

Learning Support Materials

English for Speakers of Other Languages: Everyday Life (National 5)

Student Notes



Table of Contents

	Page
Learning English	
1. Establishing your learning goals	4
2. Identifying your preferred learning style	7
3. New words	12
Personal and General Information	
4. Completing forms and introducing yourself	17
5. Talking about your daily routine	21
6. Talking about your family life	24
7. Reading signs, notices and maps	26
8. Giving directions	29
9. Describing places	31
10. Review and remember	34
11. Progress test	37
Looking for Living Accommodation	
12. Adverts	39
13. Making enquiries	45
14. Review and remember	50
Free Time	
15. Reading film reviews	54
16. Going to the cinema	58
17. The cinema	60
18. Shopping as a leisure activity	62
19. Hotels	67
20. Hotel reservations	69
21. Review and remember	71
22. Progress test	75
23. Hobbies and sports	77
24. Talking about the weather	79
25. Review and remember	82
26. Progress test	83
Culture	
27. Describing cultures – festivals and customs	84
28. Presenting ideas about Culture 1	87
29. Presenting ideas about Culture 2	90
30. Review and remember	95
31. Progress test	96
The Media	
32. Television	97
33. Radio	101
34. Newspapers	105
35. Review and remember	109
36. Progress test	112

	Page
Travel	
37. Visiting the Tourist Office	113
38. Modes of transport	115
39. Describing places of interest	117
40. Types of accommodation	121
41. Food and drink 1	124
42. Food and drink 2	127
43. Climate	130
44. Being a tourist in the UK 1	133
45. Being a tourist in the UK 2	136
46. Review and remember	138
47. Applying for a summer job (adverts and forms)	140
48. Applying for a summer job (skills and abilities)	145
49. Progress test	149
Travel and Work	
50. Travel in the UK	152
51. Postcard and letter of complaint	156
52. Describing jobs	159
53. Looking for work	162
54. Review and remember	165
55. Progress test	169
Health	
56. First aid	172
57. Accidents and emergencies	178
58. Staying healthy	183
59. Health problems	189
60. Stress at work	192
61. Review and remember	197
62. Going to the doctor's	200
63. Going to the dentist's	204
64. Visiting a health centre	208
65. NHS services	212
66. Public and private systems	216
67. Review and remember	219
68. Progress test	221

Lesson

01

Learning English

Establishing your learning goals

	Task: Identifying and setting learning goals
Skill: Writing, Speaking	



Activity 1

Think about your answers to the following questions and then discuss with your partner:

1. How long have you been learning English? When did you start? What were the first words which you learnt? How have you learnt the grammar and vocabulary?
2. Which courses or qualifications have you completed? Which qualification are you working towards now? Is it important to work towards a qualification?
3. In what ways will you be using English in the future? For work? For study? In social and personal situations? etc? What are your difficulties in these situations?
4. What would you say are your strengths and weaknesses in English?

You might like to think about these areas: grammar, vocabulary, reading, writing, speaking, pronunciation, listening.

Activity 2

A good way of measuring your progress and motivating yourself to improve is by setting yourself some goals to achieve. These can be really simple, for example, 'I will learn 10 new words by next week.'

Remember to keep your goals as realistic as possible. That way, when you achieve them you'll be motivated to set yourself more.

Try to set yourself some goals now by completing the table below.

GOALS	HOW I'LL DO IT
<i>By next class I will learn 10 new words.</i>	<i>By writing them down and repeating them to myself.</i>
By next class ...	
By the end of the month ...	
In 2 months time ...	
By the end of the course ...	
By next year ...	
In five years time ...	

Discuss these goals with a partner or your teacher.

- ◆ Which of these goals are short-term? Which are long-term?
- ◆ What are the advantages and disadvantages of both of these?
- ◆ Does your partner think they are realistic and achievable?
- ◆ Why/why not?

Homework task:



Write a letter of about 150 words explaining to your teacher the following:

- your reasons for taking this course (e.g. to improve your work prospects)
- what you situations you have most problems with in English (e.g. understanding the TV) and what situations you find easier to cope with (e.g. asking for things in shops)
- what you would like to focus on the lessons (e.g. speaking, writing, listening, etc)
- what your long and short-term aims are.

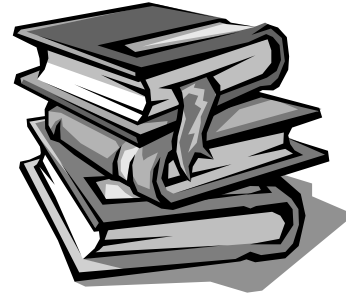
Lesson

02

Learning English

Identifying your preferred learning style

	Task: Identifying your learning style
Skill: Reading, Speaking	



Activity 1

With a partner make a list of some of the things you have learned in your life. For example, learning to swim or drive.

Things I have learned:

Now compare with another pair.

How many things have you written down?

Do you have the same responses or are they quite different?

Activity 2

Look at the list of activities in the table below. Complete the second half of the table explaining how you learned them (if you have learnt them). Think carefully about how you actually learned it. Did you practise? Did you repeat it again and again? Did you watch someone else do it?

ACTIVITY	HOW I LEARNED IT
1. Learn to walk	
2. Learn to talk	
3. Learn to write	
4. Learn to read	
5. Learn to swim	
6. Learn to cook	
7. Learn to drive	
8. Learn to use a computer	
9. Learn to speak English	

Compare with another student.

Activity 3

There are lots of ways of learning things but most people find one or two ways easier than others. Most people have a preferred learning style.

There are three main learning styles:

1. Visual (learning by seeing pictures, charts, diagrams)
2. Auditory (learning by hearing instructions or explanations)
3. Kinaesthetic (learning by doing things)

Look now at your answers for Activity 2.
What kind of learning styles did you use to learn the activities?
Compare with a partner.

What do you think your preferred learning style is?

Activity 4

Now do some research into your own learning styles. Complete the following learning style questionnaire.

Learning Styles Self-Assessment Questionnaire

Circle or tick the answer that most represents how you generally behave.

1. When I operate new equipment I generally:
 - a) read the instructions first
 - b) listen to an explanation from someone who has used it before
 - c) go ahead and have a go, I can figure it out as I use it
2. When I need directions for travelling I usually:
 - a) look at a map
 - b) ask for spoken directions
 - c) follow my nose and maybe use a compass
3. When I cook a new dish, I like to:
 - a) follow a written recipe
 - b) call a friend for an explanation
 - c) follow my instincts, testing as I cook
4. If I am teaching someone something new, I tend to:
 - a) write instructions down for them
 - b) give them a verbal explanation
 - c) demonstrate first and then let them have a go
5. I tend to say:

- a) watch how I do it
 - b) listen to me explain
 - c) you have a go
6. During my free time I most enjoy:
- a) going to museums and galleries
 - b) listening to music and talking to my friends
 - c) playing sport or doing DIY
7. When I go shopping for clothes, I tend to:
- a) imagine what they would look like on
 - b) discuss them with the shop staff
 - c) try them on and test them out
8. When I am choosing a holiday I usually:
- a) read lots of brochures
 - b) listen to recommendations from friends
 - c) imagine what it would be like to be there
9. If I was buying a new car, I would:
- a) read reviews in newspapers and magazines
 - b) discuss what I need with my friends
 - c) test-drive lots of different types
10. When I am learning a new skill, I am most comfortable:
- a) watching what the teacher is doing
 - b) talking through with the teacher exactly what I'm supposed to do
 - c) giving it a try myself and work it out as I go
11. If I am choosing food off a menu, I tend to:
- a) imagine what the food will look like
 - b) talk through the options in my head or with my partner
 - c) imagine what the food will taste like
12. When I listen to a band, I can't help:
- a) watching the band members and other people in the audience
 - b) listening to the lyrics and the beats
 - c) moving in time with the music

Now add up how many A's, B's and C's you selected.

A's =

B's =

C's =

If you chose mostly A's you have a **VISUAL** learning style.

If you chose mostly B's you have an **AUDITORY** learning style.

If you chose mostly C's you have a **KINAESTHETIC** learning style.

Some people find that their learning style may be a blend of two or three styles.

When you have identified your learning style(s), read the learning styles explanations below.

- Someone with a **Visual** learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.
- Someone with an **Auditory** learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!
- Someone with a **Kinaesthetic** learning style has a preference for physical experience - touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

Activity 5

Were you right when you predicted your learning style?

How can you use your learning style to help you with your English?

Homework task:



You can find other questionnaires about learning styles on the Internet. Use a search engine (e.g. Google). Find a learning styles questionnaire, complete it and be ready to report your findings in the next lesson.

Lesson

03

Learning English

New words

	Task: understanding, storing and learning new words.
--	---

Skill: autonomous learning

Autonomous Learning?
Mmmm now what is that?



Activity 1

Using dictionaries

Discuss these questions with a partner:

1. Do you use a bilingual dictionary?
2. Do you use a monolingual (English to English) dictionary?
3. What are the advantages of using a bilingual dictionary?
4. What are the advantages of using a monolingual dictionary?

Activity 2

Looking up words.

Look at the following entries from a dictionary.

excellent *adj* extremely good or of very high quality: *Edward made an excellent speech. /You've got some excellent CDs here*

spinach *n* (U) a vegetable with large dark green leaves – see picture on page 414

hijack *v* (T) 1. to use violence or threats to take control of a plane, vehicle, or ship
2. to take control of something and use it for your own purposes: *Some people think the party has been hijacked by right-wing extremists.*

Put these parts of the entry in the correct order:

- A. first definition
- B. example
- C. part of speech (noun, verb, adjective, etc)
- D. word
- E. second definition

Activity 3

What do the following abbreviations in dictionary definitions mean?

n	v	adj	adv	conj	phr v
sb	sth	prep	pron	AmE	BrE
C (after a noun)	U (after a noun)	I (after a verb)	T (after a verb)		

Activity 4

In two groups, look up the following words in a monolingual dictionary.

Note down the following information: part of speech, meaning.

Think about the correct pronunciation.

Invent another 2 examples

Group A	Group B
giggle lather maniac stingy	mumble sip stale deed

Now teach the other group these words.

Activity 5

Storing new words

It is important to have a good system for storing new vocabulary.

One way is to keep a vocabulary book. You can practice storing words in the following way:

word and part of speech	definition	example	translation	comments
<i>handsome (adj)</i>	<i>good looking / attractive</i>	<i>He is a very handsome man</i>		<i>used mainly with men</i>

Practise by noting down the words in activity 4 in your vocabulary book.

Activity 6

Learning words

A good way to remember new words is to organise them into categories.

Put the following words into the most suitable categories. Use a dictionary, if necessary:

cod	eggs	potatoes	carrots	aubergines
yoghurt	sole	mussels	courgettes	mackerel
ham	cheese	beef	milk	lamb

Vegetables	Meat	Fish	Dairy products

How many more can you add in each category?

Activity 7

Another activity which might you to remember new words is to invent word games. Here is one word game with clothes. The letters have been mixed up – can you put them in the correct order?

- tkecaj
- janse
- triks
- hrits
- srouerts
- lebt
- revlluop

Activity 8

People learn words in different ways.

How have you learnt the words in English in the past?

Here are some suggested ways of learning new words. Which do you think would be best for you?

- Regularly read through the words in your vocabulary book.
- Get a friend to test you on the words in your vocabulary book.
- Regularly spend time organising the words into categories (as above).
- Draw 'spidergrams' of related words.
- Spend 'empty' time (on the bus, in the bath, etc.) trying to remember categories of words.
- Make sure that you actively notice words which you have already learnt when you are listening to or reading English.
- Inventing quizzes and word games to help you remember (see above).
- Draw pictures which you can label (e.g. of the human body).

Can you think of any other activities which will help you to remember vocabulary?

Homework task:



Note down at least 10 new words in your vocabulary book. Prepare to teach 3 of them to someone for the next lesson.

Lesson

04

Personal and General Information
Completing forms and introducing yourself

Task: Completing an application form

Skill: Speaking, Listening

What are the people in the picture doing?

What do you think they are saying?

What does the expression “small talk” mean?

What are popular topics of conversation with strangers in the UK?



Activity 1

In a moment you are going to introduce yourself to your partner. Tick 7 topics you will talk about. Choose topics you feel comfortable talking about.

1. Name
2. Area you live in
3. Work
4. Educational background
5. Plans for the future
6. Family
7. Hobbies and interests
8. Nationality and your country
9. Favourite food/music/sport/films
10. What you usually do at the weekends

Take a few minutes to plan what you will say.

Now work with a partner and introduce yourself.

Did you find out any interesting information about them?

Activity 2

Listen to the recording and write what the person says for each topic.

1. Name and family
2. Nationality and country
3. Educational and work background
4. Hobbies and interests
5. Plans for the future
6. Favourite things

Check your answers with your partner.

Activity 3

Many forms ask for the same kind of information. What kind of information do forms usually ask for?

Forms often use quite formal language. Look at the table below and on the next page. Can you explain what each term means?

1. Title	
2. Surname	
3. Date of birth	
4. Marital status	
5. Forenames	
6. Gender	
7. Next of kin	

8. Dependents	
9. Qualifications	
10. Referees	

Activity 4

Imagine you would like to attend a college English course.
Complete the following form:

Western College Application Form	
<i>Please use black ink and use block capitals</i>	
Title: _____	
Forename/s: _____	
Surname: _____	
Address: _____	

_____	Postcode: _____
Telephone number: _____	
Email: _____	
Nationality: _____	
Date of birth: _____	
Marital status: _____	
<i>Continued on next page</i>	

COURSE DETAILS

Enter the names of the courses you'd like to study here.

1. _____

2. _____

ENGLISH LANGUAGE ABILITY

Please describe your English level below. Include how long you have studied and any qualifications or certificates you hold.

Signature _____

Date _____

Homework task:



Find a real form either on line or in hard copy for application to a college or university and complete.

Lesson
05

Personal and General Information
Talking about your daily routine

Task: Interviewing about daily routines

Skill: Speaking, Reading

What do you do everyday?

Tell your partner about your daily routine.

Does your partner do the same things as you?



Activity 1

Look at the list of activities. Which do you do everyday? Put them into the correct order for yourself and check with a partner. Check any unknown words in the dictionary or ask your teacher. Do you have the same answers/order?

1. Put on make up
2. Check my email
3. Have a shower or bath
4. Take the dog for a walk
5. Water the plants
6. Listen to a CD
7. Shave
8. Pick up the kids from school
9. Take the rubbish out
10. Have lunch
11. Recharge my mobile phone
12. Wash my hair
13. Catch the bus or train
14. Wake up
15. Phone my friend
16. Do the washing up
17. Iron a shirt
18. Check answer machine
19. Get up
20. Watch a DVD

Activity 2

Read the following interview with Yan Sun about her daily routine and job.

So, Yan, tell us about your typical day, what time do you usually get up?

Well, it all depends, every day is different. If I'm on an early flight I may have to be at the airport for 4 or 5am! That's really hard! Then again, sometimes I don't have to start work until the afternoon, so I have a lie in, read a book and get up around 11 or 12!

I see, so what do you usually do before you go to work?

If I've got time, I like to have a big breakfast and I usually drink 3 or 4 cups of tea. I can't function in the morning without it! I like to watch the news on TV while I'm eating breakfast so I can keep up-to-date with what's going on. Sometimes the passengers ask me questions about that. After breakfast I get tidied up, check my email if there's time, have a shower and get ready for work.

Tell us something about your job now - what do you do every day?

Well, I'm responsible for the safety and well-being of the passengers during the flight, so the first thing I do is check the plane is clean and that everything is in good working order. When the passengers arrive, I greet them and direct them to their seats. I also have to check they have their seatbelts fastened before take-off and landing. During the flight I serve them food and drinks so I'm very busy especially on shorter flights.

When do you finish work and what do you do at the end of the day?

Well, by the end of the day, if it's been a long flight, I am absolutely shattered. I go home or to my hotel, eat something quickly and sleep!

If I've been on a domestic flight and I finish early I sometimes meet a friend for a game of table tennis or badminton and occasionally we go to the cinema. I don't like to stay up too late though so I'm always in bed by 11.30!

Now answer the following questions. Try to guess any unknown words in the interview from the context if you can.

1. What is Yan's job?
2. What time does Yan usually get up?
3. Does Yan always have to get up early?
4. What does Yan drink in the morning?
5. Why does she drink it?
6. What does she usually do before work?
7. What does she do after work if she was on a long flight?
8. What does she do after work if she was on a domestic flight?

Activity 3

Look at job on the card which your teacher gives you. Work with a partner.

Look at the information below and conduct the interview. Plan which questions to ask/what to say about the job before you start. Then swap roles.

STUDENT A	STUDENT B
You work for MYB TV. You are interviewing people with interesting jobs. Write a list of questions to ask your partner about their daily routine at work.	Use the job your teacher gave you. Plan what you are going to say about it. Think about: <ul style="list-style-type: none">◆ what time you start/finish◆ what you do everyday◆ what you do before work◆ what you do after work

Perform your interview for the rest of the class. Can they guess the job?

Homework task:



You have decided to practise your English by Emailing a friend you have in France. You are replying to the following Email

Hi

I am very happy to be able to practise my English by Emailing you. I have decided to write today about what I do everyday.

I get up very early at about 5am and then I go jogging in the country for 30 minutes. After that I have breakfast – usually just toast, jam and of course our fantastic French coffee which I always drink black. I work in an office and so I start work like most French people at about 8am

This is your second Email and she/he has asked you to write about what you do everyday – your daily routine. Write and tell her/him about what you do everyday.

Lesson
06

Personal and General Information
Talking about your family life

Task: Talking about family

Skill: Speaking, Listening

How many words about family can you remember?

Work with a partner and make a list.

Who can remember the most words in your class?



Activity 1

Look at the following list of definitions. Write a suitable word for each.

father's sister	
husband of aunt	
parent's parents	
mother's father	
aunt's children	
husband's mother	
sister's daughter	
brother's son	
sister's first husband now divorced	
father's daughter from his first marriage	

Activity 2

Work with a partner.

Choose a family member from the warmer or Activity 1.

Give a definition to your partner. Your partner has to guess the word.

Activity 3

Listen to Jane describing her family tree. Make notes on the following members of Jane's family.

1. Sarah
2. Richard
3. Jody
4. Mother
5. Stuart

Compare with a partner, then listen again.

Activity 4

Draw your own family tree. Give as much detail as possible, including ages, marital status, any children they may have and so on. Now show it to your partner. Answer any questions they ask you. Swap roles.

Homework task:



Do some research on the Internet. Find out about your favourite actor or singer. You can use any search engine for this. You can take notes about any of the following areas of their lives. Be ready to tell the rest of the class what you have found out.

- their family
- their education
- their likes and dislikes
- what they like doing in their free time

Lesson
07

Personal and General Information
Reading signs, notices and maps

Task: Reading signs, notices and maps

Skill: Reading

Discuss with a partner:

- ◆ What is happening in the picture?
- ◆ What is the man reading?



Activity 1

Look at the following phrases taken from signs.
Use your dictionary and other members of your group to check vocabulary. Don't forget to make a note of any new words.

1. ALL ARRIVALS PLEASE REPORT TO RECEPTION
2. DANGER! STRONG CURRENTS NO SWIMMING
3. NO DOGS ALLOWED
4. B AND B EN SUITE WITH COLOUR TV.
5. NO VACANCIES
6. CAMPING PROHIBITED
7. BEWARE OF THE BULL
8. SHOPLIFTERS WILL BE PROSECUTED
9. MIDGE REPELLENT AVAILABLE HERE!
10. WELCOME TO FORT WILLIAM
11. REMOVE WALKING BOOTS BEFORE ENTERING

In groups, discuss:

1. where you would find these signs
2. what the purpose of each one is.

Activity 2

Look at the following words all taken from signs.
Use the words to make your own signs.

PARKING	OUT OF	THE GRASS	NO	DISTURB
MIND	THE WINDOW	DO NOT LEAVE	PLEASE	
UNATTENDED	DO NOT LEAN	DO NOT	BAGS	
KEEP OFF	THE STEP			

Check your signs with a partner. Do you have any which are the same?
Where would these signs be found?

Activity 3

Now it's time to make your own signs.
Make some signs for the places listed below.

1. College
2. Hotel
3. Factory
4. In the street
5. Railway station
6. Campsite
7. Airport
8. Shop or shopping centre
9. Park
10. On the bus or train

Now display your signs around the room.
Look at other students' signs. Which places are they for?

Activity 4

Your teacher will give you a map and a list of attractions in that place.

Imagine you are a tour guide. You have to plan a walking tour of the city visiting as many attractions as possible in the most convenient way.

1. Look at the map and locate the attractions.
2. Decide in which order they should be visited.
3. Present your walking tour to the rest of the group.
4. Which group's idea was the best?

Homework task:



Find other notices or signs and write them down. Show them to others in the class. Can they guess where you saw them?

Lesson

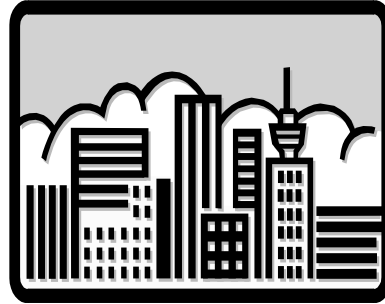
08

Personal and General Information

Giving directions

Task: Giving and following directions

Skill: Speaking, Writing, Listening



Activity 1

Look at the following list of jumbled sentences.
Can you put them into the correct order? Check your answers
with a partner. Do you have the same answers?

1. me/tell/me/could/excuse/way/you/to/council/office/tax/the
2. take/on/road/right/third/the/the
3. road/zebra/the/at/cross/turn/crossing/left/and
4. a/there/post/here/is/near/box
5. up/bridge/hill/over/and/the/go/the

Activity 2

Payam has just arrived at Milngavie train station on the outskirts
of Glasgow. He is going to walk The West Highland Way, a long-
distance walk from Milngavie to Fort William. He stops a passer-
by to ask for directions.

Listen to the conversation and answer the questions.

1. Where does Payam want to go?
2. What does he have to do when he gets to Marks and
Spencer?
3. What colour is the pillar for the start of the West Highland
Way?
4. Where is the pillar?
5. Draw a map showing the directions and places mentioned by
the passer-by.

Activity 3

Look at the maps your teacher gives you. Practise asking each other for directions to places of interest from the train station or bus station. When giving directions or instructions we usually use the imperative form. For example: Take the second on the left. Go straight on.

Don't forget to ask for clarification if you aren't sure.

Activity 4

Now think about your place of study. Write some directions to a place inside the building or just outside it. Don't write the name of the place.

Now, swap your directions with someone else in the class. Follow the new directions you have been given, where do they take you? Check with your partner to see if the location is the same.

Homework task:



Write an invitation to a party at your house for one of your classmates. Include directions to your house from the centre of town. Begin like this:

Dear John

How are you? I am having a party on Friday at my new flat. Would you like to come?

Lesson
09

Personal and General Information
Describing places

	Task: Describing places
Skill: Speaking, Writing, Reading	

Look at the picture opposite.

- ◆ Which country has a building like this?
- ◆ Do you know the name of it?
- ◆ Which adjectives can you use to describe the country, the food, the building?



Activity 1

Look at the following list of adjectives to describe a place. Check any words you don't know in your dictionary. Remember to write any new words in your vocabulary notebook. Try to write a sentence using each word next to your definition.

crowded	remote	peaceful	noisy	touristy
modern	historical	unusual	fascinating	
romantic	enormous	tiny	wide	narrow

Your teacher will give you some pictures or postcards. Which adjectives can you use to describe them?

Activity 2

Your teacher will tell you the names of some places. Write down some adjectives to describe them. Try to write as many adjectives as possible!

