthea Then I went to the (7) \_\_\_\_\_ and got two new pairs of shoes!

Kate Two pairs?

Anthea Yes — so it's been a good day, after all.

## Activity 5 Writing

A new market, shop or supermarket has opened in your area. Write an advertising feature for it. Tell people how it is different from others, what it sells, why they should visit and any new or special items it has on sale. Write around 150 words.

### Homework task

Look at this list of items:

- fruit
- cheese
- bread
- meat
- fish
- household paint
- furniture
- flower seeds
- books
- magazines

Write a shopping guide to your local area. Describe the best shop or shops to buy each of these items. Think about price and quality.



**Lesson**

**04**

**Goods and services**

**Emergencies**

	<b>Task:</b> Call an emergency number and explain a problem
<b>Skills:</b> Speaking, listening, writing	

**Activity 1 Speaking**

**B** has dialled 999. He/she wants to speak to the police. **A** is the emergency operator. **B** speaks to **A**, and then to **C** at police control.

Work with two other students. Put the conversation between **B** and **C** — **part 2** — into the correct order. Write a number on each line. Then take one part each — **A**, **B** or **C**, and read the conversation.

**Part 1**

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

**Part 2**

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

## Activity 2      Listening

### Track 2

Listen to the CD track and answer the questions. You will hear the track twice.

- 1 Who is this talk for? (Tick one answer.)
  - a People working for the Fire Service. \_\_\_\_
  - b Students on a college course. \_\_\_\_
  - c Listeners to a radio programme. \_\_\_\_
  - d Viewers of a TV programme. \_\_\_\_
  
- 2 Why should you call the fire service even after you have put out a fire?
  - a The law says you have to. \_\_\_\_
  - b The fire may not really be out. \_\_\_\_
  - c You may have breathed poisonous smoke. \_\_\_\_
  - d They need to check your fire extinguisher. \_\_\_\_
  
- 3 Why should you close the door of a room where there is a fire? Give two reasons.
  - a \_\_\_\_\_
  - b \_\_\_\_\_
  
- 4 How should you check if there is a fire on the other side of a closed door?  
\_\_\_\_\_
  
- 5 If you are in a room and can't leave it because of a fire in the house, what things should you do:
  - a with the door?  
\_\_\_\_\_
  
  - b with towels, pillows or clothes?  
\_\_\_\_\_
  
  - c with the window?  
\_\_\_\_\_

### Activity 3 Language focus

Work with a partner. Write one of the words from the box on each line in the sentences below.

**some any much many lots**

- 1 How \_\_\_\_\_ cake do you want?
- 2 We don't have many glasses. There are \_\_\_\_\_ in the cupboard.
- 3 We don't need any cheese. There's \_\_\_\_\_ of it in the fridge.
- 4 Get some tins of soup. There aren't \_\_\_\_\_ here — none at all.
- 5 There's still \_\_\_\_\_ pasta in the pot, but not enough for both of us.
- 6 There are \_\_\_\_\_ of potatoes. Don't buy any.
- 7 There isn't \_\_\_\_\_ milk left — just enough for our tea.
- 8 There aren't \_\_\_\_\_ tomatoes in the salad — only two or three.
- 9 There isn't \_\_\_\_\_ bread at all. The bread box is empty.
- 10 How \_\_\_\_\_ plates are there?

### Activity 4 Vocabulary

Work with a partner. Look at the words below. Each of them connects with one of the emergency services. Write each of them in the correct box.

assault burglar collapsed constable doctor explosion  
extinguisher fire engine heart attack inflammable paramedic  
robbery sergeant sprinklers unconscious

#### Police

---

---

---

---

---

#### Fire

---

---

---

---

---

#### Ambulance

---

---

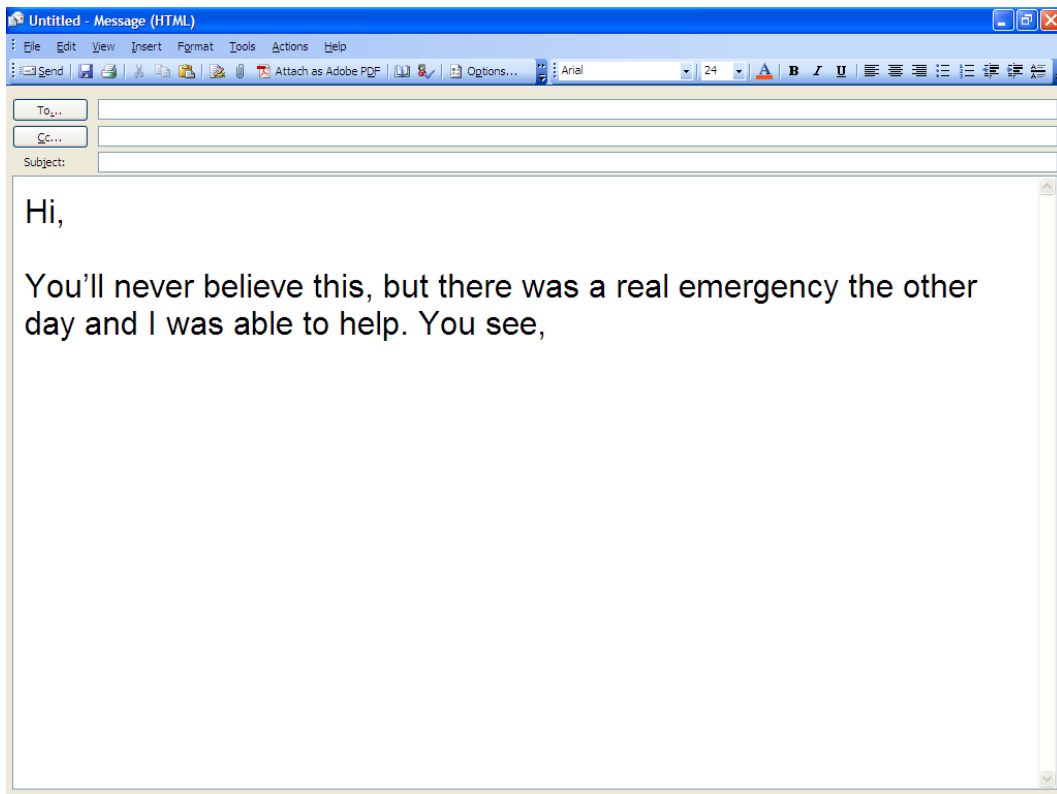
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## Activity 5 Writing

Look at the start of the e-mail to a friend. You have to complete this in around 150 words. Think about an emergency you have been involved with, or one that you can imagine. Describe what happened — did you call the police, fire or ambulance, or did someone else? What happened next? How did you feel at the time, and afterwards?



## Homework task

Use the internet or your local library. Find out about the emergency services in your area. What is the name of your local police, fire and ambulance service? How large an area do they cover? Is it possible to arrange a visit to them? What sort of career opportunities do they have? Find information on all of these points, and anything else that you find interesting, and bring it to the class.

**Lesson**  
**05**

**Goods and services**

**Review of lessons 1–4**

<b>Skills: Speaking, reading, writing</b>	

**Activity 1 Speaking**

1 Work with a partner.

Look at these two words: **be see**

They end with the same vowel sound: /i:/

Now look at these two: **egg end**

They begin with the same vowel sound: /e/

Now look at the English alphabet:

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

Write the remaining letters in the table below under the letters that they **rhyme** with. One example has been done for you.

<b>A</b>	<b>B</b>	<b>F</b>	<b>H</b>	<b>I</b>	<b>O</b>	<b>Q</b>	<b>R</b>
	<b>C</b>						

2 Still working with your partner, move from **C** to **D**. Move across → or down ↓. Move only on squares with the same vowel sound.

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

## Activity 2 Reading

Work with a partner. Look at the sign in each question and tick (✓) the correct explanation, **A**, **B**, **C** or **D**.

1

**Annabel's Restaurant**  
  
Minimum charge  
of £4.00 per person  
between 12.00 and 2.00.

- A Everything costs over £4.00 at lunchtime.
- B You pay £4.00 extra at lunchtime.
- C You can't pay less than £4.00 at lunchtime.
- D Lunch costs only £4.00 between 12.00 and 2.00.

2

**Information**  
  
Please turn off  
mobile phones  
before entering  
theatre.

- A You can't take a mobile phone into the theatre.
- B Switch off your mobile before you go into the theatre.
- C Phone the theatre before you enter.
- D You can get information about mobile phones here.

3

Ex-rental DVDs for sale  
  
Contact Debbie in the office

- A Debbie wants to sell her DVDs.
- B Debbie sells new DVDs.
- C Debbie buys second-hand DVDs.
- D Debbie sells used DVDs.

4

**Pembridge Café**

**Opening times**

**April–October**  
Mon–Sat, 9.00–6.00  
Sun, 10.00–5.00

**November–March**  
Mon–Sat, 9.00–5.00

- A The café is closed on Sundays in the winter.
- B The café is closed in December.
- C The café is closed during weekends in the winter.
- D The café is closed after 5.00 on Saturdays in the summer.

5


**Laxbury Brewery**

Visitors ring bell for admission  
and report to office.

- A The brewery does not permit visitors.
- B Visitors may enter after ringing bell.
- C Employees ring the bell before they enter the brewery.
- D Visitors have to pay to enter the brewery.

6

**Hardie & Co.**  
**Shop closed. Please visit our  
new shop at 21 Arnold Street  
— just 2 minutes' walk from  
here**



- A Arnold Street is not far away.
- B The shop is closed today.
- C Arnold Street is to the left.
- D This sign is in Arnold Street.

### Activity 3 Language focus

Work with a partner. Choose between each of the words in bold in the sentences below.

- 1 Kurt's **a/an** United States citizen.
- 2 There **aren't/isn't** a lot of sandwiches.
- 3 Carla bought **a/some** whole Cheddar cheese.
- 4 Have a good summer — I'll see you **at/in** September.
- 5 Moira's brother is **a/the** lawyer.
- 6 Mustafa wants a job at **a/an** university.
- 7 Do you have **a/the** few minutes?
- 8 Answer **a/the** phone, will you?
- 9 The weather's usually better **in/on** spring.
- 10 This is **a/an** unsafe car.
- 11 He died **on/at** the 4th of May.
- 12 How **many/much** chicken do you want?

### Activity 4 Vocabulary

Work with a partner. Do the crossword below. The answers are all in the Vocabulary sections in lessons 1–4.

