



## Learning Support Materials

### English for Speakers of Other Languages: Everyday Life 1 (National 4)

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### Teacher's Notes



ENGLISH FOR SPEAKERS OF OTHER LANGUAGES



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Please note these materials have been repurposed for the new National Qualifications - August 2015

## **Introduction**

These materials are designed to support learning and teaching for the National 4 Unit English for Speakers of Other Languages: Everyday Life. They form part of a series of materials for the three National 4 Units.

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

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

- Teacher's Notes
- Answer Key
- Tapescript

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## **01** Personal identity Self

**Task:** Give personal information. Describe current personal circumstances

**Skill:** Speaking, writing, reading

**System:**

**Materials:** CD player, CD

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

🎧 Track 2

Functions: greeting, introduction and leave-taking, asking for and giving information

- 1 This is an introductory activity and needs no explanation. Pair-up the students and ask them to list the conversation in the correct order. Then play the CD track 2 to check the answers.
- 2 First talk through the questions and answers with the students then ask them to write note-answers to the questions. The students should now imagine they meet their partner in the street. They greet each other and give one item of information about their life at the moment, then they say goodbye.

This series of activities should be seen as cyclical. If students have trouble having a real conversation, play the CD track 2 to them again and ask them to listen and repeat. They can also practice with the sentences supplied.

**Activity 2 Reading**

Skill: extract main points and ideas

Explain to the students that the purpose of this activity is not to pick out points of detail, but rather to extract the main points and ideas from the text.

At 350 words, the text is rather longer than the maximum of 300 they will meet with in an assessment.

**Activity 3 Language focus**

This is a complex area and students will appreciate a thorough discussion of the grammar. Read through the introduction with them and deal with any questions before asking them to do the exercise. Note that in question 6, both forms are grammatically possible. The correct choice depends on understanding the meaning of the sentence.

#### **Activity 4 Pronunciation**

 Track 3

Skill: clarity of individual sounds

##### **Introduction**

While the sounds /æ/ and /ɒ/, or something similar, are common to most languages, the /ʌ/ vowel is unusual. In terms of tongue position, it is midway between the low front /æ/ and the mid-low back /ɒ/, and so can be approached, both in terms of discrimination and production, by comparison with these two.

##### **Procedure**

Read and talk through the introduction with the students.

- 1 Play track 3 and ask the students to mark their answers. Then, in pairs, ask them to compare answers. Play the track again.
- 2 Students work in pairs. Working from line 1–9, Student A says a word on each line. Student B decides which one they said. Then they change over.

Make the point that if Student B gets the wrong answer, it may be Student A's fault. The ideal is for Student B to point to the correct word every time.

#### **Activity 5 Writing**

Skill: describe personal situation, family, culture, traditions, etc

The writing can be seen as a summary of the points raised in this unit. If there is time available, it should be preceded by a pair or group discussion of the origins and culture of their family. It would be useful if the teacher could supply some personal family history and cultural background as part of the discussion.

### **Homework task**

Skill: narrate (provide information about self and culture)

This can be prepared for with a class discussion of the students' likes and dislikes, with important points written on the board. Encourage the students to write as personal an essay as possible, with equal focus on positive and negative aspects.

## **02** Personal identity Family and culture

Task: Talk in some detail about family and culture  
Skill: Speaking, writing, listening  
System:

**Materials:** CD player, CD

### **Notes: Activity 1 Speaking skills**

Function: asking for and giving information

Skills: features of connected speech  
use of grammatical elision

Discuss the table of full and short forms with the students. Some may feel it's more correct to use the full forms in conversation. Make the point that, generally, this is only done for emphasis or at the end of a sentence. Then encourage the students to ask and answer questions using the short forms.

They may feel self-conscious about this. Try to make the activity as informal as possible. Help them by asking questions yourself and eliciting questions from them.

### **Activity 2 Listening**

 Track 4

Skills: listen for and select relevant/specific information  
interpret attitudes

With the students in groups, ask them to talk about their families, where they came from and who first came to Britain.

Ask them to read the questions and make sure they understand them.

Explain that you will play the track twice while they answer the questions.

Play track 4 twice and check the answers.

### **Activity 3 Language focus**



wh- questions

Besides the answers supplied below, other forms are possible. Be positive about grammatical alternatives and make them known to the students.

#### **Activity 4 Pronunciation**

🎧 Tracks 5 and 6

Skill: clarity of individual sounds

##### **Introduction**

While / i ɜ:/ forms part of even the most limited vowel systems, /ɪ / is comparatively rare. Encourage the students to relax their tongue a little from the / i ɜ:/ position and to round their lips rather more. This physical approach will not provide instant success but students should be aware of the target mouth position.

##### **Procedure**

- 1 Play track 5 and encourage the students to repeat what they hear. Bear in mind that many of them will be self-conscious. Try to help them to relax. If the students can't discriminate between the two vowels, either aurally or orally, this activity is unlikely to help them very much. Its main purpose in such cases is awareness-raising — making them conscious of the fact that there is a meaningful difference between these two sounds.
- 2 At this point, with track 6, the students move on to aural discrimination. This is followed by part 3 where they are given the chance to produce the sounds.

#### **Activity 5 Writing**

Skill: describe personal situation, family, culture, traditions, etc

Pair-up the students. Help them to write names of people in their families in the boxes, and something that each family member is interested in.

Expect that not every student will have a family member for each box.

Encourage them to ask and answer questions about each others' families.

Ask them to use the information to write a description of their family. They should write around 150 words.

### **Homework task**

Skill: describe personal situation, family, culture, traditions, etc

If students live with their family, ask them to interview a family member for the profile. Otherwise, they can write about a family member they know very well.

**03** **Personal identity**  
Work and study

**Task:** Talk in some detail about their current employment or education  
Talk in some detail about future for employment or education

**Skill:** Speaking, writing, reading

**System:**

**Materials:**

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

Functions: expressing likes and dislikes  
expressing and asking about preferences  
expressing opinion

**Introduction**

This activity is very close in format to the corresponding SQA assessment. Depending on the level of the students, it can be used for assessment practice, without preliminary briefing, or they can be led into it.

**Procedure**

In the latter case, the first stage might be class discussion of the differences between the two fictional schools in terms of how the students might fit into each, and what they could take from the experience. Then elicit similarities and differences from their own situations. Ask them to make notes to speak from, but not to write out a prepared speech. They should then have the conversation with a partner. This can be recorded and played back.

**Activity 2** **Reading**

Skill: recognise a variety of feelings and opinions

**Introduction**

A possible introduction to this activity might be to discuss the nature of fact and opinion. Are there such things as facts, or do we simply use this term to cover the balance of received opinion? Students of science and history, especially, might have something to contribute to the discussion.

Check that the students understand the nature of a blog and ask if any of them contribute to these or even host them.

Some discussion of the education system might be in order, covering 'A' levels, Further Education colleges, fee-paying schools, boarding houses, 6th form colleges, and the US

middle schools and high schools. Alternatively, students could be asked to research these items, either on the internet or in a library.

### **Procedure**

You may want to pre-teach the more colloquial vocabulary items, such as 'quit' and 'pathetic moaners'.

Depending on the stage they are at, the students might benefit from doing this activity in pairs, so that they can compare their ideas.

Five of the statements are opinions. Of these, nos. 2, 5, 8 and 12 contain linguistic signals of this: 'I find ...' etc. statement 6, by contrast, is an insult directed at other contributors.

## **Activity 3 Language focus**

### **Introduction**

This lesson deals with simpler tag questions, using positive, negative or negative, positive to ask for agreement, help or information. It does not deal with positive, positive to express surprise, concern, suspicion, etc eg 'Oh, so you just found the money, did you?' Short answers, eg 'Yes, I did,' are covered in lesson 4.

### **Procedure**

Let the students read the introduction to the activity. Elicit the main rule that tag questions use the auxiliary. In the case of the present and past simple, do/does or did are used. Note also the form 'aren't I?' as used is standard English rather than the more logical 'amn't I?' which is common in Scotland and Ireland.

In pairs, the students should now complete exercise 1.

Introduce exercise 2 by asking some questions of members of the class, eg:

You're from London, aren't you?

You like football, don't you?

You were absent yesterday, weren't you?

Now make the point again that we use tag questions to confirm what we know already, rather than to get new information. Encourage the students to write questions to check things that they know about their partner.

## **Activity 4 Pronunciation**

Skill: clarity of individual sounds

/uː/ and /ʌ/

### **Introduction**

These two vowels are not difficult to distinguish in terms of perception or speech. Students may pronounce /ʌ/ more as /æ/ or /ɒ/, but /uː/ or something similar occurs in most languages. The problem is more one of spelling, where they share o, oe, oo, ou and u. Words with these spellings are used in exercise 1. /ʌ/ has no other spellings, though /uː/ can also be spelled with ew, ue and ui. These also appear in exercise 2.

### **Procedure**

Go over the content of the introduction above with the students. You might want to write the spellings on the board:

/uː/ o, oe, oo, ou, u ew, ue, ui

/ʌ/ o, oe, oo, ou, u

Ask the students to do the exercises in pairs and encourage them to say the words out loud as they do so.

## **Activity 5 Writing**

Function: describing

Introduce this with a class discussion. If the students are pupils in one school/college, ask for ideas to cover the bullet points in the rubric. The school/college may already have a website. If so, encourage them to look at it. If they have been to different schools/colleges, put them into pairs or small groups and ask them to talk about their experiences, eliciting main points for class discussion.

### **Homework task**

Function: describing

If students in the class have been to different schools/colleges, they might get material from each other. They could prepare for this activity in pairs. If they are in the same school/college, encourage discussion of other schools/colleges in the area and help them to find information from the internet and other sources.

## **04** Personal identity Making choices

**Task:** Compare different jobs or courses and state preferences  
**Skill:** Speaking, writing, listening  
**System:**

**Materials:** CD player, CD

### **Notes: Activity 1 Speaking skills**

**Function:** expressing agreement and disagreement  
**Skill:** use of gambits

Discuss the role in conversation of gambits like those supplied. Then ask each student to prepare a story. They may need some help with vocabulary, especially if they choose the B subject.

Put them into pairs and make sure they understand that Student B has to contribute language from the boxes, and score each one said.

Try to make this activity competitive. This may result in some odd combinations of utterances from Student B. Treat this positively and try to enhance the fun side. It is important that students understand the significance of these gambits and become familiar with using them. Naturalness can come later.

### **Activity 2 Listening**

 Track 7

**Skills:** identify purpose and genre  
listen for gist

#### **Introduction**

Questions 1–2 are about purpose and genre; 4–8 about listening for gist. Students may find it difficult to abandon the habit of listening for specific information. Try to convey that the purpose here is that they should understand who is speaking, to whom, for what reason, and the main points that are being made.

#### **Procedure**

Play track 7 at least twice. Try to elicit the general situation (questions 1–3) and write the main points on the board. These are:

The speaker is a university lecturer.  
She is giving a lecture to students as part of a course.  
The lecture is one of a series about relationships.

### Activity 3 Language focus

#### Introduction

This is a follow-up to tag questions in language focus, lesson 3. The students should be familiar with yes/no questions, which short answers can also follow. However, this activity can be used for revision of both forms of question.

#### Procedure

Ask the students to write answers about themselves, then to compare their answer with a partner. Encourage them to ask follow-up questions, eg 'Who do you live with?' 'What kind of films do you like?'

### Activity 4 Pronunciation

Skill: clarity of individual sounds

/əʊ/ and /aʊ/

#### Introduction

These diphthongs share the spellings ou and ow, but /əʊ/ can also be spelled with o, oa and oe. One of the objects of these two exercises is to lead the students to this conclusion.

Although it is a diphthong in RP and regional accents of England, /əʊ/ in Scottish speech is a single vowel, close to Primary Cardinal 7 (o).

#### Procedure

Pair-up the students. Write the words 'though' and 'shout' on the board. Ask the students to say them. Clarify the fact that although these share the letters ou, they have different sounds, and that these can be written as /əʊ/ and /aʊ/.

- 1 Ask the students to read the instructions and check that they understand. Let them do the exercise.
- 2 In the same pairs, let them do this activity and reach the

conclusion in the introduction above.

## **Activity 5 Writing**

Function: expressing preferences

### **Introduction**

This writing activity begins with speaking, so that students can explore the different aspects of the jobs indicated. The article they have to produce at the end should not be seen as a personal essay on the lines of 'My Ideal Job'. This can be given for homework — see below. Rather, it is an exercise in objective comparison.

The scores given to the job are not cumulative — ie a high or low score does not indicate a good job. Some people might prefer a job that is stressful, or even dangerous. Some might not be so concerned about how well a job is paid.

### **Procedure**

Students might benefit from being allowed to undertake the discussion without interference, as they would in a speaking assessment. Make sure they understand what they have to do, then leave them to complete it.

Afterwards, move towards a class discussion of these jobs and stress the objective nature of the article they are going to write.

### **Homework task**

Function: expressing preferences

The nature of this will depend on how much experience of work the students have. Encourage them to think not only of jobs that are obviously within their reach, but of wider possibilities — successful singer/musician, film star, prime minister, business tycoon, etc.



## **05** Review of lessons 1–4

**Skill:** Speaking, writing, reading

**System:**

**Materials:**

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

Functions:   asking for and giving information  
                  requesting and offering  
                  suggesting

### **Introduction**

This roleplay is designed to practise the wh-questions, tag questions and short answers covered in lessons 1–4 in a more free situation.

It involves students sitting where they are not face-to-face. They may find this an odd thing to do in the classroom but it replicates the situation in a taxi.

### **Procedure**

Put the students into pairs and ask them to choose to be A or B, or you can allocate the parts. When this is done, ask them to read only the notes for their part, then act out the roleplay.

When most are finished, elicit the useful language from the boxes, take other suggestions, perhaps suggest some more and write the lines on the board. Then ask the students to do the roleplay again, taking the other part.

At any point in the above sequence, you might ask the students to record their conversations, and either play them for themselves or for the whole class.

## **Activity 2     Reading**

Skill: identify referring devices

### **Introduction**

The reading passage is about marriage in native British culture, and looks back over a hundred years or more. The students may not have much idea of the changes that occurred in this time, but they should be expected to have some awareness of the changing situation of marriage today, and the concern that this causes some people. Encourage a discussion, either in groups or with the whole class, of the changing role of marriage, and of contrasts with their own

cultures.