For example: *Motorway – noisy, wide, busy*

Now compare your answers with a partner. Are your answers different? Did your partner use any words you didn't know?

Activity 3

Read the following article from a college magazine. It is written by a teacher about a city where she used to live.

About 4 years ago I was living in Japan in the city of Kobe in the Kansai region. It's quite a large city and has a population of about 1.5 million. It has a reputation as an international city because it has a huge harbour, it was quite an important port and it used to be home to many embassies. Most of them are now tiny museums. At the old British embassy they even have a black cab from London!

It is also quite a beautiful place because it is right next to the sea and is surrounded by the Rokko mountains. The city has 2 man-made islands built in the sea, Rokko Island and Port Island which are connected to the mainland by monorail and are mostly residential.

When I lived in Kobe I often visited Harbourland. It's a big shopping centre with lots of restaurants from all around the world. At the front there's a large seating area overlooking the harbour. It's a pleasant place to sit and watch the boats but at weekends it can get very crowded.

Now answer the questions:

1. Which city is the article about?
2. Where can you see a taxi?
3. Why is it a beautiful city?
4. What can you find on Port and Rokko Island?
5. What is Harbourland?
6. Where is it?

Activity 4

Now it's your turn! Your college magazine has decided to hold a competition for its students. They have asked students to write a 150 word article on a place they have visited that they know and like. It can be a city or a village. You have decided to enter the competition. Don't forget about punctuation! If you are not sure, ask your teacher about capital letters, full stops and paragraphs.

Include the following:

1. Where it is.
2. How big it is
3. Describe the buildings or places in it.
4. Say why you like the place.
5. Say how often you go there and why you go there.

When you have finished swap with a partner.
Read your partners story and ask them some questions about their place.

Homework task:



More writing practice! This time choose a place you don't like and write a short description. Don't forget to say why you don't like it.

Lesson

10

Personal and General Information

Review and remember

Congratulations! You have finished lessons 1-8 about learning English and giving personal and general information.

This unit will help you revise what you have studied?



Activity 1

Work in groups of three. Your teacher will give you some cards. Each card contains a word from lesson 1-8. Place the cards face down. One person takes a card and describes the word. If you can't remember the word just replace the card and take another

The others have to guess the word.
Whoever guesses the word keeps the card!

Activity 2

Look at the following signs. Can you fill in the missing words?

1. DANGER KEEP _____
2. _____ SMOKING
3. _____ YOUR HEAD
4. _____ YOUR TICKET READY FOR INSPECTION
_____ ALL TIMES
5. PLEASE ORDER _____
6. PLEASE QUEUE OTHER _____
7. _____ VACANCIES
8. ALL ROOMS _____
9. PLEASE _____ TO BE SEATED
10. _____ OTHER ENTRANCE

Where would you see these signs?

Activity 3

Look at this list of places.

Which adjectives would you use to describe them?

1. Bus station
2. Classroom
3. Scotland in the wintertime
4. Shopping Centre
5. The beach
6. The cinema
7. Park
8. London
9. Your house/flat
10. Your car

Choose one of these and describe it in more detail to your partner.

Can your partner guess what you are describing!

Activity 4

Jonathan is married to Sarah. Her brother's name is Peter and Peter is married to Jill. Jill and Peter have two children John and Mary. Jonathan and Sarah have two children whose names are Wendy and Carol. Sarah's mother's name is Susan. Susan is married to Michael.

Answer the questions. You may need to draw a family tree to work it out.

1. Jonathan is Peter's brother-in-law.
 2. Jill is John's mother.
 3. Carol is Peter's niece.
 4. Michael is Carol's grandfather.
 5. Jill is Sarah's sister-in-law.
 6. Susan is Michael's wife.
 7. John and Mary are Peter's children.
-

Activity 5

Give your partner detailed directions to and from the following places:

1. Your school/college and your home.
2. Your home to the nearest bakery.
3. Your home to the nearest post office.
4. Your school/college and the nearest railway station.
5. Your home and the nearest supermarket.
6. Your school/college and the nearest bus stop.
7. Your home and your best friend's house.

Homework task:



Choose a lesson and make your own revision quiz. Give it to another student to complete.

Lesson

11

Personal and General Information

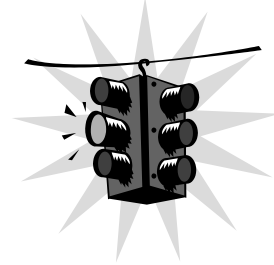
Progress test

Are you ready to move on to the next set of lessons?

What have you learned in lessons 1-9?

Have you achieved any of your goals yet?

What are your goals for the next set of lessons?



Activity 1

Read the following story about daily routines and put in the missing words from the list below. Think about which tense is appropriate.

I usually (1)_____ early on weekdays. I (2)_____ a quick breakfast then drive to the gym. I (3)_____ for about an hour then (4)_____ a quick cup of coffee and (5)_____ at the newspapers. At 8.00 I (6)_____ to the office and I (7)_____ work about 9.00. I'm nearly always busy until lunchtime. Quite often I (8)_____ lunch in the canteen but on rare occasions when I'm not so busy I(9) _____ to a local pizzeria. After lunch its back to work. I usually (10)_____ my afternoons (11)_____ phone calls and (12)_____ reports. I also (13)_____ my email. I (14)_____ work at 6.00 most days. I (15)_____ home and (16)_____ My husband usually(17) _____ dinner. After dinner I (18) _____ the washing up, (19)_____ a glass of wine and (20)_____ to bed.

finish	do	write	drive (x 2)	get up	start
relax	cook	glance	drink	spend	work
out	have (x 3)	go (x 2)	make		check

Activity 2

Write a description of about 150 words about your hometown. Include the following:

1. location
2. history
3. facilities
4. good things and bad things
5. why you like/dislike it

When you have finished give it to another student and ask them to comment on it. Check it again and hand in to your teacher.

Activity 3

You have received the following Email from a fellow student. Answer the email giving directions to your house. Write about 50 words.

Hi John,

Thanks for the invitation to dinner on Thursday evening. The only problem is that I'm not sure where you live. Could you write back giving me directions from the college.

Julio

Lesson
12

Looking for Living Accommodation
Adverts

	Task: Understanding ads
Skill: Reading, Writing	

Do you live in a house or a flat or a hostel?
Describe it to your partner.



TO LET

How did you find your accommodation?
Tell your partner about the process.

Activity 1

Some of the words below can be put into the categories shown in this table. Some words can go in more than one category.

brand new bright bungalow central heating convenient
double glazing en-suite fitted kitchen fully-furnished
immaculate
kitchen/diner

Type of accommodation	Very positive adjectives to describe accommodation	Positive adjectives to describe accommodation	Features of accommodation

Practise saying the words with the correct pronunciation.

You can add words to this table as you progress through the unit.

Activity 2

This is the MacDonald family. They are looking for a flat or house to let. They need three bedrooms, a garden and private parking. They would prefer it to be furnished, have gas central heating and double-glazing but these are not essential. They can afford to pay about £1,000 a month in rent.



Look at these adverts below. Discuss the advantages and disadvantages of each with your partner and put them in order from the most suitable to the least suitable home for the MacDonalds.

PROPERTY TO LET	
<p>Location: Craigtoun Price: £1,000 Description: Spacious, modern, fully-furnished bungalow. 3 bedrooms, 2 bathrooms, kitchen/diner, luxury shower-room, private garden, parking. Viewing: By appointment tel: 0141 465 4331 Solicitor: B.J.Stonehouse</p>	
<p>Location: Colinton Price: £1,100 Description: Attractive semi-detached house close to Colinton village and local amenities. 3 bedrooms, bath / shower-room with separate toilet. Spacious open-plan living room/kitchen. Garden and private parking. Gas central heating. Viewing: Thursday 6pm – 8pm or Sunday 2pm – 4pm Solicitor: Tait & Sons tel: 0131 998 2234</p>	
<p>Location: West End Price: £1,000 Description: Brand new ground floor flat. 3 bedrooms, bathroom, Fully-fitted kitchen and dining area. Living room looks out over private garden and parking area. Double glazing and gas central heating. Long-term lease only. Viewing: By appointment 0131 897 7332 Solicitor: Dawkins</p>	

Location:	Murrayfield
Price:	£900
Description:	Large, traditional, 3 bedrooomed (two double, one single), top floor tenement in west of city. One bathroom and one en-suite. Fitted kitchen with white goods and dining area. Bright living room with views over the park. Fully-furnished. Double glazing and gas central heating. Well-kept shared garden to rear. Unrestricted on street parking.
Viewing:	Thu 6 – 8pm or by appointment
Solicitor:	Trellis and Partners 0131 784 3743

Activity 3

Shorter adverts are cheaper. Often accommodation adverts miss out words and use abbreviations to keep them short. In many cases you just need to look at the consonants or the first letters.

Match the abbreviation on the left with the full word on the right.

- | | |
|-------------|---|
| 1. spac | A. gas central heating |
| 2. mod | B. or nearest offer |
| 3. ONO | C. no Department of Social Security claimants |
| 4. f/f | D. available |
| 5. mod cons | E. spacious |
| 6. PCM | F. kitchen |
| 7. No DSS | G. double glazing |
| 8. kit | H. including |
| 9. bdrms | I. non-smoker/non-smoking |
| 10. GCH | J. bedrooms |
| 11. gdn | K. modern |
| 12. avail | L. modern conveniences |
| 13. inc | M. per calendar month |
| 14. DG | N. garden |

15. f/f kitchen O. fully-fitted kitchen
 16. n/s P. fully furnished

Try and guess what the new expressions mean then check in your dictionary or ask your teacher.

Activity 4

These adverts are from the students' accommodation notice board in a college. Find a suitable student for each flat. Match the flats (1-4) to the students (A-D)

ACCOMMODATION AVAILABLE	ACCOMMODATION WANTED
<p>1 Single room avail in a shared (2 others), n/s flat in west end of Glasgow. Well-equipped kit, washing machine. Rent £220 + share of bills. Contact Chris on 07966594373</p>	<p>A 3 quiet, clean and tidy female science students looking for a flat to let. Must be near shops and public transport. Can pay £750 for the right place. Call Sarah on 0131 554 9987</p>
<p>2 Large f/f room available in 3 bdrm flat near city centre. All white goods plus internet connection. Ground floor, gdn. DG. £250 PCM inc all bills except tel. Must be tidy. Contact: deek99@hotmail.com</p>	<p>B 30-year old engineering student looking for a room in a quiet flat for 3 months while completing PhD. Contact: derekmd@hotmail.com</p>
<p>3 Immaculate 3 bdrm flat to let. Convenient for public transport and shops. All mod cons. Secure entry system. No DSS. Call 0141 443 9987 before 5pm.</p>	<p>C N/s looking for single room in a flat-share. West end preferred. Can pay £220 ONO. Must have washing machine. Call: 0978876546</p>
<p>4 Mature student wanted to share a Pollockshaws flat with 2 others and a cat. GCH. Short-term let only from next month. Call 0141 665 7687. Viewing Thu eve.</p>	<p>D Two second years (couple) looking for double room in flat-share. Prefer Southside but will consider anything near underground. Contact Bernie/Kay 07955769843</p>
<p>5 F/f double room avail from the end of the month in sunny, spac, Southside top-floor flat. Would suit easygoing couple. Rent £240 pcm plus bills. Email: gregson67@yahoo.co.uk</p>	<p>E Final year student looking for well-equipped city centre flat. Responsible, clean, n/s. Must have Internet connection. Can pay £260 ONO. Email: terryb@yahoo.co.uk</p>

What kinds of words are missed out to keep the ads short? e.g. The words 'It is' is missed out before 'Convenient for public transport and shops'

Activity 5

When you are looking at adverts for accommodation, it's useful to have a checklist like the one below.

1. Tick the numbered columns (on this page and the next) if this information is provided in the ads above.

	1	2	3	4	5	Questions to ask
Location?						
Rent? Bills?						
Size?						
Number of people?						
Furnished?						
Transport?						
Shops?						
Kitchen equipment?						
Available from?						

2. Write a question you could ask to find out the missing information. There may be more than one way of asking the question. Aim to be polite.

Activity 6

Write an ad for accommodation. Choose one of the following scenarios. Use the examples in the earlier activities as a model:

1. You are looking for a room in a flat-share.
2. You are looking for a flatmate in the flat you share.
3. You are looking for a house or flat to rent for your family.

Homework task:



You have decided to rent your house or flat through an agent for two weeks in the summer when you are on holiday. The agent has asked you to write a letter describing your accommodation. Write this letter. You should include the following:

- Mention the number of rooms.
- How is each room furnished?
- What are the best things about the flat?
- Are there any problems with the flat?

Lesson

13

Looking for Living Accommodation
Making enquiries

Task: Asking for accommodation details

Skill: Listening, Speaking, Reading and Writing

Discuss these questions in groups of three:

1. How did you find your accommodation?
2. Did you have to speak to a landlord or landlady?
3. Do you have flatmates?
4. What do you need to know about a flat or a room before you rent it?



Activity 1

Match a word on the left with its definition on the right. Start with the words you're more certain about then you can guess the others.

- | | | |
|-----------------------|---|--|
| 1 deposit | A | a system for making regular payments from your bank account to another account |
| 2 direct debit | B | a letter written by someone you know which describes your character |
| 3 inventory | C | money you pay when you start renting - it is returned to you if there is no loss or damage |
| 4 landlord / landlady | D | a person who rents property |
| 5 reference | E | an arrangement to see a property before moving in |
| 6 tenant | F | a list of all the objects in a flat |
| 7 viewing | G | a company that sells houses or rents property |
| 8 letting agent | H | the person who actually owns the flat you rent |
| 9 fee | I | money you pay for a service |

Practise saying the words with the correct pronunciation.

Activity 2

One of the first things to do when responding to accommodation adverts is to get in contact with the letting agent, with the landlord/landlady, or with the people you hope to be sharing with. Don't worry if you don't catch every word. The main thing is to complete the table.

Listen to these conversations and complete this table (some boxes will remain blank).

	Available?	Viewing time?	Any other information?
1			
2			
3			
4			

Which one of these calls is more formal?

Activity 3

Your teacher will give you a copy of the transcript of the above conversations. Underline the useful expressions and then practise the dialogues with your partner.

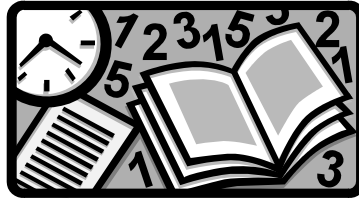
Look back at the notice board adverts for accommodation available in the previous lesson. Choose one and with your partner role-play the telephone conversation using the expressions you have underlined. Remember to be more formal if you're calling a letting agent. First impressions are important. Sound friendly and speak with a smile.

Activity 4

The next stage is when you actually see the accommodation.

Listen to the conversation between Mark and Kay when Kay goes to see the flat as arranged.

Before you listen make two lists in this table.



What you need to know before moving into a flat- share	What you need to know before you offer someone a room in a flat-share

Now listen to the conversation and tick the points on your list that Kay and Mark cover in their conversation. Remember – Kay is looking at the room and Mark already lives there.

After listening:

- ◆ Was there anything that you wrote in your list that they didn't discuss?
 - ◆ Was it something essential?
 - ◆ Do you have any advice to offer Kay and Mark?
-

Activity 5

Renting through an agent is more formal and you will be asked to sign a contract. You will need to ask more detailed questions to cover legal issues. The agent will also need some personal details. Look for key words to help you.

Look at the questions below:

1. Put an * next to the questions an agent will ask and a T next to the questions a tenant should ask.
2. Match the questions on the left with an answer on the right.

	Questions	Answers
1	How much is the rent and when should it be paid?	A It's band B here so it's about £80 a month.
2	How much is the deposit and is there an administration fee?	B The period of notice is one month. You have to tell us one month before you move out.
3	Are you employed?	C At the end of the month.
4	How much is Council Tax?	D It's £350 per calendar month, payable by direct debit on the first of the month.
5	Where do you work?	E That's a shared responsibility. Usually each tenant takes a turn once a month.
6	How far in advance do you need to know if I want to leave the flat?	F You take care of small jobs like a blocked sink and contact us if there are more serious problems like a leaking roof.
7	What happens if something in the house needs repaired?	G Yes. There's a list of everything in the flat which I'll ask you to check and sign. You may lose your deposit if there is any loss or damage.

- | | | | |
|----|---|---|---|
| 8 | How much do you earn? | H | About £15,000 a year. |
| 9 | Is there an inventory? | I | It's £350 and the administration fee is £50. |
| 10 | How long do you want the flat? | J | Yes – there's a buzzer with an intercom by the front door. The external door is always locked. |
| 11 | Does the flat comply with gas and safety regulations? | K | Initially for six months and possibly longer. |
| 12 | When do you want to move in? | L | Yes. I'm a full-time receptionist. |
| 13 | Is there a secure entry system? | M | Yes. Here's one from my previous landlord and these are my employer's contact details. |
| 14 | What's the system for cleaning the stairs? | N | In the Sheraton Hotel in the centre. |
| 15 | Do you have any references? | O | Yes – I have a copy of the gas certificate here and the wiring has been checked within the last year. |

Practise reading the questions and answers with your partner.

Activity 6

Stefan Hoffman has been to see the Craigtoun bungalow and has decided to take it. Role-play the dialogue between him and a representative from Stonehouse solicitors using some of the questions above. Try not to read aloud from the paper. Turn it over or just keep it near you in case you need to check.

Homework task:



Put these questions into the right order:

1. rent / much / is / the / how ?
2. available / it / still / is ?
3. in / you / to / move / want / when / do ?
4. long / how / flat / you / the / want / do ?
5. have / any / do / you / references ?
6. move / want / to / in / do / you / when ?
7. is / what / system / cleaning / the / for / the / stairs ?
8. inventory / there / an / is ?
9. Tax / Council / how / is / much / the ?
10. employed / you / are ?

Lesson

14

Looking for Living Accommodation

Review and remember



Activity 1

Work in groups of four to brainstorm vocabulary from the previous lessons on accommodation. Use these headings to help you:

PEOPLE

landlord, tenant ...

TYPES OF ACCOMMODATION

flat, bungalow

MONEY

rent, council tax

INSIDE A FLAT OR HOUSE

fitted kitchen, fully furnished

ADJECTIVES

spacious, open-plan

Activity 2

Work with a partner. Imagine you share a flat. One of you has decided to move out because of employment in another town.

Write a 'flatmate wanted' ad. Describe the room flat and location. Remember to use abbreviations.

Stick the ad on the wall or notice board and read what the other students have written.

Activity 3

Your teacher will tell you who is student A and who is student B. Think about what you are going to say before you start.

Student A	Student B
You are looking for a flat. Choose one from the noticeboard and 'call' the flat to make arrangements for a viewing.	Student A is going to phone you. Make arrangements for him/her to come and see the flat.

Activity 4

Go back to your first partner and brainstorm the following. If necessary, look back at the previous lessons.

1. The questions you should ask about a flat.
 2. The questions you can ask to get to know someone.
-

Activity 5

The day of the viewing has arrived.
Stand up and work with the same person as in Activity 3.
First impressions are important so be polite and friendly.

Student A	Student B
Go to the flat. Be ready to ask questions. What are the important things you need to know? Remember to ask about personal information too.	You are expecting a visit. Be ready to show the visitor around the flat and remember to ask about personal information too.

Activity 6

Swap round so that Student A is now student B. Try to improve on the first role-play.

Lesson
15

Free Time
Reading film reviews

	Task: Describing films
Skill: Speaking, Writing and Reading	System: Vocabulary

How many movies can you name?
How many movie stars can you name?
How many types of film can you add to this list?

- ◆ love story
- ◆ western
- ◆ thriller
- ◆ action movie
- ◆ family saga



Activity 1

Read the film reviews and answer the questions. There may be more than one answer.

Can you match each review with a film type?

Which of these films:

1. is recommended by the reviewer?
2. is suitable for children?
3. has good acting?

A TALE OF TWO FAMILIES 15 123 minutes

This Scottish film from a new team headed by director Jock Trevor takes the traditional theme of families at war with each other but places it in an industrial town in the west of Scotland. Unknowns John McDavid and Anna Calder star as Craig and Renata. Craig's background is resolutely working class Protestant while Anna is a third generation Italian Catholic. The film portrays their experiences of growing up in a sectarian society with gritty realism. Divided by religion and education, yet united by the shared experiences of family life during a period of industrial action, job losses, and the resulting shame of unemployment, the two form a relationship which both families try to prevent. Despite the low budget and the small town background, this film explores big themes of love, loyalty and betrayal. Convincing debut performances from both the stars are backed by a strong supporting cast led by Iain Alexander in the role of Craig's father. Is there a happy ending? Go and see it for yourself.

BREAKOUT PG 118 minutes

Fran Zandar's latest movie has all the features you would expect from this veteran director. Jed (Mark Thorne) is in prison convicted of murder. His attempts to prove his innocence fail, and his lawyer seems to have given up on him. Determined to expose the truth, Jed breaks out of jail and goes on the run. The film follows him as he amasses evidence while staying just one step ahead of the police. The plot may be predictable and the denouement inevitable but the result is an exciting, action-packed movie, and Thorne's performance in the lead role is compelling. If you like Zandar's movies, you'll love this one.

WONDERBOY 3 U 115 minutes

More thrills and spills from director Mike Weiss and child star Jay Kumar. This is undemanding but watchable fun. Once again the boy hero saves the world from evil plotters who want to take over, but there are plenty of scary moments and special effects along the way. Professor Meegrin (Ray Black) is a particularly nasty baddie who needs control of the world to continue his illegal experiments on people (and his ambitions don't stop there). As Kumar is now 14, Weiss has planned this as the last Wonderboy movie and has pulled out all the stops to make it the best (or at least the most fantastic). Great family entertainment.

RED HOT CHILE PG 130 minutes

This multi-faceted film stars Tom Clare as Deek, an American running a volunteer project in Chile, and newcomer May Malen as Lillie, an upper-middle class English girl who is backpacking round South America with a friend, Minx (Sue Watts) as part of their 'year-out'. Sparks begin to fly when the two, rather spoilt, rich girls meet the impoverished and idealistic Deek. The clash of cultures makes for potentially interesting viewing as their attraction to each other grows. The film is beautifully shot on location and the lead actors turn in competent performances but director Dean Raoul fails to draw the threads together sufficiently. The resulting film is faintly unsatisfactory. Watch it for the scenery and the camera-work.

Activity 2

Mark the following statements T (true) or F (false). When you have finished, check your answers with another student and be prepared to justify your choice.

1. A Tale of Two Families is a true story.
2. The lead actors are famous.
3. The film is about religious differences.
4. The film is a love story.
5. Fran Zandar has directed a lot of films.
6. Breakout is an unusual film.
7. Jed proves his innocence in the end.
8. There have been two previous Wonderboy films.
9. The film is exciting.
10. Professor Meegrin is beaten by Wonderboy.
11. Red Hot Chile is an exciting film.
12. Deek earns a lot of money.
13. Lillie and Minx are on holiday.

In the UK, films and video rentals are classified as follows. What do you think each classification means?

U
PG
12
15
18

Activity 3

Discuss which of these films you would prefer to see. Why?