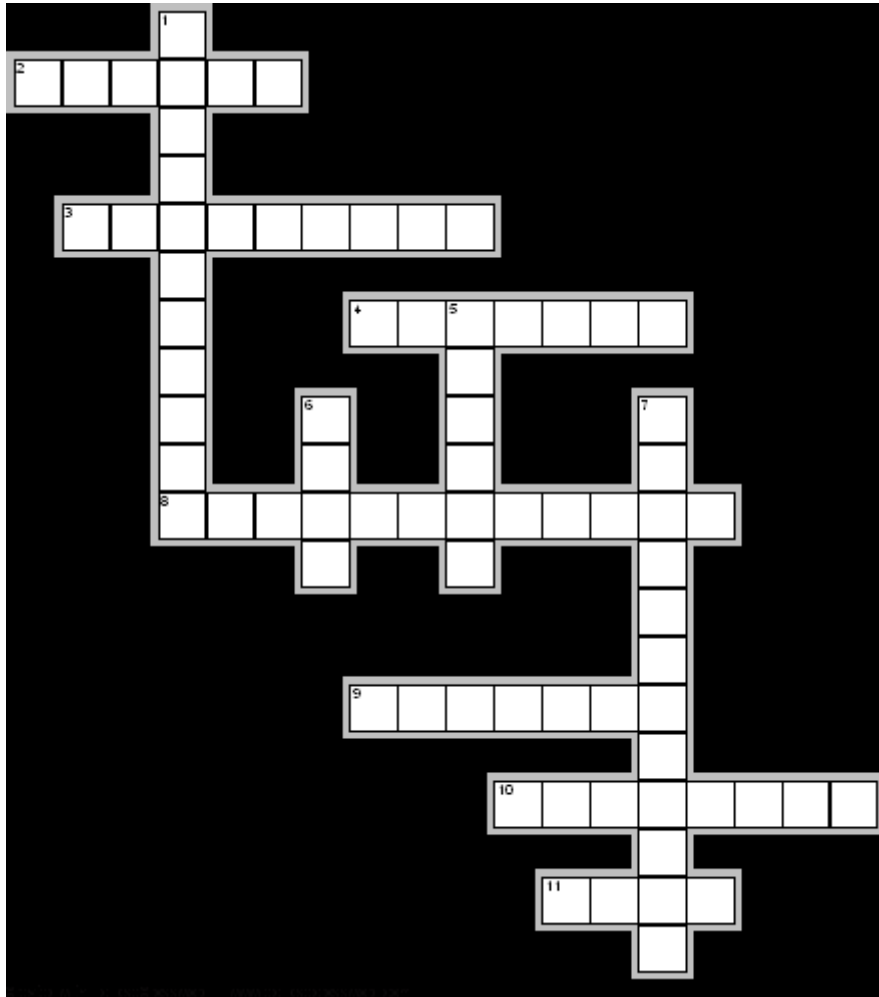
#### Across

- 2 Loose money. (6 letters)
- 3 The bank sends you this every month. (9)
- 4 This shows you have paid. (7)
- 8 It puts out fires. (12)
- 9 He steals things from your house. (7)
- 10 You can buy meat here. (8)
- 11 Pay and borrow for a short time. (4)

#### Down

- 1 It burns easily. (11)
- 5 You write this to pay. (6)
- 6 A piece of metal money. (4)
- 7 You can buy vegetables here. (12)





## Activity 5 Writing

The length of your writing should be approximately 150 words.

Think about shopping where you live now and in another country you know. Write a letter to a friend in that country. Describe the differences in the shops and markets, in how people shop and in what and how much they buy.

### Homework task

Use the internet to find the answers to these questions:

- 1 The biggest supermarket chain in Britain.
- 2 The biggest supermarket chain in the world.
- 3 The biggest fast food chain in the world.
- 4 The biggest supermarket in your area.

**Lesson**  
**06** **Health**  
**Appointments**

	<b>Task:</b> Make and confirm appointments with health care professionals
<b>Skills:</b> Speaking, listening, writing	

**Activity 1 Speaking**

Work with a partner. **Student A** is a receptionist in a medical practice. **Student B** wants to make an appointment. Choose to be one of them. Read the instructions then sit with your backs to each other and have the phone conversation.



1

**Activity 2 Listening**

**Track 3**

Listen to this man speaking on the phone to a doctors' receptionist. He wants to make an appointment. As you listen, choose between a or b for each answer. Write a tick (✓) on one line. You will hear the CD track twice.



2

- 1 The caller's doctor is:
  - a Dr Brown. \_\_\_\_
  - b Dr Cairns. \_\_\_\_
  
- 2 The doctor can see the caller:
  - a at 10.15 on Tuesday. \_\_\_\_
  - b at 10.15 on Wednesday. \_\_\_\_
  
- 3 The caller can't come tomorrow because:
  - a he works in the morning. \_\_\_\_
  - b he is seeing his dentist. \_\_\_\_
  
- 4 What is the caller's problem?
  - a he feels dizzy. \_\_\_\_
  - b he fell down at work. \_\_\_\_
  
- 5 The caller can't come in the afternoon this week because:
  - a he's going to the dentist. \_\_\_\_
  - b he works in the afternoons. \_\_\_\_
  
- 6 The caller chooses to see Dr Patel because:
  - a he wants to see a male doctor. \_\_\_\_
  - b he can see Dr Patel on Thursday. \_\_\_\_

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### Activity 3 Language focus

Present simple or continuous in present time

Work with a partner. Change the verbs in brackets to their **present simple** or **continuous** form.

- 1 Wait a minute — I **(finish)** my coffee.
- 2 Marcel's not here. He **(go)** to the swimming pool on Saturday mornings.
- 3 Maria often **(watch)** football on TV.
- 4 'Who's in the kitchen?' 'Mike. He **(cook)** the dinner.
- 5 Some teenagers today **(spend)** a lot of time playing computers.
- 6 Imran doesn't like football much — he **(prefer)** cricket.
- 7 What on earth's that noise? That's my brother. He **(play)** his drums.
- 8 Tabby **(sleep)** about 18 hours a day. That's normal for cats.
- 9 Lorraine isn't in. She **(buy)** the food for tonight.
- 10 Kristine **(work)** in a hotel for a few days.

### Activity 4 Vocabulary

Work with a partner. Write the correct word from the box on each line.

ears eyes feet finger hand knees lips mouth nose teeth
--

- 1 You smell with it. \_\_\_\_\_
- 2 You hear with them. \_\_\_\_\_
- 3 You kneel on them. \_\_\_\_\_
- 4 You point with it. \_\_\_\_\_
- 5 You speak with it. \_\_\_\_\_
- 6 You chew with them. \_\_\_\_\_
- 7 You kiss with them. \_\_\_\_\_
- 8 You hold with it. \_\_\_\_\_
- 9 You walk on them. \_\_\_\_\_
- 10 You see with them. \_\_\_\_\_

## Activity 5 Writing

Work with a partner. Interview your partner and fill in the form below. Then let your partner interview you.



---

First name \_\_\_\_\_ Family name \_\_\_\_\_

Sex (tick) male  female

Age (tick) 11–20  21–30  31–40  41–50  51–60

How is your general health? (tick) good  average  poor

Do you smoke? (tick) yes  no

Have you ever been in hospital? (tick) yes  no

When did you last visit your doctor? \_\_\_\_\_

When did you last have a day off school, college or work because of illness?  
\_\_\_\_\_

Are you allergic to anything? (tick) yes  no

Are there any foods which you do not eat? (tick) yes  no

What are they? \_\_\_\_\_

When did you last go away from home on holiday? \_\_\_\_\_

Where did you go? \_\_\_\_\_

---

## Homework task

In the UK, when you need to see a doctor, you go to your local GP. You don't pay for the visit, though most people have to pay some of the cost of prescriptions. Write a short article. Compare the system in the UK with the system in another country you know.

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

	<b>Task:</b> What's the problem?
<b>Skills:</b> Speaking, reading, writing	

**Activity 1 Speaking**

Work with a partner. Choose to be the **patient** or the **doctor**. Your teacher will give you sets of instructions. Read them and have the conversation.



**Activity 2 Reading**

Work with a partner.

1 Match the beginning of each sentence **1–9** with its end **a–i**.

**Scottish Health Statistics**

On average, each year

- 1 Over 50 people are injured by using sharp
- 2 3 people die testing if a 9-volt
- 3 Over 100 people are injured by not removing all the pins
- 4 10 people die by watering their Christmas
- 5 6 people die after eating Christmas decorations
- 6 4 people break their arms after
- 7 18 have serious burns after trying on a new jumper
- 8 270 go to hospital after trying to open bottles
- 9 8 go to hospital after fracturing



2



3



4

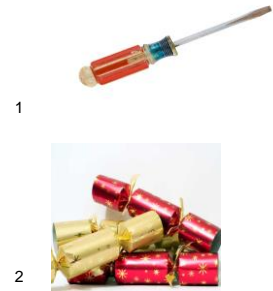


5

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1 Annett Vauteck 2 Michal Besser 3 Feng Yu 4 Viktor Kitaykin 5 Ufuk Zivana

**a** of beer with their teeth.

- b knives instead of screwdrivers.
- c believing they are made of chocolate.
- d their skulls while being sick in the toilet.
- e tree while the fairy lights are plugged in.
- f with a lit cigarette in their mouth.
- g battery works on their tongue.
- h pulling Christmas crackers.
- i from new shirts.



2 Now decide if each of these sentences is true or false. Write **T** (true) or **F** (false) on each line.

- a New shirts are more dangerous than knives. \_\_\_\_
- b Christmas decorations are less dangerous than Christmas trees. \_\_\_\_
- c New jumpers cause fewer accidents than Christmas crackers. \_\_\_\_
- d Opening beer bottles is more dangerous than being sick in the toilet. \_\_\_\_
- e Christmas decorations cause fewer deaths than 9-volt batteries. \_\_\_\_

### Activity 3 Language focus

**Present simple** or **continuous** in the future

Work with a partner. Write the verbs in the **present simple** or the **present continuous**. Remember to pay attention to questions and negatives.

- 1 The film ..... (**finish**) after midnight.
- 2 ..... Julia ..... (**go**) to the party?
- 3 ..... you ..... (**have**) school tomorrow?
- 4 I can't come for lunch — I ..... (**see**) the boss in a few minutes.
- 5 We have to leave. The game ..... (**start**) at three o'clock.
- 6 I ..... (**not go**) to the cinema tonight. I don't feel like it.
- 7 There's no hurry — the shops ..... (**not open**) till nine.
- 8 Arnie ..... (**play**) tennis with Emma tomorrow.
- 9 When ..... your flight ..... (**leave**)?
- 10 .....Matthew and Jessica ..... (**get**) married next week?

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1 - dndavies 2 - Linda MacPherson

## Activity 4 Vocabulary

What's wrong with Laura? Work with a partner. Match the medical problems **1–6** with the treatments **a–f**.

- |                              |  |
|------------------------------|--|
| 1 She's got flu.             | a She has to stay warm and drink lots of fluids. |
| 2 She cut her hand.          | b It's in plaster and she's walking on crutches. |
| 3 She's got a stiff neck.    | c She's using drops and taking antibiotics.      |
| 4 She's got a broken leg.    | d She's seeing the physiotherapist.              |
| 5 She's got a broken arm.    | e She's wearing a bandage.                       |
| 6 She's got an infected eye. | f She's wearing a sling.                         |

## Activity 5 Writing

Today you had an accident. This happened in one of three ways:

- at work or college
- on the way home from work or college
- at home.

You have been to see the doctor and will not be able to come to college or work for a few days.

Write an e-mail to your teacher or boss and explain the situation.

Write about:

- where the accident happened
- how the accident happened
- what you did next
- what the doctor said
- when you will be back to college or work.

## Homework task

Imagine you are a newspaper reporter. Write the story of an accident for your newspaper. Write about what happened, where it happened and who was involved.

1



2



3



4

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1 - oscar durand 2 dr bueller 3 ivan cholakov 4 kathey new



**Lesson**  
**08** **Health**  
**Medication**

	<b>Task:</b> Obtain medication from a pharmacist
<b>Skills:</b> Speaking, listening, writing	

**Activity 1 Speaking**

Work with a partner. Decide which of you is **Student A** and which is **Student B**. Your teacher will give you a set of instructions.

**Activity 2 Listening**

 **Track 4**

You will hear six conversations. Listen to the tone of the speakers and the feelings they show. Decide if each statement below is true or false. Write a tick (✓) on one line.

	<b>true</b>	<b>false</b>
1 Sue thinks she'll get better soon.	_____	_____
2 Lisa wants someone to talk to.	_____	_____
3 Jake feels that he is doing too much work.	_____	_____
4 Mustafa feels that his life is going well.	_____	_____
5 Harry is embarrassed.	_____	_____
6 Maria is jealous.	_____	_____

### Activity 3 Language focus

Work with a partner. Look at these sentences. Decide if they should be in the **present perfect** or the **past simple** and rewrite the verbs.

- 1 Julia **(get)** \_\_\_\_\_ that coat last year.
- 2 She **(wear)** \_\_\_\_\_ it almost every day since then.
- 3 It's a good shop — I **(buy)** \_\_\_\_\_ a few things there.
- 4 It was a terrible shop. I only **(go)** \_\_\_\_\_ inside once.
- 5 I **(had)** \_\_\_\_\_ these shoes for years — I still wear them sometimes.
- 6 I **(not wear)** \_\_\_\_\_ this for years but it's coming back into fashion.
- 7 When I was at school I **(try)** \_\_\_\_\_ to wear nice clothes. Now I don't worry.
- 8 I **(have)** \_\_\_\_\_ this car for too long. I need a new one.
- 9 You **(meet)** \_\_\_\_\_ anyone interesting in London last week?
- 10 Oh no! They **(open)** \_\_\_\_\_ another supermarket? There are too many in this town.