### **Procedure**

- 1 Make the task clear to the students and ask them to order the paragraphs.
- 2 With the students working in pairs, ask them to compare their answers and, if these are different, to look at the text again and to try to reach agreement.

Ask them to underline the phrases and sentences they used to order the paragraphs.

### **Activity 3 Language focus**

This activity covers the areas looked at in language focus, lessons 1–4: used to/be used to/get used to, wh- questions, question tags and short answers. Allow the students to work on it individually before comparing answers in pairs.

### **Activity 4 Pronunciation**

Skill: clarity of individual sounds

#### **Introduction**

This activity revises the vowels and diphthongs covered in units 1–4. These are i ɪ, ɪ, æ, ɒ, uɪ, ʌ, əʊ and aʊ.

#### **Procedure**

The students should work in pairs. Check that they remember which symbol goes with each sound. Make sure they understand the nature of the activity, perhaps by supplying one answer as an example. Encourage them to say the words as they solve the crossword.

### **Activity 6 Writing**

Skill: describe personal situation, family, culture, traditions, etc

This involves a summary of the issues looked at in the reading activity. Encourage the students to discuss these, and highlight the main points on the board. Some which might be considered are as follows:

How is marriage changing?

How? Generally in Britain. In other cultures here. In other

countries.

Is this a good thing or a bad thing?

What does it mean for children?

How do you feel about it?

### **Homework task**

Skill: describe personal situation, family, culture, traditions, etc

Use the results of the student writing to build up a survey of attitudes to marriage. Highlight the main points on the board.

## **06** Personal identity Hopes and plans

**Task:** Talk about wishes/hopes for the future (or plans and ambitions)

Obtain similar information from others

**Skill:** **Speaking, writing, listening**

**System:**

**Materials:** CD player, CD

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

Functions: expressing and asking about wishes

Put the students into pairs. Explain that this is a simulation of an assessment. Make sure each one understands the rubric then allow them a few minutes to prepare. Monitor the conversations as they happen and move towards a class discussion at the end. It may be useful to the students if the conversations are recorded.

### **Activity 2 Listening**

 Track 8

Skill: interpret attitudes

#### **Introduction**

Because the skill here involves interpreting the attitudes of the speakers, the questions do not relate to specific details but rather to the tone of larger parts of the text. There may, in fact, be some debate as to the correct answers. If this happens, it should be encouraged. The track can be played again to help students decide.

#### **Procedure**

Explain the object of this listening to the students — that they are not listening for specific details but for general attitudes. As such, it is necessary that they obtain a general understanding of the text before trying to answer the questions.

However, as always with a listening, the students should read the questions and, in advance of listening, try to work out the most likely answers.

Play the track twice and collate the students' answers. If there

is any disagreement, play the track again. Try to elicit as much as possible of the character and attitudes of each speaker.

### Activity 3 Language focus

#### Introduction

These two exercises involve negative prefixes. Because of its multi-lingual parentage, English has a number of these. The only consistent element is that il- , im- and ir- are variations on in- and are always followed by certain sounds:

il	by	/l/	illegal, illegible
im	by	/m/	immature
	or	/p/	imperfect
	or	/b/	imbalance
ir	by	/r/	irregular

However, since any word beginning with any of these letters could equally take the dis- or un- prefixes, this is not of much help. Also, some words take more than one prefix, for example, able, which can form unable, disable or inability. Here, the meanings of the first two are different. However, uncomfortable and discomfort share the same basic meaning, the only difference being in the part of speech. Sometimes, where there are two words with the same form, they might take different prefixes, eg unlike and dislike.

#### Procedure

- 1 Ask the students, in pairs, to do the exercise. There are quite a few words here so you may prefer them only to do the first two columns. Encourage them to use their dictionaries as many of these words will be new. Check their answers, then discuss the situation outlined above. Make them aware of the different possibilities and the fact that the only effective approach is to learn the prefixes individually.
- 2 Ask the students to complete the exercise, working in pairs and using dictionaries where necessary.

### Activity 4 Pronunciation

Skill: clarity of individual sounds

### **Introduction**

Students should be familiar with the disparity between sound and spelling in English, especially if they have looked at lessons 1–5. Some will be familiar with phonemic script. If not, it is important that they develop some knowledge of it. The consonant symbols are largely obvious. Those which are not are examined in this activity.

### **Procedure**

Make sure the students understand where to find the pronunciation in a dictionary entry.

Check that they know the pronunciation of non-alphabetic consonant symbols. Write these on the board.

Ask the students to complete exercise 1 in pairs. Stress that they should say the words as they work.

Check the words they write for exercise 2 and collect these on the board. Practise saying them together.

### **Activity 5 Writing**

Skill: narrate (provide information about self)

Remind the students of the discussion they had in the speaking activity. You may want to write the list of areas on the board and gather ideas from the class.

### **Homework task**

The students are being asked to write about their wishes, using the past simple for unreal events in present time, as in the language focus of this unit. The results may be mixed, but they should be encouraged to expand their language competence into this area.

## **07** Personal identity

Past experiences

**Task:** Talk about past habits and experiences

**Skill:** Speaking, writing, reading

**System:**

**Materials:** CD player, CD

### **Notes: Activity 1 Speaking skills**

Function: expressing disagreement

skill: turn taking and interrupting

There are three texts about John F Kennedy. In each text some of the facts are wrong.

First, familiarise the students with the object of the activity, this being to interrupt and suggest corrections using the language in the boxes.

Put the students into groups of three and give each student a text. If there are extra students, they should join one of the groups and share a text. Ask one student in each group to begin reading. When one of the others hears a fact that they don't agree with, they should interrupt and suggest a correction.

The first time this activity is done, the results are liable to be fairly chaotic. When students get the idea, and begin to use the language for interrupting, ask them to do the activity again from the beginning.

The correct text appears below in the answers.

### **Activity 2 Reading**

Skill: identify referring devices

This short story allows the students to identify referring devices in a longer piece of text. Ask them to work individually at first, then compare their results in pairs or groups. Go on to reconstruct the main points of the story, then ask them to pick out the items in the text that helped them to put the parts in the right order.

### **Activity 3 Language focus**

### **Introduction**

The purpose of this activity is to make students aware of the use of the past simple for unreal present time as well as real past time. They may have already encountered this in 2nd conditionals but it is important that they understand this is only one example of a wider field of reference.

All the sentences in the set contain a past simple. Five of these (1, 3, 6, 7 & 10) relate to real past time and the other five to unreal present time. Of these, 2 expresses a wish, 4 is a 2nd conditional, 5 is a polite enquiry or reminder, 8 is a hypothesis with imagine and 9 is a polite suggestion with it's time.

The sentences also form pairs on the basis of subject matter, with one from each group in each pair. These are 1 & 4, 2 & 7, 3 & 8, 5 & 10 and 6 & 9.

### **Procedure**

Pair-up the students and talk through the rubric with them. Give them time to do exercise 1 and collate the answers. Ask them to discuss, in pairs, the questions that follow:

Why do we use the past simple in some sentences about present time? What kind of sentences are these?

Elicit what you can, writing concept words on the board as they are given. Then summarise under the general term unreal.

Ask the students to complete exercise 2, check the answers, then contrast the sentences in each pair.

## **Activity 4 Pronunciation**

🎧 Track 9

Skill: features of connected speech

Pronouncing the past form -ed

### **Introduction**

The rule is that with verbs ending in /t/ or /d/, the past form is pronounced /ɪd/, with verbs ending in other voiceless consonants it is pronounced /t/. and with those ending in other voiced consonants it is pronounced /d/.

However, getting this message across to the students without



involving them in needless technicalities can be difficult. The main object of this activity is simply to raise their awareness of the possibilities.

### **Procedure**

In exercises 1 and 2, encourage the students, in pairs, to say the verbs out loud. Collate the answers with the whole class.

In exercise 1, the sounds /t/ and /d/ are used twice, the others once.

For exercise 2, play the CD, 🎧 Track 9

In exercise 3, question 4 summarises the whole activity. It may be that none of the students can arrive at the answer. If so, help them. Follow with a brief explanation of voicing in consonants.

### **Activity 5 Writing**

Skill: describe personal situation, family, culture, traditions, etc

The procedure is explained in the student version. During the preparation, students can be helped. Ask individuals to tell you about the names they write down, who they were or are, how they met, why they perhaps don't see them now, etc. Students who have come to this country may still miss friends they had when they were younger. Encourage them to express this emotion before beginning to write.

### **Homework task**

Make sure that the students understand that they can choose any person, living or dead. This might be a friend or relative, or someone from the worlds of sport, music, film, literature, etc, or even a politician. Ask them to look back to the John F Kennedy paragraph in the speaking activity as a guide to format — though you may want them to write more.

## **08** Personal identity

### Forms and letters

**Task:** Complete forms relating to personal information  
Read and write letters and other texts relating to personal information

**Skill:** Speaking, writing, reading

**System:**

**Materials:** CD player, CD

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

Functions: asking for and giving information  
expressing and asking about preferences  
expressing interest

Give the students time to prepare for this. They have to decide on a job that interests them — or pretend that one does — from the list given. They should then roleplay the interview, covering all the points in the boxes, and ticking them off as they do so. Then the roles are reversed. You may want to record the students and let them hear their conversation again.

**Activity 2 Listening**

 Track 10

1 Many students will work in jobs where name recognition and retention are important. This activity looks at some of the more common names in Britain. The notes below can be printed and passed round.

---

Names

- 1 Smith — The most common family name in Britain.
- 2 Jones — The second most common in Britain and very common in Wales.
- 3 Robertson — Not to be confused with Robinson.
- 4 Patel — The second most common surname in India and the most common Indian surname in Britain.
- 5 MacDonald — Also McDonald or Macdonald. Mac/Mc

names come from the Scottish Highlands or Ireland. MacDonald is the most common Highland one.

- 6 Singh — The name Singh is mainly used by Sikhs. This name is most common in London, the West Midlands and Lancashire.
  - 7 Wilson — The most common surname in Scotland and quite common in the rest of Britain.
  - 8 O'Connor — Names beginning with O' come from Ireland. This is one of the most common of these.
  - 9 Khan — The most common Pakistani surname and the most common name among British Muslims, though not all Khans are Muslim.
  - 10 Taylor — The third most common surname in Britain.
- 

### **Follow-up activity**

Ask the students to talk about their names, either in pairs or small groups. They should tell the others what their names mean and where they come from.

#### Track 11

- 2 The most difficult of these, in terms of difference between sound and spelling, are likely to be 5 Leicester, 6 Derby and 8 Gloucester.

### **Activity 3 Language focus**

Allow the students to work in pairs. You might want to make this competitive — to see which pair can find the 20 verbs first.

### **Activity 4 Pronunciation**

#### **Introduction**

This is the first of two lessons to look at sound and spelling. The theme is continued in lesson 9.

#### **Procedure**

Make sure the students understand the meaning of rhyme. Encourage them to say the words as they decide.

Afterwards, ask the students to note that often the words with similar spelling do not rhyme. This is true in every case except nos. 3, 7 and 8. Make the point that the relationship between sound and spelling in English is not always very close.

### **Activity 5 Writing**

Skill: record personal information on a variety of forms

This is a mock-up of an internet e-mail application form. Some students may be more familiar with this format than others so it might be best to talk through it with them first.

Make clear that, in spite of the rubric, all fields are required. Ensure that they understand the idea of a security question and how to verify their registration.

### **Homework task**

Ask the students to get themselves a new e-mail address. This can be done quite simply through Yahoo, Hotmail, etc. They should then send an e-mail to you.

**09** **Social and physical environment**  
Daily life

**Task:** Socialise casually and in more formal situations, by taking part in conversations  
Describe / talk about social events / occasions  
Talk about their daily life in some detail

**Skill:** Speaking, reading, writing

**System:**

**Materials:**

**Notes:      Activity 1      Speaking**

Function:      describing past experiences  
                         expressing opinion

Both stories here involve hitchhikers. Clarify the meaning of this first, then ask the students, in pairs, to choose a story each. Make clear that they should tell the story in their own words, using the notes in the small boxes to help them but without reading from the text if possible.

After both students in each pair have told their stories, ask them to discuss, in pairs, whether they think the stories are true. Collate their ideas with the whole class before revealing the truth:

Both stories are urban legends which, in various forms — involving horse-drawn carriages — go back hundreds of years. There are many variations but no authenticated accounts of either. There are further details at:

[www.snopes.com/horrors/madmen/hairyarm.asp](http://www.snopes.com/horrors/madmen/hairyarm.asp) and

[www.snopes.com/horrors/ghosts/vanish.asp](http://www.snopes.com/horrors/ghosts/vanish.asp)

**Activity 2      Reading**

Skill: read for specific information

**Introduction**

The reading text is about how teenagers keep in touch with each other, and how e-mail is giving way to faster texting and instant messaging at sites like MySpace. It can be preceded by a discussion of how the students keep in touch with their friends.

The text comes from a Californian newspaper and appears in

the original American English. Different words are glossed at the beginning, though they could be guessed. The text is followed by an exercise on British and American equivalent words, and this could be extended. Points worth noting are that the figure of 60% of American teenagers having a mobile phone is low by British standards, and that although MySpace.com has a British site, teenagers here are more likely to be familiar with MSN Messenger.

### **Procedure**

The skill here is reading for specific information. Depending on the level of the students, they can be allowed adequate time to do this in a relaxed fashion, or asked to work within a limit. Encourage them to use their dictionaries.

### **Activity 3 Language focus**

#### **British and American English**

Although US English does not feature in SQA assessments, students will come across it in their everyday lives, especially if they make use of the internet. There are numerous British-American dictionaries and related sites on the net, and this activity could be extended into a piece of online research.

### **Activity 4 Pronunciation**

There is no way that this activity can more than scratch the surface of the problem of silent letters in English. The objective here is simply to raise student awareness of the fact that they may be trying to pronounce too much. To make this more effective, ask them to say the words as they work through the exercise. Collate the final results with the whole class.