Activity 4

Find these expressions in the texts and match them with the definitions:

- | | |
|---------------------------|------------------------------------|
| 1) gritty realism | a) escape from prison |
| 2) break out of jail | b) many sided |
| 3) the denouement | c) the atmosphere becomes electric |
| 4) pull out all the stops | d) the outcome or explanation |
| 5) sparks begin to fly | e) not at all romanticised |
| 6) multi-faceted | f) work very hard |

Activity 5

Complete the following film review using the following words.

director box office role cast location studio

plot performance critical

Joan Simms is a wonderful actress and in 'The House on the Corner' she gave her finest (a) _____. It is her best known (b) _____. The _____ also included Kenneth Smith and Simon Gower and the film's _____ John Jones never made a better film. Parts of the film were shot in the _____ in Hollywood, but a lot of it was made on _____ in the streets of Los Angeles. The critics loved the film but it was not only a _____ success. It was a great _____ success as well, and made an enormous profit. The _____ is about a man's attempt to catch some drug dealers.

Homework task:



Make notes on a film you have seen recently. Include the names of the lead characters and actors and a brief description of the plot. Use your notes to write a short review. Look at the examples in this lesson for ideas of how to end it.

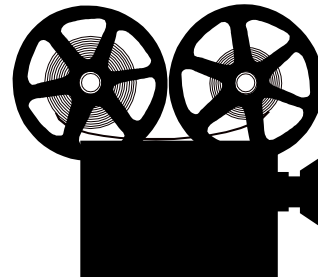
Lesson
16

Free Time
Going to the cinema

	Task: Understanding recorded messages
Skill: Speaking and Listening	

Think about the last time you went to the cinema.

- ◆ Which cinema did you go to?
- ◆ What film did you see?
- ◆ Why did you choose that film?
- ◆ Did you enjoy it?
- ◆ Would you recommend it to other students?



Activity 1

Ash and Sal are discussing a trip to the cinema. Listen to their telephone conversation.

1. When are they planning to go?
2. What does Ash want to see?
3. Does Sal agree?

Activity 2

Listen again.

1. Why doesn't Sal want to see the same movie as Ash?
2. What does she want to see?
3. Why doesn't Ash want to see it?

Activity 3

Listen to the recorded message which Sal hears. What films are on?

Activity 4

Listen again. Note down the Certificate and the times for each film. Refer to the Classification details in Lesson 5.

Activity 5

Listen to Sal's phone call to Ash.

1. What do they decide to go and see?
 2. When and where do they decide to meet?
 3. What are they going to do afterwards?
-

Activity 6

Look at the tape scripts of the conversations between Ash and Sal and underline the expressions used to ask for, make, and respond to suggestions. For example:

'How about going to a movie?'

'What film do you fancy?'

Activity 7

Practise similar conversations with a partner. Use the reviews of films from the previous lessons or the cinema listings for your area which your teacher will give you.

Activity 8

Write a similar dialogue between two friends arranging a trip to the cinema. Compare it with the dialogues from the lesson.

Homework task:



Practise making suggestions to other students, friends or family.

Lesson

17

Free Time

The cinema

Task: Reading and writing film reviews

Skill: Reading, Writing

What was your favourite movie when you were a child?

Why is it still special?

What makes a great movie?



Activity 1

Complete the following sentences with your own information.
Give reasons for your answer.

1. I like films that _____
2. I enjoy films that make me feel _____
3. A good actor/actress is one who _____
4. I don't like films that _____

Activity 2

Do you read movie reviews or watch film critics on TV?

Read the film reviews your teacher gives you.
How would you rate the films?

* poor **fair *** very good ****excellent

Which ones would you go and see? Why?

Activity 3

Film reviews often use different types of adjectives. Adjectives add 'colour' to a description. In film reviews, different types of adjectives make them more interesting to read.

Can you find examples of the following:

- ◆ adjectives with 'suffixes'
 - ◆ adjectives with 'participle forms'
 - ◆ multiword adjectives:
e.g. *adverb + past participle* or *noun + past participle*

 - ◆ comparative and superlative forms
-

Activity 4

Choose a movie you have seen recently.

Write a review of the movie for the college magazine.

- ◆ What was the movie about?
- ◆ Who are the actors, director?
- ◆ What did you like/not like about the movie?
- ◆ How would you rate the movie?

Homework task:



Write your own review for one of your favourite/least favourite films.

Lesson

18

Free Time

Shopping as a leisure activity

Task: Understanding texts

Skill: Reading, Listening, Writing

Do you like shopping?

Where do you go shopping?

- ◆ shopping malls
- ◆ town centre / high street
- ◆ street market
- ◆ out-of-town market
- ◆ retail park
- ◆ mail order catalogue
- ◆ internet
- ◆ anywhere else



How much time per week do you spend shopping?

What do you enjoy buying?

Activity 1

Read the text below.

1. What indications are there that shopping has increased?
2. What reasons does Sam Benedict give for this?
3. Is this trend likely to continue?

Shopaholics Rule OK

It's official. A new government survey has confirmed what opinion polls have been finding for years. The most popular leisure pursuit in the UK is shopping.

The growth of shopping is shown in the increase in out-of-town shopping malls, the number of new consumer and lifestyle magazines, and the explosion of consumer sites on the internet. Banks report record levels of credit card use. But why has shopping become so popular? We asked psychologist Sam Benedict.

‘The first thing is that nowadays, people are more affluent and have more disposable income. By that I mean that a lower proportion of income goes on basic essentials like housing and food. People get married later and have fewer children so they have more child-free

years. Even for families with children, there are now usually two incomes coming in to the household, as women normally return to work quite soon after having children. 40 years ago, most women gave up work when they married. Nowadays, young unmarried people often find the cost of buying a house prohibitive so they continue to live, very cheaply, with their parents until they find a long-term partner. This can mean that they still live at home well into their thirties.

Another reason is that the culture of saving seems to have disappeared. For people in their twenties and thirties, saving for old age seems irrelevant. Moreover, it's easier than ever before to obtain credit.

A third point is that retail parks and out-of-town shopping centres are traffic-free and so can be a good place for people with young children to go. In one place, you can shop for food, clothes and everything else, eat, and often find activities for children. Some shops even have crèches and will look after your children while you shop.

And finally, there are far more things to buy. Everyone wants fashionable clothes now, not just the rich. Fashions in interior designs also influence household purchases. In the past, household equipment was expected to last a lifetime. Nowadays we replace whole bathrooms and kitchens regularly. And computers, mobile phones, CD players, and widescreen TVs are now just as essential as furniture and cookers. With the fast pace of technological developments, gadgets like this become obsolete after a year or two.'

Sam Benedict thinks the trend is likely to continue into the foreseeable future.

Activity 2

Read the text again and answer the questions:

1. What reasons does Sam Benedict give for the increase in disposable income?
2. What do people buy? What do you think?
3. Does anything in the text surprise you? Is a similar situation happening in other countries?

Activity 3

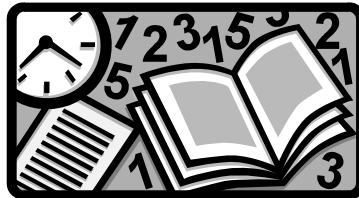
Listen to the conversation.

1. Where are the speakers?
 2. What is the situation?
-

Activity 4

Listen to the conversation.

1. Where are the speakers?
2. What is the situation?
3. Is Mrs Brown happy?
4. What is going to happen next?
5. What would you do if this happened to you?



Activity 5

Read the letter that Mrs Brown wrote after visiting the shop. What do you think the manager will do?

Write down four formal phrases from this letter of complaint that you could use in other letters of complaint.

	14 Greenbank Lane Edinburgh
	Telephone: 0131 229 6247
	5 th September 2003
Mr Smith, Manager Barker's Shoes High St Edinburgh	
Dear Mr Smith,	
I am writing to complain about a pair of shoes I bought from your shop on Saturday 1 st September.	
Two days later the heel fell off one of them and I returned the shoes to the shop this afternoon. Unfortunately, I could not find the receipt and the assistant was unable to help me. As the shoes are Barker's shoes, I was rather surprised that your company was not prepared to do anything about the problem.	
I paid for the shoes by credit card so I am sure it must be possible to trace the payment if you need to prove that I bought them. I will be happy to give whatever information is necessary.	
As I have a pair of shoes without a heel, I would be grateful if you could reply as soon as possible.	
I look forward to hearing from you.	
Yours sincerely	
<i>Janis Brown</i>	
Janis Brown	

Activity 6

Working with a partner, decide what you think the manager will do and write a letter from Mr Smith to Mrs Brown. Most formal letters begin with 'Dear + title and name', and end with 'Yours sincerely'. If you don't know the name of the person to write to, you can begin 'Dear Sir or Madam' and end with 'Yours faithfully'

Activity 7

Without looking back at the lesson, list as many places to shop and as many ways of paying as you can remember. Now look at the lesson and the notes you made. Are there any expressions you didn't remember?

Homework task:



You have been a customer of a mail order firm for several years and have never had a problem. Recently, you bought a pair of trousers. When you washed them, you followed the washing instructions on the label but the trousers have shrunk (become smaller) and no longer fit. Write to the company complaining about them.

Lesson
19 **Free Time**
Hotels

Task: Asking for/providing information

Skill: Speaking, Listening

Where have you stayed when you have been on holiday or away from home?
Which was the best place?
Where was it?
And the worst?
Have you stayed in any hotels in the UK?
What were they like?



If you're not sleeping well,
you're not in the right hotel.

Activity 1

Theresa Brown and her husband want to go and visit their daughter at university at the weekend. They have not done this before and want to book a hotel for two nights. Theresa has seen this advertisement in a newspaper. She is going to phone for more information. Make a list of the questions you think she will ask.

Carlton House Hotel

Comfortable, traditional family-run hotel. Recently refurbished. Convenient location. Good food and facilities. High standard and good rates. Phone: 01642 703504 Fax: 01642 872911

Activity 2

Listen to the first part of Theresa's conversation. What questions does she ask? Were they the same as yours?

Activity 3

Listen again. What information does the receptionist give:

- ◆ about the hotel?
- ◆ about the location?
- ◆ about meals and drinks?

Activity 4

What information do you normally have to give when you make a reservation in a hotel? Make a list of questions you might be asked.

Listen to the second part of the recording. What information does Theresa have to give?

Activity 5

Why are there huge differences in prices between hotels?

What facilities would you want in a hotel for:

- ◆ a short city break?
 - ◆ a two-week beach holiday?
 - ◆ a honeymoon?
 - ◆ a holiday with children?
-

Activity 6

Your teacher will give you instructions for a role-play.

Homework task:



Write an advertisement for a hotel you have stayed in or would like to stay in. Try to think of as many positive points as you can. Include comments on the following:

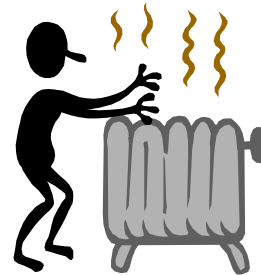
- the bedrooms
- the restaurant and other catering facilities
- the standard of service
- the keep fit facilities
- the cost
- etc.

Lesson
20

Free Time
Hotel reservations

	Task: Registering / reporting problems
Skill: Listening, Speaking	

Have you ever worked in a hotel?
Do you know anyone who has?
Would you like to be a hotel receptionist?
What do receptionists do all day?
What other staff work in hotels?
What do they do?



Activity 1

Mr and Mrs Johnstone arrive at their hotel and check in at the reception desk. What do you think the receptionist will ask? What do you think Mr Johnstone will ask?

Listen and check.

Activity 2

Listen again.

1. What information does the receptionist ask for?
2. What information does he give to Mr and Mrs Johnstone?

Activity 3

You will hear 4 short conversations between a hotel guest and the receptionist. Listen to the conversations and for each one, identify the problem and the solution.

Activity 4

Listen again. Note that we often use the expressions 'I'm sorry' or 'I'm afraid' when we report a problem or give bad news.

- ◆ What does the customer say when they report the problem?
How does the receptionist reply?
- ◆ How does the customer in the fourth dialogue ask a question? Why do you think this is?

Activity 5

Using the dialogues, take it in turns with a partner to act as customer and receptionist. Try to make your intonation and tone of voice sound polite.

Activity 6

Make up similar dialogues using the prompts your teacher gives you.

Activity 7

Rewrite the dialogue between Mr Johnstone and the receptionist at the beginning of this lesson. Check your version against the original. How many differences are there?

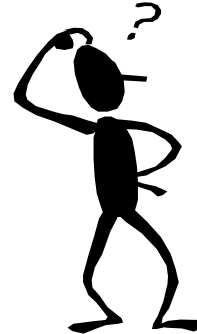
Homework task:



Pick one of the situations from Activity 3 and 4. Imagine that the receptionist was unable to help; and write a short letter of complaint to the hotel manager, explaining the problem and describing what happened.

Lesson
21

Free Time
Review and remember



Activity 1

Look at the vocabulary below.

foyer aisle reservation porter interval customer service

desk credit note order credit card debit card review

reception box office refund service charge

room service

Which items go with:

cinema	shopping	hotels

Activity 2

Match the names of the films with the texts:

1. Mr Marvel
 2. Newsflash
 3. Wild World
 4. Romance is not in the Air
-
- a) A savage attack on current political mores, this latest offering from director Jon Bied is riveting. Despite its unlikely setting in a local radio station, it will have you on the edge of your seat from the very beginning.
 - b) This light-hearted movie relates the tale of 2 travellers stranded in Sydney by an air-traffic control strike. Meeting over an argument at the check-in desk, they soon progress to a more meaningful relationship, with unpredictably funny results.
 - c) Excitement abounds in the most recent of Max Trimm's films. He plays another superhero out to save the world (if not the universe) from evil-doers bent on destruction. Mayhem ensues.
 - d) Beautifully filmed in the African savannah, this film follows a family dealing with a changing political situation and having to make hard decisions about whether they can stay in the landscape they adore. Some difficult and harrowing scenes.

What genre of film is each one?

What certificate do you think might be appropriate?

Activity 3

Write a list of questions you could ask to find out more information about the following. Remember to check your word order.

- a) a hotel you are thinking of staying in
- b) a TV you are interested in buying.

Start some of your questions with expressions like

- ◆ Can you tell me?
- ◆ I wonder if?
- ◆

Activity 4

Maymeadow Hotel

Comfortable hotel. Good facilities. Close to all amenities.

STUDENT A

You have seen this hotel advertised and would like more information. Make notes on questions you would like to ask. Think about cost, facilities, meals, location, anything else you think is important.

Make notes on what you are told. Try to make sure all your questions are answered

STUDENT B

You are the receptionist in the Maymeadow Hotel. Make some notes on cost, facilities, location and meals. Think of any other information you think would be useful or important for guests. Be prepared to answer questions.

Activity 5

Casells – The Department Store – Best range of TVs in town

STUDENT A

You work in the television department of a large store. Make notes on your four most popular models including the price, delivery time (how soon the customer can get it), reliability, and anything else. Try to sell the customer the most expensive model.

STUDENT B

There are 4 TVs on display in a department store. You want a reliable model that you can get soon but don't want to pay a lot of money. Speak to the sales assistant to get more information.

Make a note of what is said.

Activity 6

Think of a film you have seen recently. Try to remember as much as you can. How would you describe it? Think about the name of the film, story, the actors, the director, the type of film. Work with another student to describe your film and listen to their description. Work together to make notes on both films using the above categories as headings.

Activity 7

Think of a hotel you have stayed in. Make notes on good points and bad points. Think about comfort, food, service, facilities, location, price. Write a brief review of the hotel for other students, saying whether you would recommend it.

Lesson
22

Free Time
Progress test



Home Sweet

Home

Activity 1

Look at the abbreviations below.

They are all used in advertisements for flats and houses.

Can you remember what they stand for?

ONO spac GCH DG excl mod cons bdrms gdn avail loc

Rewrite this advertisement without abbreviations.

Newly Avail for Rent: Spac 3-bdrm flat in excl development. Ff kitchen, all mod cons. Hi-tech bathrm, power shwr. Quiet loc. Excl storage. GCH. DG. Balcony. Shrd gdn. Prvte prkng.

Activity 2

You are planning a trip to the cinema and have chosen a film called 'Voyage to the Stars'. Read the questions first and make notes while you listen.

Listen to the recorded message and answer the questions:

1. What times is the film on?
2. How can you make a booking?
3. What information do you have to give?
4. If you want to make a group booking, what do you have to do?

Activity 3

Three weeks ago, you bought a jacket but didn't wear it until 2 days ago. The first time you wore it (to a wedding) all the buttons fell off and the lining tore. Unfortunately, someone spilled red wine on the sleeve.

You have a receipt but the shop say they will not give you a refund because of the mark on the sleeve.

Write a short letter to the department manager, Mrs Hassin, explaining the problem and asking for your money back.

Begin your letter "Dear Mrs Hassin".

Activity 4

Listen to the conversation.

Identify the situation and the reason for the conversation.

Activity 5

Put the following sentences in order, starting with 1.

1. They wanted to find a flat.
 2. They signed the lease.
 3. They moved out.
 4. They checked the inventory.
 5. They paid the deposit.
 6. They saw the advert.
 7. They claimed the deposit back.
 8. They viewed the property.
 9. They paid the rent.
 10. They checked the inventory.
 11. They paid the council tax.
 12. They moved in.
-

Activity 6

Mrs Brown is going to a hotel with her daughter, who is a vegetarian. When she made the booking, Mrs Brown forgot to check this with the hotel. Write a short dialogue, like the ones you heard in Activity 4, between Mrs Brown and the hotel receptionist.

Lesson
23

Free Time
Hobbies and sports

Task: Writing a questionnaire

Skill: Speaking, Writing

What do you think are the top five sports played by males and females?

Do you play any sports? Which one(s)?



Activity 1

In pairs, list as many sports or activities as you can.

Which of the above can you use with the verbs *do*, *go* and *play*?
Make three columns headed *do*, *go* and *play*. Write the name of each sport in the correct column.

do + an individual type of exercise

go + an activity ending in *-ing*

play + a sport played with a ball (except bowling (go))

Activity 2

In pairs, talk (and take notes) about the benefits of doing regular exercise. Don't just think about physical health – think about other kinds of health as well, such as mental or emotional health.

Then discuss your ideas with another pair.
Do you have the same or different ideas?

What other things affect our health?

Activity 3

You have been asked by your school/college to develop a 'Fitness Questionnaire'.

The questionnaire should be divided into 3 sections:

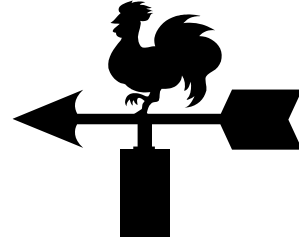
- ◆ nutrition
- ◆ exercise
- ◆ health

Use both Yes/No questions and information questions.

Lesson
24 **Free Time**
Talking about the weather

	Task: Talking about the weather
Skill: Speaking, Listening	

What do you think/know about British weather?



Activity 1

Work in pairs and discuss the following:

1. What's the weather like in other countries that you know?
2. Are there the same seasons? What is the same/different?
3. What time of year do you prefer? Why?

We usually use the present tense to talk about or describe weather conditions, unless we are talking about a specific time period, such as *it was raining yesterday* or *it will be sunny tomorrow*.

Activity 2

Put these weather words into the right categories:

*sunny rainy snowy icy freezing bright humid damp
dry showers (noun) wet frosty hail (verb) fabulous
cloudy foggy misty boiling sweltering chilly mild
sunshine (noun) windy dull thunder (noun) lightning (noun)
stormy*

hot weather	cold weather	nether hot nor cold

Add any other words that you know to the lists.

Activity 3

Read the weather forecasts and answer the questions which follow.

London

Slowly brightening up after a cloudy and fairly damp start. A few isolated showers will develop in the afternoon, but many places will stay dry. Max temp 18-21°C. Tonight dry. Min temp 10°C

South East Scotland

Dry with plenty of sunshine and mainly well broken cloud. Light and variable winds. Max temp 16-19°C Tonight dry Min temp 7°C

South West Ireland

Mostly cloudy with the odd well scattered shower. Brightening up in places as the day progresses. Gentle and variable winds. Max temp 17-20°C Tonight: showers. Min temp 10°C

South Wales

Brightening up after a mainly dull and damp start but scattered showers will break out. The showers will become locally heavy and perhaps thundery by the afternoon. Gentle and variable winds. Max temp 18-21°C Tonight: misty. Min temp 10°C

1. It might rain in London in the afternoon.
 2. It will be very windy in south east Scotland.
 3. The weather will get better in the south west of Ireland.
 4. There might be storms in south east Wales.
 5. It will not rain in London tonight.
 6. The only place it will not rain will be south east Scotland.
 7. The warmest place tonight will be south east Scotland.
 8. The windiest place will be south Wales.
-

Activity 4

Look at this map of the UK. Student A – decide what the weather is like at the moment. Draw symbols for the weather in different parts of the country. Tell student B what the weather is like. Student B draws symbols on his or her map. Now swap roles.



Activity 5

These expressions all use words that describe the weather. Try and match them to their meanings. Use your dictionary to help you.

- | | |
|--------------------------------|---------------------|
| a. To have a sunny disposition | 1. Everything is OK |
| b. To be as right as rain | 2. Always happy |
| c. To get hot under the collar | 3. Lose your nerve |
| d. In the heat of the moment | 4. Without thinking |
| e. To get cold feet | 5. Optimistic |
| f. To look on the bright side | 6. Angry |

Write sentences using each expression.

Homework task:



Listen or read a weather forecast and note down other words used to describe wet weather, warm weather, and cold weather

Lesson
25

Free Time
Review and remember



Activity 1

Give 5 examples of the following:

1. adjectives with suffixes
2. adjectives with present participle
3. adjectives with past participle
4. multi-word adjectives
5. comparative adjectives
6. superlative adjectives

Check your answers with a partner.

Activity 2

Your teachers will give you material to review the vocabulary you have learned.

Activity 3

Write your own information under the following headings, and then compare with a partner.

- ◆ Activities that I already do
- ◆ Activities I don't do but would like to
- ◆ Activities I would never try

Lesson
26

Free Time
Progress test



Activity 1

Write as many sports or hobbies for the following verbs. Give yourself 1 point for each sport or hobby.

to do

to go

to play

Activity 2

You want to do the following activities. What would be the best weather forecast? Write one for each activity.

- ◆ playing football
 - ◆ skiing
 - ◆ sunbathing
 - ◆ staying home
-

Activity 3

Write a review for

- ◆ A movie you liked very much
- ◆ A movie you didn't like

Lesson
27

Culture

Describing cultures – festivals and customs

Task: Describing cultures

Skill: Speaking, and Reading

What special days or celebrations do you celebrate?

What is your favourite?



Activity 1

These are some traditional British celebrations. Can you match the first and second part of the sentences?

A

1. New Year's Eve is a night ...
2. Halloween is a day ...
3. April Fools Day is a day ...
4. Valentines Day is ...
5. A birthday is ...

B

- a) ... when you get a card and presents from friends/family.
- b) ... when people like to 'party'.
- c) ... when people give flowers to their girl-/boyfriend.
- d) ... when people play tricks on friends.
- e) ... when kids dress up in scary costumes.

Can you think of other festivals or celebrations in Britain?

Activity 2

Study this vocabulary before you read the text. Look up the words in a dictionary. Half the students look up the words in group A and half the students look up the words in group B. When you have looked up the words, explain them to your partner. Remember to give your own definitions (don't just read the dictionary definition) and invent your own example.

Group A	Group B
custom	householder
widespread	folklore
synonymous with	swing (verb)
threshold	tar

Activity 3

Before you read the text, discuss the answers to these question in pairs:

What do people in the UK do at New Year?
Do you know any customs and traditions?

Read this text from a magazine and answer the questions which follow.

WHAT IS HOGMANAY?

Hogmanay is the Scots word for the last day of the year and is synonymous with the celebration of the New Year in the Scottish manner. Its official date is the 31 December. However this is normally only the start of a celebration which lasts through the night until the morning of the 1 January or, in many cases, 2 January.