### Activity 4 Vocabulary

Work with a partner. Match the words in the box to the signs below.

**Dangerous chemical   Explosive   Fire escape   Fire extinguisher**  
**First Aid   Flammable   Pharmacy   Radioactive**

1 red & black



2 orange & black



3 yellow & black



4 green cross on white



5 black & yellow



6 white cross



7 red & white



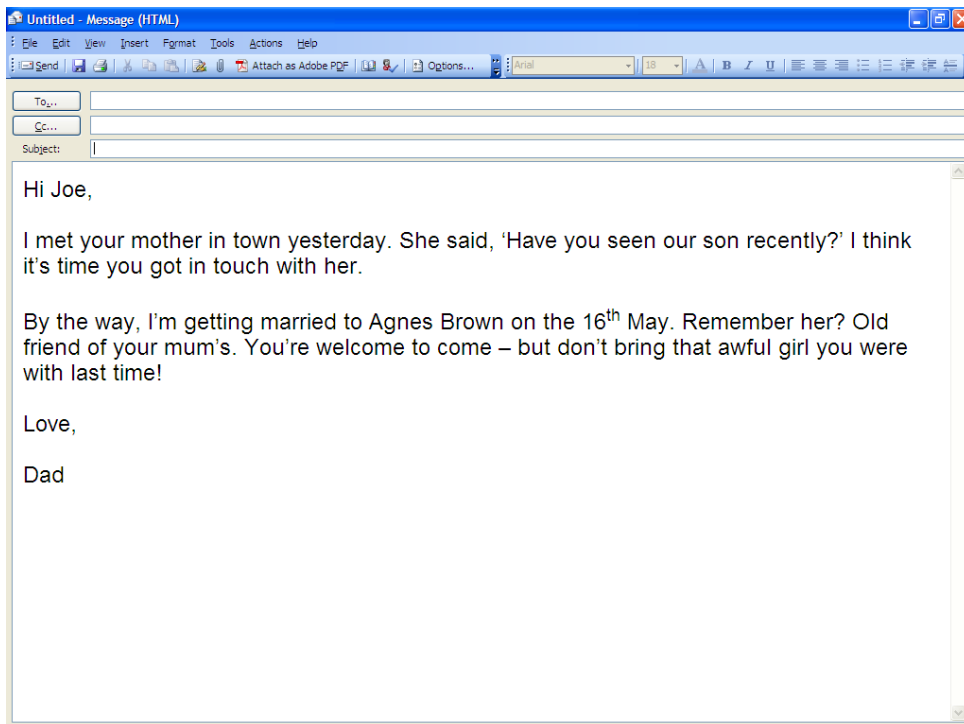
8 green & white on green



## Activity 5 Writing

- 1 Work with a partner. Look at the punctuation marks and instructions in the box. Match each with its **first** example in the e-mail below.

comma	full stop	dash
open inverted commas	close inverted commas	
	new paragraph	
question mark	exclamation mark	



- 2 Now listen as your teacher dictates an e-mail from a student to her teacher. Write down what you hear, with the correct punctuation. Miss a line between paragraphs.

## Homework task

Most accidents happen at home. Look at the causes shown in the pictures below, and think of other types of accidents at home. Write some safety rules, eg Do not leave water lying on the floor. Clean it up immediately.

1



2



3

4

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1 James Steidl 2 Mark Richardson 3 Carmen Martinez Hanus 4 Dave Pilibosian 5 –Daniel Albiez

**Lesson**  
**09** **Health**  
**Labels**

	<b>Task:</b> Understand basic information from the labels of off-the-shelf medicines
<b>Skills: Speaking, reading, writing</b>	

**Activity 1 Speaking**

Look at the six things below. Decide if you think they are **very important, quite important or not important** for health. Put a tick (✓) on one line for each.



1



2



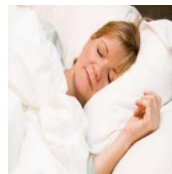
3



4



5



6

	<b>very important</b>	<b>quite important</b>	<b>not important</b>
fruit	_____	_____	_____
vegetables	_____	_____	_____
meat	_____	_____	_____
cereals	_____	_____	_____
exercise	_____	_____	_____
sleep	_____	_____	_____

Now work with a partner. Compare your ideas. Discuss the similarities and differences. Try to agree.

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1 Karim Hesham 2 Angel Herrero de Frutos 3 Jon Helgason 4 Dmitry Galaternik 5 Josef Volavka 6 Leigh Schindler

## Activity 2 Reading

Read the newspaper article below. Write one word from the box in each space. Then compare your results with a partner's.

<b>danger</b>	<b>doctor</b>	<b>good</b>	<b>hospital</b>	<b>labels</b>
<b>language</b>	<b>languages</b>	<b>lucky</b>	<b>pills</b>	<b>translating</b>

### Pharmacies Make Labels Easier to Read

A woman got a bottle of **1** \_\_\_\_\_ from the chemist's. She had high blood-pressure. The words on the label were simple enough, 'Take once a day until finished.' But the woman was from Mexico, and her English wasn't very **2** \_\_\_\_\_. In Spanish, 'once' means 11. So she took 11 pills every day. Soon, she didn't feel very well and told her **3** \_\_\_\_\_. She was **4** \_\_\_\_\_ — she didn't die.



21 million people in the United States don't speak very good English. They are in **5** \_\_\_\_\_ every day. Many of them don't always understand the **6** \_\_\_\_\_ on medicine bottles. Some become more ill. They have to see their doctor or go to **7** \_\_\_\_\_. This costs the health-care system more than \$50 billion a year. Now US drug companies are **8** \_\_\_\_\_ labels into Spanish, as well as 10 other **9** \_\_\_\_\_. These include German, Polish, Italian and Vietnamese. 'We live in a multicultural society,' said Aaron Liberman, a health-care professor at the University of Central Florida. 'Many Americans speak English as their second **10** \_\_\_\_\_. We have to help them.'

Source: *Orlando Sentinel* October 6, 2003

Photos: (c) istockphoto.com/aristotou

### Activity 3 Language focus

- 1 Work with a partner. Read the sentences below. Change each verb in brackets either to the **past simple** or the **past continuous**.
  - 1 Maria (**play**) tennis when she (**twist**) her ankle.
  - 2 She (**go**) to the doctor and he (**tell**) her to rest it.
  - 3 She (**lie**) on the sofa when her friend Lian (**phone**).
  - 4 Lian (**come**) round to her flat and (**make**) her some Chinese tea.
  - 5 Maria (**not like**) the tea but she (**drink**) it anyway.
  - 6 While they (**drink**) the tea, Rachel (**arrive**).
  - 7 Before this, she (**run**) and she (**hurt**) her knee.
  - 8 Lian (**make**) some tea for her too and (**tell**) both of them to give up sport for a while.

- 2 Now write answers to these questions:

**What were you doing:**

at eight o'clock this morning? \_\_\_\_\_

at ten o'clock last night? \_\_\_\_\_

at one o'clock yesterday? \_\_\_\_\_

at nine o'clock on Sunday evening? \_\_\_\_\_

at this time last week? \_\_\_\_\_

on the 1st of January this year? \_\_\_\_\_

on the afternoon of your last birthday? \_\_\_\_\_

## Activity 4 Vocabulary

Work with a partner. Look at the instructions **1–9** below. All of them come from medicines. Match each with its explanation **a–i**.

- 1 For oral administration only.
- 2 Capsules should be swallowed whole with water.
- 3 Do not exceed 8 capsules in 24 hours.
- 4 If symptoms persist consult your doctor.
- 5 Apply sparingly to the affected area.
- 6 For external use only.
- 7 The sachet should be massaged to mix the contents before opening.
- 8 Take only as directed.
- 9 For topical oral use.



- a Follow instructions for taking these.
- b If you don't get better, see your doctor.
- c Do not chew or crunch these.
- d To treat a part of your mouth.
- e Do not swallow these.
- f Squeeze it a few times before you open it.
- g Rub a little on to the part that hurts.
- h Do not take more than this number.
- i Only take these through your mouth.



3





**Lesson**  
**10**

**Health**  
**Review of lessons 6–9**

<b>Skills: Speaking, listening, writing</b>	

**Activity 1 Speaking**

**Doctor, Doctor jokes**

These usually have only two lines, and always begin with 'Doctor, Doctor'.

Work with a partner. Match up the first and second lines in each joke. Then decide which of you is the patient and which the doctor. Read the two parts.



Patient

- 1 'Doctor, Doctor, I feel like a dog.'
- 2 'Doctor, Doctor, I think I'm a bell.'
- 3 'Doctor, Doctor, I get a pain in the eye when I drink coffee.'
- 4 'Doctor, Doctor, please help me. I think I'm invisible.'
- 5 'Doctor Doctor, everybody thinks I'm a liar.'
- 6 'Doctor, Doctor, I think I need glasses.'
- 7 'Doctor, Doctor, I hurt all over my body. When I press with my finger here ... it hurts, and here ... it hurts, and here ... and here ... What's wrong with me?'

Doctor

- a 'Take the spoon out first.'
- b 'You have a broken finger.'
- c 'Where are you?'
- d 'Yes, you do — I'm a dentist.'
- e 'Sit!'
- f 'I don't believe you.'
- g 'Take these pills and give me a ring tomorrow.'

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## Activity 2    Listening

### Track 5

Listen to the CD track and, for each question, decide which statement, **A–D**, is true. You will hear the track twice.

- 1    **A** Sue can't come to the meeting.  
      **B** Nadia's mother is ill.  
      **C** The meeting is between Nadia and Sue.  
      **D** Sue will phone Nadia tomorrow morning.
  
- 2    **A** Mrs Gorman wants a dental appointment.  
      **B** The woman has to have an appointment today.  
      **C** The woman wants to cancel her appointment.  
      **D** The woman isn't free in the morning.
  
- 3    **A** The lift is in the same room as the speakers.  
      **B** The speaker is visiting a hospital.  
      **C** The speaker has to use the stairs.  
      **D** The speaker wants to visit Ward 33.
  
- 4    **A** The man wants to make an appointment.  
      **B** The man wants to change his appointment.  
      **C** The man wants to check his appointment.  
      **D** The man has an appointment with Dr Shand.
  
- 5    **A** The man should drink a lot of liquid.  
      **B** The man should get out of bed.  
      **C** The man has flu.  
      **D** The man is very cold.
  
- 6    **A** The customer is in a hurry.  
      **B** The customer is happy to wait.  
      **C** The customer will return later.  
      **D** The customer will return tomorrow.

### Activity 3 Language focus

Work with a partner. In each sentence choose the better form of the two in bold.

- 1 I **never eat** / **'m never eating** cauliflower.
- 2 The bus **leaves** / **is leaving** at eight tomorrow morning.
- 3 Marcia **dropped** / **was dropping** her glass when she saw me.
- 4 **Do you go** / **are you going** out tonight?
- 5 The last time I saw her she **shopped** / **was shopping** in Sainsbury's.
- 6 **Did you see** / **have you seen** that horror film last night?
- 7 'Harry's looking tired today.' 'Yes, he **studies** / **'s studying** for his exams.'
- 8 When **do the holidays end** / **are the holidays ending**?
- 9 Jake **turned** / **was turning** a corner when he fell off his bike.
- 10 'Do you want the newspaper?' 'No thanks — **I read** / **'ve read it**.
- 11 **I worked** / **'ve worked** there for five years. I'm glad I left.
- 12 Lenny **lives** / **'s living** in a hotel at the moment.

### Activity 4 Vocabulary

Work with a partner. All the words on the left are in lessons 7–9. Match each with its meaning on the right.