### **Activity 5 Writing**

Ask the students to do this in pairs, then collect the corrections on a whole-class basis. Some areas for further discussion are:

Use of the present perfect and past simple for past events.

Capitalisation of names of countries, cities, streets, etc.

British and US English: railway/railroad, return ticket/round-trip ticket, coach/bus.

Note that 'bus' in the inter-city sense is also used in Scotland.

### **Homework task**

Skill: narrate (provide information about self and culture)

Set this up with a class discussion of what might make for an interesting day. Possibilities include a trip or visit, a family event, a festival, an accident or a dangerous situation. Elicit these and other usable headings, write them on the board and ask the students to discuss their experiences in groups.

## **10** Review of lessons 6–9

**Skill:** Speaking, writing, listening  
**System:**

**Materials:** CD player, CD

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

### **Introduction**

The purpose of this activity is to give the students experience of a sustained conversation, if possible lasting at least 4 minutes. It is introduced by a questionnaire so that they have a factual basis for their discussion. This can be referred to from time to time if the talk slows down.

### **Procedure**

- 1 With the students in pairs, ask them to interview each other. Bear in mind that the results might be entirely negative in some cases — a student may not have a mobile phone or use the internet. Make the point that a high or low score is not a matter of success or failure, but might indicate their attitude towards technological communication.
- 2 Ensure the students understand that they should ask about their partner's preferences as well as expressing their own.

### **Activity 2 Listening**

🎧 Track 12

### **Introduction**

The speakers in this listening activity are six students from different backgrounds. They are in a restaurant and there are three conversations, each involving two speakers. The common theme of the conversations is language.

A possible introduction, depending on the backgrounds of your students, would be to have them in groups discussing which languages they speak and when they learned them.

### **Procedure**

The situation is rather more complex than the average listening, so make sure the students understand it. In pairs, ask them to look at the questions and try to predict possible answers. Then play the track twice and check the answers.

### **Activity 3 Language focus**



Remind the students of the difference between 1st and 2nd conditionals in terms of present reality. Pair them up and ask them to decide whether each sentence relates to a real or unreal situation. If both are possible, ask them to think of which is the more likely context. As the students' proficiency increases, probability becomes more of a criterion than simply 'right' or 'wrong', and this may be a good time to introduce the idea.

#### **Activity 4 Pronunciation**

Skill: clarity of individual sounds

This activity uses words from the pronunciation activities in lessons 6–9. It is intended as an easy introduction to reading phonemic script. Encourage the students to read the script aloud as they match the sounds to words. Collate results with the whole class.

An extension would be to ask them to write the other word in each pair in phonemic script.

#### **Activity 5 Writing**

Skill: narrate (provide information about self and culture)

Depending on the background of the students, they may choose similar or widely different titles. Gather their ideas and discuss them with the whole class. You might ask some students to re-tell a story to the whole class. Make sure they understand the idea of writing a synopsis.

#### **Homework task**

You might begin with a round-up of some relevant existing films, TV programmes and books. Then ask students to be critical — in what way could a new film better present a local or cultural issue. The students could then be put in groups to collaborate on plotlines. After this, each student can write their version of the story as homework.

## **11** Social and physical environment Neighbourhood

- Task:** Describe and talk about their local area  
Talk about the advantages and disadvantages of living in their local area  
Obtain similar information from others
- Skill:** Speaking, writing, reading
- System:**

**Materials:** CD player, CD

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

Skill: asking for and giving information

The nature of the conversation will depend on the distribution of the students. If they all come from the same area, it will be more a matter of how much they agree about the items for discussion. If they are from different areas, this can be more contrastive.

You may want to record the conversations.

### **Activity 2 Reading**

Skill: scanning

This article is written in a conversational style. Ask the students to read it as quickly as possible and tick the correct sentences below. Then, with the whole class, read through it more slowly and collate the answers.

### **Activity 3 Language focus**

Ask the students to go through the reading text again and fill in the blanks with these expressions of quantity.

### **Activity 4 Pronunciation**

 Track 13

weak forms

### **Introduction**

English is a stress-timed language, in that the stresses occur at regular intervals and structural words weaken, often using the weak vowel schwa - /ə/, in unstressed positions. Students whose languages are syllable-timed may find this concept difficult to grasp. In these languages, although words may be stressed, the vowel quality doesn't change. However, until students learn to use weak vowels, correct stressing of sentences in English is not possible.

### **Procedure**

Discuss the introduction with the students. Make sure they understand the general content, and the sound of schwa.

- 1 Play the CD, track 13, more than once if necessary and ask them to compare their answers in pairs. Collate these with the whole class, saying the sentences yourself.
- 2 Ask the students, in pairs, to say the sentences to each other. There may be some shyness about this, so encourage them by going round the pairs, saying the sentences and asking them to repeat after you.

### **Activity 5 Writing**

Some copies of a community magazine would help the students here to understand the nature of the task. Talk through the five areas of information with them and make sure they understand that they have to give some attention to each of these points.

### **Homework task**

Not all areas attract many visitors, but every area has some history. Ask them to think about changes in the population profile, the types of work that people did and do today, and the buildings. They may need some help with research, but there will certainly be some information on the internet and in the local library.

## **12** Social and physical environment Getting things done

- Task:** Organise events and activities relating to social and physical environment  
Write notes and leave messages  
Read and write letters and texts relating to the above
- Skill:** Speaking, writing, listening
- System:**
- Materials:** CD player, CD

### **Notes: Activity 1 Speaking skills**

Skill: use formal language and register where appropriate

#### **Introduction**

It is not easy to set up appropriate situations for formal language in a classroom. The main purpose of this activity is to help the students understand in what situations formal language may be appropriate. These can be defined by external factors, by the relationship between the speakers and also, which is worth stressing, by the feelings of each speaker. Besides stereotyped 'formal' situations — royal garden parties, etc, which do not form a significant part of the life of most of us, we also use formal language to complain, to show we are angry or to distance ourselves from the person we are speaking to. These parameters apply as much to spoken language as to writing.

#### **Procedure**

Discuss the above with the students, then ask them, in pairs, to read the conversations and look at the language samples in the box. Perhaps choose some and write them on the board.

Then ask them to talk through the suggested conversations, using both formal and informal language. Because of the artificiality of these situations, especially the formal ones, encourage them to make a game of it and play with the language.

### **Activity 2 Listening**

### 🎧 Track 14

Skill: listen for and select relevant/specific information

Make sure the students understand the context: that these are voicemail/answerphone messages which have been transferred to notes on paper.

Most of the words the students have to write down are short and simple — numbers, etc. However, two of them, appointment and overdraft, may cause some problems.

### Activity 3 Language focus

Put the students into pairs. Encourage them to use their dictionaries where necessary, rather than just guessing. Go round the pairs and check that they aren't making mistakes.

As a follow-up, dictate the words and ask them to write them down.

### Activity 4 Pronunciation

#### 🎧 Track 15 Stress

#### Introduction

Wrongly-stressed words can cause as much misunderstanding as badly-pronounced phonemes. It is a characteristic of English, though not of all languages, that unstressed syllables change their vowel sound, most commonly to schwa: /ə/, but sometimes /ɪ/. This section looks at unstressed syllables containing schwa.

#### Procedure

- 1 Ask the students, in pairs, to look at the list of words, say them, and decide which one of each pair begins with schwa. Then play the CD, track 15. Ask them to repeat the words as they hear them and check their answers.
- 2 Ask them to look at the second list and underline the stressed syllables.

### Activity 5 Writing

Skills: request factual information  
use appropriate layout and register

Talk through the task with the students. Make sure they understand the basic conventions of layout by drawing an example on the board with sender's address, recipient's address, date, Dear ... and Yours sincerely in the appropriate places.

### **Homework task**

Discuss the content of Ms Grant's letter and the probable hire costs.

## **13** Social and physical environment Home

**Task:** Describe own accommodation in some detail  
**Skill:** Speaking, writing, reading  
**System:**

**Materials:** CD player, CD

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

Skill: expressing likes and dislikes

Put the students into pairs.

- 1 Check they know the names of the rooms in the house. Perhaps ask some of them which rooms they have in their house. Now ask them to discuss their house with their partner.
- 2 Ask them to match the types of houses with the pictures. Collate the results with the whole class.
- 3 Ask them to discuss the type of house they would like to live in with their partner. Time the talk for 3–4 minutes.

### **Activity 2 Reading**

Skill: read for specific information

Some of the vocabulary items may be beyond the students. Stress to them that this may happen in an assessment or an exam and that it is not necessary to understand every word in order to do the task. Ask them to complete the activity before dealing with the words on a whole-class basis.

### **Activity 3 Language focus**

Allow the students to work on these in pairs before collating results and clarifying the rules.

Either before or after, have a class discussion around the following points:

The use of the apostrophe is a mystery to many native speakers, especially, it seems, signwriters.

But it is a fact that many companies, eg Barclays Bank,

Harrods, prefer not to use it because it clutters up the line of their company name.

The term, 'greengrocer's apostrophe' is used to cover its use in plurals in handwritten shop signs — eg carrot's. There are many examples.

However, employers still tend to see the ability to use apostrophes as an indication of literacy.

#### **Activity 4 Pronunciation**

🎧 Track 16

##### **Introduction**

This introduces one of the functions of stress and intonation in English, that of highlighting wrong items of information. Generally, students whose languages are closer to English are likely to find this easier. For speakers of non-Indo-European languages, the whole concept may be novel. The main purpose of the activity is awareness.

##### **Procedure**

Each sentence contains three facts, one of which the speaker is querying. The CD track is structured like this:

1 Sorry — this isn't my room key. Mine's 409. You've given me

(pause)

Sorry — this isn't my room key. Mine's 409. You've given me 309.

During the pause, the students should identify the wrong fact and choose the correct answer.

With the students in pairs, play the whole track without pausing. During this, those who haven't grasped the concept may become rather puzzled. Afterwards, you can begin a discussion of the role of stress and intonation here, before playing the track again.

#### **Activity 5 Writing**

Skill: describe personal situation

This activity allows the students to use some of the vocabulary from this unit. As an introduction, put them into pairs or small groups and ask them to talk about their houses.



Help with any vocabulary. If the students have access to e-mail in the classroom, ask them to actually send an e-mail to another student or to you. Collect these for correction.

### **Homework task**

Ask the students to bring in some house adverts. Newspapers often publish a property supplement, estate agents have printed lists and there is a great deal of property advertised online. In the class, let them read each other's adverts. Help to clarify any unknown vocabulary that they find.

## **14** Social and physical environment Places to live

- Task:** Compare and contrast living in different countries/areas  
Hypothesise about physical and social environments  
Compare different kinds of accommodation and talk about preferences  
Obtain similar information from others
- Skill:** Speaking, writing, listening
- System:**

**Materials:** CD player, CD

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

 Track 17

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

#### **Introduction**

This lesson is unusual in that the listening comes before the speaking. This is because the speaking skill is 'use of hesitation devices and fillers', and the students should use the speaker on the tape as a model.

- 1 Talk through the use of hesitation devices and fillers with the student. Read them out and ask them to say them after you. Then play track 17 and ask them to tick off the ones they hear.
- 2 Play the track again for the comprehension questions, and once more if necessary.

### **Activity 2 Speaking skills**

**Skill:** use of hesitation devices and fillers

This involves a certain amount of play-acting from the students, so encourage them to be experimental. Students unfamiliar with these items of language may lapse into silence while they are thinking about the next thing to say. Encourage them to fill the silence.

### **Activity 3 Language focus**

its and it's; there, their and they're

These words are often confused, by native speakers as well

as by learners of English. Talk through the introduction with the students and make sure they understand the differences before asking them to complete the exercise.

#### **Activity 4 Pronunciation**

🎧 Track 18

##### **Introduction**

Students often have difficulty both aurally and orally discriminating between 13 and 30, 14 and 40, etc. This activity allows them to practise a basic example of stressing in English in a useful context.

##### **Procedure**

- 1 Make sure they understand the significance of the stress dots — use a simple system of saying them, like tum-ti-tum, etc. Read all the numbers in the box before the students start. Then ask them, in pairs, to read through the numbers again and write each one on a line.
- 2 Play CD track 18 and ask the students to tick the numbers you hear.
- 3 The students can now practise saying and recognising the numbers.

#### **Activity 5 Writing**

Skill: Use a range of simple and complex structures

Students learning English can be expected to have connections with other countries. Introduce the topic with the whole class and try to develop some ideas on the board before asking them to write. Because of the hypothetical nature of this subject, students will have the chance to use more advanced structure, such as the past tenses for wishes and imaginary situations. Discuss some of the structural possibilities with them.

##### **Homework task**

Ask the students if they know about different houses that members of their family or friends have lived in. Try to elicit some different types of houses so that they have a good idea of their line of enquiry.

## **15** Review of lessons 11–14

**Skill:** Speaking, writing, reading

**System:**

**Materials:**

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

You might like to preface this or follow it up with a discussion of whether the students think the descriptions are true. In fact, none of them are in terms of the names and places, but there are many underground houses around the world and numerous people live in houseboats. Life on a submarine is not so well attested, but it may well become an option for the private buyer in the future. However, the main purpose here is to give the students practice in talking about hypothetical environments. This can be linked to unreal use of the past tense: 'If I lived underground, I'd want big windows at the front.'

### **Activity 2 Reading**

**Skill:** read for specific information

Although this text is about London, it applies by and large to any city, though not many cities have felt it necessary to adopt some of the drastic solutions, like microflats, that are being tried in London. You might want to start with a discussion of what can affect the price of houses and see if the students can come up with the three factors of location, size and condition that are emphasised in the article.

### **Activity 3 Language focus**

This revises the language focus in lesson 14 with the addition of your/you're. Make it clear to the students that some of the signs are correct.

### **Activity 4 Pronunciation**

#### **Sentence stress**

- 1 Say the sentences in the box, perhaps with the students repeating them after you. Then ask them, in pairs, to write each sentence on the correct line.  
Collate and check their answers, then ask the students to

say the sentences in pairs, at first working down the columns, then, for contrast, across the grid.

- 2 Now ask the students to do the same with the restaurant menu. This could be done with the whole class working together, calling out possible answers.