There are many customs, both national and local, connected with Hogmanay. The most widespread national custom is the practice of first-footing which starts immediately after midnight. This involves being the first person to cross the threshold of a friend or neighbour and often involves the giving of symbolic gifts such as salt (less common today), coal, shortbread, whisky, and black bun (a fruit pudding) intended to bring different kinds of luck to the householder. Food and drink are then given to the guests. This may go on throughout the early hours of the morning and well into the next day. The first-foot is supposed to set the luck for the rest of the year, so it is important that a suitable person does the job. A tall, handsome, and dark-haired man bearing a gift is strongly preferred. According to popular folklore, a man with dark hair was welcomed because he was assumed to be a fellow Scotsman; a blonde or red haired stranger was assumed to be an unwelcome Norseman.

Another example of a local Hogmanay custom is the fireball swinging which takes place in Stonehaven, Kincardineshire, in north-east Scotland. This involves local people making up balls of chicken wire, tar, paper and other flammable material to a diameter of about a metre. Each ball has 2m of wire, chain or non-flammable rope attached. The balls are then each assigned to a swinger who swings the ball round and round their head and body by the rope while walking through the streets of Stonehaven. At the end of the ceremony any fireballs which are still burning are thrown into the harbour. Many people enjoy this display which is more impressive in the dark than it would be during the day. As a result large crowds come to the town to see it.

True or false?

1. Scottish New Year celebrations can last for 3 days.
2. First-footing is only practised in the south of Scotland.
3. The gifts which the first-footer brings will help the house to

- have a good year.
4. The first footer must come from the same family as the house which is entered.
 5. A good person would be a first-footer would be a blond woman.
 6. Scottish people are still afraid of Norsemen.
 7. The fireball swinging only happens all over Scotland.
 8. The swingers walk at the same time as swinging the fireball.
 9. The fireball swinging is very popular.

Activity 4

Without referring back to the test, can you answer these questions in your own words?

1. What is Hogmanay?
2. What is first-footing? Why is it done? What kind of person should be the first-footer?
3. Where is fireball swinging done at New Year?
4. What are the fireballs made of?
5. What happens to any balls which are still burning at the end of the night?

Activity 5

Do you celebrate any other special days or festivals?
Think of five different ones.

- ◆ Write out a sentence for each one.
- ◆ Put your sentences in two columns, just as in Activity 1.
- ◆ Exchange your work with another student and ask them to join the sentences together.

When you have finished, ask your partner questions about the different celebrations. Take notes.

Homework task:



An international magazine for learners of English is holding a competition. They are asking their readers to write articles about a celebration and festival which is part of their culture. You have decided to enter their competition. Write your article of about 150 words.

Lesson
28

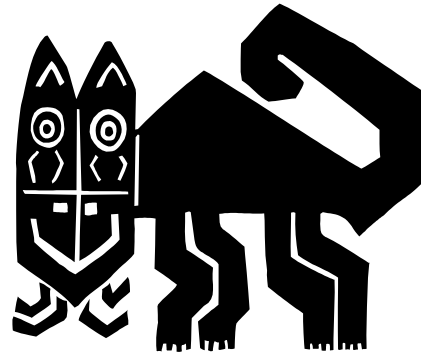
Culture

Presenting ideas about cultures 1

	Task: Preparing a mini lecture
Skill: All	

Look at this graphic:

- ◆ What culture do you think it comes from?
- ◆ Where would you find it?
- ◆ Who found it?



Activity 1

Discuss with a partner:

- ◆ What do archaeologists do?
- ◆ Can you think of some famous sites around the world?
- ◆ What type of information did they give us about past cultures?

Activity 2

Imagine you now live in the year 3000. You are a renowned archaeologist, famous for your excavations and lectures about ancient cultures.

You are asked to explore a new archaeological site, dating all the way back to the 21st century.

Decide on a few (3-4) artefacts which you feel represent the 21st century in Britain. Examine each artefact and hypothesise:

- ◆ what the object might have looked like
 - ◆ what it might have been used for
 - ◆ what kind of people, culture and lifestyle would have used it
-

Activity 3

You have been invited by Edinburgh University to give a lecture on your findings. Your lecture should be informative and exciting. Your lecture should include the following. You will be assessed on your presentation skills as well as your English.

- ◆ a description of the site where the artefact was found
- ◆ estimated age of the artefact
- ◆ detailed description of the artefact
- ◆ a diagram
- ◆ an analysis of what the artefact could have been used for
- ◆ what this culture was like

You will present your lecture to the class in Lesson 20.
You will have to talk for 10 minutes.
This will be your Progress Test so your teacher will assess you.

Activity 4

Spend some time making sure that you are ready to give your presentation.

You need to make sure that the following is achieved:

- Your lecture is the correct length (10 minutes)
- It is clear for the audience
- It is supported by visuals (posters, photos, etc.)
- It is interesting and entertaining for the listeners
- What else do you think will make your presentation a success?

It is important to listen to yourself and reflect on what you say. Here are some suggested way for you to practise your presentation:

1. Record yourself on a tape recorder
2. Give your presentation in from of the mirror?
3. Practise your presentation for a friend who can then give you advice.

Listen for grammar and vocabulary mistakes but also ask yourself these questions as you listen:

- Is the lecture interesting?
- Have I used my voice effectively (especially intonation)?
- Will my audience find it easy to understand my pronunciation?
- Is my presentation structured clearly?

Can you think of any other things you should listen for?

Homework task:



Continue to prepare your presentation.

Lesson
29

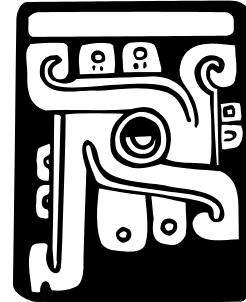
Culture

Presenting ideas about cultures 2

	Task: Discussing ideas
Skill: Speaking, Writing	

What things do you think are different about the culture in Scotland?

Are these differences positive or negative?



Activity 1

How much do you know? Try this quiz about Britain:

1. How many nations make up the United Kingdom and what are they?
2. What are the capital cities of the nations which make up the UK?
3. What is the highest mountain in the UK?
4. What are the official languages of the UK?
5. What is the population of the UK?
6. What is the largest city in Scotland? How many people live there?
7. Who is the patron saint of Scotland and on which day is he remembered?
8. At what address does the Prime Minister of the UK usually live?
9. Who is the Prime Minister of the UK
10. What party does he represent?
11. Who is Queen Elizabeth's son?
12. Who are her grandsons?
13. True or false - Oxford University is the oldest university in the English-speaking world?

14. How many pence are there in six pounds fifty three?
15. What do the initials BT stand for?
16. How many passengers use Heathrow Airport each year?
17. When did Shakespeare live? Can you name some of his works?
18. What type of government does the UK have?
19. What is the Scottish Executive and what does it do?
20. At what age can people vote in the UK?

Activity 2

People who don't live in the UK sometimes have ideas about life in the UK.

Maybe these things are true, maybe they are not. Think about your experience of life in the UK or what you know about the UK.

Look at the statements below and talk about whether they are true or not, for example:

- I think it's true.
- I think it's partly true.
- I don't think it's true.
- I don't know, I haven't enough experience of it.

For example:

1. "People in the UK like to form orderly queues and wait patiently for their turn, for example when waiting for a bus."
2. "A handshake is a common form of greeting among the people here."
3. "People are very polite, and say 'please' and 'thank you' a lot."
4. "People pay for drinks in pubs and bars at the time they order them."
5. "People don't like it if you ask personal or intimate questions."
6. "People drink lots of tea and the national dish is fish and chips."

Activity 3

Before you came to the UK for the first time, what did you expect?

Think about:

- the weather;
- the people;
- the food;
- the buildings;
- anything else.

Did you find what you expected?

Read this passage:

Before I came here, I thought: 'The UK is cold. I am going there in winter. I will find it very cold.'
When I came I found that it is cold one day and warm the next day. No two days are the same. It is not exactly what I expected."

Now write your own passage:

Begin:

"Before I came here, I thought"

Continue:

"When I came, I found that"

Finish with one of the following:

- "It is exactly what I expected."
- "It is not exactly what I expected."
- "It is more or less what I expected."
- "It is very different from what I expected."

Activity 4

Let the other students in your group read your text. Do they agree with your ideas?

Activity 5

Read what these UK citizens say about the ideas of the people in Activity 2 about the UK. For each one, write in the number of the idea that they are talking about (1-6). How many agree with the ideas in activity 1? How many disagree? Do you agree with these ideas?



“I think it’s true that people say ‘please’ and ‘thank you’ a lot, but it’s not politeness, it’s just the custom. I often travel to Europe and people don’t say ‘please’ and ‘thank you’ so much, but they are polite all the same.”

“Yes, it’s true on the whole that you pay for a drink when you order it, but it depends where you are. In a restaurant, you pay when you finish. Sometimes, in a café, you don’t know whether to pay before or after the meal.”



“I live in London, and I find that people push to be first on the bus. There is no queue. The bus doesn’t always stop exactly at the bus stop and people rush to get on. However, I know it’s different in some smaller towns.”

“Personally, I like to drink lots of tea and I love fish and chips. However, I don’t think people see it as a national dish. Lots of people eat spaghetti, curry, Chinese stir-fry and other types of food from all around the world. In fact, some people say the national dish is chicken tikka masala.”



“People don’t shake hands so much now, except in very formal situations, for example when you arrive for a job interview. Kissing on both cheeks is much more common than it was 20 years ago.”

“I think it’s certainly true that there are questions you don’t ask. It’s the same in all societies, but the questions may be different. Here, most people don’t like it if you ask certain questions, such as ‘How much money do you earn?’ or ‘Why aren’t you married?’”



Homework task:



Can you find information in English about another culture on the internet? How does it describe that culture? Prepare to present your ideas to a partner in the next class.

Lesson

30

Culture

Review and remember



Activity 1

What happens at these British festivals?

Hallowe'en
April Fool's Day
Valentine's Day
Hogmanay

Activity 2

Write about your favourite holiday or festival.

Include:

- ◆ what usually happens
- ◆ what do people do
- ◆ why it is your favourite

Read one of your classmate's work and ask questions.

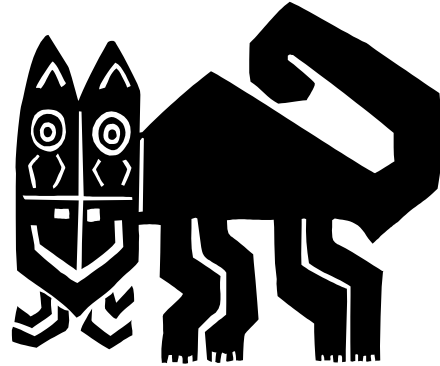
Lesson

31

Culture

Progress test

It's time for your mini-presentation!



Activity 1

This is your chance to present your ideas to the class.
Remember to speak slowly and clearly.

You will give a 10 minute mini lecture about your findings on the culture and lifestyle of the 21st century.

In lesson 28, your teacher gave you your instructions and time to prepare.

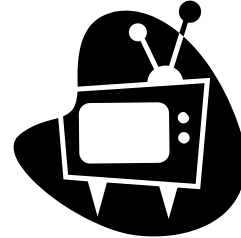
Remember to listen very carefully and ask your colleagues questions.
Good luck!

Lesson
32 **The Media**
Television

	Task: Discussion
Skill: Speaking, Reading	

What do you think of TV?

Are you selective or a couch potato?



Activity 1

The following words collocate with TV. “Collocate” means words that regularly go together.

Write “TV” before or after the following words:

screen
cable
channel
guide
daytime
digital
station
breakfast
set
licence
reality
satellite
terrestrial

Activity 2

What kind of programmes are these?

documentaries, soap operas, reality TV, series, crime thrillers, chat/talk shows,

What other kinds of programme are there?

Activity 3

Discuss in groups which of the kinds of programmes above you enjoy watching.

How many hours of TV do you watch everyday?

Do you think people watch too much TV?

Activity 4

Look at the short descriptions of TV programmes below.

What kind of programme are they?

1. This week's episode is sure to upset plenty of people. Sharon goes to the police and tells all. More of the usual unbelievable storylines in a two-part special.
2. As the end approaches for our housemates, everyone falls out by throwing food at each other. Who will stay, who will leave? Do we care?
3. More celebrity chat with dear old Parky. Tonight's offering is with a famous politician, a song or two from Nora, and one of the funniest men in Britain.

Activity 5

Read the television listings and answer these questions:

1. How many times is the news on?
2. At what times?
3. What do the workers in 'Rogue Traders' do wrong?
4. How do the presenters of 'Rogue Traders' catch the workers?
5. What kind of programme is 'Eastenders'?
6. Why is Tanya, in 'Eastenders', upset?
7. What kind of programme is 'The Inspector Lynley

Mysteries’?

8. What kind of programme is ‘My Family’?
9. What kind of programme is ‘What Killed my Dad’?
10. Why was Thomas Stobbs in hospital?
11. How did he die?
12. Has Brazil been playing well?
13. Where is Spain playing?
14. What kind of film is ‘Carpool’?

BBC1

- 6.00 **BBC News** (888) (Stereo)
- 6.30 **Regional News Programmes** (888)
- 7.00 **Rogue Traders** Matt Allwright and co-host Dan Penteadó confront workers who charge hundreds of pounds for unnecessary repairs. The presenter's got a trick up his sleeve, however — using make-up to disguise himself as an elderly Welshman to catch the workers (888) (Stereo)
- 7.30 **EastEnders** Jim is displeased to find his son Max waiting on his doorstep and it isn't long before the pair are involved in an argument. Wife, Tanya (played by No Angels star Jo Joyner) turns up to collect her husband — but is upset to see him flirting with Carly. Stacey is disappointed when Bradley fails to respond to her declaration of love (888) (Stereo)
- 8.00 **The Inspector Lynley Mysteries** When a doorkeeper at the House of Lords is murdered, Lynley and Havers believe the victim's gambling debts must have been the motive. When a clerk also dies, evidence of a wider conspiracy involving stolen papers is uncovered. The detectives locate the missing documents, but realise they are being followed and must catch the killer before someone beats them to it (888) (Stereo)
- 9.30 **My Family** Ben and Susan agree to help out their friends by flat-sitting in their swanky Docklands apartment — but as ever, disaster strikes, and the pair wish they'd stayed at home. Conventional sitcom. (888) (Stereo)
- 10.00 **BBC News at Ten O'Clock** (888)
- 10.30 **Regional News and Weather** (888)
- 10.35 **What Killed My Dad?** — A Real Story Special Investigation into how deaths caused by hospital infections are recorded by coroners. The programme focuses on Thomas Stobbs, an 87-year-old man who died when he contracted an MRSA infection following a hip operation, but whose cause of death was listed as pneumonia, despite the consultant conceding this did not describe what happened (888) (Stereo)
- 11.15 **World Cup Match of the Day Highlights** of the final two matches in the last-16, featuring Brazil v Ghana from Dortmund and Spain v France from Hanover, as the line-up for the quarter-finals is decided. Brazil's defence of their crown got off to a shaky start, with unconvincing performances against Croatia and Australia in the group stages and they will need to improve if they are to avoid an upset against impressive World Cup debutantes Ghana (888) (Stereo)
- 12.00 **Carpool** (PG) (FILM) 1996 A stressed-out executive takes over the job of ferrying children to school. However, his already chaotic life takes a turn for the worse when he and the kids are held hostage by a down-on-his-luck carnival owner. Hilarity ensues as the youngsters throw themselves into their adventure with gusto, while their chauffeur enjoys the experience much less. Silly comedy, starring Tom Arnold, David Paymer, Rhea Perlman and Rod Steiger (888) (Stereo)

Activity 6

You have decided to spend the evening watching TV at home with your partner. Your teacher will give you up-to-date TV listings for the evening. Choose the programmes that you would like to watch from 6pm until 11pm. Note down the start times and the channels.

Now talk to your partner and agree on a plan of the programmes that you want to watch all evening.

Homework task:



Look at a TV guide or watch a programme on one of the main television stations. Prepare to tell your class about the programme in the next lesson.

Lesson
33

The Media
Radio

	Task: Finding out about the radio
Skill: Speaking, Listening, Reading	

How often do you listen to the radio?

What do you listen to?



Activity 1

Look at the radio programme guide your teacher gives you and answer the following questions:

- ◆ How many stations are there?
- ◆ Can you identify the local stations and national stations?
- ◆ What kinds of programmes are on each station?
- ◆ Is there one that you listen to?
- ◆ Are there any interesting stations that you want to begin listening to? Which one(s)?

Activity 2

Read the radio listings below for BBC Radio 4 and answer these questions:

1. What kind of programme is 'The Archers'?
2. What is Rumpole's job?
3. What is the problem which will be discussed in 'Gardeners' Question Time'?
4. What is 'Georgian Giants' about?
5. What is 'All in the Mind' about?

BBC Radio 4

14:00

The Archers

The long running soap continues. Brenda puts business before pleasure.

14:15

Afternoon Play

Rumpole and the Scales of Justice

By John Mortimer.

When Rumpole is called upon to defend a senior member of the police force in court, his knowledge of Shakespeare's Othello, and his old friends among south London criminals prove very useful, and help him balance the scales of justice in favour of the maligned defence barrister.

15:00

Gardeners' Question Time

The team answer questions from gardeners in Monmouthshire and as part of Radio 4's week looking at drought and water supply Bob Flowerdew, Anne Swithinbank, Pippa Greenwood, John Cushnie and Chris Beardshaw explain how to create a colourful garden despite hosepipe bans.

The programme includes the Gardeners' Question Time gardening weather forecast.

The chairman is Eric Robson.

15:30

Afternoon Reading

Psychobabble, Authenticity: Stories exploring how psychological theories have affected popular culture.

By Fay Weldon, read by Noreen Leighton.

A violent act intrudes upon Emma's journey to holistic wellbeing.

15:45

Georgian Giants

Is our current obsession with sporting ability really such a modern phenomenon? William G Stewart argues that the Georgians were just as likely to sing the praises of men like Tom Cribb, John Gulley and Jem Belcher as they were Nelson, Wellington or William Pitt. Boxers in particular were enormously popular and crowds measured in thousands would turn up to see them in action.

The man accepted by many to be the father of sports journalism is Pierce Egan. As well as documenting the exploits of the prize fighters of the day, Egan was also known for his wonderfully colourful depictions of London life and a style of writing that is the direct forebear of Dickens.

16:00

Thinking Allowed

Human behaviour, institutions and conventions are put under the microscope as Laurie Taylor leads a discussion on topical issues coming out of the academic and research world.

16:30

All in the Mind

The series returns to examine the everyday psychological challenges we face

and to dig deeper into how our brains work. With Claudia Hammond.

17:00

PM

Full coverage and analysis of the day's news. Presented by Eddie Mair. Share your views, email pm@bbc.co.uk or text 84844

Activity 3

Language work

Looking at the context of these words from the listings, try to match them with their meanings:

A. drought	1. health and happiness
B. hosepipe	2. you use this to water the garden
C. Georgian	3. someone who lives before you
D. put under the microscope	4. a period of dry weather
E. barrister	5. a period in British history (the 18 th century)
F. wellbeing	6. adventures
G. exploits	7. analyse/examine
H. forebear	8. a kind of lawyer

Activity 4

What have been the main stories in the news recently? Try to remember as much detail as possible.

Activity 5

Your teacher will play you a recording of the headlines of a recent radio news broadcast. Listen to the recording and fill in this table with anything at all that you can hear. Listen as many times as you need.

Headline	Story
1	
2	
3	
4	
5	

Homework task:

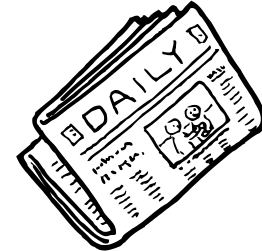


Listen to the news on the radio at home. Be prepared to tell your class about what you heard in the next lesson.

Lesson
34 **The Media**
Newspapers

	Task: Newspapers in the UK
Skill: Speaking, Reading	

Do you read newspapers?
 What do you read?
 What type of newspaper do you prefer?



Activity 1

Put the following words into the 3 different categories.

journalist	feature	tabloid	headline	article
supplement	review	editor	columnist	reporter
broadsheet	classifieds	editorial	foreign	correspondent

People who work in a newspaper	Types of newspapers	Contents

Can you answer these questions?

1. What's the difference between a *news bulletin* and a *newsflash*?
2. What is the difference between a *journalist* and a *reporter*?
3. If a letter is *newsy*, what is it?
4. What does the expression *No news is good news* mean?

Activity 2

Put the following words into the correct places in the paragraph below.

cartoons editorials circulation censorship sensational
advertising gossip columns news agencies reviews
headlines entertainment correspondents

A newspaper makes its money from the price people pay for it and also from the (a) _____ it carries. A popular newspaper with a (b) _____ of over five million daily makes a lot of money. Less serious newspapers are probably read just for (c) _____. They have big (d) _____ above the news stories, funny (e) _____ to look at and (f) _____ photos of violence. The (g) _____ are full of stories of the private lives of famous people. No one takes the political (h) _____ of such newspapers very seriously. On the other hand, in a free country where there is no (i) _____, serious newspapers are read principally for their news, sent to them by their (j) _____ around the world and by the big (k) _____. People also read these newspapers for their (l) _____ of books, films and plays and for their (m) _____, which represent the opinion of the newspaper itself about the important events and issues of the moment.

Activity 3

There are 3 basic types of newspaper: popular, mid-market, and quality.

Look at examples of the following newspapers and decide which kind of newspaper they are.

Look at the size of the headlines and the language used in the headlines, the content of the articles, the style of the articles, the length of the articles, the size of the photos, the kind of photos used, etc.

The Daily Star
The Scotsman
The Independent
The Guardian
The Herald
The Daily Mirror
The Daily Record
The Daily Mail
The Daily Telegraph

The Daily Express
The Sun

Which of these newspapers are based in Scotland?
What would you say are the main differences between the three types of newspaper?

Activity 4

How much do you know about the popularity of the different newspapers in the UK?

Predict the answers to these questions without referring to the tables below.

1. Which category of newspaper (popular, mid-market or quality) has the highest circulation?
2. Which popular newspaper has the highest circulation?
3. Which mid-market newspaper has the highest circulation?
4. Which quality newspaper has the highest circulation?
5. Which of all the newspapers has the highest circulation?

Activity 5

Your teacher will tell you if you are student A or student B. Look at the circulation figures which your teacher will give you. There are some missing. Ask your partner for the figures which are missing on your piece of paper.

STUDENT A	
Newspaper	Circulation
The Sun	
The Daily Mirror	1,634,006
the Daily Star	
Popular market totals	5,568,885
The Daily Express	
The Daily Mail	2,390,324
Mid-market totals	
The Times	663,543
The Daily Telegraph	
The Guardian	381,188
The Independent	
The Financial Times	451,153
Quality totals	

STUDENT B	
Newspaper	Circulation
The Sun	3,149,029
The Daily Mirror	
the Daily Star	785,850
Popular market totals	
The Daily Express	845,234
The Daily Mail	
Mid market totals	3,235,558
The Times	
The Daily Telegraph	900,236
The Guardian	
The Independent	257,226
The Financial Times	
Quality totals	2,653,346

Activity 6

How accurate were your predictions you made in Activity 4? Do you find any of these statistics surprising?

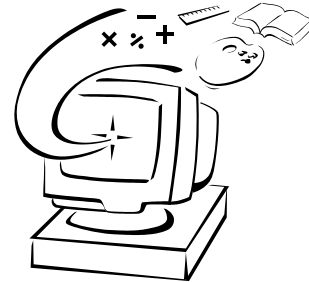
Homework task:



Buy a newspaper and choose an article to read in detail. Prepare to report in detail, on what you have read, in the next lesson.