- |                    |                                |
|--------------------|--------------------------------|
| 1 crutches (n)     | a arm bandage                  |
| 2 exceed (v)       | b liquid                       |
| 3 extinguisher (n) | c of the mouth                 |
| 4 flammable (adj)  | d it shows the type of illness |
| 5 fluid (n)        | e chemist's                    |
| 6 infected (adj)   | f use just a little            |
| 7 oral (adj)       | g puts out fire                |
| 8 pharmacy (n)     | h to be more than              |
| 9 sling (n)        | i won't move easily            |
| 10 sparingly (adv) | j they help you walk           |
| 11 stiff (adj)     | k has a disease                |
| 12 symptom (n)     | l can burn                     |

## Activity 5 Writing

Work with a partner. Read the e-mail and notes below. Write one illness on each line.

a cold      food poisoning      flu

1

**From:** Norrie Brown **To:** brianthomas@haplight.co.uk

**Subject:** day off

Hi Brian,

Sorry, I won't be at work today. I bought a hot dog after the football match and I was sick when I got home, and again this morning. I think I've got

\_\_\_\_\_.

Norrie

2

*Martha — I'm in bed. I've got a high temperature and all my joints ache. The doctor says it's*

\_\_\_\_\_.

*Jack*

3

Shona,  
Jim was out in the rain yesterday without his jacket. He was soaked when he came home and now he's got \_\_\_\_\_ — sore throat, coughing, runny nose, everything. Silly man.  
Love,  
Megan

### **Vocabulary note:** ill and sick

We can say, **I'm ill**, or **I'm sick** — they mean the same thing.

**I was sick** can mean 'I was ill', but also 'I vomited'.

If we say **I feel sick** it means we want to vomit.

Now have a conversation with your partner. Use the structures in the white box below and the words and phrases in the grey boxes.

**Student A:** You are ill. Telephone your teacher / boss. Say what the problem is.

**Student B:** You are the teacher / the boss. Give advice.

I've got ... I was ... You should ... ..

food poisoning  
sick  
stay indoors  
eat very little

flu  
a high temperature  
stay in bed  
drink lots of fluids

a cold  
a sore throat  
a runny nose  
stay at home  
keep warm

Now send an e-mail to your teacher / your boss.

- Say that you are ill.
- Tell them the symptoms.
- Tell them what kind of illness it is.
- Say what the doctor thinks.
- Say how long you expect to be off.

## Homework task

**Duvet day**, n; a day when employees can decide to stay in bed instead of going in to work.

Do you think duvet days are a good thing? Should companies — and schools/colleges — allow them? Write about your ideas.

To find out more visit:

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



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## Lesson

## 11

## Travel

## Enquiries and bookings

	<b>Task:</b> Make enquiries about cost, time and duration of journeys. Make bookings and pay for tickets
<b>Skills:</b> Speaking, reading, writing	

**Activity 1 Speaking**

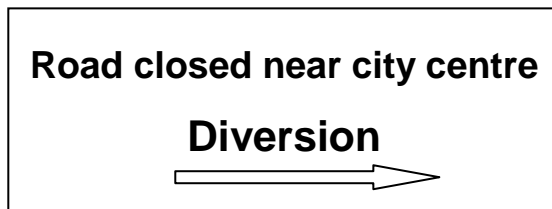
Work with a partner. **Student A** wants to go on holiday. **Student B** is a travel agent. Choose to be one or the other. Your teacher will give you some information to read.

When you have the conversation, sit with your backs to each other — you can't see someone's face when you're on the phone.

**Activity 2 Reading**

Work with a partner. Decide on the best explanation — **A, B, C or D** — for each sign.

1



- A** You can't get to the city centre now.
- B** All cars must turn right here.
- C** Take this new route to the city centre.
- D** This road is closed just ahead.

2

**Security notice**  
**Unattended luggage**  
**will be taken away**

- A You must stay with your luggage.
- B You must check in your luggage now.
- C You mustn't wait here with your luggage.
- D Don't forget your luggage.

3

**City Buses**  
Pay driver  
exact fare only

- A You can't pay more than the correct fare.
- B You can get change from the driver.
- C You must pay the correct fare.
- D Buy a ticket before you get on the bus.

4

**Coldshiels via Furstone**

- A This bus goes through Coldshiels.
- B This bus goes through Furstone.
- C Coldshiels is on the way to Furstone.
- D Furstone is on the direct route to Coldshiels.

5

**Parking for office staff only.**  
**Cars without permits will be towed away.**

- A Nobody is allowed to park here.
- B Only employees can park here.
- C Employees must carry a permit.
- D You can get a permit from the office.



6

*Due to essential maintenance on the east coast line, trains to and from London may be subject to delay.*

- A All trains to London are delayed.
- B You can't take a train to London today.
- C All trains from London will arrive late.
- D They are working on the line to London.

### Activity 3 Language focus

Look at these statistics about France, Italy and Tanzania. Write one word from the box in each space below.

bigger fewer higher lower (×2) more smaller (×2)

	Population	Area	Birth rate
France	60.9 million	545,630 sq km	11.9 per 1,000
Italy	58.2 million	294,020 sq km	8.7 per 1,000
Tanzania	37.5 million	886,037 sq km	37.7 per 1,000

- 1 There are \_\_\_\_\_ people in France than in Italy or Tanzania.
- 2 There are \_\_\_\_\_ people in Tanzania than in Italy or France.
- 3 France is \_\_\_\_\_ than Italy but \_\_\_\_\_ than Tanzania.
- 4 Italy is \_\_\_\_\_ than France and Tanzania.
- 5 The birth rate in France is \_\_\_\_\_ than in Tanzania but \_\_\_\_\_ than in Italy.
- 6 The birth rate in Italy is \_\_\_\_\_ than in France and Tanzania.

## Activity 4 Vocabulary

### Countries and nationalities

Work with a partner. Choose the correct nationality for the countries below. Use your dictionaries if you need help.

- |    |                              |                                      |
|----|------------------------------|--------------------------------------|
| 1  | Kalanthe's from Greece.      | She's Grecian / Greek.               |
| 2  | Maria's from Brazil.         | She's Brazilian / Brazilish.         |
| 3  | Osman's from Turkey.         | He's Turkian / Turkish.              |
| 4  | Carlo's from Italy.          | He's Italian / Italic.               |
| 5  | Cristina's from Spain.       | She's Spanic / Spanish.              |
| 6  | Thomas is from South Africa. | He's South African / South Africian. |
| 7  | Ahmed's from Egypt.          | He's Egyptian / Egyptish.            |
| 8  | Norrie's from Ireland.       | He's Irelandian / Irish.             |
| 9  | Irene's from England.        | She's Englandian / English.          |
| 10 | Amrit's from India.          | He's Indian / Indianish.             |
| 11 | Magda's from Poland.         | She's Polandish / Polish.            |
| 12 | Adrian's from Holland.       | He's Dutch / Hollandish.             |
| 13 | Cath's from China.           | She's Chinese / Chinish.             |
| 14 | Kurt's from Germany.         | He's Deutch / German.                |

## Activity 5 Writing

A travel company has asked you to write a report on a recent holiday. First, decide where you went for your holiday. You must write about the following points:

**Your hotel:** Was it comfortable?  
What was the food like?  
What was the service like?  
Was it in a nice area?

**The location:** Describe this. Say whether it was beside the sea, in the mountains, or elsewhere. Describe the tourist attractions in the area.

**Prices:** Were things cheaper or more expensive than in the UK? Give some examples.

Finally, say whether you would recommend this holiday to other customers of the travel company.

## **Homework task**

Use the internet, a library or a travel agent's to find about more about the holiday destinations in the Writing activity above. Write a short report on them. Say which one you would most like to visit and why.

**Lesson**  
**12** **Travel**  
**Announcements**

	<b>Task:</b> Understand short, simple announcements
<b>Skills:</b> Speaking, listening, writing	

**Activity 1 Speaking**

Work with a partner. Look at the screen below. This shows the announcements to be made at Aberdeen railway station at 10.28 on Tuesday 4 May.



There are three types of messages:

**Routine:** You can read these as they appear on the screen.

**Newsflash:** These are typed in quickly in note form. You have to change them into full sentences, eg

**The** **is**  
**/ 10.40 to Inverness, standing at Platform 3 / delayed.**

**Personal:** These are from your friend Lesley. Don't announce them.

With your partner, either write the announcements you will make, then say them, or practise saying them.

<p><b>Station: Aberdeen</b></p> <p><b>Day: Tuesday    Date: 4 May    Time now: 10.28</b></p> <p>Newsflash: 10.40 to Inverness, standing at Platform 3, delayed due to electrical failure. Will now leave at 11.15.</p> <p>Routine: 'The train standing at Platform 2 is the 10.35 to Dundee, calling at Stonehaven, Montrose, Arbroath and Dundee.'</p> <p>Routine: 'Passengers are reminded not to leave luggage unattended.'</p> <p>Newsflash: 9.00 from Inverness running 10 minutes late. Will now arrive at Platform 5 at 10.40.</p> <p>Routine: 'Passengers are reminded that smoking is not permitted in any part of this station.'</p> <p>Personal: Hi! Lesley here. Fancy a cup of coffee after your shift? Meet you in the café.</p> <p>Newsflash: We've had to switch the 10.50 to Perth from Platform 3 to Platform 1. Please announce..</p> <p>Personal: Les again. It's all going nuts today. What about that coffee?</p>
---

## Activity 2      Listening

### Track 6

#### Train journey to London

Listen to these announcements on a train.  
For each one, tick an answer **a–c** below.



Train photo: (c) istockphoto.com/peter spiro

- 1 The train will leave:
  - a half an hour late. \_\_\_\_\_
  - b twelve minutes late. \_\_\_\_\_
  - c an hour late. \_\_\_\_\_
  
- 2 The train will arrive in London at:
  - a 11.00. \_\_\_\_\_
  - b 16.20. \_\_\_\_\_
  - c 16.30. \_\_\_\_\_
  
- 3 Mr Roberts:
  - a should return to coach C. \_\_\_\_\_
  - b should return his luggage. \_\_\_\_\_
  - c should return to his luggage. \_\_\_\_\_
  
- 4 The buffet:
  - a is open now. \_\_\_\_\_
  - b will open soon. \_\_\_\_\_
  - c will open in an hour. \_\_\_\_\_
  
- 5 Passengers should not:
  - a get off the train at King's Cross. \_\_\_\_\_
  - b try to leave the train before it stops. \_\_\_\_\_
  - c move their luggage before the train stops. \_\_\_\_\_

## Activity 3 Language focus

### Apostrophes

1



This car belongs to Harry. Whose car is this? H A R R Y ' S

Now write the letters of the names on the lines below. Write an apostrophe ' above the correct line.



1 This is Susan. Her husband is Mark. Whose wife is this? \_ \_ \_ \_ \_



2 This bag belongs to Karen. Whose bag is this? \_ \_ \_ \_ \_



3 This shirt belongs to Tahir. Whose shirt is this? \_ \_ \_ \_ \_



4 This is Ben. Whose bowl is this? \_ \_ \_ \_ \_



5 Whose hat is this? \_ \_ \_ \_ \_

All photos (c) istockphoto.com

(car) Jon Patton  
1 Soubrette  
2 Igor Terekhov  
3 Stephanie Horrocks  
4 Jolanta Stozek  
5 Chris Schmidt

2 Work with a partner. Tick (✓) the correct ones. When both **a** and **b** are correct, discuss the difference.

- |   |   |                                |    |   |                               |
|---|---|--------------------------------|----|---|-------------------------------|
| 1 | a | Barry and Angela's son. ____   | 6  | a | the girl's dress. ____        |
|   | b | Barry's and Angela's son. ____ |    | b | the girls' dress. ____        |
| 2 | a | my sister's friends. ____      | 7  | a | the baby's food. ____         |
|   | b | my sisters' friends. ____      |    | b | the babies' food. ____        |
| 3 | a | James' car. ____               | 8  | a | the woman's work. ____        |
|   | b | James's car. ____              |    | b | the women's work. ____        |
| 4 | a | Jessica's guitar. ____         | 9  | a | in one week's time. ____      |
|   | b | Jessicas' guitar. ____         |    | b | in two week's time. ____      |
| 5 | a | the girl's teacher. ____       | 10 | a | the US president's wives ____ |
|   | b | the girls' teacher. ____       |    | b | the US presidents' wives ____ |

## Activity 4 Vocabulary

### Compound nouns

1 Many nouns in English can go with another noun to make a new meaning — like *milk chocolate* and *airport bus*. Work with a partner and write each word in **box A** with another in **box B** to make a new noun.