## **Activity 5 Writing**

### **Dictation**

#### **Introduction**

The original of this story can be found at [www.darwinawards.com/stupid/stupid1998-17.html](http://www.darwinawards.com/stupid/stupid1998-17.html)

It is unconfirmed but won an honourable mention in the 1998 Darwin Awards (no higher grading is possible if the contender survives).

Because the name Gary has variant spellings, students might appreciate it being written on the board.

Dictate the following to the students, indicating punctuation. Ask them to check their answers in pairs before deciding on a correct version with the whole class. A larger-print version of this, suitable for copying as an OHT, appears below.

In 1991, a hurricane was moving down the east coast of the United States. One man, called Gary, wasn't worried. He had plenty of food, a camping gas stove and some oil lamps. While he was cooking his dinner, the power went off and the cooker cooled down. So he took out his stove, lit the gas and finished preparing his meal. Then he went to bed feeling safe and secure.

Unfortunately, he left the camping stove on top of the cooker. The power came back on during the night and heated it up until it exploded. It blew out the kitchen wall and broke every window in the house. The damage cost sixty-five thousand dollars to repair. Gary only survived because his bedroom door was closed.

#### **Homework task**

There are many internet sites featuring household safety, and public service literature isn't hard to come by. Encourage the students to collect enough to write a summary of the main causes of accidents and how to prevent them.

**16** **Free time and leisure**  
Free time

- Task:** Talk about what they like to do in their free time in some detail.  
Talk about what they would like to be able to do.  
Describe local places of interest.  
Obtain similar information from others
- Skill:** Speaking, writing, listening
- System:**
- Materials:** CD player, CD

**Notes: Activity 1 Speaking**

Discuss the activities in the pictures with the whole class. Ask for examples of other things the students like to do in their free time and write them on the board. Then pair them up and ask them to follow the instructions. Monitor their understanding of these.

**Activity 2 Listening**

🎧 Track 20

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

Make sure the students understand the newspaper article and the context of the radio interview. Ask them to read the questions and try to predict the answers. Then play track 20 twice before discussing the answers with the whole class.

**Activity 3 Language focus**

**Introduction**

This section puts forward a generative approach to the present simple and continuous, based on the following:

The present simple is not a tense as such; it is simply the verb in context, and so is suitable for statements with a variety of time-references, including those where the meaning is not limited in time. By contrast, the present continuous carries inherent meaning, one aspect of which is that actions referred to are limited in time. Its two most common uses in present time are for actions happening at the time of speaking and for longer-term actions based around the time of speaking, which may or may not be in progress at the time. This can be simplified in terms of present simple for unlimited

time vs. present continuous for limited time.

### **Procedure**

Allow the students to read the introduction in the student notes and check for general understanding. Then ask them to complete the exercise in pairs, collate the answers with the whole class and refer them back to the limited/unlimited time distinction.

## **Activity 4 Pronunciation**

Skill: understand a variety of accents

### **Introduction**

Due to the movement of populations and the development of the media, students today can be confronted with a wide variety of accents. The greatest difference between these, in terms of phonemic systems, is due to rhoticity — whether the /r/ sound is pronounced in all positions or only before vowels. The general division of accents, as supplied in the student's material, is:

non-rhotic    England (most accents)

Wales

Australia

New Zealand (most accents)

English-speaking countries in Africa

most of the Caribbean

Malaysia

Singapore

rhotic    United States (most parts)

Canada (most parts)

Scotland

Republic of Ireland

Northern Ireland

India, Pakistan, Bangladesh, Sri Lanka, (most speakers)

(Students in Scotland are thus faced with the fact that the local accent and the ones most commonly heard on the media belong to different groups.)

However, terms such as 'most accents' and 'most speakers' cover a wide variety of geographical, ethnic, social and age-based variants. For example, regional speakers in the south-west of England and parts of Lancashire are rhotic, though this is less so among the younger ones. Most black speakers in the US South are non-rhotic, but among white speakers this is only true in certain areas. Most Indian speakers are

rhotic, but products of the more prestigious private schools follow the RP model, and a non-rhotic accent is standard in the Indian media — and so on. A fuller description can be found at [www.answers.com/topic/rhotic-and-non-rhotic-accents](http://www.answers.com/topic/rhotic-and-non-rhotic-accents)

## Procedure

### Track 21

Discuss the background with the students, drawing on their own accents and their experience of others. You may care to expand the theory a little by pointing out that the rule of /r/ pronounced only before vowels also applies across word boundaries in some non-rhotic accents, including RP. These speakers would use a linking /r/ in expressions like 'four o'clock' 'pair of shoes' etc.

- 1 Ask the students, in pairs, to look at the words in the box and decide where most speakers from England would pronounce the /r/.
- 2 Remind them that the speaker from England will only pronounce some of the /r/ sounds, while the Scot will pronounce all of them. Then play CD track 21, more than once if necessary, until the students can hear the difference.

## Activity 5 Writing

Ask the students to think of local tourist attractions or other places they would recommend for visitors. Make a list on the board and collate their knowledge of these places. They do not need a great deal of knowledge or detail for this activity.

Put the students into pairs and ask them to discuss some places they would recommend. They can then write their replies and exchange them with their partner for correction. While this is happening, go round the class and mark as many pieces of writing as you can. Now ask them to write a second draft, with fewer mistakes.

At some point, make it clear to the students that making mistakes is a natural part of language development. Students from some cultures tend to work well within their limits in order to produce as few mistakes as possible. This is not necessarily an effective way to make progress. The message that they should make more mistakes can cause them to question a number of assumptions.

### Homework task



This allows the students to find more information on one of the places they have written about and to produce a more factual report. It might also be a good reason for a class visit.

## **17** Free time and leisure

### Things to do

**Task:** Describe benefits of and compare different activities.  
Organise events and activities relating to free time.  
Read and write letters and texts relating to the above.

**Skill:** Speaking, writing, reading

**System:**

**Materials:**

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

Skill: rephrasing

#### **Introduction**

How this activity is used will depend on the level of the students. If they are able to play the game as presented, they should be given the chance. A compromise would be to allow them to write the sentences they hear. Below this level, they could simply work in pairs and rewrite the sentences.

#### **Procedure**

For the full game: divide the class into groups of four, or as near as possible. Each four then divides into two teams. Give Team A and Team B the appropriate question and answer sheets. Talk through the introduction in the student notes and then let them do the activity.

#### **Activity 2     Reading**

Function: expressing opinion

- 1 Put the students into groups and ask them to read the quote from Plato. With younger students, ask them if they have heard older people saying the same sort of thing about young people today — they probably have, either in their families or on TV. With older students, ask them what they and their children disagree about. Move them onto a discussion of the three points.

Skill: scan

- 2 Ask the students, still in groups, to read the text as quickly as possible, pick out the six words and read them in context. Then they should pair the words with their meanings, using their dictionaries if necessary. Check their answers.

Skill: extract main points and ideas

- 3 Ask the students to read the text more slowly and put the six statements in order. Now ask them for their views on the article. Discuss these on a class basis.

### **Activity 3 Language focus**

Comparatives and superlatives can be endlessly troublesome. This activity provides practice. Ask the students to complete it on their own and then compare their answers with a partner.

### **Activity 4 Pronunciation**

 Track 22

#### **Introduction**

Although RP is only spoken by a small minority of people in the UK, students need to be familiar with it as the standard form in British ESOL materials.

The situation in England is unusual in that the accent used by the middle and upper classes does not show any regional variation. This is due to the dominant and long-lasting effect of the private schools and Oxford and Cambridge universities. Students may find this standardisation difficult to grasp as it is unusual internationally. In most countries, although there are prestige forms of the language, speakers from different areas are still identifiable at all social levels. However, students whose cultural origins are in former British colonies may be aware of similar situations to England, where an RP-influenced form of English, as taught in private schools, is the prestige accent.

#### **Procedure**

Students can be asked to undertake this task either with or without dictionaries before the CD track is played. Afterwards, lead a discussion of the differences between RP and Scottish accents.

### **Activity 5 Writing**

Students can be prepared for this by asking them to talk about their free-time activities, either in groups or by eliciting examples from the whole class. Emphasise that this 'friend in another country' may not be familiar with the situation here and so might need some explanation of any activities included

in their text.

Check their understanding of the conventions of layout for an informal letter.

### **Homework task**

Whatever might be said about teenage behaviour and lifestyle, there is general agreement that many Scottish teenagers are suffering from an obesity and alcohol crisis. There is less of a consensus as to what might be done about this, and it seems to some that politicians are happier to propagandise than make a serious investment in sports and leisure. Discuss the situation with the students then ask them to do more research on their own and write a report. Their further reading could be helped by giving them a selection of current newspaper articles: this topic is frequently discussed in the press.

**18** **Free time and leisure**  
Media

**Task:** Talk about TV programmes and own preferences.  
Understand the general meaning of a newspaper article or report of an event

**Skill:** Speaking, writing, listening

**System:**

**Materials:** CD player, CD

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

Students may not buy newspapers regularly but can be expected to have some familiarity with the national press and the different types of newspapers available. Those who travel by public transport may be familiar with Metro at least.

Depending on the level of the students, you may care to introduce this by discussing the newspapers indicated, and others available, and the differences between tabloids and qualities, national and local, etc.

The students' conversations could be recorded.

**Activity 2 Listening**

 Track 23

**Procedure**

The text is not very long, but quite dense in terms of the information it contains. The programmes in question 1 are listed in alphabetical order rather than chronologically. Make sure the students understand the two tasks in question 1: to write the times for the programmes and to correctly place the letters a–f.

**Activity 3 Language focus**

The general rule for order of adjectives: quality, size, age, shape, colour, origin, material and type, is difficult to remember and probably not worth the mental effort. It is in the student notes to provide a guide for the exercises. However, throughout this activity, try to elicit the generalisation that with multiple adjectives we move from subjective to objective qualities.

In exercise 3, some students may not be familiar with the Taj

Mahal or know its location, or recognise the shape and origin of a Harley Davidson motorcycle. Encourage other students to help. If photocopying, be aware that you may not be able to distinguish colours on a black and white copy. Although the colours are not necessary to do the exercise.

#### **Activity 4 Pronunciation**

##### Track 24

Each sentence contains either a strong or weak form of eight structural words: and, but, his, her, are, was, can and some. It isn't possible to be absolutely certain of which form will be used just by reading the sentence — this is often a question of probability. Students should be encouraged to read and decide which form is more likely before listening to the track and checking their ideas. After this is done, ask the students to practise reading the sentences in pairs.

#### **Activity 5 Writing**

Students may have difficulty imagining the entertainment situation in the 1950s. Any help that can be given, in the form of films, TV programmes or historical information, would be useful. If the class has internet access, allow the students to research the subject first. Prepare them with a general discussion of changes in family life.

#### **Homework task**

Prepare for this by pooling the students' knowledge of the history of electronic entertainment. Ask how much they know about the beginnings of radio, cinema, TV etc. A possible approach would be to divide them into groups and ask each group to choose one form to work on.

**19** **Free time and leisure**  
Holidays and festivals

**Task:** Describe previous places visited/holidays and talk about holidays they would like to go on or places they would like to visit.

Describe/talk about festivals

**Skill:** Speaking, writing, reading

**System:**

**Materials:**

**Notes: Activity 1 Speaking skills**

Function: expressing agreement and disagreement

Skill: turn taking and interrupting

Put the students into pairs. Discuss the nature of the competition with them and ensure they understand the types of holidays on offer. Make it clear that each student in a pair should each choose a different holiday and argue to try to get their partner to agree. Afterwards, ask the pairs to report on who won.

**Activity 2 Reading**

The questions following the reading texts draw on general knowledge as well as the text, allowing the opportunity for further discussion. Encourage the students, in pairs, to take their time reading the text, using their dictionaries if necessary, then try to relate the festivals described to their own culture and experiences. Broaden the discussion after they complete the quiz questions.

**Activity 3 Language focus**

Before they start on this, make sure the students understand the difference between adjective and adverbs, that not all adverbs end in -ly and that some adjectives and adverbs have the same form. Ask them to complete the crossword in pairs.

**Activity 4 Pronunciation**

### Track 25

This activity looks at stress in sentences. Ask the students to work in pairs and encourage them to say the sentences as they work. After the activity, practise saying the sentences round the class.

### **Activity 5 Writing**

Ask the students to look again at Speaking skills, on page 1 of the student notes. Make sure they understand the nature of the competition. Discuss what areas they might write about — why they would like to go, what they would enjoy doing, etc.

### **Homework task**

Prepare the students for this by reminding them of the discussion they had in the Reading section. Suggest some different lines of approach: straight description, comparison of this festival in Scotland and in other countries, and, if it is a minority-culture festival, any possible conflicts between it and the customs of the host community, etc.



## **20** Review of lessons 16–19

**Skill:** Speaking, writing, listening

**System:**

**Materials:**

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

This is an information-gap activity and would be best presented by having the students face each other in pairs, then giving each one a copy of either the Student A or Student B sheet.

Prepare the students by asking them, as a class, what they know about Greece and Kenya, and listing the facts and ideas on the board.

Make it clear that the information has to be exchanged verbally and that they are not allowed to look at each other's sheets. The completed boxes appear in the answers below.

In the final phases, circulate among the pairs and supply ideas to encourage the discussion. Collate the results with the whole class.

**Activity 2 Listening**

🎧 Track 26

### **Introduction**

This listening activity is preceded by a quiz, and the listening text supplies the answers. Comprehension of the text involves identifying these answers.

### **Procedure**

Put the students into groups and ask them to decide on the correct answers. If this proves too difficult for them, you might consider at this point whether to set this as a homework project.

Once they have settled on their answers, play CD track 26. The text is quite long and there is an amount of detail in it, so the students might benefit from hearing it twice. At the appropriate point, ask for scores from the different groups.

You might want to print the transcript and let the students read it afterwards.

**Activity 3 Language focus**

Make sure the students understand the possibilities here by giving the full forms of the example in sentence 1: weak, adjective; weakly, adverb; weaken, verb; weakness, noun.

Not all languages are as flexible as English with regard to parts of speech. Discuss this with the students before asking them to complete the activity and compare their results in pairs.

#### **Activity 4 Pronunciation**

The words are chosen on the basis of having silent letters; pronunciation at some variance from their spelling, or the fact that they are written with non-alphabetical phonemic consonants. Many of them appear in the pronunciation activities in previous lessons.