Lesson
35

The Media
Review and remember



Activity 1

Quiz

Can you answer these questions? Work through with your partner and then check with your teacher:

1. What is the name for the TV which is broadcast by the traditional channels like BBC1 and 2?
 2. Give the name of 2 state owned TV channels in the UK?
 3. If you own a TV in the UK, legally, what do you need to pay for?
 4. What is another word for a chat show?
 5. What is the word for a period of very dry weather?
 6. What is the word beginning with b for a kind of lawyer in England?
 7. What is the word for the part of the newspaper where the editor expresses their opinion about politics or news stories?
 8. The number of copies of a newspaper which are sold is its
 9. What are the 3 main types of newspapers in the UK?
 10. Which newspaper sells the most copies in the UK?
 11. Name 2 quality newspapers.
-

Activity 2

Look at the following questionnaire about TV watching habits. Ask at least three people in the class about their habits and note down their answers. Report the answers to the survey to the other student in your class.

1. How many hours do you watch TV everyday?
 2. At what times do you watch TV (in the evening, in the daytime or late at night)?
 3. Why do you watch TV (e.g. to relax, for entertainment, for information, etc)
 4. What kinds of programmes do you particularly like watching? Why?
 5. What kinds of programme do you *not* like watching and why?
 6. Do you have cable or satellite TV at home?
 7. Would you say that you watch more terrestrial or cable/satellite TV?
 8. What are the channels that you watch most frequently? Why do you prefer them?
 9. What channels do you watch less often? Why would you say that you watch the less often?
 10. Do you think that channels have a particular audience? What kind of audience do the main terrestrial channels have?
-

Activity 3

You have been asked by your college or school to find out about people's newspaper reading habits. Design a questionnaire for the public. You would like to find out the following information:

- Frequency of buying newspapers.
- Preferred newspapers
- Ideas of the kind of people that read quality, popular and mid- market newspapers.
- Reasons for reading newspapers.
- Etc.

Design the questionnaire with your partner. You need to write at least 10 questions.

Homework task:



Interview 4 people about their newspaper reading habits. Prepare to tell the rest of the class about your findings.

Lesson
36

The Media
Progress test

It's time to put together a project!



This project will cover the theme of the media.

Choose one of the topics below. Depending on which topic you choose, you can work individually, in pairs or small groups.

- ◆ Design the front-page of a newspaper.
- ◆ Present a radio programme.
- ◆ Present your favourite soap opera.

Instructions

DESIGN THE FRONT PAGE OF A NEWSPAPER

1. Decide what kind of newspaper you want to design – popular or quality.
2. You will have to write the articles/reports, not copied from another newspaper. This can be local, national or international news.
3. Look at a newspaper to give you ideas what to put on the front page.
4. Use visuals – photos, cartoons etc.
5. You will have 5 minutes to present it to the class.
6. Remember to make copies for everyone.

PRESENT A RADIO PROGRAMME

1. Decide if you want to do a news programme, a play or an interview.
2. Write out the dialogue – you can get someone to check it for you.
3. You will have 5–10 minutes to present it to the class.

PRESENT YOUR FAVOURITE SOAP OPERA

1. Decide on the characters and who will play whom.
2. Write a script – you can get someone to check it for you.
3. Remember to use props (an object used by actors)
4. You will have 5–10 minutes to present it to the class.

Lesson

37

Travel

Visiting the Tourist Office

	Task: Asking for information
Skill: Listening, Speaking	

Have you visited any tourist offices?
What information were you able to get?
Do tourist offices provide a useful service?
Did you find out anything you didn't already know?
What is Scotland best known for?



Activity 1

Janis and Marcus are in the Tourist Office in Edinburgh. They are looking for information about other parts of Scotland. Where would you advise them to go? Before you listen, try to predict the questions they ask.

Listen to the conversation. Where do they want to go? How long for?

Activity 2

Listen again. Make a note of the suggestions the Tourist Officer makes. How does the Officer suggest getting to Skye?

Activity 3

Do you think the Tourist Office suggestions are good ones?

Have you been to Skye? Would you like to go?

How did/would you travel?

Activity 4

How many types of things did the Tourist Officer mention? (e.g. bus tours, museums)

Activity 5

Using the information your teacher gives you, work with other students to plan a few day's break in Scotland. Plot the route on a map.

Plan:

- ◆ transport
- ◆ places to stay
- ◆ places to visit
- ◆ things to do

How much will your trip cost?

Activity 6

Compare your trip with students from other groups.

- ◆ Which trip would be the most interesting?
- ◆ Which would cost most?

Homework task:



Write to a friend, describing the trip you planned today and inviting your friend to go with you. Remember to tell them where you will go, what you hope to see, how you will get there and how long the trip will take. Can you give any indication of the cost?

Lesson
38

Travel
Modes of transport

	Task: Making travel arrangements
Skill: Listening, Speaking	

How many methods of transport can you think of?
How many of these have you used?
Where in the UK would you use these modes of transport?
Would you hire a bicycle to see Scotland?
Why? Why not?



Activity 1

Listen to Janis's conversation. Make a note of what you hear.

- ◆ Where is she?
 - ◆ Who is she talking to?
 - ◆ Where and when does she want to go?
-

Activity 2

Listen to Marcus's conversation. Note down the answers to Marcus's questions.

- ◆ Where is he and who is he talking to?
- ◆ What information is he given?

Activity 3

Listen to Janis's phone call.

- ◆ Who is she talking to?
 - ◆ What does she want to know?
 - ◆ What does she decide to do?
-

Activity 4

Match these vocabulary items with forms of transport.

boot (n)	luggage compartment (comp n)
roof rack (n)	saddle (n)
air pressure (comp n)	rear-view mirror (n)
manual (adj)	automatic (n)
buffet car (comp n)	deck (n)
luggage rack (comp n)	trolley (n)
services (n)	oil (n)
water (n)	cabin (n)
carriage (n)	reclining seat (adj + n)
gear stick (comp n)	handlebar (n)
brake (n)	bonnet (n)
tyre (n)	terminal (n)
petrol station (n)	board (v)

Activity 5

Discuss with a partner:

- ◆ What are the advantages and disadvantages of hiring a car to travel around a new place that you are visiting?
 - ◆ Would you hire a car? If not, how would you prefer to travel around?
-

Activity 6

Your teacher will give you some bus and train timetables. Using these to help you plan a journey.

- ◆ How long would your journey take?
- ◆ Where would you go?
- ◆ Are there any places you could not get to by public transport?

Plan a trip that begins and ends in the same place. Try to visit several different places.

Homework task:



Write a short essay on the advantages and disadvantages of hiring a car to travel around a new place that you are visiting. Show it to other students. Do they agree with you?

Lesson

39

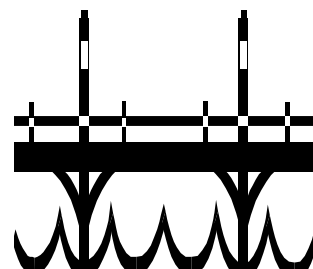
Travel

Describing places of interest

	Task: Understanding a description
Skill: Reading	

What do you know about the Isle of Skye?

- ◆ Where is it?
- ◆ How big is it?
- ◆ How many people live there?
- ◆ Why is it known as the Misty Isle?
- ◆ Do you know any history associated with Skye?



Over the sea to Skye

Activity 1

Read the email below that Janis sent to her friend Rosalia after the trip to Skye.

How many days did Janis's trip take?

Hi Rosalia

I'm sorry not to have been in touch for a while but I thought I'd tell you about our trip to Skye. We had quite an adventure. We hired a car because we wanted to be able to see the whole island. We drove from Edinburgh and got to Skye. It took a long time (about 5 hours), much longer than we thought. We drove across the bridge (it is very unpopular with people on Skye because it is extremely expensive - £6 for a car and more than £40 for a bus).

It was quite late, so we stayed in a place called Broadford. Apparently there is a big folk music festival there in the summer. It isn't very big and doesn't have many facilities but we stayed in a nice guest house. Then, in the morning, the car wouldn't start. Luckily, our landlady was very helpful and eventually someone arrived with a new car, but not until the late afternoon, so we lost a whole day. But the weather was fine - not warm but not cold - and we were able to walk around and out of the village. It was really peaceful and quiet.

The next day we drove to the north of the island. The weather was lovely, and you can see the sea from all around. There are small islands off the coast and the Cuillins (the mountains) are spectacular. Portree is the capital of the island and is very pretty, with a lovely harbour and lots of restaurants and pubs but we wanted

to go a bit further. So we had lunch in Portree and then drove up to the north to visit Flora McDonald's grave and a restored old village. Then we went over to the west and stayed in a place called Dunvegan.

We drove out on a peninsula that our landlord said was lovely - and it was. We saw highland cattle and seals and lots of birds. Dunvegan also has a castle (actually it's more like a house) with lovely gardens and the next day we had a boat trip in the bay to see more seals. From the boat, we could see a white beach and when we got back, we explored that. It was amazing - we were the only people there, and it was beautiful. When the sun came out, the beach and the water sparkled. The beach is made of shells, not sand and there were seals on the rocks at the end of the headland. Fantastic! There's a little hill at the end so we climbed up. Later we visited a distillery (where they make whisky). It was really interesting and still very traditional.

Then we drove down the west and across the island back to Broadford for the night. The mountains looked even more spectacular. We stayed with the same landlady and were quite sorry to leave the next day.

On our last day we drove down to the south of the island - there are a lot more trees than in the north. It's like a different place! We took the ferry across to Mallaig - a little fishing village. It was a beautiful trip and the drive back from Mallaig was lovely too.

And when we got back, the car hire company was very helpful and has promised us a discount on our next booking because of the problem we had.

When you come to visit we'll try to take you to see some different parts of Scotland.

Love
Janis

Activity 2

Read the text again and make a list of what Janis did and saw during her visit to Skye.

Activity 3

Read the guidebook description of Skye. Does it mention anything Janis didn't? Which description do you prefer? Why?

The Isle of Skye – the Misty Isle

One of the largest and the best known Scottish islands, Skye is famous for its mountain scenery and its seascapes. Many people come here to climb or walk in the Cuillin and the Quiraing. If you don't want to go climbing, the deeply indented coastline means you are never far from the sea.

In recent years, the population has grown and now there are over 9000 people living on the island. Popularity with tourists means there are many craft shops and cottage museums where you can buy unusual hand-made souvenirs.

The landscape has something for everyone, from the wild open spaces of the centre of the island and the misty seascapes and Quiraing ridge of Trotternish to the pastel-painted charm of Portree.

For sports, there is a swimming pool in Portree, golf courses at Sconser and Skeabost or you can go pony trekking. Water-sports on the island include diving, canoeing, windsurfing and yachting. Skye is also the ideal place for fishing and bird-watching.

Skye has abundant wildlife, with birds from the tiny goldcrest to magnificent golden eagle, mammals from pygmy shrew to red deer and fish from saithe to salmon. If you are lucky, you might catch sight of the elusive otter playing on the shore. You can often see seals basking and seabird colonies on the cliffs in the north. The wide range of geology and topography provides habitats for many wild flowers.

The Talisker Distillery at Carbost is worth a visit to see how a traditional industry still carries on. And the Museum of Island Life is a recreated old village so you can see how people used to live.

After reading the text, circle T (True) or F (False) or DS (Doesn't Say) for the following questions:

1. Most of the people who live on Skye are involved with the tourist industry. T F DS
2. Skye has a wide variety of wildlife. T F DS

Activity 4

Compare the language used in the 2 texts. How do they describe the same things?

Activity 5

With another student, make a list of any places in Scotland either or both of you have visited.

- ◆ Did you read a guide-book or other description before you went?
- ◆ Did the places you have seen match their descriptions?
- ◆ Why? Why not?

Try to find out from your partner about places you haven't visited but your partner has. Make a note of anywhere you would like to go. Compare your findings with other students.

Activity 6

Make a list of adjectives used in the texts for this lesson. Try to remember as many as you can.

Homework task:



Write a description of a place you have visited, saying where it is, what you saw, and if you would recommend it.

Lesson

40

Travel

Types of accommodation

	Task: Reading about accommodation types
Skill: Speaking and Reading	

How many types of holiday accommodation can you think of?

How many types of accommodation have you stayed in?



Activity 1

Read the descriptions below. Which do you think is most expensive? And least expensive? Which would you prefer? Read the texts quickly.

Airth Gardens Hotel

Family friendly hotel. Family rooms and suites with bathroom. Swimming pool. Extensive grounds. Childrens' club and baby-sitting service. Dining room serves buffet breakfast and lunch, and a la carte dinner. Packed lunches for days out on request. All menu items offered in half-portions for children. Children's rates and family discounts.

Travelstop Hotels – various locations

Budget hotels with basic but modern facilities. Perfect accommodation for touring holidays. Double, twin and family rooms, all with bathroom. Non-smoking rooms available. All hotels have bar/dining room serving breakfast, drinks, and meals from 6am to 2am daily. All prices per room, excluding breakfast.

McKenzie's Guest House

Bed and breakfast accommodation in comfortable house in convenient but quiet location. Good choice of restaurants and other entertainment nearby. En-suite rooms available. Excellent standard. Full breakfast menu using local produce.

B & B

Bed and Breakfast accommodation in private homes. All houses regularly inspected. Good value accommodation and the chance to meet local people. Please contact the Tourist Office for a full list of registered Bed and Breakfast accommodation providers.

Oban camp-site

Stances for touring caravans or tents. Children's play area. Adjacent to beach. Excellent shower and toilet facilities. Permanent caravans for rent – all with electricity and running water.

Lochranza Hotel

A hideaway with a difference. Beautiful setting. Well appointed accommodation. Walking and fishing nearby. Boat trips available. Dinner dances and Scottish evenings.

Loch Horn Hotel

Traditional hotel in beautiful quiet location set in peaceful gardens overlooking loch. Modern facilities. En-suite rooms. First class dining room serving with award-winning Scottish meals using local produce. Loch fishing. Golf. Walking and climbing. Children welcome. No dogs. All rates include full traditional Scottish breakfast. High quality packed lunches for walking and other activities.

Pitstop Hostels

The best value accommodation in Scotland. All our hostels are conveniently located near to public transport and facilities for eating, drinking and entertainment. Prices from £12.00 per night in dormitory accommodation. Twin and single rooms also available. Breakfast on request (must be booked in advance). TV lounge.

Self-catering cottages

We have a large selection of holiday cottages available in various parts of Scotland, sleeping from 2–10 people. Linen and cleaning on request. Please request a list from the Tourist Office. Minimum lets 3 nights October–March, 1 week April–September. Full details and prices on request.

Highland Lodges

Purpose-built Holiday Lodges. Quiet locations with loch or mountain views. Log-cabin style. Sleep 2-4 or 6-8 people. Fully equipped kitchen with washing machine and dishwasher. Balcony or terrace with barbecue. Bed linen, towels and cleaning service provided. Prices quoted from 1 night–3 weeks.

Activity 2

Read the texts again. Which accommodation would be most suitable for:

- ◆ a family of four on a half-term break
- ◆ a Christmas & New Year break for a group of friends
- ◆ a walking holiday
- ◆ a touring holiday, with each night in a different place
- ◆ a long weekend break for a couple
- ◆ a low budget holiday for 4 student friends

Compare your answers with other students.

Activity 3

Choose 3 of the advertisements. Imagine you are going to make a booking and make a list of questions to ask about it. Try to imagine that you are going to stay there. Think about price, exact location, how to get there, facilities in and around the accommodation.

Activity 4

Swap your advertisements and questions with another pair of students. Think of answers to their questions. Think of additional information to give to the other pair of students.

Activity 5

Get together with someone from the other pair. Take it in turns. Ask about your accommodation. The other student will give you answers. Then you will be able to answer their questions. Try to ask for and give as much information as possible.

Activity 6

Compare the information with other members of the class.

Test yourself:



Look at holiday accommodation advertisements from newspapers. How quickly can you read them? How quickly can you think of questions to ask?

Homework task:



Write a letter to one of the hotels from today's lesson, asking for further information.

Lesson

41

Travel

Food and drink 1

Task: Selecting from a menu

Skill: Speaking, Listening, Reading

Think of the best meal you have eaten in a restaurant.

- ◆ Where was it?
- ◆ What type of food was it?
- ◆ Why did you like it so much?



Activity 1

Al and Jane are staying in Guest House. They are deciding where to have dinner. Listen to their conversation. How many different types of food are mentioned?

Activity 2

Listen again.

- ◆ What does Jane think 'traditional' food is?
- ◆ Where do they decide to go?
- ◆ Why?

Do you agree with Jane about British food?

Activity 3

Listen to the conversation they have on their way back to guest house after the meal.

- ◆ Did they enjoy their meal?
 - ◆ What did they eat?
-

Activity 4

This is the menu Al and Jane chose from.

- ◆ What do you think of it?
- ◆ Have you eaten any of these dishes before?
- ◆ Which dishes would you choose?

Compare your choices with other students.

Starters

Lentil and Bacon Soup

Red lentil and vegetable soup flavoured with smoked bacon and served with crusty bread

Leek and potato soup

Creamy leek and potato pureed and served with crusty bread

Prawn Cocktail

Prawns in home-made Marie-rose sauce served on a bed of crispy Romaine lettuce

Chicken liver pate

Home made chicken liver pate served with Scottish oatcakes

Asparagus with lemon butter

Fresh asparagus steamed and served with unsalted butter flavoured with lemon juice

Mains

Fish Pie

Fresh and smoked haddock in a creamy sauce with prawns, topped with fluffy mashed potato

Lamb Hotpot

Layers of potatoes, onions and lamb flavoured with fresh herbs and baked in the oven

Chicken casserole

Chicken pieces casseroled with white wine and fresh vegetables, served with new potatoes

Steak and chips

Sizzling rib-eye steak served plain or with peppercorn, cream and brandy sauce and chips

Poached salmon

Salmon fillet served with new potatoes, mayonnaise and watercress salad

Vegetable crumble

Seasonal vegetables in a creamy sauce with cheesy breadcrumb topping

Afters

Rhubarb crumble
Rhubarb stewed with ginger and topped with crumble topping
Fresh fruit salad
Seasonal fruit mixture
Chocolate mousse cake
Home made chocolate mousse on chocolate sponge base, drizzled with chocolate sauce
Trifle
Fruit and sponge mix topped with egg custard
Apple Pie
Apples cooked in shortcrust pastry
All served with cream or ice cream
Cheese platter
Scottish Brie, Stilton and Farmhouse Cheddar served with oatcakes or crusty bread

Activity 5

In groups, choose dishes you like and write a similar menu of your own. Remember to include a description of each dish.

Activity 6

Choose one of the dishes from your menu and write a recipe. Remember to include ingredients and method. Look up ingredients in your dictionary and check with your teacher.

Homework task:



Choose another dish and write a recipe for other students to use. Try to get someone to use your recipe. Does it work?

Lesson

42

Travel

Food and drink 2

Task: A letter of complaint

Skill: Reading, Writing

How do restaurants in the UK differ from restaurants you have been to in other countries? Have you had a bad experience in a restaurant? Where? What did you do?



The Fry and Burn Grill

Activity 1

Mark and his friends went to a restaurant. Afterwards, he wrote the letter below to the restaurant.

- ◆ What were they celebrating?
- ◆ Was the celebration a success?
- ◆ Underline or highlight the most important information in the text.

Dear Sir or Madam,

I am writing to complain about the meal some friends and I had in your restaurant yesterday.

We picked your restaurant because it was recommended to us. As it was a special celebration involving a party of 12 people, we had booked the large round table at the front of the restaurant in advance. We wanted to eat at 8 or 8.30 but had agreed to arrive at 9pm to help the kitchen. We were very surprised to find that our table was not ready at 9pm – in fact all the tables were full. There was nowhere to wait except in the tiny foyer (not big enough for 12 people) next to the toilets. We suggested going away and coming back but the waiters told us several times that our table would only be a few moments.

Eventually we sat down at 9.35, not at the table we had reserved, but right at the back of the restaurant. By this time we were all starving so we ordered our food. 4 of the 6 starters were off and there were only 3 choices of main course available. The waiter brought some bread. There were 10 pieces (for 12 people). We asked for more, only to be told there was none.

The food, when it came (we got our starters at 10pm, an hour after our table was booked, and one and a half hours after we really wanted to eat) was fine, though the portions were very small. However, the vegetables were hot, but hard, not cooked, including the potatoes. When we complained, we were told that they were 'al-dente'. All we asked was that they be cooked a little longer, but this was apparently impossible. The puddings were also tiny. We didn't have coffee as your staff made it quite clear that they wanted to go home. We all went back to our friends' house and had sandwiches, as we were still hungry.

We paid £19.95 each for this 3-course meal, excluding the wine. We paid on Saturday because it was a birthday celebration but now we all feel that the payment was excessive and would like a full refund of our money.

We look forward to hearing from you.

Yours faithfully

Mark Sidal

Mark Sidal

Activity 2

Read the text again.

- ◆ What problems did the group have?
- ◆ Do you think these are serious problems?
- ◆ If a similar situation happened to you, would you complain?
- ◆ How does the letter begin and end?

Activity 3

Work with a partner.

Imagine you are in charge of the restaurant Mark went to.

How would you reply to his letter?

Make notes on what you would do/say.

Activity 4

Have you ever formally complained about anything?
What happened?
Were you satisfied with the result?

Activity 5

Read the following information about a restaurant and the notes Al Brown made after a family visit. Check any vocabulary you are not sure of.

With a partner, discuss what you would do if this happened to you.

The Horseshoe Restaurant

- ◆ Traditional restaurant
- ◆ Home-made food
- ◆ Friendly service
- ◆ Children welcome
- ◆ Excellent value
- ◆ Parties catered for on request

Al's notes:

Service not friendly. Table not cleared between main course and pudding – had to do it ourselves. Packet soup (tasted like it anyway), frozen chips. Horrible bread – stale. No children's portions. Child 'menu' was sausages or chicken nuggets and beans. Expensive, especially drinks (£1.80 for orange juice).

Activity 6

With your partner, write a letter from Al to the restaurant. Describe the problem and say what you want them to do.

Homework task:



Think of a problem you had in the past with goods or services. Write a letter explaining the problem and saying what you would like to happen.

Lesson
43 **Travel**
Climate

	Task: Climate change
Skill: Reading	

With a partner, write as many words connected with weather as you can.

Why do people in the UK talk about the weather?



It never rains but it pours

Activity 1

Look at a map of the UK and identify the following areas:

- ◆ England
- ◆ Scotland
- ◆ Wales
- ◆ Northern Ireland
- ◆ West Country
- ◆ Midlands
- ◆ East Anglia
- ◆ Lake District
- ◆ Scottish Borders
- ◆ Hebrides
- ◆ Northern Isles

Make a note of any geographical areas you don't know.

Activity 2

Listen to the weather forecast.

Make a note of the weather in various areas.

How many types of weather are mentioned?

Activity 3

Listen again. What activities does the weather forecaster recommend?

Do you agree with the forecaster?

Activity 4

Try to answer the following questions:

- ◆ What is the temperature in the UK in January? In July?
 - ◆ Where is the wettest place in the UK?
 - ◆ Where is the windiest place?
 - ◆ Where is the sunniest place?
 - ◆ What parts of the world are on the same line of latitude as London? Aberdeen? Are they warmer or colder than London or Aberdeen?
 - ◆ What do you know about the Gulf Stream?
-

Activity 5

Read the text below about the UK climate.

- ◆ Check your answers from Activity 4.
- ◆ What factors are the major influences on weather in the UK?
- ◆ What differences are there between the north and the south?