<p><b>A</b></p> <p>car fruit history  mineral police railway  road shoe ticket tooth</p>
--

<p><b>B</b></p> <p>book brush drink  factory office officer  shop sign line water</p>
---

---



---



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- 2 Now find the second word for each of the compound nouns below — check the number of letters. Write your answers in the crossword. If you're not sure, look in your dictionary.

He's very old-fashioned — he writes with a fountain \_\_\_\_\_.

There are no parking spaces here — let's look for a car \_\_\_\_\_.

'Where's the cheese?' 'It's on the kitchen \_\_\_\_\_.'

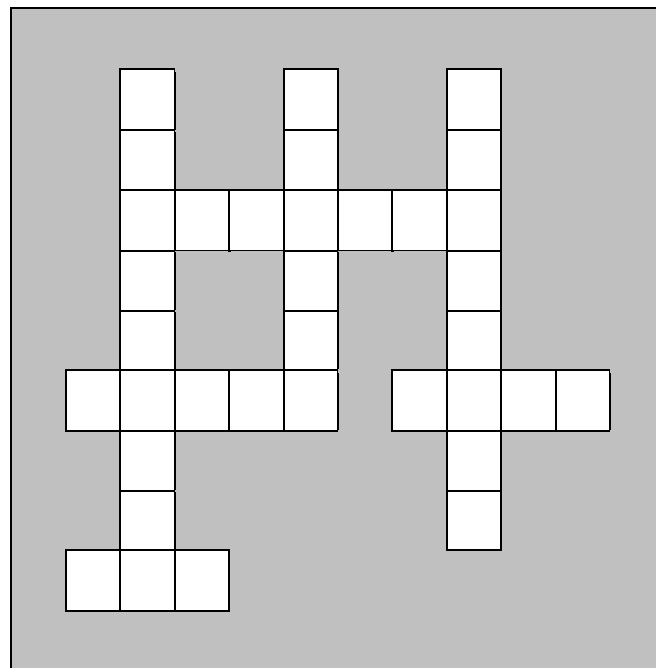
I'm thirsty — is there anything left in your water \_\_\_\_\_?

The tank's almost empty. Look for a petrol \_\_\_\_\_.

She's deaf. She talks in sign \_\_\_\_\_.

He crashed into me and he didn't have any car

\_\_\_\_\_.





## Activity 5 Writing

The length of your writing should be approximately 150 words.

You have been asked to write a report on travel in Britain. Think about bus/coach travel, train travel and flying. You should consider the following things:

- cost (You don't need to go into details. Just give a general description.)
- speed
- comfort
- convenience
- effect on the environment

### Homework task

Air flights are one of the major causes of carbon emissions. A flight from Glasgow to Delhi will put .78 tonnes of carbon dioxide into the atmosphere per passenger. And there are more flights every year. People are becoming more and more worried about this. Write your ideas about the future of air travel.

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

	<b>Task:</b> Get information from maps and timetables
<b>Skills:</b> Speaking, reading, writing	

**Activity 1      Reading**

- 1 Work with a partner. Use an online map or an atlas to find the places highlighted in bold on the next page. Plan a route so you can see them all. Start and finish in Edinburgh and visit Linlithgow Palace first. Write the other places in the correct order below. Draw your route on the map.

1   Edinburgh  

2   Linlithgow Palace  

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

### Plan a route

At one time, **Crieff** was a market town for cattle from the Highlands. It has been a holiday town since Victorian times. The nearby Glenturret Distillery dates back to 1775 and is worth a visit. The actor Ewan McGregor was born and grew up in Crieff.

As you drive past **Kinross** on the M90, look for Loch Leven Castle on an island in the loch. Mary Queen of Scots was a prisoner here in 1567–68.

**Perth**, with a population of 42,000, is the largest town in the area. Very few of its older buildings are still standing today, but the historic St John's Kirk is worth a visit. Perth has some nice shops, cafes and restaurants.

The ruins of **Linlithgow Palace** stand in a park beside a loch. All of the Stewart kings lived at the Palace. Many changes were made as each tried to build a more modern palace. Mary Queen of Scots was born in Linlithgow Palace in 1542.

**Stirling Castle** stands on a volcanic rock looking over the River Forth. Most of it was built between 1496 and 1583 by three kings, James IV, V and VI.

King Robert Bruce led the Scottish army to victory over the English at **Bannockburn**, just south of Stirling, in 1314. Today, much of the battlefield is built over, but there is an interesting visitor centre with a statue of Robert Bruce on his horse.

**Comrie** lies on a geological fault and has more earthquakes than any other place in Scotland. Locals call it 'the shaking town'. A walk up the River Lednock will take you to an interesting waterfall called the Deil's Caldron.

**Lochearnhead** lies at the western end of Loch Earn. The village is a centre for fishing and water sports. It has fine views along Loch Earn.

**Callander** is a pleasant town with a good selection of shops. Standing over the town is Ben Ledi (879 m), the highest mountain in the Trossachs. The Rob Roy Visitor Centre tells the story of local history using pictures and sound.

2 Now look at these pictures. Write a letter **A–F** in front of each description below:

- \_\_\_ Glenturret Distillery, Crieff
- \_\_\_ Linlithgow Palace
- \_\_\_ Water skiing on Loch Earn
- \_\_\_ St John's Kirk, Perth
- \_\_\_ Statue of Robert Bruce at Bannockburn
- \_\_\_ Stirling Castle

**A**



**B**



**C**



**D**



**E**



**F**



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## Activity 2 Speaking

Work with a partner. Look at the table below. It shows the journey times between different places. Plan a holiday for a coach full of tourists, around the route that you drew in the **reading** activity. You can choose to stop in any of the places — except Loch Leven Castle, which is difficult to get to. Start your journey at 9.00 am. Allow 30 minutes for a short visit, or coffee, and 1 hour or more for a longer visit, or lunch/dinner. Decide if the trip will need one day or two. If you decide on two, say where you will stop for the night. Write notes about your journey in the itinerary below.

Bannockburn	Stirling Castle	10 minutes
Callander	Lochearnhead	20 minutes
Comrie	Crieff	10 minutes
Crieff	Perth	25 minutes
Edinburgh	Linlithgow	30 minutes
Linlithgow	Bannockburn	25 minutes
Lochearnhead	Comrie	20 minutes
Perth	Edinburgh	1 hour
Stirling Castle	Callander	25 minutes

## Tour of the Southern Highlands

### Itinerary

from	to	time	stop (y/n)	time	purpose
<i>Edinburgh</i>	<i>Linlithgow</i>	<i>30 mins</i>	<i>yes</i>	<i>30 mins</i>	<i>visit palace</i>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

### Activity 3 Language focus

Write sentences about yourself using used to or didn't use to. There is an example to help you.

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

### Activity 4 Vocabulary

1 Work with a partner. Look at the numbers in the box. Write one in each space below. Write the full form.

1st 2nd 3rd 4th 5th 6th 7th
-----------------------------

- 1 Friday is the \_\_\_\_\_ day of the working week.
- 2 D is the \_\_\_\_\_ letter of the alphabet.
- 3 New Year's Day is the \_\_\_\_\_ of January.
- 4 June is the \_\_\_\_\_ month of the year.
- 5 Tuesday is the \_\_\_\_\_ day of the week.
- 6 G is the \_\_\_\_\_ letter of the alphabet.
- 7 March is the \_\_\_\_\_ month of the year.

2 Now say a number from the boxes below.

Your partner points to it. ☞

Now your partner says a number.

You point to it. ☞

24th	12th	26th	17th
19th	28th	22nd	15th
23rd	31st	20th	11th

## Activity 5 Writing

Read this:

We leave Edinburgh at 9.00 am and drive west to the historic town of Linlithgow, with its fine old palace beside the loch. After a visit to the palace there is time for tea or coffee in the town. At 10.30 we leave and drive to Bannockburn ....

That is the start of a possible tour. Notice that it uses the present simple tense. This is normal for descriptions of tours.

Now look back at your Itinerary in the **Speaking activity**. Write a description of your tour.

## Homework task

Use the internet, a library or a tourist office to collect more information about the places to be visited on your tour. Show these to the other students in the class.

**Lesson**  
**14** **Travel**  
**Directions**

	<b>Task:</b> Ask for, understand and provide straightforward directions
<b>Skills:</b> Speaking, listening, writing	

**Activity 1      Listening**

 **Track 7**

Work with a partner. Listen to these recordings of people asking for directions in Glasgow. Decide where they want to go and write a number (1–5) in one of the boxes for each place on the map on the next page. Every conversation happens in the same place in Waterloo Street. You will hear the recording twice.

**Activity 2      Speaking**

Now work with your partner. Start at the arrow on the map.



Give your partner directions to one of the grey boxes, eg ‘Go along here, turn left into West Campbell Street, go up the street and take the first right ....’

Your partner has to guess, and point to, the box that you are sending them to.





## Activity 3 Language focus

### Adverbs of frequency

Work with a partner. Write one of the words in the box in each space in the sentences below.

<b>always   often   sometimes   occasionally   never</b>
--

1 'Would you like a hotdog?'

'No thanks, I \_\_\_\_\_ eat meat.'

'Not at all?'

'No, I'm a vegetarian.'

2 'It's only six thirty. Do you \_\_\_\_\_ get up so early?'

'Yes, every day. I suppose I'm an early-morning person.'

3 'Do you see many films?'

'Not really. I don't have a TV and I only go to the cinema \_\_\_\_\_.'

'Really?'

'Yes, I don't like it much — I go maybe once or twice a year, that's all.'

4 'So, how much exercise do you take?'

'Well, not a lot, really. I \_\_\_\_\_ go for a run.'

'Is that all?'

'Well, I run once or twice a week. That's not so bad. is it?'

5 'How \_\_\_\_\_ do you see Jeremy these days?'

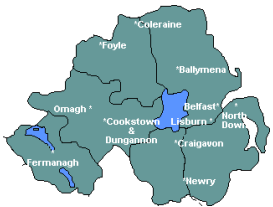
'Oh, not a lot. I bump into him in town from time to time, but that's all.'