#### **Activity 5 Writing**

Make sure the students understand the concept of elision, which here applies only to I, I'm, the and is. Ask them to think about the possibilities in their own language. (For languages with non-alphabetical writing systems, this may involve quite a cultural leap.)

You may want to precede the writing with a discussion of possible holiday locations. However, this might seem like a repeat of the speaking activity.

Conventions of postcard writing may vary from country to country. The ones supplied here — where you are, what you're doing/have done/will do and the weather — are fairly standard for British holidaymakers. Discuss these and other possibilities with the students.

#### **Homework task**

Areas you might like to discuss while preparing the students for this task are:

- 1 The role of holidays in the students' cultures. For many, a 'holiday' might take the form of a visit to the country of cultural origin. Even so, this is likely to involve some form of relaxation.
- 2 The effect of tourism on local culture and ecology.

## Answer Key

### 01 Personal identity Self

#### Activity 1

1.1

- A Hi, Susan.  
B Oh, hi, Ahmed. How are you?  
A Oh, fine. Yourself?  
B I'm OK. A bit tired, but fine.  
A Yes, you look tired. Are you working too hard?  
B Well, yes. I'm doing a course now and it's quite difficult.  
A I see. Well, good luck with it. I've got to go now.  
B Me too — anyway, good to see you. Bye.  
A OK — goodbye.

#### Activity 2

C

#### Activity 3

- 's used to
- used to
- got used to
- used to
- haven't got used to
- are used to

#### Activity 4

- |   |            |          |           |
|---|------------|----------|-----------|
| 1 | 1 cap ___  | cup ___  | cop _✓_   |
|   | 2 cat ___  | cut _✓_  | cot ___   |
|   | 3 hat ___  | hut _✓_  | hot ___   |
|   | 4 lack _✓_ | luck ___ | lock ___  |
|   | 5 pat ___  | putt ___ | pot _✓_   |
|   | 6 rang ___ | rung _✓_ | wrong ___ |
|   | 7 rat _✓_  | rut ___  | rot ___   |
|   | 8 sack ___ | suck ___ | sock _✓_  |
|   | 9 sang ___ | sung _✓_ | song ___  |

**02** **Personal identity**  
Family and culture

**Activity 2**

		Farhana	Kasia	Murdo
1	born in Scotland			✓
2	sometimes speaks English at home	✓		
3	went to primary school in Scotland	✓	✓	✓
4	other children in the family	✓	✓	
5	no mother at home		✓	
6	no father at home			✓
7	definitely feels Scottish	✓		

**Activity 3**

- 1 What's your name?
- 2 Where are you from? / Where do you come from?
- 3 Where were you born?
- 4 When did you come here / to Scotland?
- 5 What does your dad/father do? / What's your dad's/father's job?
- 6 Who do you live with?
- 7 Which language do you speak at home?

**Activity 4**

2

- 1 live
- 2 sheep
- 3 hit
- 4 cheap
- 5 feel
- 6 slip
- 7 heels
- 8 pitch
- 9 peel

**03** **Personal identity**  
Work and study

**Activity 2**

1 F, 2 O, 3 F, 4 F, 5 O, 6 O, 7 F, 8 O, 9 F, 10 F, 11 F, 12 O

**Activity 3**

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

**Activity 4**

1 u: food, group, lose, rude, shoes,  
^ does, flood, pub, son, young

**2**

- 1 ^ blood
- 2 u: blue
- 3 u: chew
- 4 ^ couple
- 5 ^ dull
- 6 u: juice
- 7 u: June
- 8 u: move
- 9 ^ onion
- 10 ^ puddle
- 11 u: soup
- 12 u: spoon
- 13 ^ supper
- 14 ^ wonder

**04** Personal identity  
Making choices

**Activity 2**

1 d, 2 c, 3 b, 4–6 a, c, f, 7-8 b, d

**Activity 3**

- 1 Yes, I am. / No, I'm not.
- 2 Yes, I am. / No, I'm not.
- 3 Yes, I do. / No, I don't.
- 4 Yes, I do. / No, I don't.
- 5 Yes, I do. / No, I don't.
- 6 Yes, I have. No, I haven't.
- 7 Yes, I have. No, I haven't.
- 8 Yes, I was. / No, I wasn't.
- 9 Yes, I do. / No, I don't.

**Activity 4**

1

START

▼

go	mouse	cow	found	couch	pound
know	though	blouse	clown	how	now
crowd	toast	town	mouth	shout	south
sew	gold	ground	no	oak	soap
toe	loud	foul	goal	out	folk
both	road	flow	dough	count	home

FINISH

2

/əʊ/		/aʊ/
✓	o	—
✓	oa	—
✓	ou	✓
✓	ow	✓
✓	oe	—

## 05 Review of lessons 1–4

### Activity 2

B, D, C, A

### Activity 3

- 1 Maria **is** used to British food now.
- 2 He's used to live in a small flat but he sold it.
- 3 Samia hasn't got used to ~~work~~ **working** at nights.
- 4 Where **do** you come from?
- 5 When **did** you arrive here tonight?
- 6 What languages **do** you speak?
- 7 They aren't at home, ~~aren't~~ they?
- 8 They haven't got married yet, **have do** they?
- 9 'Is she American?' 'Yes, she **is does**.'
- 10 'Does Stan like crime films?' 'No, he **doesn't isn't**.'

### Activity 4

p  
t æ b  
k ɒ f  
s aʊ k  
l iː k  
p əʊ l  
n uː n  
p ʌ f  
n

**06 Personal identity**  
 Hopes and plans

**Activity 2**

1 B, 2 A, 3 A, 4 B, 5 A, 6 B, 7 A, 8 B

**Activity 3**

- |   |                       |                      |                     |                    |
|---|-----------------------|----------------------|---------------------|--------------------|
| 1 | disappear             | disappoint           |                     |                    |
|   | illiterate            | illustrate           |                     |                    |
|   | improbable            | impressive           |                     |                    |
|   | inedible              | indelible            |                     |                    |
|   | irregular             | irrigate             |                     |                    |
|   | untied                | united               |                     |                    |
| 2 | <u>in</u> expensive   | <u>dis</u> honest    | <u>un</u> affected  | <u>in</u> frequent |
|   | <u>un</u> cut         | <u>il</u> legal      | <u>in</u> capable   | <u>in</u> definite |
|   | <u>un</u> avoidable   | <u>im</u> practical  | <u>dis</u> comfort  | <u>im</u> patient  |
|   | <u>un</u> comfortable | <u>dis</u> advantage | <u>in</u> direct    | <u>un</u> fasten   |
|   | <u>un</u> fold        | <u>im</u> possible   | <u>in</u> accurate  | <u>im</u> personal |
|   | <u>un</u> friendly    | <u>in</u> correct    | <u>un</u> divided   | <u>im</u> polite   |
|   | <u>un</u> healthy     | <u>in</u> active     | <u>un</u> mixed     | <u>un</u> even     |
|   | <u>im</u> probable    | <u>dis</u> appear    | <u>un</u> kind      | <u>un</u> natural  |
|   | <u>in</u> effective   | <u>dis</u> allow     | <u>dis</u> coloured | <u>in</u> sincere  |
|   | <u>un</u> married     | <u>irr</u> ational   | <u>un</u> likely    | <u>dis</u> agree   |
|   | <u>irr</u> esponsible | <u>dis</u> believe   | <u>irr</u> elevant  | <u>un</u> well     |

**Activity 4**

1 jail dʒ yes j pink ŋ sheep ʃ chest tʃ then ð think θ  
 measure ʒ



**07 Personal identity**  
Past experiences

**Activity 1**

Correct version

John F Kennedy was born in 1917. He began attending Harvard University in 1936. While he was at university he travelled twice to Europe, and visited Britain, where his father was US ambassador. In September 1941 he joined the US Navy. He served in the Pacific and won a medal for bravery. After the war, Kennedy entered politics. He was elected to the House of Representatives in 1946. He became a senator six years later and US President in 1961. Two years later, during a visit to Dallas, Texas, Kennedy was assassinated.

**Activity 2**

C E A G B F D

**Activity 3**

1	past time _1_ _3_ _6_ _7_ _10_	present time _2_ _4_ _5_ _8_ _9_
---	-----------------------------------	-------------------------------------

2    \_1\_ \_4\_        \_2\_ \_7\_        \_3\_ \_8\_        \_5\_ \_10\_        \_6\_ \_9\_

**Activity 4**

1

arrive _v_	beg _g_	belong _ŋ_	breathe _ð_	change _dʒ_
comb _m_	decide _d_	grab _b_	jump _p_	laugh _f_
listen _n_	need _d_	pass _s_	refuse _z_	smile _l_
start _t_	talk _k_	want _t_	wash _ʃ_	watch _tʃ_

2

	/t/	/d/	/ɪd/
changed			✓
started			✓
washed	✓		
needed			✓
refused			✓
passed	✓		
belonged			✓
watched	✓		

breathed		✓	
grabbed		✓	
jumped	✓		
decided			✓
begged		✓	
talked ✓			
wanted			✓
smiled	✓		
arrived		✓	
combed		✓	
laughed	✓		
listened		✓	

3 1 t d  
2 t  
3 d  
4 voiceless (2) and voiced (3)

**08** Personal identity  
Forms and letters

**Activity 2**

- 1
  - 1 Smith
  - 2 Jones
  - 3 Robertson
  - 4 Patel
  - 5 MacDonald
  - 6 Singh
  - 7 Wilson
  - 8 O'Connor
  - 9 Khan
  - 10 Taylor
  
- 2
  - 1 Birmingham
  - 2 Huddersfield
  - 3 Aberdeen
  - 4 Swansea
  - 5 Leicester
  - 6 Derby
  - 7 Inverness
  - 8 Gloucester
  - 9 Wolverhampton
  - 10 Sheffield

**Activity 3**

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

#### Activity 4

- |    |               |                |              |
|----|---------------|----------------|--------------|
| 1  | <u>done</u>   | gone           | <u>run</u>   |
| 2  | flat          | <u>got</u>     | <u>what</u>  |
| 3  | <u>rough</u>  | cough          | <u>tough</u> |
| 4  | <u>head</u>   | bead           | <u>said</u>  |
| 5  | <u>comb</u>   | <u>home</u>    | bomb         |
| 6  | accept        | <u>receipt</u> | <u>sheet</u> |
| 7  | hour          | <u>pour</u>    | <u>four</u>  |
| 8  | <u>missed</u> | worst          | <u>wrist</u> |
| 9  | <u>good</u>   | mould          | <u>would</u> |
| 10 | <u>know</u>   | <u>toe</u>     | now          |

**09 Social and physical environment**  
Daily life

**Activity 2**

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

**Activity 3**

1 f, 2 c, 3 j, 4 h, 5 a, 6 n, 7 b, 8 m, 9 e, 10 l, 11 g, 12 i, 13 k, 14 d

**Activity 4**

1	b	absolute	<u>debt</u>	subtract
2	c	school	<u>scissors</u>	score
3	d	<u>handkerchief</u>	handle	handwriting
4	g	ignore	signal	<u>sign</u>
5	h	healthy	<u>hour</u>	hungry
6	k	ankle	<u>knee</u>	workbook
7	l	film	salt	<u>talk</u>
8	n	<u>autumn</u>	partner	statement
9	p	accept	complete	<u>cupboard</u>
10	s	answer	<u>island</u>	mistake
11	t	<u>listen</u>	sister	suggest
12	w	<u>write</u>	forward	what

**Activity 5**

My name is Ahmad. My home is in Manchester. I am a student of English and ~~am learn~~ **have learned/have been learning** it for three years now.

Last year ~~the friend~~ **a friend** and me ~~have~~ decided to visit / ~~united states~~ **the United States** and we ~~have flied~~ **flew** to ~~new york~~ **New York**.

We saw some good ~~thing~~ **things** there like the 5<sup>th</sup> ~~avenue~~ **Avenue** and ~~broadway~~ **Broadway** and ~~central park~~ **Central Park**.

Then we ~~have want~~ **wanted** to go to ~~boston~~ **Boston** because my friend **friend's** uncle ~~is live~~ **lives/lived** there.

But when we went to the railway station, which they call the railroad station, ~~and~~ asked for a return ticket to ~~boston~~ **Boston**, the man ~~haven't understood~~ **didn't understand** me.

Then an ~~american~~ American girl ~~she~~ asked me if I needed any ~~advices~~ **advice** or ~~informations~~ **information** and I ~~have explained~~ **explained** our problem.

~~then~~ Then she said we needed a round-trip ticket and anyway its ~~more~~ better to go by bus.

'By bus?' I asked because I ~~am think~~ **thought** she ~~means~~ **meant** a city bus.

But when they mean a 'coach' to other ~~citys~~ **cities** they say 'bus'.

So then we ~~have gone~~ **went** down ~~the~~ street and ~~have got~~ **tickets**.

And before the bus ~~has arrive~~ **arrived** I ~~buy~~ **bought an** American English dictionary.