UK Climate

In the UK, the sea is never far away. The climate is moist but in most areas the rain falls for less than an hour a day on average. Scotland and Ireland are affected by Atlantic Lows (areas of low pressure from the Atlantic Ocean) which bring rain and wind to these areas more often than to England. Westerly air streams are warmer and wetter than Easterlies from the North Sea, so the west of the country is generally less cold and has more rain than the east.

The windiest places are on the east coast, which have wind from both west and the North Sea, and at higher altitudes.

More rain (and other forms of precipitation) falls on higher ground. The Lake District, Wales, The Pennines, and the Scottish Highlands get much more rain than the South East of England. It is also very much

colder at higher altitudes than at sea level. Walkers and climbers need to be aware of how dramatic these differences can be and of how quickly the weather can change in a short distance. A difference of 200m in height can be dramatic.

High pressure brings settled calm weather with clear skies and high pressure may last for several days. In winter, high pressure brings cold, though temperatures below 0 are rare, except at night. Winter temperatures vary from an average of 8-10 degrees in the south of England to 4 or 5 in Northern Scotland. In summer, however, Southern England, especially London, can get into the 30s; 38 degrees was recorded in Kent in August 2003. In Scotland 20 degrees is considered hot.

Average rainfall in London varies from 12 inches in the winter months to 7 in July. In Scotland, summer can be wet with 10 inches or more per month, while February to May is normally the driest period. The sunniest places are on the south coast of England.

Make a list of useful vocabulary and expressions from the text.

Activity 6

Read the text again at home and compare it with the climate in your own country. What are the major influences on the weather there? Compare your answers with other students.

Homework task:



Write a short description of the climate in another country.

Lesson

44

Travel

Being a tourist in the UK 1

	Task: Sharing information
Skill: Speaking	

Think about your last holiday.

- ◆ How long did it take to pack?
- ◆ How did you decide what to take?
- ◆ What did you take that you didn't need?
- ◆ What didn't you take that you wish you had?



Activity 1

Look at this vocabulary.

Which of these items did you take on your last holiday?

Anorak, vest, pullover, waist-coat, fleece, chinos, socks, sweatshirt, polo-shirt, pyjamas, thermal underwear, T-shirt, walking boots, jumper, rain-coat, waterproofs, shirt, mini-skirt, sandals, boots, overcoat, shorts, cardigan, road-map, insurance documents, binoculars, phrase book, shaving gear, soap-bag, towel.

Activity 2

Which parts of the UK would you like to visit?

Why do you want to go there?

Are there any places you definitely don't want to go to?

Why not?

Activity 3

How many areas of the UK do you know? Do you know the following?

Identify the areas on a UK map.

The West Country, The Pennines, Yorkshire, The Peak District, The Potteries, East Anglia, The Scottish Highlands, The Borders, The Lake District, The Trossachs, Northumberland, The Cotswolds, Wales, Northern Ireland, Galloway, The Hebrides, The Northern Isles, The Channel Isles, The Norfolk Broads.

Activity 4

hill-walking, sightseeing, bird-watching, climbing, skiing, windsurfing, sailing, camping, cycling, riding, cultural visits, heritage trails, garden visits, shopping, clubbing, steam rail travel, museum visiting, art appreciation.

These are all activities you can do in the UK. Where would you go to do these things? Have you tried/would you like to try any of them? Look at the areas identified in Activity 3. Can you match areas and activities? Look up UK tourism sites on the internet later.

Activity 5

Have you ever been to London?
Would you recommend it?
What did you like/not like about it?
What can you do there?
How would you get there from where you are now?

Activity 6

Using the questions above, share information about London, or any other British city that you have visited, with the whole class. Make a note of any good suggestions from other students.

Homework task:



Select an area of the UK.

Find out as much as you can about it from the internet.

- ◆ What can you do?
- ◆ What about the weather?
- ◆ Where could you stay?
- ◆ How would you get there?

Prepare to report to your class the results of your research.

Prepare to tell other students about it in the next lesson.

Try to persuade them they should go there.

Print any useful texts and photographs to show the class.

Lesson
45

Travel
Being a tourist in the UK 2

	Task: Presenting tourist information
Skill: Speaking	

What do you like to do on holiday?
Where is your favourite destination?
Why do you like it?
Could you do something similar or find a similar place in the UK?



Holiday UK

Activity 1

Tell the class the place you are going to talk about. Note down the places other students are going to talk about and make a list of questions to ask.
Make sure you know where the places are.

Activity 2

Present your findings to the class. Answer their questions if you can. Make notes on what the other students tell you. Use headings under each place – activities, town or country, landscape, weather, main attractions etc.

Activity 3

Get together with some other students.
Decide on the most interesting places you have heard about. Try to choose some things you all want to do. Make notes.

Activity 4

With the other people in your group, plan a trip which will include the things you want to do from Activity 3. Write a brochure for other students. Describe the places you will go to and what you will do. Use pictures if you have any.

Activity 5

Show your brochure to the rest of the class.
Read the other students' brochures. Ask them questions if there's anything you don't understand.

Activity 6

Vote on the best holiday and brochure.

Homework task:



Look up some of the places you heard about on the internet. Can you add to the information from the lesson?

Lesson
46 **Travel**
Review and remember

How many of the following areas can you mark on the map?

- ◆ The West Country
- ◆ The Scottish Highlands
- ◆ East Anglia
- ◆ Northern Ireland
- ◆ The Borders
- ◆ The Outer Hebrides
- ◆ The Midlands
- ◆ The Pennines
- ◆ The Lake District



Activity 1

Look at the weather map your teacher gives you.
Using the information on the map, write a short weather forecast.

Activity 2

Think of a place in the UK you have visited.
Prepare to tell another student about it.
Think of questions to ask another student about the place they are going to tell you about.

Think about

- ◆ location
- ◆ getting there
- ◆ what you can do
- ◆ where you can stay
- ◆ how much things cost

What was particularly good?
Was there anything you didn't like?

Activity 3

Tell your partner about where you went.
Answer any questions they have.

Listen to what your partner tells you and prepare to report back to the rest of the class.

Make notes on what your partner says.

Activity 4

Listen to the conversation.

1. What do the speakers decide to do at the weekend?
 2. What is the weather going to be like?
 3. Where do they decide to go?
 4. How are they going to get there?
 5. Where are they going to stay?
 6. What are they planning to do and see?
-

Activity 5

Which kind of restaurant would you visit to eat:

Chicken Tikka Masala	Fajitas
Sashimi	Hot and sour soup
Stuffed Aubergine	Boeuf bourguignon
Poached Salmon with Hollandaise	Nut Loaf
Stir-fried Vegetables	Steak Pie and chips
Beef with Black Bean Sauce:	Quesadillas
Lamb Korma	Cock-a-leekie
Lasagne al forno	Kebabs

Activity 6

Think of a restaurant you have visited. Write a short review.
Mention the location, type of restaurant, service and atmosphere and describe some of the dishes. How does it compare with other restaurants? Is it expensive?

Lesson
47

Travel

Applying for a summer job (adverts and forms)

	Task: Reading job ads
Skill: Reading, Writing	

Discuss these questions with your partner:

1. Have you ever had a summer job? Tell your partner about it.
2. What kind of work can you get in the summer?
3. What information are you asked for on an application form?



Activity 1

Work together with two other students. Look at the list of words below. Without using a dictionary. Don't worry if there are other words you want to check in your dictionary. Later in the lesson when you see them in context you will probably be able to guess the meaning.

1. Tick ✓ the words you know – explain to each other if necessary.
2. Put a ? next to the words you think you know.
3. Put a X next to words that are completely new.
4. Now choose 5 words to check in your dictionary.

- application ASAP back-breaking behind the scenes
- challenging clean driving licence CV daily fun-loving
- hospitality description housekeeping staff human resources job
- lifeguard premises marital status opportunity pay off debts
- prestigious previous experience qualifications rate (of pay)
- references hours supervisor take responsibility for sth work long/all hours

Activity 2

Look at these internet job adverts and discuss with your partner:

1. Which of these jobs would you like to do this summer?
Why?
2. Which wouldn't you like to do? Why not?

<p>LOOKING FOR SUMMER WORK? Join our team as a Summer Season Supervisor working at some at Scotland's most prestigious events.</p> <p>Pay from £7.50 - £10 an hour depending on experience. Minimum age 20. Must have a clean driving licence. Start date 1st June. Click here for more information.</p>	<p>LIFEGUARDS WANTED</p> <p>Are you fun-loving and interested in sport?</p> <p>Opportunities available on our summer season entertainment programme.</p> <p>Weekly rate £180. Must be over 20 and qualified. Applications by 15th May. Click here for more information.</p>
<p>SUMMER WORK EDINBURGH at the Crichton Hotel.</p> <p>Join our Housekeeping Staff. No previous experience necessary, full training will be given.</p> <p>Must live within daily travelling distance. £££s competitive. Start date ASAP. Minimum age 18. Click here for more information.</p>	<p>EARN MORE ON A FRUIT FARM?</p> <p>Why go for a city job when you could be out in the fresh air? Learn new skills. Work in an international environment.</p> <p>£160 a week + free accommodation. Start end of June. Click here for more information.</p>

Activity 3

Match the job adverts above with the job descriptions here:

1. You will be responsible for pool safety and taking swimming lessons during the day. Three evenings a week you will be taking part in sport and entertainment programmes with our guests. Contact hope@sunfun.co.uk
2. You will experience the start of the soft fruit supply chain out on the farms where life is cheaper and friendlier. Work in picking and packing with multi-national friends. Contact Graham@tootyfrooty.co.uk

3. We offer the very best of Scottish hospitality in our stylish premises. Join the team behind the scenes where discretion and an eye for detail are essential. Some early starts/late evenings. Contact human.resources@chrichton.co.uk
4. Previous experience of people management is necessary. You will lead teams of bar, retail and hospitality staff taking responsibility for all aspects of our service. You must be prepared to work long hours when required. Contact Host Group UK.

Have you changed your mind about any of the jobs?
Which job do you think is the most challenging? The least challenging?

The job descriptions all sound very positive. Why?

Activity 4

Complete this application form on this page and the next. Before you start to write, discuss with your partner what you're going to put down in each section. This is especially useful for the last three sections.

full name:
full address:
telephone:
email:
date of birth:
marital status:
date available:
nationality:

work permit/visa
expiry date:

job you are
applying for:

dates available:

relevant
experience:
(position, employer,
dates)

qualifications:
(location, dates)

references:

Activity 5

The article on the next page is about summer jobs and comes from a student newspaper. Read it and answer these questions. You do not need to understand every word in the text to answer the questions.

1. What's the main reason for students to work in the summer?
2. What type of work does the editor refer to?
3. What type of work did Jim do?
4. What were some of the positive and negative aspects of Jim's job?

With exams looming we thought it would be a good idea to look beyond to those heady days of summer when you'll be lounging by the pool sipping cocktails..... got a bit carried away there - I meant working all hours *servicing* cocktails, washing dishes, scrubbing floors or whatever it takes to pay off debts.

Later in this issue you'll find tips on writing a CV. Before that here's what some of you got up to last year. **The Ed.**

Jim: Planting trees is backbreaking work but it has its rewards. My first summer with TreeLife Scotland was two years ago. This year when I went back I saw the first trees I had planted and they were now tall strong saplings. We weren't paid much but I still managed to save some money because accommodation and food were free. We were housed in a bunkhouse which, although far from luxurious, was comfortable and the kitchen was the centre of our social life. There was one pub but that was 3 miles away so we only really made it there at weekends. At the end of the summer the pub owner organised a ceilidh for us in the village hall. That was a real laugh because half of us were not from Scotland and even the ones who were, had forgotten the steps. It was great for the students who had come from abroad. They said they had come to improve their English. I didn't think it needed much improving in most cases. My bunkmate was from Turkey and he's invited me to visit him in Fethiye next year.

Write an advert for this job like the ones in Activity 2.

Homework task:



Write an article for the student newspaper describing a temporary job you have done.

Lesson

48

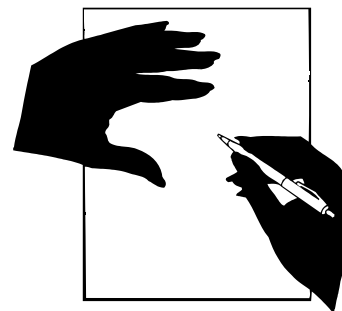
Travel

Applying for a summer job (skills and abilities)

	Task: Writing and editing
Skill: Reading, Writing	

Discuss these questions with your partner:

1. Have you ever applied for a job in English?
2. What are the important parts of a job application?
3. What do you know about the layout of a formal letter?



Activity 1

Match a word on the left with its definition on the right.

- | | |
|--------------|---|
| 1 commitment | a emphasise, focus on |
| 2 concise | b taking responsibility seriously |
| 3 highlight | c job |
| 4 post | d brief, without unnecessary words |
| 5 referee | e unpaid |
| 6 voluntary | f person who gives you a reference in support of your job application |

Practise saying the words with the correct pronunciation.

Activity 2

Here is an advice sheet from the careers service about writing a CV. Put the headings in the correct space. Use the key words to help you.

- References Writing a CV Education Interests*
- Additional Skills Work Experience Personal Details*

1.
Your CV is an opportunity to convince the employer to take the procedure to the next stage – the interview. You need to think carefully about what you say and how to present yourself. Keep it clear and concise – maximum two sides of A4.
2.
Full name, address, telephone number - both daytime and evening, email address and date of birth.
3.
The main focus should be your recent education. Use reverse chronological order. Highlight areas that are particularly relevant to the job.
4.
Again use reverse chronological order. It's much more important for an employer to see what you've done recently. It can be part-time, full-time or voluntary. Again highlight areas that are particularly relevant by focusing on skills and abilities, for example, teamwork, communication skills, leadership roles, budget management, organising, planning, long-term commitment, meeting deadlines, areas of responsibility, customer service, working under pressure etc.
5.
Include those that are relevant to the job and those that demonstrate skills and abilities.
6.
Any skills such as other languages, IT skills, driving licence, any specific technical or artistic abilities.
7.
It's usual to include two. At least one should be academic or from a previous job. Family and friends are not usually appropriate. Remember to let the referee know that they might be contacted.

Activity 3

Usually it is important to send a covering letter with a CV.
If you were an employer, would you give this person a job?

Mr Hope
Sunfun Ltd
11 Gray Street
Edinburgh EH6 5SE

Dear Mr Hope

Hi. I'm Jay. I was on the internet and I saw the vacancy for a lifeguard. I thought that would be a really good summer job for me. I've got my Lifeguard's qualification and I play football. I think I could organise entertainment for tourists, well I'd like to try. My 'international communication skills' are good - I had a Spanish girlfriend and she said my Spanish was really quite natural. And my flatmate taught me some Chinese. All the details are in my CV. I could start next week if you like. Just give me a ring and I can pop round for an interview. My number's 0131 776 8876.

I'm looking forward to meeting you.

Yours, Jay.

What advice would you give Jay about writing a covering letter?
Consider the following points:

1. Presentation and layout
2. Style of language used
3. Content and organisation

Activity 4

Read the advice below from the careers service and complete the blanks with a suitable word. Work with a partner.

Writing a Covering Letter

1. The letter should be clear, concise, formal, in the appropriate layout and no _____ than one side of A4 paper.
2. _____ by referring to the advert.
3. Highlight the aspects of your experience and qualifications that are _____ to the job.
4. Say why you are attracted to the post and what contribution you could _____.
5. Say when you would be _____ to start work.
6. End positively – 'I look _____ to hearing from you' or 'Please contact me if you need any more information'.

Activity 5

Rewrite Jay's covering letter using the advice from the careers service. Use your own ideas where necessary. Take a clean sheet of white paper so you can practise the layout.

Activity 6

Discuss the skills and abilities that you have gained in your work and studies with your partner. This is not the time to be modest but remember you'll need to provide evidence or concrete examples at some stage in the application process.

Make a list of them using the ideas from section 4 of the careers advice on writing a CV.

Homework task:



Write a CV and covering letter. You can choose the job advert or you can use one from lesson 22.

Lesson

49

Travel

Progress test

Look at the vocabulary in the box below.

Which of these adjectives do you think could describe someone who works with children? Which could not?

Can you add any adjectives to either of your lists?

Children at Rest

Patient, aggressive, competent, easy-going, sociable, approachable, energetic, talkative, well-organised, kind, quick-tempered, creative.



Danger,

Activity 1

Read the following advertisement for summer workers and make notes about the job, what qualities and experience you have which would make you suitable, and any questions you have.

**Summer Youth Activity Camp
seeks enthusiastic and lively people for summer
work
with children and teenagers aged 8-18.**

The camp is residential and provides English Language tuition and full range of leisure activities, including sports, games, arts and crafts, music, dancing, discussion groups and visits to places of interest.

Applicants should have an intermediate level of English, or Higher, an interest in activities for young people and be reliable and responsible. Accommodation provided. Evening and weekend work as required. Good rates of pay. Various contract lengths available between 1st June and 15th September.

**Please write to Marcus Tallin, Youth Group Organiser, Summer Camps UK,
Chorley Wood, Oxford OX1 4QE**

Try to think of activities which would be particularly suitable for a summer camp.

Activity 2

Using your notes, any ideas you have and the advertisement, write a short letter applying for the job. Only include information which is relevant to the job.

Activity 3

Listen to the following conversation.
You will hear someone asking for information and the reply they are given.

- ◆ Where are the people?
- ◆ What does the questioner want to know?
- ◆ What information is given?

Activity 4

What do you know about South West Scotland?

Read the text taken from a promotional leaflet aiming to attract visitors to the South West of Scotland and mark the following questions T (True) or F (False).

1. There is a lot of traffic.
2. There are many different types of landscape.
3. You can't see many wild animals.
4. People have lived in the area for thousands of years.
5. There are a lot of historical sites.
6. Christianity arrived in Scotland here.
7. Robert Burns was born in the area.
8. There are no modern art galleries in the area.
9. The area is remote.
10. The weather is like the rest of Scotland.
11. There are unusual gardens.
12. Shops and restaurants are expensive.

Come and stay in South West Scotland. This unspoiled area of the country is perfect for walking and cycling, golf and fishing. There are sandy beaches and rolling hills, tumbling rivers and tranquil lochs. The wide skies and open views from the coastal path mean you can see over to Ireland, the Lake District and Wales at various points. Inland, there are forests and open moorland. Wildlife is abundant, with red deer and red squirrels as well as birds of prey, as well as coastal birds and animals. There are several nature reserves and country parks, which make seeing wild animals and birds easier and more rewarding.

The area is rich historically, from stone age sites to stately homes, and there are museums and heritage centres of all types. The arrival of Christianity in Scotland is charted in the historical remains. There are many ruined abbeys and castles and many famous historical figures have links with the area. Robert Burns spent a lot of his adult life living in Dumfries. There are also contemporary art galleries and craft workshops.

Getting to the area is easy - just 2 hours drive from Edinburgh or Glasgow or the North of England to Dumfries. The weather is unusually mild and the Galloway coast gets a lot of sunshine. Some of the most beautiful and diverse gardens within the country can be found in this area. You can escape from the run-of-the-mill high street shops too. There are many small specialist producers and small shops selling excellent local produce. Local restaurants, too, offer quality and value.

There is also a wealth of accommodation, from self-contained cottages to sumptuous hotels. Budget accommodation for walkers and cyclists can be found throughout the region.

Activity 5

Imagine you are going to cook your favourite dinner for some friends.

What would you give them to eat? Would you cook it yourself?

Write a menu.

Activity 6

Write a recipe for one of the dishes you have chosen in Activity 5. Remember to include the ingredients and the method.

Lesson
50

Travel and Work

Travel in the UK

	Task: Reading and enquiring about a trip
Skill: Listening, Reading	

What did you do last New Year's Eve?

What traditional celebrations happen in your country?



Activity 1

Read the text on the next page.

Answer the following questions with short answers.

1. Where has this text come from?
2. How long is the trip?
3. How can you get more information?
4. How much do you pay if you go alone?

Circle T (True), F (False) or DS (Doesn't Say) for questions 5–
Use D/S (Doesn't Say) for information which isn't mentioned
in the text.

5. According to the advert, you should only visit
Edinburgh at New Year. T F DS
6. You need a ticket to get into the Street Party. T F DS
7. The Street Party begins at dusk T F DS
8. You can only stay in Trente hotel. T F DS
9. You must pay extra to go into Stirling Castle. T F DS

Reader Offer

HOGMANAY HEAVEN IN EDINBURGH

3-day package departing 30th December

JUST £249

The famous city of Edinburgh is home of the Scottish Hogmanay and one of the greatest places on earth to see in the New Year. Edinburgh is a fantastic city to visit at any time and the city really comes alive for the Hogmanay.

The official programme of events includes live bands, street entertainment, dance stages, a spectacular fireworks display, a fun fair, and hundreds of thousands of revellers welcoming in the New Year. Princes Street is blocked off to traffic at dusk - the 'Street Party' is the biggest celebration of New Year in Europe and an event not to be missed.

As well as this, you can visit Edinburgh's Winter Wonderland where you can enjoy ice-skating under the backdrop of Edinburgh Castle and splendid city views from the famous "Edinburgh Wheel". You can enjoy post-Christmas shopping at Jenners - Edinburgh's oldest department store or Harvey Nichols - for the young at heart. After all that, you can rest your feet in one of the many cosy pubs and restaurants in the compact city centre.

This superb value break includes:

- ◆ Return flight from Stansted to Edinburgh with transfers to your hotel.
- ◆ Two nights double B&B accommodation at Trente hotel (hotel upgrades available at extra cost).
- ◆ Single supplement just £50.
- ◆ Street pass to the fantastic ticket-only Street Party.
- ◆ New Year's Day coach excursion to Stirling Castle (entry not included).
- ◆ All taxes and service charges.

To book or request a brochure, phone 0800 475 9837 and quote City News reader offer.

Activity 2

Read the following text. What is the purpose of this text?

Hi Heather,

Did you get City News today? Just in case you didn't, I've attached the ad that was in it - I think it looks like a great way to get rid of those post-Christmas blues and it's very reasonably priced as well considering it's all-inclusive. I've always wanted to see in the New Year in Scotland - and the shopping looks good too! We could share a twin room and maybe drop some hints to the others to see if we can get them interested. What do you reckon? Let me know and I'll give them a ring to check some of the details.

Speak to you soon,

Amanda

Mark the following sentences true (T) or false (F):

1. Heather thinks the trip will help her feel happier after Christmas.
2. Amanda has been to Scotland for New Year before.
3. Amanda wants to go with Heather alone.
4. Amanda is going to phone to get a brochure.

What information has Amanda got wrong?

Activity 3

Read the following tapescript of Amanda having a telephone conversation with a travel agent.

Answer the questions with short answers.

1. What is the purpose of Amanda's call?
2. What rooms is Amanda offered?
3. Name 3 advantages/facilities that the more expensive hotel has.
 - a)
 - b)
 - c)
4. Where is the hotel?
5. What options is Amanda offered after the Hogmanay trip?

Activity 3:

(A = Amanda; T = Travel agent)

T: Good morning, Hogmanay Heaven.

A: Hi. I'm phoning about your Hogmanay trip advertised in City News.

T: Oh yes, the 3-day Edinburgh trip. How can I help you?

A: I'd like to check a few details with you before I book. First of all, I'd better check that you do still have 2 twin rooms available?

T: I'm afraid we've only got double rooms left at that price. But you could upgrade to the 4 star hotel Ponte for an extra £30 per person – there's plenty of twin rooms left there.

A: Hmm, could you tell me a bit more about it – is it worth the extra?