## Activity 4 Vocabulary

- 1 For some place names we say **north** or **northern**, **south** or **southern**, **east** or **eastern**, **west** or **western**. Often there is no real reason for using one of these or the other. Work with a partner. Choose the correct form for the places below. Write a tick (✓) on one line.



a East Lothian / Eastern Lothian



b North Ireland / Northern Ireland



c East Europe / Eastern Europe

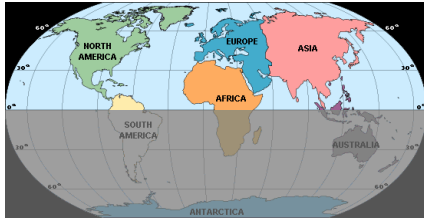


d North Korea / Northern Korea



e West Australia / Western Australia

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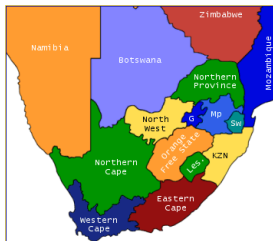
f North Hemisphere / Northern Hemisphere



g West Virginia / Western Virginia

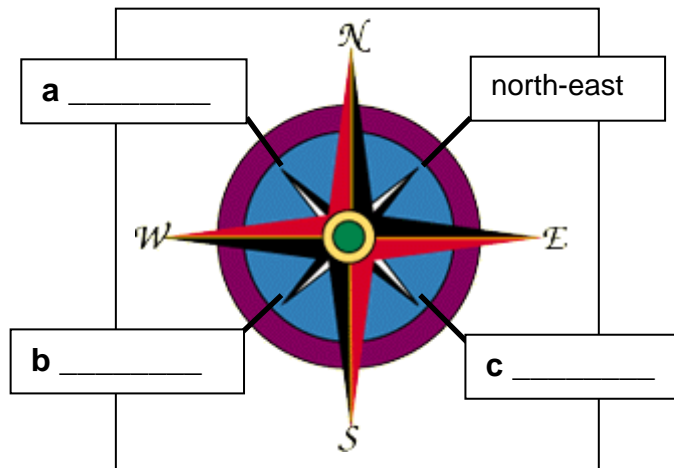


h South Africa / Southern Africa

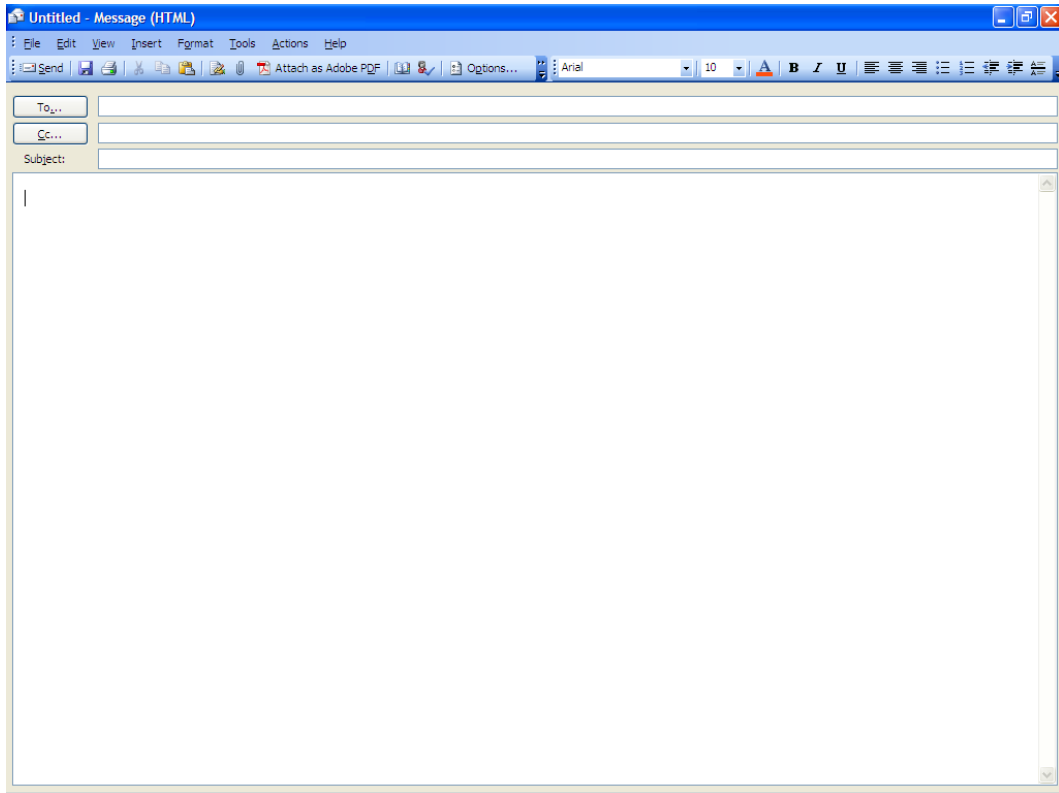


i South Africa / Southern Africa

2 Complete the diagram:



## Activity 5 Writing



A friend in London wants to visit you. On the day that he or she comes, you will be out of town. However, others in your family will be at home. Write an e-mail to your friend. Explain how to get from either the bus station, the railway station or the airport to your house.

### Homework task

Draw a map of your route from your home to your school or college. Include the names of the streets and any local points of interest.

**Lesson**  
**15**

**Travel**

**Review of lessons 11–14**

<b>Skills: Speaking, reading, writing</b>	

**Activity 1 Speaking**

**Thirteen customs**

Work with a partner. Look at the sentences below, about customs in different countries. Now look at the six countries. Two customs belong to each country, and one to none of these countries. Connect the customs with the countries.

**Brazil**



1

**Britain**



2

**Germany**



3

**Greece**



4

**Italy**



5

**Japan**



6

People throw and smash plates during dances.

Some men still wear a tie from their old school.

People often go out for dinner at 10.00 pm or later.

When you give flowers, you must give an odd number.

When students like a lecture, they may knock on the table.

Brides don't wear any gold until they put on their wedding ring.

When you have a bath, you wash with soap before you get in.

When two or more people go into a bar, one of them buys the drinks.

Four is an unlucky number. People don't give presents in groups of four.

People don't give handkerchiefs as gifts, because these suggest funerals.

When people enter a room, they shake hands with or kiss everyone there.

It is unlucky to say someone's name from behind them. You must hiss instead.

People often introduce themselves as Mr, Mrs or Ms, followed by their first name.

## Activity 2 Reading

### Cross-cultural quiz

Work with a partner. Discuss the questions and decide on your answers.

- 1 Which colour of paper do Chinese people usually wrap presents with?
  - a Red
  - b White
  - c Blue
  
- 2 In the Middle East, what do people not do when they eat?
  - a Drink anything.
  - b Use their left hands.
  - c Speak with their mouths full.
  
- 3 Which part of the body do you not show to others in Thailand?
  - a The palms of your hands
  - b The soles of your feet
  - c The back of your neck
  
- 4 In Britain, you can make a very rude sign with
  - a Two fingers
  - b Three fingers
  - c Four fingers
  
- 5 When Saudi men wash their feet it usually means
  - a They are hot and tired.
  - b They have smelly feet.
  - c It is close to prayer time.
  
- 6 In Turkey, when a person moves their head up and back it means
  - a No
  - b Go away.
  - c I don't like you.

- 7** Which of these are Hindus not allowed to eat?
- a** Fruit
  - b** Meat
  - c** Nuts
- 8** Which of these are Jews not allowed to eat?
- a** Duck
  - b** Lobster
  - c** Salmon
- 9** Which month is a bad one to do business in Italy?
- a** June
  - b** July
  - c** August
- 10** Which of these is true in Germany?
- a** Meetings usually finish early.
  - b** Meetings usually finish on time.
  - c** Meetings usually finish late.
- 11** You invite three friends from different countries to dinner. Which do you expect to arrive first?
- a** The Mexican
  - b** The Portuguese
  - c** The Swede
- 12** When someone buys you a drink in Britain it is polite to
- a** Offer to pay for it.
  - b** Pay half of the cost.
  - c** Buy them one later.
- 13** Which of these is true of people in Ireland?
- a** They drink a lot at lunchtime.
  - b** They don't normally drink at lunchtime.
  - c** They usually have one drink at lunchtime.
- 14** In which country are business cards least popular?
- a** Britain
  - b** Germany
  - c** Japan



### Activity 3 Language focus

Work with a partner. In each sentence, choose the correct form of the two in **bold**.

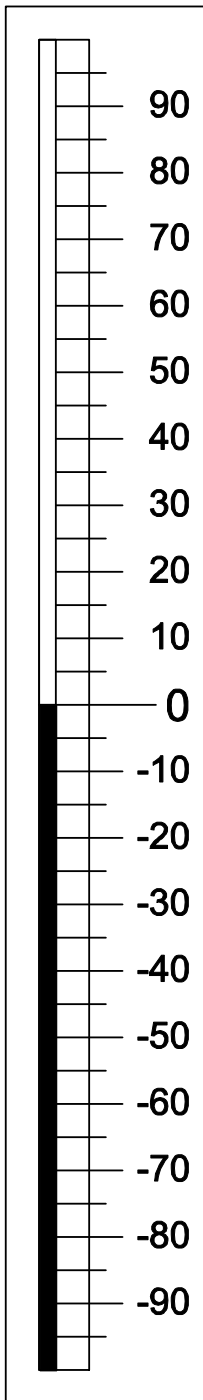
- 1 The **baby's/babies'** face was red with crying.
- 2 Can you phone me in two **day's/days'** time?
- 3 I'm watching tennis — it's the **womans'/women's** final.
- 4 There are **fewer/more** people in Britain than in China.
- 5 The Himalayas are **higher/lower** than the Scottish Highlands.
- 6 London is **bigger/smaller** than Glasgow.
- 7 Michael didn't **used/use** to go out so often.
- 8 It **sometimes/often** rains in Scotland.
- 9 I **never** go to the cinema **never**.

### Activity 4 Vocabulary

#### An alternative thermometer

Work with a partner. Discuss the sets of sentences **a–d** and write one on each of the blank lines below.

- a Danes eat ice cream. Finns go swimming. Spaniards start to cry.
- b All Europeans and Canadians catch fire. Australians notice the sun is out.
- c Eyes freeze shut when you blink. All southern Europeans move to Africa.
- d Africans finally turn off the heaters. Norwegians go underground.



- 90° Camels die.
- 80° Mexican children drop eggs on the pavement and giggle while they fry.
- 70° Australians put on sunglasses. Spaniards turn on the fan.
- 60° Too hot to think. Australians undo top button. Antarctica has disappeared.
- 50° \_\_\_\_\_
- 40° Spaniards drink coffee. Swedes cry. Russians melt.
- 30° \_\_\_\_\_
- 20° Canadians turn on the air conditioning. Australians stop shivering.
- 10° Norwegians sweat. Siberians melt.
- 5° Indians put on sweaters. Italians shiver uncontrollably.
- 2° Italian cars don't start. Swedes go swimming.
- 0° Water freezes
- 1° You plan a holiday in Australia. Swedes put on T-shirts. British cars don't start.
- 2° \_\_\_\_\_
- 10° French cars don't start. You plan a holiday in the Sahara.
- 20° The cat wants to sleep in your bed with you. Russians put on T-shirts.
- 30° You plan a holiday in Saudi Arabia. German cars don't start.
- 40° \_\_\_\_\_
- 50° The cat wants to sleep in your pyjamas with you.
- 60° Too cold to think. Japanese cars don't start.
- 70° You plan a two-week hot bath. Swedish cars don't start.
- 80° Canadians put on sweaters. Africans disappear.
- 90° Polar bears move south. Russians close the bathroom window.

## Activity 5 Writing

Work with a partner. Read the paragraph. The word *the* is missing 16 times. Decide where they should go. Tick each one off as you place it. The first one is done for you.

**the✓ the the the the the the the the the the the the the the the**

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

### Homework task:


Look back at the speaking and reading at the beginning of this lesson. Write about some of the customs in your own culture.

# Lesson 16 Free time and leisure

## Enquiries

	<b>Task:</b> Make and respond to straightforward enquiries
<b>Skills:</b> Speaking, listening, writing	

### Activity 1 Speaking

Work with a partner. Point  to one of the pictures below. Ask a question. Your partner answers it.

There are many possible questions. For example:

1



- Do you like fish?
- Do you eat fish?
- Do you eat fish and chips?
- Do you go fishing?
- Are fish good for your health?



2



4



5



6



7



8



9



10



11



12



13



14

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1 Klaas Lingbeek-Van Kranei 2 Ben Blankenburg 3 Baldur Tryggvason 4 Mehmet Salih 5 Shaun Lowe 6 Rick Rhay  
7 Cathy Keifer 8 Mark Evans 9 Ben Blankenburg 10 Juan Monino 11 jallfree 12 Nikolay Titov 13 Grafissimo 14 Tammy Peluso  
15 Eva Serrabassa 17 Soubrette 18 Tammy Peluso

15

16

17

## Activity 2 Listening

### Track 8

Listen to the interview on the CD track. Write the personal details on the form below. You will hear the track twice.