## 10 Review of lessons 6–9

### Activity 2

#### Marisa

- |   |          |
|---|----------|
| 1 She moved to Italy.                   | <u>4</u> |
| 2 She took Italian classes.             | <u>5</u> |
| 3 She began to learn Italian.           | <u>3</u> |
| 4 She began to learn English.           | <u>1</u> |
| 5 She went out with an Italian speaker. | <u>2</u> |

#### Musa

- |  |          |
|--|----------|
| 1 He began to learn English.           | <u>4</u> |
| 2 He began to learn Zulu.              | <u>1</u> |
| 3 He began to learn Afrikaans.         | <u>2</u> |
| 4 He stopped learning Afrikaans.       | <u>3</u> |
| 5 He started to learn Afrikaans again. | <u>5</u> |

#### Asif's mother

- |  |          |
|--|----------|
| 1 She started to learn English.            | <u>4</u> |
| 2 She came to Britain.                     | <u>1</u> |
| 3 She worked with her husband.             | <u>2</u> |
| 4 She raised a family.                     | <u>3</u> |
| 5 She learned to speak English quite well. | <u>5</u> |

### Activity 3

- 'd buy, had
- is, 'll see
- did, 'd tell
- win, 'll be
- was/were. 'd work/be working
- would, was/were
- 'll, have
- 's, 'll

### Activity 4

- |   |          |              |               |
|---|----------|--------------|---------------|
| 1 | /tʃest/  | <u>chest</u> | just          |
| 2 | /kəʊm/   | <u>comb</u>  | come          |
| 3 | /dʌn/    | dawn         | <u>done</u>   |
| 4 | /aɪlənd/ | Ireland      | <u>island</u> |

5	/ʃi:p/	<u>sheep</u>	ship
6	/saɪn/	<u>sign</u>	sing
7	/tʌf/	<u>tough</u>	though
8	/wɒʃt /	<u>washed</u>	watched
9	/jes/	Jess	<u>yes</u>



## **11** Social and physical environment

### Neighbourhood

#### Activity 2

1 a, 2 b, 3 a, 4 b, 5 a, 6 b, 7 b, 8 b, 9 a, 10 a, 11 b, 12 a

#### Activity 3

- 1 a lot of
- 2 much, some, many
- 3 isn't, of
- 4 isn't
- 5 are, aren't
- 6 some, lots, 's
- 7 many

#### Activity 4

- 1 He said he can do it.
- 2 Lisa can't swim but I can.
- 3 I want some coffee.
- 4 I want to meet Fred.
- 5 They're eating fish and chips.
- 6 Give him the money.
- 7 Pete's at school.
- 8 Ask them what's wrong.
- 9 It's Jenny that I like best.

## 12 Social and physical environment

### Getting things done

#### Activity 2

- 1 eight, dinner
- 2 flu, phone
- 3 appointment, Tuesday
- 4 Garage, 30
- 5 overdraft, 5973
- 6 vet, fridge

#### Activity 3

- |    |                 |                 |
|----|-----------------|-----------------|
| 1  | accidently      | accidentally ✓  |
| 2  | accomodation    | accommodation ✓ |
| 3  | broccoli ✓      | broccoli        |
| 4  | cemetary        | cemetery ✓      |
| 5  | definately      | definitely ✓    |
| 6  | despair ✓       | dispair         |
| 7  | desperate ✓     | desparate       |
| 8  | developement    | development ✓   |
| 9  | drunkenness ✓   | drunkenness     |
| 10 | embarrassment ✓ | embarassment    |
| 11 | existence ✓     | existance       |
| 12 | harrass         | harass ✓        |
| 13 | independant     | independent ✓   |
| 14 | irritable ✓     | irritable       |
| 15 | ocassion        | occasion ✓      |
| 16 | privilege ✓     | priviledge      |
| 17 | reccomend       | recommend ✓     |
| 18 | receive ✓       | recieve         |
| 19 | repetition ✓    | repitition      |
| 20 | seperate        | separate ✓      |

#### Activity 4

- 1
  - 1 accept ✓
  - 2 ankle
  - 3 collar
  - 4 foreign
  - 5 machine ✓
  - 6 offer
  - 7 operate
  - 8 tradition ✓
- |           |
|-----------|
| accident  |
| annoyed ✓ |
| collect ✓ |
| forgive ✓ |
| magic     |
| offend ✓  |
| opinion ✓ |
| traffic   |

2

1	ac· <u>cept</u>	<u>ac</u> ·ci·dent
2	<u>an</u> ·kle	an· <u>noyed</u>
3	<u>col</u> ·lar	col· <u>lect</u>
4	<u>for</u> ·eign	for· <u>give</u>
5	ma· <u>chine</u>	<u>ma</u> ·gic
6	<u>of</u> ·fer	of· <u>fend</u>
7	<u>op</u> ·e·rate	o· <u>pin</u> ·ion
8	tra· <u>di</u> ·tion	<u>traf</u> ·fic

## **13** Social and physical environment

### Home

#### **Activity 1**

2

- 1 cottage
- 2 bungalow
- 3 villa
- 4 block of flats
- 5 semi-detached villas
- 6 traditional flats
- 7 terraced villas
- 8 mansion

#### **Activity 2**

1 D, 2 A, 3 F, 4 C, 5 E, extra B

#### **Activity 3**

- 1 CHILDREN'S PLAYGROUND No dogs allowed
- 2 Carrots 2 kilos for 75p
- 3 Patients' Entrance
- 4 DELICIOUS PIZZAS
- 5 citizens' advice bureau
- 6 RESIDENTS AND VISITORS ONLY
- 7 quizzes
- 8 GENTLEMEN'S CLOAKROOM
- 9 BARCLAY'S BANK
- 10 BOB'S BAR

#### **Activity 4**

1 a, 2 b, 3 c, 4 b, 5 c, 6 a, 7 c, 8 a

## 14 Social and physical environment

### Places to live

#### Activity 1

1

actually ... ✓

er ...

I mean ... ✓

in fact ... ✓

kind of ... ✓

let me see ...

let me think ...

like ... ✓

now ... ✓

OK ... ✓

really ...

sort of ...

the thing is ... ✓

to tell you the truth ... ✓

well ... ✓

what was it?

where was I? ✓

you know ... ✓

you know what I mean ...

you see ...

2

1 F

2 T

3 F

4 F

5 T

6 T

#### Activity 3

1 It's They're

2 There

3 Its it's

4 They're

5 there It's

6 their It's

7 its

8 Their It's

#### Activity 4

1 ● ●

sixty  
thirty  
forty  
fifty  
eighty  
ninety

● ●

fifteen  
fourteen  
eighteen  
thirteen  
sixteen  
nineteen

● ● ●

seventy

● ● ●

seventeen

**2**

1	thirty	✓	thirteen	
2	sixty		sixteen	✓
3	eighty		eighteen	✓
4	seventy	✓	seventeen	
5	eighty	✓	eighteen	
6	sixty	✓	sixteen	
7	forty		fourteen	✓
8	seventy		seventeen	✓
9	ninety	✓	nineteen	
10	fifty		fifteen	✓
11	forty	✓	fourteen	
12	thirty		thirteen	✓
13	ninety		nineteen	✓
14	fifty	✓	fifteen	

## 15 Review of lessons 11–14

### Activity 2

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

### Activity 3

- 1 It's
- 2 They're
- 3 correct
- 4 your
- 5 its
- 6 there
- 7 You're our customer (**correct**) — so you're always right
- 8 your
- 9 They're working; enjoy their cooking
- 10 correct

### Activity 4

1

● ● ●

Thanks a lot.  
Come and eat.  
Have a cake.  
Shut the door.  
What's the time?

● ● ●

I knew him.  
He wasn't.  
I like them.  
I'm ready.  
She told me.

● ● ● ●

Nice to meet you.  
Come and see me.  
See you later.  
Take the photo.  
Where's the paper?

● ● ● ●

It's time we went.  
A cup of tea.  
He always did.  
It's cold and wet.  
The film was good.

2

● ● ●

Sirloin steak  
Irish stew  
Apple Pie  
Carrot Cake

● ● ● ●

Mushroom pâté  
Breaded haddock  
Chicken curry  
Caesar salad

● ● ● ●

Soup of the day  
Chilli cheese melt  
Chicken kebabs  
Sausage and chips

**16** Free time and leisure  
Free time

**Activity 2**

1 F, 2 T, 3 T, 4 T, 5 F, 6 F, 7 T, 8 T, 9 F, 10 F

**Activity 3**

- 1 's/is coming
- 2 starts
- 3 lives
- 4 'm/am putting on
- 5 are you walking
- 6 speaks
- 7 'm/am trying
- 8 takes
- 9 's/is working
- 10 belongs

**Activity 4**

1

answer	Brazil	difference	early	hungry
Ireland	<b>Paris</b>	<b>parents</b>	partner	pictures
speaker	start	sugar	there	work

2

	England	Scotland
1 brother		✓
2 carton		✓
3 corn	✓	
4 earn		✓
5 fourth		✓
6 heart	✓	
7 here	✓	
8 more		✓
9 north	✓	
10 partner	✓	
11 there		✓
12 word	✓	



**17** Free time and leisure  
Things to do

**Activity 2**

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

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

**Activity 3**

- 1 the least
- 2 more, fewer
- 3 the most, less, the fewest
- 4 more, more
- 5 the most, the least, more, less

**Activity 4**

i:	<b>sheep</b>	head	hear	heat ✓
ɪ	<b>pick</b>	fill ✓	find	fire
e	<b>head</b>	dear	deal	deaf ✓
æ	<b>mad</b>	ball	call	shall ✓
ɑ:	<b>heart</b>	want	dance ✓	hand
ɒ	<b>got</b>	bomb ✓	tomb	comb
ɔ:	<b>saw</b>	talk ✓	half	valve
ʊ	<b>put</b>	fool	food	foot ✓
u:	<b>too</b>	rose	lose ✓	nose
ʌ	<b>bus</b>	done ✓	bone	gone
ɜ:	<b>bird</b>	bear	earn ✓	fear

**18** Free time and leisure  
Media

**Activity 2**

	1	2	3
	times	times	a-f
A Question of Sport	7.00		b
BBC News	6.00	10.00	
East Enders	8.00		f
Jackie Brown	10.35		e
Lilies	9.00		d
Out-take TV	8.30		a
Reporting Scotland	6.30	10.30	
Seaside Rescue	7.30		c

2 b, 3 b, 4 a, 5 c, 6 Liverpool, 7 Five minutes, 8 c

**Activity 3**

1

quality	size	age	shape	colour	origin	material	type
scary	big	old	round	yellow	Italian	plastic	coffee
	small			blue	London	glass	horror
				red	American		

2

- 1 a **big** yellow Italian motorbike
- 2 a blue plastic **coffee** mug
- 3 a big **red** London bus
- 4 a small old wooden chair
- 5 a **round** glass coffee table
- 6 a scary **American** horror film

3

- 1 red electric
- 2 white Indian
- 3 black American
- 4 blue office
- 5 round wooden
- 6 happy young

#### **Activity 4**

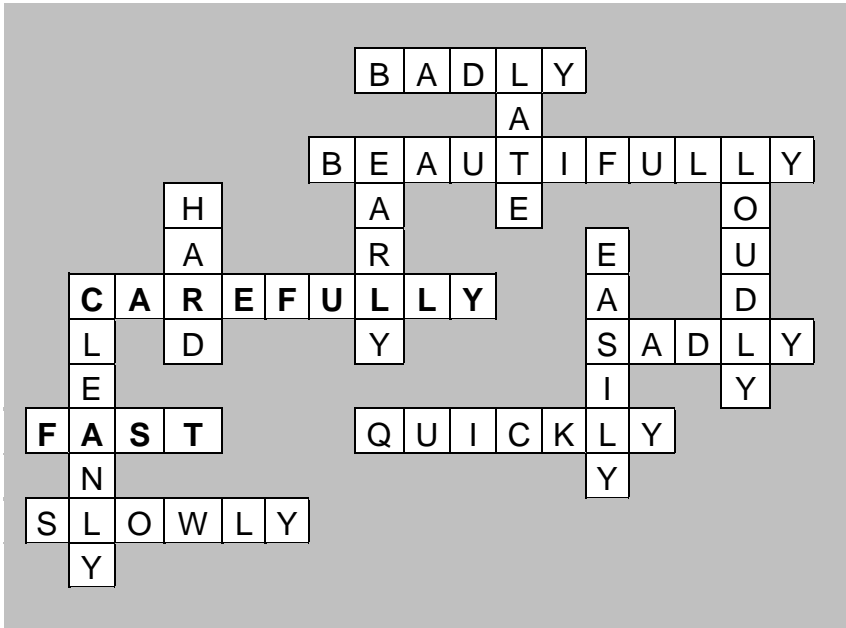
- 1 strong
- 2 weak
- 3 weak
- 4 strong
- 5 weak
- 6 weak
- 7 strong
- 8 strong
- 9 strong
- 10 weak
- 11 strong
- 12 strong
- 13 weak
- 14 strong
- 15 weak
- 16 weak

**19** Free time and leisure  
Holidays and festivals

**Activity 2**

1 c, 2 c, 3 b, 4 b, 5 c, 6 a, 7 b, 8 b, 9 b, 10 c

**Activity 3**



**Activity 4**

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

## 20 Review of lessons 16–19

### Activity 1

<p><b>factfile: Greece</b></p> <p><b>population:</b> 10.6 million</p> <p><b>size:</b> 131,940 square kilometres</p> <p><b>people/square kilometre:</b> 80</p> <p><b>life expectancy:</b> 78.74 years</p> <p><b>languages:</b> Greek</p> <p><b>major religions:</b> Greek Orthodox</p> <p><b>mountains over 2000m:</b> 37</p> <p><b>islands:</b> 200+</p>	<p><b>factfile: Kenya</b></p> <p><b>population:</b> 31.8 million</p> <p><b>size:</b> 582,646 square kilometres</p> <p><b>people/square kilometre:</b> 55</p> <p><b>life expectancy:</b> 53.6 years</p> <p><b>languages:</b> Swahili, English, plus many ethnic languages.</p> <p><b>major religions:</b> Protestant, Roman Catholic, Islam, plus traditional religions.</p> <p><b>mountains over 2000m:</b> 5</p> <p><b>islands:</b> more than 10</p>
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### Activity 2

- 1 the Dead Sea
- 2 Rome
- 3 China
- 4 Antarctica
- 5 France
- 6 Kanchenjunga
- 7 Alaska
- 8 Lake Superior
- 9 the Danube
- 10 Oxford
- 11 the Arctic Ocean
- 12 the Sahara Desert
- 13 Hampshire
- 14 the Philippines

### Activity 3

- 2 widen
- 3 childish
- 4 argument
- 5 collection
- 6 legalise

- 7 modernise
- 8 loosen
- 9 agreement
- 10 musical

#### Activity 4

r	ɪ	s	iː	t	t	ʌ	f	f
p	ð	d	e	t	dʒ	p	b	ɪ
ɪ	əʊ	tʃ	e	k	ʌ	ʊ	r	z
tʃ	s	w	iː	t	dʒ	ʃ	iː	ɪ
k	d	əʊ	n	ɒ	k	t	ð	k
w	p	w	ɪ	m	ɪ	n	z	s
aɪ	aɪ	s	ə	dʒ	e	s	t	r
t	m	eɪ	t	f	l	ʌ	d	ɒ
s	aɪ	k	ɒ	l	ə	dʒ	ɪ	ŋ

## Tapescripts

### **01** Personal identity

Self

#### Track 2

- A Hi, Susan.  
B Oh, hi, Ahmed. How are you?  
A Oh, fine. Yourself?  
B I'm OK. A bit tired, but fine.  
A Yes, you look tired. Are you working too hard?  
B Well, yes. I'm doing a course now and it's quite difficult.  
A I see. Well, good luck with it. I've got to go now.  
B Me too — anyway, good to see you. Bye bye.  
A OK — bye.