T: Well, the hotel prides itself on a high standard of accommodation. In fact, it's won an international award for its unique style and design.

A: What about facilities?

T: As well as all the usual facilities you'd expect, there is a top-class restaurant, computer access for hotel guests and use of a nearby health club including pool and sauna.

A: OK. Now, what about breakfast – that's included in the cost isn't it, but my friend's vegetarian.

T: There's a choice of a full cooked Scottish breakfast, smoked kippers or a continental breakfast. There's a buffet too, so there should be plenty of vegetarian options.

A: Right and as far as location is concerned, exactly how central is it? And will it be noisy?

T: The hotel's just a five-minute leisurely stroll from Princes Street, set in a quiet residential area, so you shouldn't be disturbed.

A: Oh that sounds great! Now, just one more thing.... we don't go back to work until the 7th January, so is it possible to stay on in Scotland for a few more days after the package ends?

T: Certainly. You can extend your stay at that hotel at a cost of £50 per night. Or we'd be happy to arrange alternative accommodation for you anywhere in Scotland, starting at £20 per night.

A: That all sounds really good, but I'll need to check it's all OK with my friends. So I'll get back to you soon.

T: No problem. Thanks for calling.

Homework task:



Find a holiday you are interested in online. Write a summary of the holiday. Include some information about the destination.

Lesson

51

Travel and Work

Postcard and letter of complaint

	Task: Comparing informal/formal language
Skill: Reading, Writing	

What was the last postcard you sent?



Activity 1

Amanda sent the postcard below from her Hogmanay trip. Discuss with a partner what you would expect it to say.

Now read Amanda's postcard. Were you right?

*Hi Steve,
The picture on the front shows the fantastic fireworks that go off every year in Edinburgh - every year except this year. The Street Party was called off cos of high winds! No Hogmanay Heaven for us - more like Hogmanay Hell - weather's atrocious, food's inedible, hotel's appalling - 5km from the centre, right next to a motorway and the health club's closed. Also went to Stirling yesterday on our "inclusive" trip but it cost a small fortune!

Glad you're not here! Can't wait to get home...
Love Amanda xx*

Activity 2

Read Amanda's letter of complaint.

	27 Lygon Road London SW10 6EA
Hogmany Heaven 25 Atholl Place Edinburgh EH8 9SM	16 January 20xx

Dear Sir or Madam

I am writing to complain about my recent trip to Edinburgh with your company (30th December – 2nd January).

I spoke to one of your agents before the trip and had been promised a quiet, central hotel. As I am sure you will understand, I was very disappointed to find the hotel was 5km from the city centre and next to a noisy motorway. In addition to this, I had been assured that the restaurant would serve a vegetarian option for breakfast but this was not the case. Furthermore, your advert clearly stated that the trip to Stirling was included in the total price, yet we were charged £50 per person for this trip.

Under the circumstances, I think that it would be appropriate for you to refund the cost of our Stirling trip. Moreover, I must insist that you provide some compensation for our hotel accommodation and the additional cost of breakfast.

I look forward to hearing from you in the very near future.

Yours faithfully

Amanda Weir

Amanda Weir

Match the paragraphs with their purpose:

- | | |
|---|---------------------------------|
| 1 | Request compensation |
| 2 | State reason for writing letter |
| 3 | Close the letter |
| 4 | Give details of complaints |

Activity 3

Find phrases in the letter which mean. Use context to help you understand the meaning.

1. Your agent said ... (2 phrases)
 2. I was really upset about ...
 3. Your advert said ...
 4. In this situation ...
 5. You should ... (2 phrases)
-

Activity 4

Underline formal linking words in the letter and put them in the chart below. Can you think of less formal equivalents?

Formal	Informal

Think of the words you would use if you were speaking.

Lesson
52 **Travel and work**
Describing jobs

	Task: Describing jobs
Skill: Speaking, Reading, Listening	

Tell a partner about your current/last job.
What do/did you like/dislike about it?



Activity 1

Read these adverts.

- ◆ Which one would you be most interested in and why?
- ◆ Which one would you be least interested in and why?

Try to guess the meaning of words you don't know from the context.

<p>YHA General Assistant Looking for an alternative job in a variety of locations from castle to city centre?</p> <p>Learn valuable new skills and meet people from all over the world as you assist our General Manager in all aspects of the day-to-day running of the hostel. Catering experience desirable but not essential.</p> <p>Own room, £750 pcm + benefits Contact: yha@gb.uk</p>	<p>Fundraising for ChildHope Do you want to make a difference?</p> <p>Be part of a nationwide network of fundraisers visiting members of the public in their homes to introduce ChildHope's leaflets.</p> <p>No experience necessary. Full training provided.</p> <p>£8-12+ per hour Contact: childhope@chld.com More details at chldhp@chld.com</p>
---	--

<p>Childcare Assistant for the UK's leading provider of multi-sport activity camps!</p> <p>You should enjoy working with young children and ideally have a child care qualification. You need to be able to plan and implement a fun activity programme of arts, crafts and games. Ideal for those with or pursuing a childcare or teaching qualification.</p> <p>Progressive pay scale starting at £150 pw - returning staff receive a loyalty bonus. Contact: PGAT@org.uk</p>	<p>Walking Guide Are you passionate about Scotland and 23 yrs min.?</p> <p>Join small but fast-growing company with excellent staff development opportunities.</p> <p>You'll be responsible for leading small groups on walking tours throughout Scotland.</p> <p>Proven leadership skills preferred, must hold (or obtain) current First Aid cert.</p> <p>Competitive salary dependent on experience. Phone 0131 776 777.</p>
--	---

Which job(s) would you apply for if you:

1. wanted live-in accommodation?
2. wanted to become a teacher?
3. wanted training?
4. enjoyed being outdoors?

Which job:

- a) pays more to employees who have worked there before?
- b) involves going door-to-door?
- c) requires a qualification?
- d) offers a choice of where you work?

Activity 2

Listen to the recording and answer the questions. You will hear it twice.

1. Why is Jez being interviewed?
2. Which of the previous adverts does Jez's job match?
3. Why did Jez start this job?
 - a)
 - b)
 - c)
4. Name three qualities you need for this job.
 - a)
 - b)
 - c)
5. What are two advantages of this job?

- a)
- b)

6. What are two disadvantages of this job?

- a)
- b)

Activity 3

Tell a partner about your ideal job. Use some of the words and phrases from previous activities. Think about:

- ◆ what it involves
- ◆ qualifications, skills and qualities
- ◆ advantages and disadvantages

Homework task:



Find an advert for a job you think your partner might enjoy. Bring it with you to the next lesson, so your partner can tell you if you are right.

Lesson
53

Travel and Work
Looking for work

	Task: Writing a covering letter
Skill: Reading, Writing	

Look at the picture on the right of Cath.

What do you think Cath's job is?

What do you think her interests are?

Discuss with a partner.



Activity 1

Cath is applying for the job of walking guide. Look at her CV on the next page. The main headings have been removed. Replace them in the correct place.

- a) Work Experience
- b) Interests
- c) Academic Qualifications/Education
- d) Additional information
- e) References
- f) Personal Details
- g) Professional Qualifications

1.
Cath Robertson
33 Luton Place, Edinburgh, EH9 7AD
T: 0131 743 2392 M: 07846 823783

2.
BSc(Hons) in Outdoor Education (2000-03)
Moray House, Edinburgh
Specialised in Scottish walking and wildlife

Highers: Maths, English, PE, History, Geography (1992-99)
Viewforth High School, Edinburgh

3.
Scottish Mountain Leadership Award - Summer (2002)
Scottish Mountain Leadership Award - Winter (2003)
First Aid Certificate (2003)

4.
Centre Instructor (2004)
Firbrush Centre, Loch Tay

- ◆ Led groups of 10 on wildlife, history and culture walks
- ◆ Responsible for safety of groups
- ◆ Organised and delivered “Environmental Awareness” talks
- ◆ Liaised regularly with staff and management

Volunteer Group Leader (part-time 2001-2003)
Venture Scotland

- ◆ Promoted development of young people in wilderness setting
- ◆ Worked with over 200 young people
- ◆ Part of team of 6
- ◆ Planned and implemented team activities

5.
Clean driving licence
Intermediate Spanish

6.
Independent travel – trekking in Nepal, India, New Zealand, Canada
Active member of Friends of the Earth
Photography

7.

Andrew Harbow	Dr Peter Huggins
Centre Manager	Tutor
Firbrush Centre	Moray House
Loch Tay	Edinburgh
LT3 9KN	EH2 7KM

Activity 2

Look back at the advert. Look back at other formal letters you’ve written for ideas.

Underline the key points.

Work with a partner to write a covering letter for Cath using the information in her CV. Think about:

- ◆ Content
- ◆ Organisation
- ◆ Style of language
- ◆ Layout

You may need to invent some details!

Activity 3

Now swap covering letters with another pair.

Assess their letter with this form. When you've filled in the form, give it back with the letter. Write something positive in the "Any other comments" part.

Does the letter begin by referring to the advert?	YES/NO
Does the letter highlight Cath's experience and qualifications that are relevant to the job?	YES/NO
Does the letter say what contribution Cath could make?	YES/NO
Does the letter say when Cath can start work?	YES/NO
Does the letter end positively? (e.g. "I look forward to hearing from you")	YES/NO
Is the letter clearly organised into paragraphs?	YES/NO
Is the letter in formal style?	YES/NO
Does the letter have appropriate layout?	YES/NO
Is the letter clear and accurate?	YES/NO
Any other comments:	

Test yourself:



Write a covering letter for a job you would like to have.

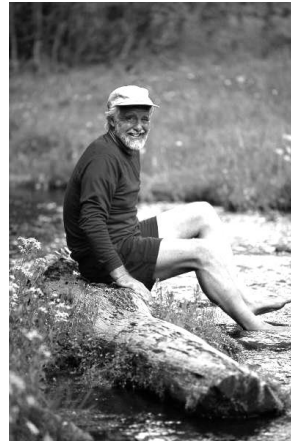
Lesson
54

Travel and Work
Review and remember

Look at the pictures below. What do you think these people are like?



Cath



Barry



Jeff



Helen

Activity 1

Read the advertisement for a walking guide again. Four candidates have been short-listed for the job, including Cath. Decide if a point is positive or negative according to the job description in the advert.

Work in groups of 4. Each of you should choose one candidate from the previous page. Look at these notes about him/her.

Mark the notes as follows:

- + if you think it is a positive point
- if you think it is a negative point

<p><u>Cath Robertson</u> - 22</p> <p>Skills/background</p> <ul style="list-style-type: none">◆ BSc in Outdoor Education◆ Mountain Leadership Award (Summer/Winter)◆ First Aid◆ 1 year as instructor at Outdoor Centre◆ 2 years as volunteer helping young people <p>Interview notes</p> <ul style="list-style-type: none">◆ Very enthusiastic, sociable and fun◆ Very knowledgeable about Scottish culture/wildlife as lived in Scotland all life◆ Very young but seems capable◆ Not that experienced – how would she cope in an emergency?	<p><u>Barry Owen</u> - 54</p> <p>Skills/background</p> <ul style="list-style-type: none">◆ Mountain Leadership Award (Summer/Winter)◆ Advanced First Aid◆ 8 years as Outdoor Centre Manager in Glasgow◆ 12 years running own business organising teambuilding events for companies◆ 10 years as trekking guide in Nepal <p>Interview notes</p> <ul style="list-style-type: none">◆ Seemed very professional, bit quiet◆ Retired as Centre Manager 2 years ago due to nervous breakdown (doctor's letter says he's fine now) – wants a more relaxed position◆ Not that far from retirement age?
<p><u>Jeff Piper</u> - 35</p> <p>Skills/background</p> <ul style="list-style-type: none">◆ Mountain Leadership Award (Summer)◆ First Aid◆ 8 years trekking/tour guide in New Zealand◆ 7 years as instructor with Outward Bound <p>Interview notes</p> <ul style="list-style-type: none">◆ Excellent references◆ Seems very efficient but a bit cold◆ Obviously has strong personality and opinions◆ Sufficient knowledge about Scotland?	<p><u>Helen Searle</u> - 37</p> <p>Skills/background</p> <ul style="list-style-type: none">◆ Mountain Leadership Award (Summer)◆ No current First Aid, but says she will take it again◆ 5 years as a walking guide in Scotland (many years ago) <p>Interview notes</p> <ul style="list-style-type: none">◆ Been bringing up family for last 16 years. Loved being a walking guide, wants to get back to it asap.◆ Recently pulled a muscle, said it had been giving her difficulties. Fit to work/recurring problem?◆ friendly and sympathetic

Activity 2

You are going to present the positive and negative points about your candidate to the group. Spend a few minutes thinking about the language you will use to do this.

These phrases may be useful:

Good points

He's got plenty of experience in ...

The good thing about is ...

What I like about... is ...

Bad points

She hasn't got much experience of ...

I'm worried /concerned that ...

I think... is too.../isn't enough

Other

I get the impression that she's ...

He seems ...

If happens, she might ...

Activity 3

Work in your groups. Listen to the positive and negative points about each candidate. Decide who is your first and second choice for the job and why.

FIRST CHOICE:

SECOND CHOICE:

Activity 4

You are going to present your decisions to the rest of the class. Spend a few minutes thinking about what you will say. Keep your summary brief.

Did everyone agree about the best candidate for the job?

Test yourself:



The following sentences describe jobs and travel.
Mark each sentence as follows:

- + positive aspect
- negative aspect
- ? could be either positive or negative

1. It's well-paid.
2. It's badly-paid.
3. It's challenging.
4. It's stressful.
5. You work long hours.
6. You need special training and qualifications.
7. You need good people skills.
8. There's a lot of responsibility.
9. There are a lot of opportunities.
10. There's a lot of variety.
11. There's a lot of job satisfaction.
12. It's superb value.
13. Transfers are not included.
14. Upgrades are available.
15. There is a single supplement.

Lesson
55

Travel and Work
Progress test

What was the last flight you took?



Activity 1

Read the text on the next page.

Answer the following questions.

Give short answers for questions 1-4.

Ignore words you don't understand and focus on the words you need to answer the questions.

1. What is the purpose of this text?
2. What must you do if you want to change the name on your ticket?
3. What should you do if you booked your flight a long time before your departure?
4. What will happen if you do not show correct identification?

Circle T (True), F (False) or DS (Doesn't Say) for questions 5-9.

5. You cannot check-in your luggage 30 minutes before the plane leaves. T F DS
6. You can't change your ticket destination after booking. T F DS
7. You can change the date of your flight for £15/€22. T F DS
8. You can't travel with more than 15kg luggage. T F DS

9. You can use a driving licence with photo as identification to fly to Europe. T F DS

TERMS AND CONDITIONS OF TRAVEL
IMPORTANT: PLEASE READ

UKair recommends that passengers check in two hours prior to scheduled departure. Check-in desks close strictly 40 minutes before scheduled departure.

All monies paid (including taxes, fees and charges) are non-refundable – except in circumstances where UKair cancels a flight.

Route changes are not permitted on any reservation.

Flight dates and times are changeable subject to availability and upon payment of a change fee of £15/€22 per flight sector and per person, plus, you will be charged the difference in price between the original fare paid and the lowest available fare for the new booking at the time. If the available fare is lower on the new flight, no refund will be made.

Names of passengers may be changed up to 3 hours prior to scheduled departure but only upon payment of a change fee of £17/€25 per person.

Passengers who book well in advance should reconfirm their outward/return flight timings between 24 and 72 hours prior to departure.

Checked baggage allowance is 15kg per person (no infant allowance). Any excess over 15kg is chargeable at an excess fee of £4/€6 per kilo.

Only one small piece of hand baggage (e.g. handbag or briefcase), weighing not more than 7kg is allowed in the cabin.

All passengers must present valid photo identification at check-in for all flights. The only acceptable forms of photo-ID on UKair flights are:

- * A valid passport
- * A valid National Identity Card
- * A valid driving licence with photo (is only acceptable on UK domestic flights and UK-Republic of Ireland-UK routes only)

Failure to present valid photo-ID matching the names on your reservation will result in your being refused check-in without refund.

Activity 2

Last week, you flew with UKair from Glasgow to London on the 6.15pm flight due to land at 7.30pm. The flight was delayed by 3 hours. You missed your connecting flight to Paris and had to pay £50 for a hotel. Include details of your complaint and what compensation you want.

Write a letter of complaint to UKair.
Write between 150-200 words.

Activity 3

Tell your partner about a time you were delayed when travelling (car/train/plane/bus/ferry). Try to talk for a couple of minutes.

Think about

- ◆ where you were going
- ◆ how long you waited
- ◆ what you did to pass the time
- ◆ what happened

Homework task:



Look at the mistakes you made when you wrote your letter of complaint. Make a list of your most common mistakes. Use this to check your work in future.

Lesson
56 **Health**
First aid

	Task: Reading detailed texts
Skill: Reading	

Discuss these questions with your partner:

- ◆ How do you say 'first aid' in your language?
- ◆ Do you know any first aid procedures?
- ◆ Have you been trained as a 'first-aid'er'?
- ◆ Were you taught first aid at school?



Activity 1

Many of these words are connected with accidents or emergencies and first aid treatment. Put the vocabulary in the most appropriate column:

adhesive tape, antiseptic, bandage, bleed, choke, cold compress, dressing, emergency, expel, extensive, faint, fractured, graze, infection, injury, plaster, shock, splint, sprained, sterile, sting, treat, tweezers, vomit, wound, wrap.

injuries and health problems	first aid treatment /equipment

Practise saying the words with the correct pronunciation.

Activity 2

What would you expect to find in a first aid kit and where would you expect to find one?

Read the list below. Which 3 things are not necessary?

MAKE A BASIC FIRST AID KIT

Emergencies can happen at home or in the workplace. Many injuries are not life-threatening and do not require professional medical attention. Knowing what to do can make a real difference and these basic items will help you be better prepared.

- | | |
|-----------------------------|----------------------------|
| 1. sterile dressings | 9. matches |
| 2. adhesive tape | 10. thermometer |
| 3. elastic bandages | 11. scissors |
| 4. plasters | 12. mirror |
| 5. sharp knife | 13. tweezers |
| 6. soap or antiseptic wipes | 14. sterile gloves |
| 7. antiseptic cream | 15. aspirin or paracetamol |
| 8. eye wash solution | |

It's important to know what these things are for. Match the items in the list to their purpose below. Start with the ones you know and then guess the ones you're not sure of

item	purpose
	to hold dressings in place
	to remove dirt from minor wounds
	to stop bleeding
	to cut bandages
	to clean skin and wounds
	to reduce pain
	to support a sprained ankle or wrist
	to rinse eyes
	to protect the first aider from infection
	to stop bleeding in minor cuts
	to check the temperature of the patient
	to apply after cleaning the wound and prevent infection

Activity 3

Put these in order from the least serious to the most serious:

- 1 2 3 4
- 5 6 7
- 8 9
- 10

Which of these could you treat with first aid and which would need professional medical assistance?

What is the first aid procedure in each case?

Match the instructions on the next page with one of the above situations. One of the situations above is not included.

Start with the ones you know. Think about your own experience to help you.

- A 1. Control the bleeding by pressing gently using a sterile dressing.
 2. Lift the injured area above the heart if possible.
 3. Hold the dressings in place with bandages.
- B 1. Do not move the patient.
 2. Keep the broken ends of the bone still.
 3. Hold in place using a splint.
- C 1. If the patient is conscious, give them milk or water.
 2. Keep the poison container.
- D 1. Place in cold water. Do not use ice.
 2. Apply sterile dressing.
- E 1. Apply sterile dressing. Do not use cream.
 2. Treat the patient for shock.
- F 1. Clean the wound.
 2. Apply a plaster or dressing.
- G 1. Ask the patient to sit down.
 2. Ask him or her to lean forward and hold the soft part of the nose, breathing through the mouth, for 10-20minutes.
- H 1. Remove the sting if necessary.
 2. Apply a cold compress.
- I 1. Keep the patient lying down.
 2. Lift the patient's feet and loosen tight clothing.
 3. Wash the face gently with water.

The phone number for emergency services is 999. In which of the above situations would you need to call 999?

Add the instruction "Call 999" where necessary.

Activity 4

The recommended procedure for choking is the 'Heimlich Maneuver'. Look at these questions then find the answers in the text.

1. What can cause choking?
2. Why is choking called the "café coronary"?
3. Who invented the procedure and when?
4. Who can use the procedure?

The Heimlich manoeuvre is used mainly when solid material like food, coins, vomit, or small toys are blocking the airway.

Every year about 3,000 adults die because they accidentally inhale rather than swallow food. The food gets stuck and blocks their trachea, making breathing impossible. Death follows rapidly unless the food or other foreign material can be displaced from the airway. This condition is so common it has been nicknamed the "café coronary."

In 1974 Dr. Henry Heimlich first described an emergency technique for expelling foreign material blocking the trachea. This technique, now called the Heimlich manoeuvre, is simple enough that it can be performed immediately by anyone trained in the manoeuvre. The Heimlich manoeuvre is a standard part of all First Aid courses.

Follow the instructions below. How do you save a victim from choking? Mime the actions. Try out the procedure on yourself. It is not important to understand every word. Focus on the task.



The Heimlich Manoeuvre for CHOKING

A choking victim can't speak or breathe and needs your help immediately. Follow these steps to help a choking victim:

1. From behind, wrap your arms around the victim's waist.
2. Make a fist and place the thumb side of your fist against the victim's upper abdomen, below the ribcage and above the navel.
3. Grasp your fist with your other hand and press into their upper abdomen with a quick upward thrust. Do not squeeze the ribcage; confine the force of the thrust to your hands.
4. Repeat until object is expelled.

Source: The Heimlich Institute, *The Heimlich Manoeuvre*, www.heimlichinstitute.org

Activity 5

These are some simple safety precautions for around the house. Complete the gaps in the text on the next page with a word from the box below.

bed	shower	electrical
emergency	cooker	
stairs	safe	children
		knife
		clothing

10 TOP TIPS FOR A SAFER HOUSEHOLD

1. Turn pot handles away from the edge of the _____.
2. Cut away from you when using a _____.
3. Keep knives and sharp objects in a _____ place.
4. Dry wet hands before using _____ equipment.
5. Avoid wearing loose _____ near a fire or cooker.
6. Use large, deep ashtrays and never smoke in _____.
7. Keep insecticides, household cleaners and medicines in clearly labelled containers out of reach of _____.
8. Keep walkways and _____ clear of toys, clothes etc.
9. Use a non-slip mat in the bath or _____.
10. Keep a list of _____ phone numbers near the telephone.

Now work with a partner and add three more tips using your ideas.

11.

12.

13.

Lesson
57

Health
Accidents and emergencies

	Task: Understanding instructions
Skill: Reading, Listening	

What accidents can happen in these places:

1. at home?
2. at work or school?
3. in the street or on roads?
4. when doing sport?
5. in the mountains?
6. on the coast or at sea?



Activity 1

You're going to play a vocabulary game.

1. Check the meaning of any new words in your dictionary.
2. Work in groups.
3. Start by saying whether the word is a noun, verb or adjective. Explain one of the vocabulary items to your group but without using the word.
4. The first person in the group to guess the word correctly gets a point.
5. The winner is the person with the most points at the end of the game.

blow, breathe, chin, collapse, conscious, lean, over, rapid, rescue, witness.

Activity 2

Below are the instructions for calling emergency services. Read them and answer these questions:

1. What two numbers can you use?
2. How many emergency services are there?
3. What 4 pieces of information do you need to provide?
4. What's a 'false call' and what happens if you make one?