First name(s): _____	
Family name: _____	
Address: _____ _____	
Postcode: _____	Home telephone: _____
	Mobile: _____
Date of birth: _____	
Nationality: _____	
First language: _____	

## Activity 3 Language focus

- 1 I think **I will / I'm going to** be sick.
- 2 It's a bad idea. Don't do it — **it won't / it's not going to** work.
- 3 Oh no — **he'll / he's going to** crash!
- 4 Look at that sky — **it will / it's going to** rain.
- 5 If we leave at six, **we'll / we're going to** get there in time.
- 6 'Somebody has to go to London tomorrow.' 'OK, **I'll / I'm going to** go.'
- 7 'Why are you late?' 'I had to pack. **I'll / I'm going to** take a train at three.'
- 8 If you're ready, **we'll / we're going to** start.
- 9 **Will you / Are you going to** pass the butter, please?
- 10 We've bought some paint because **we'll / we're going to** decorate the kitchen.

## Activity 4 Vocabulary

Work with a partner. Match each sport from the list below to its equipment and the place you play or do it. Write one on each line.

equipment		
ball (x2)	bat	bat and ball
car	clubs and ball	gloves
racket/racquet & ball	racket/racquet & shuttlecock	running shoes/spikes
skis and sticks	stick and ball	

place		
course	court (x3)	pitch (x3)
ring	slopes/piste	table
track	track/field	

Sport	Equipment	Place
athletics	_____	_____
badminton	_____	_____
basketball	_____	_____
boxing	_____	_____
cricket	_____	_____
football	_____	_____
golf	_____	_____
hockey	_____	_____
motor racing	_____	_____
skiing	_____	_____
table tennis	_____	_____
tennis	_____	_____

## Activity 5 Writing

Work with a partner.

Ask your partner questions and write the answers on this form.

Then your partner asks you questions and writes your answers.

First name(s): _____	
Family name: _____	
Address: _____	
_____	
_____	
Postcode: _____	Home telephone: _____
	Mobile: _____
Date of birth: _____	
Nationality: _____	
First language: _____	

### Homework task

Look back at the pictures in the speaking activity. Choose three things you like and three that you dislike. Write them below:

**I like** \_\_\_\_\_ **I don't like** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Now write an essay about yourself. Write about things you like and don't like, and why.

**Lesson**  
**17** **Free time and leisure**  
**Bookings**

	<b>Task:</b> Make and confirm bookings and arrangements
<b>Skills:</b> Speaking, reading, writing	

**Activity 1 Speaking**

Work with a partner. Choose to be Student A or Student B. Student A is trying to book a restaurant. Student B works for the restaurant. Your teacher will give you information sheets. Read the notes for your part then have a telephone conversation. When you talk, sit with your backs to each other, because you can't see the other person's face when you're on the phone.

**Activity 2 Reading**

Work with a partner. Look at the list of companies below:

Woolworths, ASDA, Waterstones, Morrisons, Tesco, Sainsbury's, First Choice, Expedia, Thomson, Lastminute.com

All these companies are referred to in the text extract on the next page. Read the text extract then write the name of a company on each line after statements 1–5 below.

- 1 These are internet travel agents: \_\_\_\_\_
- 2 These are large chains of shops. They sell holidays on their websites at the moment: \_\_\_\_\_
- 3 This is a travel agent. It will sell holidays in shopping centres:  
\_\_\_\_\_
- 4 This is a large chain of shops. It is going to sell holidays on its website, and later in its shops: \_\_\_\_\_
- 5 This is a travel agent. It sells holidays in larger shops and plans to move into more: \_\_\_\_\_



Toys, toffee, travel

Tom Robbins, *The Observer*  
Sunday 28 January 2007

**Awaiting permission to reproduce extract.**

### Activity 3      Language focus

Work with a partner. Write **if** in the correct place in each of these sentences. Write **'ll** where it is necessary. Note that the **if**-clause sometimes comes second:

**will**

**if**

Sue Yen / cook Chinese food tonight / she has enough time.

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

## Activity 4 Vocabulary

Work with a partner. Look at the letters below. Put them in the correct order. Make the months of the year. Then number the months in the correct order. There is one example:

AMY	_____	_____
BERMOVEN	_____	_____
BESTPREEM	_____	_____
BORTOCE	_____	_____
CHARM	<u>March</u>	<u>3rd</u>
CREDMEEB	_____	_____
LIPRA	_____	_____
LUJY	_____	_____
NUJE	_____	_____
STUGAU	_____	_____
URJAYAN	_____	_____
YUBEFRAR	_____	_____

## Activity 5 Writing

Think about an art gallery, museum or tourist attraction in your area that you have visited. Write a report on it. You must write about the following areas:

Describe the location and the things that visitors can see.

In what ways do you think it is attractive for students?

In which ways could students learning English benefit from a visit?

Would you recommend this location for class visits from your school or college?

Write around 150 words.

## Homework task

Go onto the internet and find the websites for **Lastminute.com**, **Expedia** or any other online travel companies. Use the interactive screen to plan holidays — but don't actually book them or pay for them.

### Create your trip

<input checked="" type="radio"/> Flight only <input type="radio"/> Hotel only <input type="radio"/> Car only <input type="radio"/> Flight + Hotel <input type="radio"/> Flight + Hotel + Car <input type="radio"/> Flight + Car	<p>Departing from: <input style="width: 100%;" type="text"/> (eg London or LGW)</p> <p>Going to: <input style="width: 100%;" type="text"/> (eg Rome or FCO)</p>	<p>Depart: <input style="width: 100%;" type="text" value="dd/mm/yy"/></p> <p>Time: <input style="width: 100%;" type="text" value="Anytime"/> ▼</p> <p>Return: <input style="width: 100%;" type="text" value="dd/mm/yy"/></p> <p>Time: <input style="width: 100%;" type="text" value="Anytime"/> ▼</p>
--	---	---

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

	<p><b>Task:</b> Order food and drink in a café or restaurant. Make a complaint, eg about slow service</p>
<p><b>Skills:</b> Speaking, listening, writing</p>	

**Activity 1 Speaking**

You are a food critic for **The Echo** newspaper. You have just finished a meal in a restaurant. Decide which were the good things and bad things about the meal and the restaurant. Your teacher will give you a form. Fill it in.



Now work with another student. One of you is the critic. The other is the restaurant manager. Discuss your meal.

Then change roles and do it again.

**Activity 2 Listening**

**Track 9**

You will hear a talk about food in history. Look at these statements and tick (✓) one country for each one. You will hear the talk twice.

	<b>Britain</b>	<b>France</b>	<b>Turkey</b>
1 The cooks had to look for new work.	___	___	___
2 Women had to work outside the home.	___	___	___
3 This was the food of a travelling people.	___	___	___
4 This food is improving.	___	___	___
5 Ordinary people started to eat well.	___	___	___
6 People had to prepare food quickly.	___	___	___
7 They cooked food inside vegetables.	___	___	___

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1



2



3

### Activity 3 Language focus

Work with a partner. Write **must** or **have to/has to** on each line below.

- 1 Before you get this job you \_\_\_\_\_ have a medical examination.
- 2 You \_\_\_\_\_ clean your teeth properly. They're very dirty.
- 3 I'm very unfit. I \_\_\_\_\_ try to get more exercise.
- 4 Ellie's leaving now — she \_\_\_\_\_ be at work by nine.
- 5 'Mum, I don't want to go to school today.' 'You \_\_\_\_\_ go — you're a teacher.'
- 6 You don't \_\_\_\_\_ be mad to work here — but it helps.
- 7 The teacher says that Jack \_\_\_\_\_ do better in maths.
- 8 You \_\_\_\_\_ bring some identification to the exam — a passport perhaps.
- 9 You \_\_\_\_\_ eat more fruit — it's very good for you.
- 10 He \_\_\_\_\_ pay a lot of tax this year.

### Activity 4 Vocabulary

Work with a partner. The words on the left below are all connected with restaurants. Match them with their meanings on the right.

- |                  |                                  |
|------------------|----------------------------------|
| 1 aperitif       | a extra money on the bill        |
| 2 bill           | b dishwasher                     |
| 3 chef           | c reserve                        |
| 4 dessert        | d assistant cook                 |
| 5 kitchen porter | e extra money you leave          |
| 6 main course    | f drink before a meal            |
| 7 service charge | g cook                           |
| 8 sous chef      | h a note of the cost of the meal |
| 9 starter        | i sweet                          |
| 10 tip           | j person who serves the meal     |
| 11 book          | k first course                   |
| 12 waiter        | l middle course                  |

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1 Jenny Horne 2 Photoiasson 3 Hannamariah

## **Activity 5      Writing**

Look back at the form you filled in for the speaking activity. You are now back in your office at the newspaper. You have to write around 150 words about the restaurant for tomorrow's paper. Describe your visit to the restaurant. Write about all the points on the form.

### **Homework task**

Think about the food of your own culture. How is it cooked? What ingredients are used? Are any things never used? What herbs and spices are popular? Do you think it is healthy? In what ways is it different from traditional British food? What things in the history of your culture have affected its style of cooking? Write about this.

# Lesson 19 Free time and leisure

## Recipes


	<b>Task:</b> Ask questions to establish the contents and preparation of dishes (about the menu)
<b>Skills: Speaking, reading, writing</b>	

### Activity 1 Vocabulary


You are going to read some recipes. First, look at the words in the grey box. Some are ingredients, some are verbs used in cooking and others are names of cooking equipment. Work with a partner. Use your dictionary and write them on the lines in the other boxes below.

beat    casserole    chop    simmer    colander    crush  
 curry powder    drain    frying pan    green peppers    mince    onions  
 oven    peel    red kidney beans    slice


Meat, etc.	Vegetables, etc.	Other ingredients	Equipment	Verbs
lamb chicken eggs _____ _____ _____	potatoes tomatoes tomato puree red chillies garlic cloves _____ _____ _____	beef stock black pepper salt olive oil rice _____ _____	bowl plate skewer barbecue grill saucepan lid _____ _____ _____ _____	add cook cover cut fry increase mix pour serve heat stir _____ _____ _____ _____ _____ _____



1



2



3

Now check that you know all the words in the boxes above.

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 1 Leslie Morris 2 Julian Rovagnati 3 Thomas Perkins

## Activity 2    Reading

- 1 With your partner, read the stories of the recipes below. Then read the recipes on the next page. Write the name of one of them on each line.

**a** This is a typical dish from South India and people there also cook it with lamb. It is very popular in Indian restaurants in Britain. The British also enjoy it with beef.

\_\_\_\_\_

**b** This is popular all over Spain. People often eat it in bars with drinks. They eat it hot or cold. Some recipes don't use onions. Others add chopped green pepper.

\_\_\_\_\_

**c** The early Turks travelled across Central Asia. They cooked over open fires, using skewers. These are easier to carry than cooking pots. Later, this dish became popular in Greece, the Balkans and the Caucasus.

\_\_\_\_\_

**d** Many people think this is a Mexican dish. In fact, it comes from Texas. Some recipes don't use tomatoes and most Texans refuse to add beans. The dish tastes better if you keep it in the fridge for a day and heat it up again.

\_\_\_\_\_

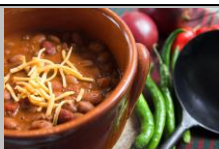


### Chilli con Carne

serves 6–8

#### Ingredients

1



2 onions, chopped  
2 garlic cloves, crushed  
1 kg mince  
2 × 400g tins of chopped tomatoes  
2 × 400g tins of red kidney beans  
3 tablespoons of tomato purée  
2 red chillies, thinly sliced.  
(2 glasses) of beef stock  
black pepper  
salt

Heat the oil in a large saucepan. Fry the onion and garlic until soft. Increase the heat and add the mince. Cook quickly until brown.

Stir in the tinned tomatoes, tomato purée, sliced chilli, salt, pepper and stock. Heat till it simmers, cover with a lid and cook over a gentle heat for about an hour. Add the kidney beans. Cook for 10 minutes more, uncovered, before removing from the heat.