#### Track 3

- 1 cop
- 2 cut
- 3 hut
- 4 lack
- 5 pot
- 6 rung
- 7 rat
- 8 sock
- 9 sung

**02** **Personal identity**  
Family and culture

**Track 4**

All four speakers have Scottish accents.

Claire Hi, I'm Claire Parker, and right now I'm at a conference in Glasgow. This is a bit different from most conferences in that the participants are mainly school pupils. The theme is 'One Scotland, many cultures.' Now, we've got pupils here from all over Scotland and I'm talking to three of them. OK, could you tell the listeners your names — that's, like, first name and surname.

Kasia I'm Kasia Lesnik

Claire Murdo MacDonald.

Farhana Hi, I'm Farhana Hasni

Claire OK, now I just want to ask you a few questions about your lives. First of all, Kasia, where do you come from?

Kasia I'm from Dundee.

Claire Were you born there?

Kasia No, I was born in Krakow, in Poland.

Claire And when did you come to Scotland?

Kasia About five years ago — I was still in primary school.

Claire And why did you come here?

Kasia Well, my dad's an electrician, and he was finding it difficult to get work in Poland, so he brought us over here.

Claire So you live here with your family?

Kasia Yes, well, with my dad, because mum and dad separated. She didn't like it here and she went back to Poland. But I've got a brother and a sister here.

Claire And do you like Scotland?

Kasia It's OK. A bit cold, really.

Claire Do you speak Polish at home?



Kasia Yes, all the time.

Claire So what are you? Are you Polish or Scottish?

Kasia I really don't know. I don't think about it a lot — a bit of both maybe.

Claire And Farhana, where do you come from?

Farhana I come from Glasgow. And, yes, I was born there.

Claire Tell me about your family.

Farhana Well, my dad's family have been here for ages. My grandfather came from Pakistan in the 1960s. He lived in London for a while then moved to Glasgow. My dad was born in Pakistan but he hardly remembers it. He grew up in Glasgow, like I did.

Claire I see — and your mother?

Farhana Oh, she came from Pakistan to marry dad.

Claire So what language do you speak at home?

Farhana Urdu — well, most of the time. I sometimes speak English with my sister — when we don't want mum to understand (laughs). Mum still doesn't speak very good English — but she's taking lessons now that the kids are all at school.

Claire And how many children are there?

Farhana There are four of us — I'm the youngest. I've got a sister and two brothers.

Claire So how do you feel — are you Scottish or Pakistani?

Farhana Oh, Scottish, absolutely. I've only been to Pakistan once, and I found it a bit strange. But I'm Asian too, through my family — a Scottish Asian, maybe.

Claire Fine, now, Murdo, you also speak a different language at home. Can you tell the listeners what it is?

Murdo We speak Gaelic. I'm from Stornoway, out on Lewis.

Claire So who's we? Who's in your family?

Murdo Just me and my mother. My father's dead and I don't have any brothers or sisters.

Claire Have you lived all your life in Stornoway?

Murdo Yes.

Claire So that makes you Scottish?

Murdo Well, I suppose so — Stornoway is in Scotland, but I don't know, really. This is my first time away from Lewis, and, OK, Glasgow is in Scotland but it's so different. I don't like it here much. I miss my home. And I don't understand some of the words people use here.

Claire Why is that?

Murdo Well, I speak English — most of my work in school is in English, but I don't know the Glasgow words, the local dialect.

Claire Well, thanks very much to all of you. I think, if we've managed to establish one thing, it's that identity, and nationality, in the modern world, are fairly complex.

### Track 5

bean bin (pause)  
deep dip (pause)  
each itch (pause)  
green grin (pause)  
he's his (pause)  
kneel nil (pause)  
neat knit (pause)  
reach rich (pause)  
steal still (pause)  
team Tim (pause)

### Track 6

*(Numbers should be spoken)*

- 1 Do you want to live here?
- 2 That's a nice painting of a sheep.
- 3 You shouldn't hit them.
- 4 He's eating a cheap sandwich.
- 5 Feel the hot water bottle — it's very cold.
- 6 I don't want you to slip on the floor.
- 7 Those heels are quite high.
- 8 There's a big stone in the middle of the pitch.
- 9 Alice chewed the peel and swallowed it.

**04** **Personal identity**  
Making choices

**Track 7**

adult speaker, giving university lecture

Good morning — nice to see that so many of you got here in spite of the weather. Right ... um ... we're now about half-way through the course, and getting to the end of this topic. Please remember that your essays are due on Friday morning. I know that some of you are having difficulty with this one, so please come and see me after the lecture today, if you want to talk about them. I'll be here for about half an hour after it. I hope that you're all getting used to university life, but I know that it can be difficult to learn to work on your own — so come and chat to me if there's anything that's worrying you.

In fact, that connects quite well with today's subject, which is the place of friendship in modern society, because people today move around more than they ever did before, and that can cause problems for relationships. Now, so far we've mainly looked at relationships at work and tomorrow, we'll look at the family, but today I want to talk about relationships between friends.

Many of the friendships people have, the ones that last all through their lives, start at quite a young age — as young as ten, in some cases, or even younger. Certainly, you find that many of the strongest friendships are between people who were at school together. And when someone goes to live in a new country, or even a new part of the country, these friendships are difficult to replace. This can happen in a very simple way — for example, if someone moves to a new town while they are at school, they leave their old friends behind and have to make new ones. The result is often that they feel quite lonely and isolated for a while.

Now, I'm not saying that this is always a bad thing. There are good things about travelling, even when people only move to a new town in the same country. They have new experiences, and learn more about different places. And often, this teaches them to be independent. They realise that they don't need friends around them all the time.

When someone moves to a new country, and has to learn the language, this process becomes more difficult. They may find that the friends they make at first are other people from their own country, or others who have come in to live in this place. It can take years before they really get to know people in the local community. To do this, they have to develop the same interests as the local people have — and these don't include learning the local language.

Newcomers might get to know local people through sport, or other social activities. If they are a pupils at school, they can make friends there.

Parents often get to know other parents because of their children. But it takes time, and they need to be patient. Sometimes, people who move into an area think that the locals will find them different and interesting. This may be true, but it doesn't mean that they want to make friends with them — at least, not at the beginning.

Now, one of the things that makes this whole business easier is modern communication ...

(fade)

**06** **Personal identity**  
Hopes and plans

**Track 8**

Speaker A is a middle-aged woman; Speaker B a teenage boy. The introductory words 'Speaker A' and 'Speaker B' should be read by a man.

**Speaker A**

My greatest wish? Well ... that's complicated, really. There isn't much I need in the way of money, and so on. We're comfortable — we've got a nice house and the kids are almost grown up now. Good marriage ... yes, good, solid marriage. I love my husband. He's in a good job, goes to work every morning happily enough. Umm — the thing is, when I was younger I wanted to travel, to go off and see the world. Backpacking, they call it now, all these kids, but then it was just travelling — hippies and so on, Istanbul, then off to India and places like that. I did a bit in the summers at university — I went to Tunisia one year with a couple of friends. But then I met Jim — that's my husband, and we kind of ... stayed together. We got married in the summer that I graduated, and he was offered a good job at the bank, and so we stayed here. *(pause)* Well, we've been abroad a lot on holiday — we were in ... Canada last year. We went with the kids at first. Now they go off with their friends, so its just the two of us ... in a nice hotel somewhere. Last year I suggested getting a Land Rover and driving across the Sahara. Jim thought I was mad — and maybe he's right. There's a time for that when you're young. So I suppose that would be my wish — to be young again and have the chance to travel. I don't know ... I've had a good life, but if I had it again, maybe I'd do things differently. Maybe.

**Speaker B**

What do I wish for? Well, I'm really happy, right now. Just started with a new girlfriend. I won't tell you her name, but she's great. I don't know — could I have somebody to do my French homework for tomorrow? It's really giving me trouble. No, seriously ... I don't know. My family doesn't have much money and I sometimes wish I was rich — like, seriously rich. I'd live in a big house and have servants and so on, and a yacht and lots of cars and all that stuff. Well, there's nothing to stop me trying. When I leave school I could go off and become an ... an entrepreneur — is that the word? I mean, start a business and make tons of money, then ... well, buy all the cars and other stuff. But I don't know. I can't see myself just buying and selling things. I don't know if I'd be so interested. What I want to do is work with people. I'm not sure how yet. I'll go to university first, and then ...well, I'll probably end up as some sort of social worker, I think, and they don't make much money. That's fair enough, I suppose. They say that money comes to those that really like it. In fact, from what I've heard, a lot of these really rich guys, these business types, they don't actually appreciate the big houses and the cars and yachts and stuff. If they did, I suppose they'd retire after they made their first million or so, and just lie around drinking cocktails. But no, they go on working, buying and selling,

because that's what they like to do. But me — I couldn't sell fridges in the Sahara. It just doesn't interest me. So I suppose I'm not going to be rich. But I've a feeling I'll enjoy the work that I do, so maybe I shouldn't complain.

**07** **Personal identity**  
Past experiences

**Track 9**

changed, started, washed, needed, refused, passed, belonged, watched,  
breathed, grabbed, jumped, decided, begged, talked, wanted, smiled,  
arrived, combed, laughed, listened

**08** **Personal identity**  
Forms and letters

**Track 10**

- 1 Smith
- 2 Jones
- 3 Robertson
- 4 Patel
- 5 MacDonald
- 6 Singh
- 7 Wilson
- 8 O'Connor
- 9 Khan
- 10 Taylor

**Track 11**

- 1 Birmingham
- 2 Huddersfield
- 3 Aberdeen
- 4 Swansea
- 5 Leicester
- 6 Derby
- 7 Inverness
- 8 Gloucester
- 9 Wolverhampton
- 10 Sheffield



## **10** Review of lessons 6–9

### **Track 12**

#### **1 Marisa and Pete**

- Pete        So where did you learn to speak Italian?  
Marisa      In Italy. I'd just finished secondary school when my father got a job in Rome. I didn't want to start university straight away so I went with my parents and lived there for a year.
- Pete        Did you go to classes?  
Marisa      I did some in the evening, but mostly I just picked it up. I got a job as a waitress and ... well, just spoke to people.
- Pete        That was quick.  
Marisa      Well, I knew some — I'd learned a bit in Brazil before I left.  
Pete        You mean at school?  
Marisa      No, we did English at school, mainly. I was just interested — there are quite a few Italian speakers in Brazil.
- Pete        Like ... young guys?  
Marisa      Yes, young guys — like the one I was going out with. That's why I got interested in the language.  
Pete        Huh!

#### **2 Meiying and Musa.**

- Meiying    Is English your first language, Musa?  
Musa        No, I learned it at school. My first language is Zulu.  
Meiying    So when did you learn English?  
Musa        I started at school when I was seven. Things changed after Nelson Mandela was freed. We'd learned Afrikaans up to then.
- Meiying    So do you speak that too?  
Musa        Yes, I do. For a few years I didn't want to know, but then I realised I was being silly. It's one of the languages of South Africa after all.
- Meiying    But you can't speak it anywhere else.  
Musa        Well, I was in Holland last year and people understood me.
- Meiying    But they all speak English in Holland.  
Musa        Yes, I know.

#### **3 Irenka and Asif**

- Irenka     So how many people speak Urdu here?  
Asif        In Britain? Well, it's actually quite a big language. There are almost half a million Urdu speakers — that's about the same number as speak Welsh.
- Irenka     But you all speak English as well?  
Asif        The younger ones do — if they go through the school system. But a lot of older people don't speak much English. The men were working too hard to take the time to learn proper English.

- Irenka     And the women stayed at home.
- Asif        Yes, up to a point. My mother just started English classes a couple of years ago. She'd been here for almost twenty years before that. But she was too busy — at first helping my dad with the business, then bringing up the kids.
- Irenka     Yeah, it's a great life for a woman.
- Asif        Well, maybe not, but they've got a nice house and her English is quite good. So it worked out OK in the end.
- Irenka     Sure — in the end.

## **11** Social and physical environment Neighbourhood

### **Track 13**

*(Natural speech, not over-enunciated. The words underlined, and no others, must contain schwa.)*

- 1 He said he can do it.
- 2 Lisa can't swim but I can.
- 3 I want some coffee.
- 4 I want to meet Fred.
- 5 They're eating fish and chips.
- 6 Give him the money.
- 7 Pete's at school.
- 8 Ask them what's wrong.
- 9 It's Jenny that I like best.

## **12** Social and physical environment Getting things done

### **Track 14**

*(Numbers should be said)*

*(male speaker)*

- 1 Charlie — look, can you tell Mum that I won't be home till about eight o'clock tonight. I won't need dinner — I'll get something to eat at work.

*(female speaker)*

- 2 Hi Carol. This is Jane. I'm not going to make it today — I've got flu. I don't know about tomorrow — I'll phone later in the day.

*(female speaker)*

- 3 This is Reyhan Kemal. I have an appointment with Dr Wilson at nine o'clock tomorrow morning. I'm afraid I won't be able to attend. I'm sorry about that. I'll come in on Tuesday to arrange another one.

*(male or female speaker)*

- 4 This is the Southside Garage, message for Harry Peters. Your car's ready. You can pick it up tomorrow from half-past eight.

*(male or female speaker)*

- 5 Hello, this is the Central Bank, a message for Mr Deans. Could you call back on 448 5973, please. We need to discuss your overdraft.

*(female speaker)*

- 6 Jim, the cat's not well. I've taken it to the vet. There's some stew in the fridge — call me back.

### **Track 15**

*(Numbers should be said, also look at answer key for natural stress patterns)*

- |   |           |          |
|---|-----------|----------|
| 1 | accept    | accident |
| 2 | ankle     | annoyed  |
| 3 | collar    | collect  |
| 4 | foreign   | forgive  |
| 5 | machine   | magic    |
| 6 | offer     | offend   |
| 7 | operate   | opinion  |
| 8 | tradition | traffic  |

## 13 Social and physical environment Home

### Track 16

*(Each line should be spoken up to the break, then a pause to allow students to decide the answer, then the full text from the beginning. The items in bold and underlined should be stressed. Numbers should be spoken. A variety of speakers and accents would be useful.)*

- 1 Sorry — this isn't my room key. Mine's 409. You've given me  
*(pause)*  
Sorry — this isn't my room key. Mine's 409. You've given me 309.
- 2 I didn't say the score was 3-2 — I said it was  
*(pause)*  
I didn't say the score was 3-2 — I said it was 3-1
- 3 No, the code for Bangladesh isn't 00 780 — it's  
*(pause)*  
No, the code for Bangladesh isn't 00 780 — it's 00 880.
- 4 There isn't a film on BBC1 at two o'clock. There's  
*(pause)*  
There isn't a film on BBC1 at two o'clock. There's one on Channel 4.
- 5 I booked lunch for four people at one o'clock, not  
*(pause)*  
I booked lunch for four people at one o'clock, not at twelve o'clock.
- 6 Liverpool didn't win the European Cup in 2001.  
*(pause)*  
**Liverpool** didn't win the European Cup in 2001. Bayern Munich did.
- 7 No, I don't want to fly to Luton on Tuesday — I want to  
*(pause)*  
No, I don't want to fly to Luton on Tuesday — I want to fly on Thursday.
- 8 Oh, sorry — your appointment's with Dr Mitchell at 4 o'clock on the 14<sup>th</sup>,  
not  
*(pause)*  
Oh, sorry — your appointment's with Dr Mitchell at 4 o'clock on the 14<sup>th</sup>,  
not with Dr Azad.

## **14** Social and physical environment

### Places to live

#### **Track 17**

*(Teenage female, Birmingham accent, or change the location to suit)*

Hi, I'm Susan Yang. I'm at a secondary school in Handsworth, in Birmingham. I'm in my third year. So ... I'm going to talk about marriage and families in society today. That's a big subject, really. OK ... to start with, let me tell you something about my family. Well, my family are quite unusual really, because both my parents are married, and they live with each other. Now, I'm not joking here. This is unusual because ... you know ... for a lot of the pupils at my school, and for other teenagers around the country, things are different. Take my friend Rachel, for example. Her mum and dad split up five years ago. And now she lives with her mum and her mum's new boyfriend. Actually, she sees her dad most weekends, so it isn't so bad. He's now married to his second wife and Rachel gets on quite well with her. That sort of thing is quite common ...like ... everywhere. Some kids live with only one parent. Sometimes they don't even know who their mother or father is. And, there are others, they live with a mum and a dad, but, I mean, their mum isn't their real mum or their dad isn't their real dad. Don't get me wrong — I'm not saying these other ways of living are always bad. In fact, another of my friends, Alison — her mum and dad never got married, but they've been together for a long time and it doesn't seem to be a problem. To tell you the truth, it was only a couple of years ago that Alison found out that they weren't married, and it doesn't seem to bother her much ... Where was I? Oh yes — I'm not saying this is always bad, but I come from a Chinese background, and it's kind of unusual in Chinese families. I'm trying not to make judgements here but I really think it's better for society if parents stay together and bring up their kids. But then ... the thing is ...if a couple don't get on with each other, sometimes it's better if they do split up. It's better for the children too. Let's say they should stay together, if they can ... Oh, It's all so complicated, really.

#### **14.2**

thirty, sixteen, eighteen, seventy, eighty, sixty, fourteen, seventeen, ninety, fifteen, forty, thirteen, nineteen, fifty.

## **15** Review of lessons 11–14

### Track 19

#### Dictation

In 1991, a hurricane was moving down the east coast of the United States. One man, called Gary, wasn't worried. He had plenty of food, a camping gas stove and some oil lamps. While he was cooking his dinner, the power went off and the cooker cooled down. So he took out his stove, lit the gas and finished preparing his meal. Then he went to bed feeling safe and secure.

Unfortunately, he left the camping stove on top of the cooker. The power came back on during the night and heated it up until it exploded. It blew out the kitchen wall and broke every window in the house. The damage cost sixty-five thousand dollars to repair. Gary only survived because his bedroom door was closed.

**16** Free time and leisure  
Free time

**Track 20**

*(I = Interviewer, H = Hannah, J = Jack. Both interviewees are aged around 16 and should have the same local accent.)*

- I Right, now, next we have a couple of young visitors to the studio, Hannah Borowski and Jack Woodward. Both of them are doing very well at the moment in their chosen sports. Hannah, you first. Tell me what you do.
- H Hi Barry — I do athletics. I'm a sprinter — 100 and 200 metres.
- I And something happened last month?
- H Yes, I won the 100 metres in the National Youth Championships. And I came second in the 200 metres.
- I Well done. Now Jack, you play for the England Under 18 Schoolboys football team. I hear you're playing well just now — you're scoring goals.
- J Well, one or two.
- I Three in the last two games — that's true, isn't it?
- J Er ... yes.
- I Including the winning goal against Hungary on Saturday. Well done! Now, the reason I'm talking to you this week is because you've both got National Sports Scholarships. They announced these on Wednesday, and it's nice to have two people from this town on the list. Hannah, tell me what this means?
- H Well, I'll get extra coaching, and spend time with some of the senior athletes, and more money for travel and equipment and so on. I'm travelling a lot these days, and my family aren't rich, so it'll be a great help.
- I I see — does all the training and competition get in the way of your school work?
- H Well, I'm trying not to let it, but it does, a little, yes. I'm training very hard now because I'm trying to build up my strength. It isn't true that sprinters are skinny little people — not these days, anyway.
- I And you, Jack. Is football keeping you busy?



J Oh, yes, I'm working hard at it at the moment. I'm not so worried about school because I know now that I want to be a professional footballer — though I am hoping to stay on at school and take my A-levels.

I There's no harm in that. Anyway, I wish both of you luck in your different sports.

H/J Thanks.

### Track 21

*(The English speaker should speak RP, or failing this, a moderate non-rhotic regional accent. The Scottish speaker must be rhotic — ie not posh.)*

1	brother		<i>Scottish</i>
2	carton		<i>Scottish</i>
3	corn	<i>English</i>	
4	earn		<i>Scottish</i>
5	fourth		<i>Scottish</i>
6	heart	<i>English</i>	
7	hair	<i>English</i>	
8	more		<i>Scottish</i>
9	north	<i>English</i>	
10	partner	<i>English</i>	
11	there		<i>Scottish</i>
12	word	<i>English</i>	

**17** Free time and leisure  
Things to do

**Track 22**

*(RP speaker)*

sheep <i>(pause)</i>	head	hear	heat
pick <i>(pause)</i>	fill	find	fire
dead <i>(pause)</i>	dear	deal	deaf
mad <i>(pause)</i>	ball	call	shall
heart <i>(pause)</i>	want	dance	hand
got <i>(pause)</i>	bomb	tomb	comb
saw <i>(pause)</i>	talk	half	valve
put <i>(pause)</i>	fool	food	foot
too <i>(pause)</i>	rose	lose	nose
bus <i>(pause)</i>	done	bone	gone
bird <i>(pause)</i>	bear	earn	fear

**18** Free time and leisure  
Media

**Track 23**

Now, we've got a few minutes to spare so let me tell you what we have for you tonight on BBC1 Scotland. We start with the BBC News at six o'clock, bringing you the latest stories from Britain and round the world. Then at six-thirty we go over to Reporting Scotland, half an hour of news from around the country. At seven o'clock there's A Question of Sport. The host is Sue Barker, and the team captains, as usual, are Ally McCoist and Matt Dawson. And among tonight's guests is Beth Tweddle, Britain's world champion gymnast. At half past seven we have Seaside Rescue, where the crew of the helicopter India Juliet race to save a man who has fallen under a moving speedboat. At eight we pay another visit to Albert Square, for the latest edition of East Enders. Tonight Sophie realises she has to get out of the square, but she isn't sure whether she can leave Rebecca behind. At eight-thirty it's Out-take TV, another hilarious collection of what happens when things go wrong on television. That's hosted by Anne Robinson. At nine o'clock there's the first episode of our new drama series, Lilies, about three sisters growing up in Liverpool in the 1920s. It stars Catherine Tyldesley, Kerrie Hayes and Leanne Rowe as Iris, Ruby and May. Then at ten it's back to the newsroom in London for half an hour of the BBC News. We've an update of the Scottish news at 10.30 — another five minutes of Reporting Scotland, and then it's time for the evening film and tonight it's the crime thriller Jackie Brown, starring Pam Grier and Samuel L Jackson. Now .... it's time to go over to the newsroom. Enjoy your evening.

## Track 24

(The underlined words should be pronounced using their strong or weak form, as right. The strong and weak forms in columns on the right should not be read.)

	strong	weak
1 'He didn't say "and" — he said " <u>but</u> ".'	bʌt	
2 'So he just picked up <u>his</u> books and left.'		ɪz
3 'She'll ask him, <u>but</u> she doesn't really want to.'		bət
4 'He said I can't play football — but I <u>can</u> .'	kæn	
5 'Do you want <u>some</u> coffee?'		səm
6 'They were eating fish <u>and</u> chips.'		ən
7 'I said spend <u>some</u> money — not all of it.'	sʌm	
8 'I don't want <u>his</u> book — I want yours.'	hɪz	
9 'She said she wasn't with him, but he <u>was</u> .'	wɒz	
10 'If I <u>can</u> get away early, I'll see you after work'		kən
11 'Don't blame me — blame <u>her</u> . She did it.'	hɜ:	
12 'I've no idea who these people <u>are</u> ?'	a:	
13 ' She's just collecting <u>her</u> things.'		ɜ:
14 ' <u>And</u> ,' he said, 'we have another problem.'	ænd	
15 ' <u>Are</u> you going out tonight?'		ə
16 'That <u>was</u> my brother on the phone'		wəz

**19** Free time and leisure  
Holidays and festivals

**Track 25**

*(The syllables in bold, and no others, should be stressed)*

- 2 **This** is a **colour** I **like**.  
D **Joe** will be **working** today.
- 4 **Why** does he **talk** so **loudly**?  
C **Mandy** was **going** to **London**.
- 3 I **don't** know **why** I **bother**.  
E His **mother** is a **doctor**.
- 5 **Eddie's** **got** a **crazy** **dad**.  
B **Cut** the **grass** and **plant** the **tree**.
- 6 **Barry's** in his **caravan**.  
A **Birmingham** and **Manchester**.
- 1 Is **this** the **end** of the **road**?  
F She **lives** in **Cumberland** **Street**.

## 20 Review of lessons 16–19

### Track 26

OK, the answers to the 'places' quiz. Number one is **the Dead Sea** — it's the saltiest sea in the world. A number of rivers run into the Dead Sea — the biggest of these is the Jordan — but none go out. So the salt just stays in the sea. You can float in the water very easily — in fact, it's difficult to swim properly. But it really hurts if you get the water in your eyes. The Dead Sea is also the lowest place on earth.

Question two — the answer is **Rome**. A million people lived in Rome in the year a hundred and thirty-three BC. It was the biggest city in the world then. London didn't have a million until 1810, and New York until 1875.

Number three — the answer is **China**, but don't ask me how many there are. The population of China is around 1.3 billion and all high school students study English. The United States has over 225 million first-language speakers of English and even more second language speakers. India has over 300,000 first-language speakers and around 30 million second-language speakers — but the number in China is higher than either of these.

Right, number 4, the continent with no land below sea level is **Antarctica**.

Number 5 — the village of Y is in **France**. There's another Y in Alaska, and there's an Å in Norway, and another in Sweden and one in Denmark as well. So, these are *some of* the shortest place-names in the world — but there are others.

Right, the third-highest mountain in the world is **Kanchenjunga**. It's 8586 metres high. The highest is Everest, of course — everybody knows that. And the second-highest is K2 — fairly obvious. Annapurna is tenth-highest. Kilimanjaro is the highest mountain in Africa, but it's 3000m lower than Kanchenjunga.

Now, number 7 is a trick question. Most people think of the state of Maine as furthest east. But think of the islands that go west from Alaska — the Aleutian Islands. Well, some of them cross the line of 180 degrees of longitude, so they're in the eastern hemisphere. This makes **Alaska** the furthest east of the United States, as well as the furthest west and the furthest north. And, of course, it's also the biggest — but don't tell anybody in Texas!

Now, number 8, the biggest lake in the world is **Lake Superior**. It has an area of 82,000 square kilometres. That's bigger than the Czech Republic's 78,866. Lake Victoria is the biggest lake in Africa, and the second-biggest in the world, at 68,870 square kilometres. Lake Baikal is less than half of that but it's much deeper than the other two. In fact, it's four times deeper than Lake Superior. It goes down to 1637 metres. Think of that — it's

deeper than many parts of the Mediterranean. So it has much more water than Lake Superior — in fact, it has 20 percent of the world's fresh water.

Number nine, the answer is **the Danube**. It flows through eight countries — Germany, Austria, Slovakia, Hungary, Serbia, Bulgaria, Romania and Ukraine. That's six more than the Rhine. The Amazon is the second-longest river in the world, after the Nile, but it only goes through Peru and Brazil.

The answer to question 10 is **Oxford**. There are over 20 in the United States, as well as other places called North Oxford, South Oxford, Oxford County and so on. There are also 12 places called Milan and 15 places called Paris.

Number 11 — the smallest ocean in the world is the Arctic Ocean.

Number 12 — the highest air temperature ever recorded was 57.8 °C, in a place called El Azizia in Libya — in the Sahara Desert, of course. That was in 1922. Now, that's *air* temperature, taken a couple of metres above the ground. The temperature on the ground was perhaps ten degrees higher.

Number 13, **Hampshire** is an English county, New Hampshire is one of the United States and New South Wales is an Australian state.

And finally, **the Philippines** are also a country. And, with a number of other countries, are part of the East Indies.