### Chicken Madras

serves 4

#### Ingredients

4



675 g chicken  
4 tablespoons oil  
1 large onion, sliced  
400g tin of tomatoes  
2 tablespoons tomato puree  
3 tablespoons medium curry powder  
salt

Chop chicken into 2.5 cm cubes. Fry in the oil and take it out of the pan. Fry the onion in the same oil until golden. Add curry powder and cook for 5 minutes more. Add the tinned tomatoes and tomato puree. Mix well and cook for 10 minutes.

Put everything in a casserole and cook in oven at 200°C for 45–60 minutes. Stir half-way through the cooking time.

Serve with boiled rice.

### Shish Kebab

serves 6–8

#### Ingredients

2



1 kg lamb  
4 tomatoes  
2 green peppers

Chop lamb into 2 cm cubes. Cut tomatoes into large pieces and take out soft part inside. Cut green peppers in half, take out seeds and cut them into smaller pieces. Put a piece of meat, a piece of tomato and a piece of green pepper on a skewer, then another piece of each, and so on, until the skewer is full. Then fill the other skewers. Cook on a barbecue or grill until the meat is brown.

### Potato Omelette

serves 4–6

#### Ingredients

3



4 medium-sized potatoes, peeled and sliced.  
1 onion, peeled and sliced  
6 eggs  
¼ litre olive oil  
black pepper  
salt

Heat ¼ litre olive oil in a large frying pan and gently fry the potatoes until almost soft, stirring from time to time so that they don't burn. Add the onion and fry until soft. Drain in a colander. Beat the eggs in a bowl and add salt and pepper. Add the potatoes and onions and mix well.

Heat a little oil in a frying pan on a moderate heat. Pour in the potatoes, onions and eggs. Shake the frying pan from time to time so that the omelette doesn't stick to the bottom. Cook for 3–4 minutes until golden brown, turn the heat down low and cover the pan with a flat plate. After about ten minutes, turn the omelette onto the plate. Slide it back into the frying pan. Continue frying until the omelette is cooked all the way through.

2 Now tick the name of one recipe after each sentence below.

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

### Activity 3 Speaking

Look at this menu:

<b>Riverside Inn</b>
<b>Bar lunches</b>
Soup of the Day
Prawn Cocktail
Chilli con Carne
Shish Kebab
Potato Omelette
Chicken Madras
Fruit Trifle
Apple Pie and Cream

The main courses are the ones you saw in the **reading** activity. Read the recipes again. Think how you could describe them to a customer in a restaurant or pub.

Now work with a partner. Choose to be a customer in a restaurant, or the waiter.

**The customer wants to know about the main courses on the menu — what goes into them and how they are cooked.**

**The waiter explains.**

Do this, then exchange roles and do it again.

Chilli con Carne? Well, we use mince and we cook it with ...



Now write one of the words and phrases from the following box above each line / in the recipe extract below:

<b>of</b>	<b>it</b>	<b>it is</b>	<b>the potatoes and onion</b>	<b>them</b>	<b>they are</b>
-----------	-----------	--------------	-------------------------------	-------------	-----------------

Heat ¼ litre / olive oil in a large frying pan and gently fry the potatoes

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

Add the onion and fry / until / soft. Drain / in a colander. Beat the

eggs in a bowl and add salt and pepper. Add the potatoes and onions

and mix / well.

### Homework task

Choose one of your favourite dishes. Find out how it is cooked — either by watching someone do it, or by checking a recipe book, or the internet. Write the recipe in your own words. Try to copy the style of the recipes above, leaving out some of the structural words.

**Lesson**  
**20** **Free time and leisure**  
**Review of lessons 16–19**

<b>Skills: Speaking, listening, writing</b>	

**Activity 1 Speaking**

Read the statements below. Tick (✓) a box for each one.

Now discuss your answers with a partner. If you disagree, try to change your partner's mind.

	agree	disagree
There is too much sport on television.	<input type="checkbox"/>	<input type="checkbox"/>
The government doesn't spend enough on sports facilities.	<input type="checkbox"/>	<input type="checkbox"/>
Computer games are bad for children's minds.	<input type="checkbox"/>	<input type="checkbox"/>
Football players earn too much money.	<input type="checkbox"/>	<input type="checkbox"/>
Exercise is not necessary for your health.	<input type="checkbox"/>	<input type="checkbox"/>
Restaurants in Britain are too expensive.	<input type="checkbox"/>	<input type="checkbox"/>
Sunbathing is bad for your skin.	<input type="checkbox"/>	<input type="checkbox"/>
People in Britain spend too much on holidays.	<input type="checkbox"/>	<input type="checkbox"/>
Aeroplanes damage the environment.	<input type="checkbox"/>	<input type="checkbox"/>
Museums and art galleries should charge people for entry.	<input type="checkbox"/>	<input type="checkbox"/>



1



2



3

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1 DIGIcal 2 Slobo Mitic 3 Malcolm Romain

## Activity 2 Listening

### Track 10

You will hear six pairs of speakers. For each, decide whether the statement below is true or false. Tick (✓) one of the lines. You will hear the CD track twice.

	<b>true</b>	<b>false</b>
1 The woman doesn't like vegetables.	___	___
2 The woman won't make tea for George.	___	___
3 The man wants to have lunch in the canteen.	___	___
4 The woman hires a bike.	___	___
5 The man hasn't bought a book.	___	___
6 Joan has bought a big house.	___	___

## Activity 3 Language focus

Work with a partner. Choose between the two forms in **bold** in each sentence below.

- 1 I **can** / **could** help him but I don't want to.
- 2 If he has time on Saturdays **he plays** / **he'll play** golf.
- 3 'Who can write this report?' 'OK, **I'll** / **I'm going to** do it.'
- 4 In the UK you **must** / **have to** drive on the left.
- 5 **I see** / **I'll see** you later if you get to the party.
- 6 I have to leave now. **I'll** / **I'm going to** see the dentist today.'
- 7 Leave me alone — **I can** / **could** finish this myself.
- 8 We **must** / **have to** have dinner together sometime.
- 9 Help him — he **can't** / **couldn't** swim.
- 10 If you mix hydrogen and oxygen **you get** / **you'll get** water.
- 11 In this company, men **must** / **have to** wear a suit and a tie.
- 12 Look — **she'll** / **she's going to** win!

## Activity 4 Vocabulary

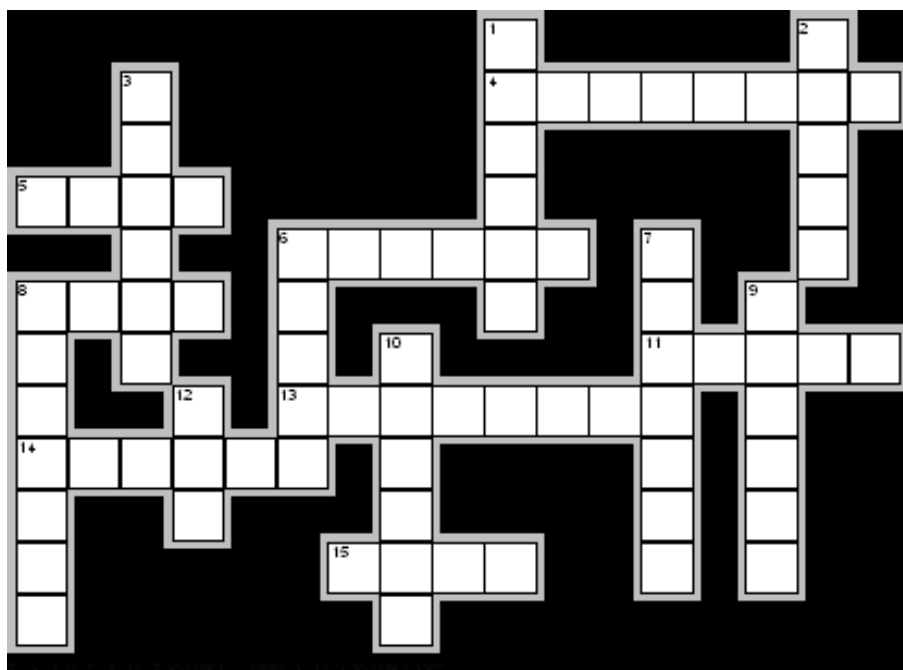
The answers to this crossword are all in **lessons 16, 18 and 19**. Work with a partner. See if you can solve it.

### Across

- 4 A drink before a meal. (8)
- 5 Cut into small pieces. (4)
- 6 A long thin piece of metal for cooking. (6)
- 8 A restaurant cook. (4)
- 11 You boil meat to make it. (5)
- 13 Hot peppers. (8)
- 14 Part of a meal — and you play golf on it. (6)
- 15 Cut the skin from a fruit or vegetable. (4)

### Down

- 1 You play tennis with it. (6)
- 2 Meat cut into very small pieces. (5)
- 3 You ski down them. (6)
- 6 Cut into thin pieces. (5)
- 7 The last course in a meal. (7)
- 8 You play it with a bat and a ball. (7)
- 9 You play it on a pitch with sticks. (6)
- 10 Boil gently. (6)
- 12 Cook in oil. (3)





## Activity 5 Writing

Plural nouns

Most English nouns make plurals with **-s** :            **onion — onions**  
   **computer — computers**

But some are different.

1 Work with a partner. Match the statements **1–6** with the endings **a–f**. Write the letter on the lines below. Try to think of examples.

- |   |   |       |
|---|---|-------|
| 1 | Some nouns ending in <b>consonant + y</b> ...             | _____ |
| 2 | Singulars ending in <b>-s, -x, -ch, -sh, or -ss</b> , ... | _____ |
| 3 | Some nouns ending in <b>-o</b> ...                        | _____ |
| 4 | Many nouns ending in <b>f</b> or <b>fe</b> ...            | _____ |
| 5 | Some nouns have ...                                       | _____ |
| 6 | Some nouns ...  | _____ |

Examples

- |          |  |       |       |
|----------|--|-------|-------|
| <b>a</b> | make plurals with <b>-ves</b> .                  | _____ | _____ |
| <b>b</b> | make plurals with <b>-es</b> .                   | _____ | _____ |
| <b>c</b> | irregular plurals.                               | _____ | _____ |
| <b>d</b> | have plurals with <b>-oes</b> .                  | _____ | _____ |
| <b>e</b> | don't change.                                    | _____ | _____ |
| <b>f</b> | change <b>y</b> to <b>i</b> and add <b>-es</b> . | _____ | _____ |

2 Now write one of these words, with its plural, on each of the lines above. Use a dictionary if you need help.

box   deer   life   potato   party   child
--

3 Write the plural of one of the words in the box on each of the lines in the sentences below.

baby   bus   copy   fax   gas   half   mouse   sheep   tooth   tomato
---

- a** Can you take this to the photocopier and get me 20 \_\_\_\_\_?
- b** Hydrogen and helium are the lightest \_\_\_\_\_.
- c** The dentist says my \_\_\_\_\_ are terrible.
- d** There are no cows around here — only \_\_\_\_\_.
- e** Please check the fax machine — it isn't printing \_\_\_\_\_ properly.

- f** They say football is a game of two \_\_\_\_\_.
- g** We need some \_\_\_\_\_ and onions for the sauce.
- h** Most \_\_\_\_\_ around here are born at home.
- i** To reduce traffic we need more \_\_\_\_\_ on the road.
- j** We say one mouse, two \_\_\_\_\_, so why not say one house, two hices?

**4** Make a sentence with each pair of words. Make one or two of them plural.

**Example:**

**potato tomato I want potatoes and tomatoes for the soup.**

**copy fax** \_\_\_\_\_

**woman baby** \_\_\_\_\_

**thief knife** \_\_\_\_\_

**city bus** \_\_\_\_\_

**child man** \_\_\_\_\_

**sheep fish** \_\_\_\_\_

**lunch boss** \_\_\_\_\_

**tooth foot** \_\_\_\_\_

## Homework task

Choose one of the statements in Activity 1, one that you strongly agree or disagree with. Write an article about your ideas. Explain why you feel this way. You want the readers to agree with you — so convince them.