In an emergency, call 999

1. Lift the telephone handset and dial **999**.
You may also use **112** as an alternative to 999.
2. Tell the BT operator which of the following emergency services you want.
 - ◆ **Fire**
 - ◆ **Police**
 - ◆ **Ambulance**
 - ◆ **Coastguard**
 - ◆ **Mountain rescue**
 - ◆ **Cave rescue**
3. Wait for the BT operator to connect you to the emergency service.
4. Tell the emergency service:
 - ◆ **Where the trouble is;**
 - ◆ **What the trouble is;**
 - ◆ **Where you are;** and
 - ◆ **The number of the phone you are using.**

Never make a false call. You risk the lives of others who really need help and it's against the law. You can also be traced immediately to the phone where the call came from.

Remember these instructions – you might need them.

Activity 3

Listen to the telephone conversations and take down the necessary information on the next page. Don't worry if you don't catch everything the first time you listen.

	details
call 1	

call 2

call 3

Activity 4

Work with your partner. Sit back to back to make the dialogue like a phone conversation.

Student A	Student B
You have witnessed a road accident outside your school or college. Before you call emergency services decide how you are going to answer the questions.	You are both the operator and the emergency services. Be ready to ask the caller questions to get all the necessary information. You speak first.

Student A	Student B
You are both the operator and the emergency services. Be ready to ask the caller questions to get all the necessary information. You speak first.	You are in the queue at the supermarket. The person in front of you has collapsed and needs urgent medical attention. Before you call emergency services decide how you are going to answer the questions.

Activity 5

While you are waiting for emergency services to arrive you may need to help the casualty. Here are the instructions. There are several words missing. They are all parts of the body. The pictures will help you understand the text.

What to do in an Emergency

1. Send for help.
2. If the casualty is conscious put him or her in the recovery position until help arrives.
3. If the casualty is unconscious then you check the following:
 - A - Airway
 - B - Breathing
 - C - Circulation

AIRWAY

Lift the c_____ to open the airway and remove any obstructions.

BREATHING

Look, listen and feel for breathing for no more than 10 seconds.

If the casualty is breathing then place him or her in the recovery position.

If the casualty is not breathing:

- ◆ Keep the airway open by lifting the c_____.
- ◆ Pinch the casualty's n_____ closed but keep the m_____ open.
- ◆ Take a full breath and place your m_____ around the casualty's m_____.
- ◆ Blow slowly into the m_____ until the c_____ rises.
- ◆ Remove your m_____ and let the casualty's c_____ fall fully.
- ◆ Repeat and look for signs of circulation.

If the casualty starts to breathe put him or her in the recovery position and monitor.



CIRCULATION

If there are no signs of circulation, start c_____ compressions.

- ◆ Lean over the casualty and with straight a_____, press

vertically down 4-5cm on the breastbone.

- ◆ Give 15 rapid c_____ compressions followed by two breaths.
- ◆ Repeat until the casualty recovers or help arrives.



Try out the movements for chest compressions on the table.

Homework task:



Write the dialogue from one of the role-play situations in Activity 4.

Lesson
58

Health
Staying healthy

	Task: Comprehension
Skill: Reading, Listening	

Discuss these questions with your group:

- ◆ What can you do to stay healthy?
- ◆ What sorts of things are bad for your health?
- ◆ How can you improve your health?



Activity 1

Put the vocabulary items under the most appropriate heading in the table on the next page. Not all of the words fit into the two categories.

aerobics, badminton, boxing, cereal, dairy products,
diet, do lengths (swimming), fit, fitness classes, minerals,
nutrients, poultry, protein, vitamins, workout.

food	exercise

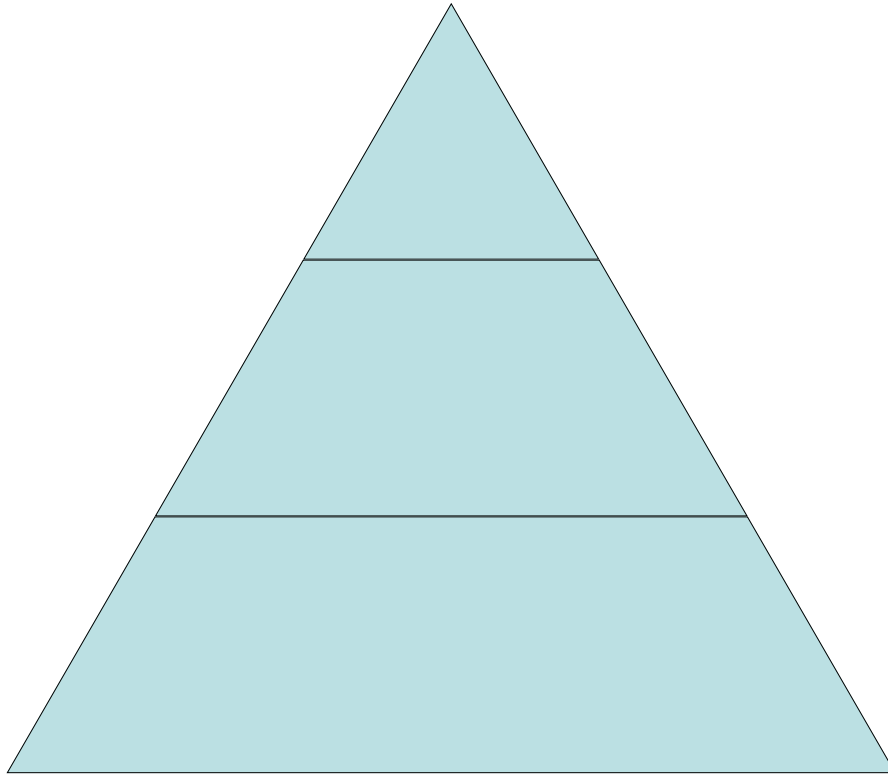
Practise saying the words with the correct pronunciation.

Activity 2

Have you ever seen a food pyramid? It shows you the quantities of each type of food you should eat to make up a balanced diet. The idea is that You eat more of the foods at the bottom and less of the foods at the top.

Where do you think these food groups go in the pyramid and what nutrients do they provide?

1. bread, cereals, rice, pasta, noodles
2. fruit and vegetables
3. dairy products – milk, yoghurt, cheese
4. meat
5. sugars and fats



Talk to your partner about what you eat every day.
Is it like the pyramid?

Activity 3

Discuss these questions with your partner:

1. Why can it be useful to read food labels?
2. Do you know any specific situations where it is necessary to read food labels?
3. What information do food labels provide?

Read the article below.

Put a tick ✓ next to the things you think you already know or do.

Put a * next to new information.

Put a ! next to anything surprising.

CHOOSING HEALTHY FOOD

FOOD LABELS

They key elements to look out for on food labels are sugars and fats. These are at the top of the pyramid so the quantities you eat should be kept to a minimum. One kind of fat that is particularly unhealthy is saturated fat. Here is a rough guide:

This is a lot - these amounts or more in a 100g serving		This is a little - these amounts or less in a 100g serving
10g	sugars	2g
20g	fat	3g
5g	saturated fat	1g

TOP TIPS

- ◆ "85% fat free - it must be good for you" - no way! That means it's 15% fat, 15g per 100g serving. Look at the table above. That's a lot!
- ◆ Eating out? - You don't have to eat 3 courses! Choose fruit or salad options for starters or dessert.
- ◆ So no cakes, crisps, chips, biscuits at all? - No you don't have to cut them out, just don't eat them every day.
- ◆ What if I need a snack? - Choose fruit: bananas are particularly good, low-fat cereal bars, yoghurt, or raw carrots.
- ◆ Choose fish! Try and eat fish twice a day. It can be fresh, frozen or tinned.

Everybody has their own tips about choosing healthy food. With your partner write three more.

Activity 4

Keeping fit is another way to stay healthy. Listen to the people talking about what they do to keep fit and complete the table.

	What does s/he do?	How often?	Other information?
1			
2			
3			
4			
5			

Now discuss with your partner what you do to keep fit or what you would like to do?

Activity 5

Dana had a baby last year and her old clothes don't fit her any more so she has decided to lose weight by dieting and exercise. She calls a sports centre for some information. Sit back to back so that it's more like a phone call.

Listen to the conversation and answer the questions that follow. What did the receptionist at the sports centre tell her about the following:

1. times of classes in general?
2. types of classes?
3. prices of classes?
4. booking a badminton court?
5. leisure cards?

Now practise reading the dialogue with your partner. Change the parts that are underlined and use your own ideas.

Test yourself:



These words all come from the lesson. Complete the missing letters. Don't look back at the Useful language box until you've finished.

1. b _ d _ i _ t _ n
2. p _ o _ e _ n
3. b _ l _ n _ e _
4. c _ r _ a _
5. v _ t _ m _ n _
6. a _ r _ b _ c _

Homework task:



Read the labels on your food packets at home.

Self-evaluation:



Try calling the sports centre near you and ask for information.

Lesson
59

Health
Health problems

	Task: Comprehension
Skill: Listening, Reading	

Discuss these questions with your partner:

- ◆ Have you ever been in hospital?
Describe it.
- ◆ What are typical health problems in your country or in the UK?



Activity 1

Which of the words above do you connect with an illness and which do you connect with treatment?
Put them into the correct column.

Ache, allergy, bandage, be sick, cough, hurt, infection, itchy, disease, lozenges, medicine, migraine, prescribe, rash, sneeze, sore, spot, tablets, throbbing.

illness / symptoms	treatment

Activity 2

Listen to these people describing their symptoms and say what health problem you think they have. Look at the list below to help you. Start with the ones you know.

- | | |
|------------------------|------------------|
| _____ an allergy | _____ a sprain |
| _____ a sore throat | _____ a rash |
| _____ food poisoning | _____ a cold |
| _____ an ear infection | _____ a migraine |

Now match the health problem with the correct treatment:

- _____ a. Stay in a dark quiet room. Avoid strong smells and tastes.
- _____ b. Wrap in an elastic bandage, keep it still.
- _____ c. Drink lots of fluids, stay in bed for a couple of days, take aspirin or paracetamol.
- _____ d. Apply cream prescribed by the doctor. Don't scratch.
- _____ e. Use the ear drops prescribed by the doctor.
- _____ f. Sip boiled water to replace fluids.
- _____ g. Take medicine and try throat lozenges.
- _____ h. You can get anti-histamine tablets at the chemist.

Activity 3

The health problems in Activity 2 are all relatively minor. Some health problems don't go away and some are even life-threatening.

With your group, brainstorm the names of more serious health problems.

Do you know what the symptoms are and how these health problems are often treated?

Activity 4

Perhaps in your discussion in Activity 3 you mentioned diabetes. Now you can find out more. Read the text below and put these headings in the right place. Look for key words in the text to help you match.

- A - Managing diabetes
- B - What is diabetes?
- C - Where can I find out more about diabetes?
- D - The symptoms of diabetes
- E - What causes diabetes?

1.

Diabetes mellitus is a chronic and currently incurable condition in which the body is unable to regulate the glucose (sugar) levels in the blood.

Diabetes is a complex condition that can cause many other related illnesses. Diabetics need to pay special attention to their diets and their lifestyle in order to prevent further complications.

There are an estimated 1.4 million people with diagnosed diabetes in the UK, and it's estimated that there are 1 million people with undiagnosed diabetes.

There are two types of diabetes, Type 1 (insulin dependant) where the body is unable to produce any insulin and Type 2 (non-insulin dependant) where the body is able to produce insulin, but not enough or the insulin that is produced does not work properly (known as insulin resistance).

2.

Glucose comes from the digestion of starchy foods such as bread, rice, potatoes, chapatis, yams, and plantain, from sugar and other sweet foods and from the liver which makes glucose. Insulin is the hormone that helps the glucose - from these food stuffs - to enter the cells where it is then used as fuel. Without insulin or very little of it, this process cannot take place, thus creating a high build-up of sugar in the blood.

3.

Increased thirst, tiredness, low energy levels, unexplained weight loss, blurred vision and going to the toilet all the time, especially at night - are the main symptoms of untreated diabetes.

There are complications that may arise from diabetes. One in four may go on to develop kidney disease, and eight percent of diabetics are receiving some sort of treatment for this. People with diabetes are also two to four times more likely to develop cardiovascular disease.

4.

The main aim of treatment of diabetes is to achieve near normal blood glucose levels. Diabetes is managed by a combination of healthy diet, regular physical activity and sometimes tablets and insulin.

5.

Diabetes UK supports 200,000 members. The aims of the charity are to: help and care for people with diabetes and their families, to represent and campaign for their interests, and to fund research into the condition. In addition Diabetes UK advises the health profession, produces publications and operates a Careline. For more details call 020 7424 1030 (Mon-Fri, 9am-5pm). Alternatively take a look at their website www.diabetes.org.uk

Activity 5

These are some answers from the text on diabetes. Write the questions. There may be more than one way of asking the question

1. Q _____
No. It can't be cured.
2. Q _____
About 2.4 million.
3. Q _____
Starchy foods, sugar and the liver.
4. Q _____
Kidney disease and cardiovascular disease.
5. Q _____
It's a charity.

Homework task:



Use the headings from the text on diabetes and find out similar information about other serious health problems on the internet.

Lesson
60

Health
Stress at work

	Task: Comprehension
Skill: Listening, Reading, Speaking	

Discuss these questions with your partner:

- ◆ What sort of jobs are stressful? Why?
- ◆ What sort of jobs aren't stressful? Why not?



Activity 1

Match a vocabulary item on the left with the correct definition on the right (on the next page). Start with the ones you think you know. Use a dictionary at the end to check.

- | | |
|-----------------|--|
| 1) deadline | a) to make something last longer |
| 2) detrimental | b) a piece of equipment you use for exercising at the gym or you can find it in the cage of a pet mouse or hamster |
| 3) impact | c) it has a harmful or damaging effect |
| 4) line manager | d) a person who has a higher status than you at work, often the boss or manager |
| 5) prolong | e) a time or date before which a task must be finished |
| 6) superior | f) the total number of people employed |
| 7) thrive on | g) a sudden or powerful effect |
| 8) treadmill | h) to enjoy the challenge of doing something difficult |
| 9) workforce | i) the person at work who is in charge of you or your group |

Practise saying the words with the correct pronunciation.

Activity 2

Listen to these people talking about their work.
One of them is suffering from stress at work.
Don't worry if you don't catch everything the first time you listen.

1. Which one do you think it is?
2. Why? Why not the others?
3. What are some of the causes of stress that the speaker refers to?
4. What are some of the symptoms of stress that are mentioned?

Activity 3

Read the tape script and underline the colloquial or informal expressions.

Activity 4

Read the article and say whether these statements are T (True) or F (False)?

1. Some people think that there's no real evidence for this problem.
2. 20% of the workforce is ill because of stress.
3. It's an expensive problem for people who suffer from stress.
4. Everyone can experience stress.
5. Long-term stress can be a good thing.

What is work-related stress?

Perhaps the question is “Does it exist?” Academics are divided on the question; some saying it is meaningless and others referring to a significant body of research which is quite convincing. The findings show that as many as one in five people are suffering from high levels of work-related stress. In some cases, half a million cases in fact, believe it is even making them ill. The overall cost to society is about £4 million a year.

Stress is caused by the body’s natural instinct to defend itself. It’s a positive instinct in emergencies. Pressure at work can have a positive impact; some people even thrive on it. It’s what happens when the pressure is prolonged or excessive that it can have a detrimental effect.

What causes work related stress?

What are the symptoms of work-related stress?

Which of the following are **causes** and which are **symptoms**? Write the numbers under the appropriate headings in the text. Some of these can be both a cause and a symptom.

1. Having too much to do in too little time.
2. Inflexible work schedules.
3. Feeling tired most of the time.
4. Poor physical working conditions.
5. Feeling unable to cope.
6. Finding it hard to concentrate.
7. Bad relationships with colleagues and superiors.
8. Eating on the run or missing breaks.
9. Feeling depressed or anxious.
10. Increased use of alcohol or cigarettes.
11. Lack of consultation.

Can you think of any other causes or symptoms not mentioned here?

Activity 5

Here are some top tips for preventing or relieving stress. Complete the blanks. In some spaces more than one word is possible.

1. Don't take on more _____ you can handle.
2. Talk to your line manager about how _____ you can manage.
3. Focus on your achievements _____ day.
4. Eat healthily.
5. Avoid excessive _____ of coffee or alcohol.
6. Get enough regular physical _____.
7. Try to look at change as a _____ challenge, not a threat.
8. Talk to your _____ and friends. Ask for help.

Now add some of your own ideas

- 9.
 - 10.
 - 11.
-

Activity 6

You're going to do a role-play. Spend a couple of minutes thinking about what you're going to say before you start.

Student A

You are feeling stressed at work. Describe the situation at work to your partner. Be ready to talk about how it started, what the causes are and how you are feeling.

Student B

Listen to your partner's problems. Ask questions about the situation at work. Be ready to give your partner advice about how he or she can manage the stress.

Lesson

61

Health

Review and remember



Activity 1

Brainstorm ideas under the following headings:

Things to do to stay healthy

Things that are bad for your health

Activity 2

What would you do in the following situations? Think about the first aid you could give and the emergency services you could call, if necessary. Think about several options.

1. You're on Market Street. You see a crash involving a car and a motorcyclist.
2. You're at home. You accidentally burn your arm when you knock over a pan of boiling soup.
3. An old person falls down some steps in front of you on the way down to the Underground station.
4. You're in the canteen at college and your colleague starts choking on some food.
5. You work in a restaurant and a fire starts on the gas cooker.
6. A child has got into the kitchen cupboard and you think he may have swallowed some cleaning liquid.
7. Your friend falls as she is getting off the bus. Her hands are cut and grazed and her ankle is swollen.
8. You are in the park. Your friend gets stung by a bee. She is allergic to bee stings and has a severe reaction.
9. You are walking in the mountains with a friend. He falls onto some rocks below and has broken a leg. You can't reach him.
10. You and your friend are running to the airport to catch a plane. You don't see the automatic glass door and it doesn't open quickly enough. Your friend hits the door and falls unconscious.
11. A student sitting next to you in class has a nosebleed.
12. Your elderly relative slips in the bath. He/she is unconscious and may have broken a bone.

Activity 3

Role-play the phone calls to emergency services suggested by some of the situations in Activity 3.

Activity 4

You and your partner are the student counsellors at your college. It's your job to look after the well-being of the students. It's the first week of term and you are giving the students a talk about how to avoid stress.

Write notes for your talk.

Activity 5

Now get together with another group and give your talk. Imagine the other group are your audience.

Lesson
62

Health
Going to the doctor's

	Task: Extracting information
Skill: Listening, Speaking	

Discuss these questions with your partner:

1. Would you like to work in a hospital?
Why/Why not?
2. What different kinds of doctors are there?



Activity 1

Put these words into the correct categories in the table below.

Allergy, anti-histamine, anti-inflammatory, appendicitis, asthma, hay fever, inhaler, medication, medicine, painkillers, paracetamol, penicillin, swollen, tonsillitis, virus, wheezy.

illnesses	medication

Activity 2

Which conversation takes place at reception of the doctor's surgery and which takes place at the chemist's? Complete the blanks.

Conversation 1

- A: Hello. I'm Angela Brown and I have an a_____ to see Dr Norton at 3 o'clock.
 B: OK let me see. Yes. OK Angela if you'd just like to have a s_____ over there in the w_____ and tthe doctor will call you.
 A: Thanks.

Conversation 2

- C: Can I help you?
 A: Yes. Here's my p_____.
 C: Would you like to w_____?
 A: How l_____ will it take?
 C: About ten minutes.
 A: OK. Then I'll just go to the shop next door
- Later*
- A: I'd like to pick up a p_____ please.
 C: What name please?
 A: It's Brown.
 C: Here you are. That's £6.40 please.

Now listen and check.

Activity 3

Listen to these two conversations in the doctor's surgery and complete the table. Don't worry if you don't catch everything the first time you listen.

	symptoms	diagnosis	treatment
1			
2			

Activity 4

1. Complete these questions from the recording. You should use the correct verb forms and add any necessary prepositions, determiners and articles.
 2. Write a D next to the doctor's questions and a P next to the patient's.
 - a) what / seem / be / trouble ?
 - b) how / long / you / have / problem ?
 - c) when / it / start ?
 - d) you / take / medication ?
 - e) you / have / allergies ?
 - f) you / ever / suffer / asthma ?
 - g) there / side effects ?
 - h) it / hurt / here ?
 - i) it / anything / serious ?
 - j) I / need / take / medication ?
 - k) when / can / go / back / work ?
-

Activity 5

Link up the symptoms, diagnosis and treatment for each illness. Start with one you know and share ideas with your partner.

symptoms	diagnosis	treatment
1) a deep cut isn't healing, hot and painful	a) hay fever	i) wrap with an elastic bandage, use anti-inflammatory gel
2) sneezing, watery eyes, itchy throat	b) tonsillitis	ii) clean with antiseptic lotion, take antibiotics, wear a clean dressing every day
3) swollen, hurts to walk, fell down the stairs	c) infection	iii) take an anti-histamine tablet each day, stay indoors
4) sore throat, hard to swallow, temperature	d) injured knee	iv) take penicillin tablets, drink fluids, stay off work

Activity 6

Role-play a visit to the doctor's with your partner. One of you is a doctor and one a patient. Use the information in Activity 5 and the questions in Activity 4 to help you. Spend a couple of minutes thinking about what you will say before you start.

Homework task:



Write out one of the dialogues from Activity 6.

Lesson
63

Health
Going to the dentist's

	Task: Extracting information
Skill: Listening, Reading	

Discuss these questions with your partner:

1. When was the last time you went to the dentist?
2. Was it a good or bad experience? Why?
3. Why do some people not like going to the dentist?



Activity 1

Put the words from the Useful language box into the two categories. Some words can go in both categories and some don't fit in either. Start with the ones you know and help each other. Use a dictionary only for completely new words.

Acid, amalgam, bacteria, calcium, cavity, check-up, crown, decay, dental, drilling, enamel, filling, gums, hygienist, injection, rinse out, saliva, surgery, treatment, X-ray.

You can find these in your mouth:	These are connected with the dentist's:

Practise saying the words with the correct pronunciation.

Activity 2

Chris Doune needs dental treatment.

Listen to 5 conversations and answer the questions below.

The conversations are in chronological order.

Don't worry if you don't catch everything the first time you listen.

1. a. What does Chris want to do?
b. Why is it not possible?
c. What does the receptionist suggest?
2. a. Is Chris more successful?
b. What 3 things does the receptionist ask for?
c. When is the appointment?
3. a. What does Chris say is wrong with his tooth?
b. What is the dentist going to do?
4. a. What does the X-ray show?
b. What kind of filling does Chris choose? Why?
c. How does the procedure start?
5. a. What's the next appointment for?
b. When will Chris see the dentist again?

Activity 3

Look at the tape script and underline any useful language.

Practise conversation 2 with your partner. Change the personal information so that it's true for you. Remember to use appropriate intonation to sound polite.

Activity 4

Discuss these questions before you read:

1. What are some of the things we do that are bad for our teeth?
2. What advice would you find in a leaflet about looking after your teeth?

Now read the leaflet and do these two tasks:

1. Tick ✓ the points that you discussed that are mentioned.
2. Put a * next information that is new to you.

LOOKING AFTER YOUR TEETH



Tooth decay is a preventable problem. Fluoride in water and toothpaste has reduced dental decay but the cost of filling holes is still high.

Tooth decay can occur anywhere on the surface of the teeth but it is most common on the chewing surfaces of teeth, in between teeth and where the tooth meets the gum. To prevent tooth decay it is important to clean and floss your teeth regularly, visit the dentist every six months and avoid sugary foods.

Eating a diet that is healthy for your body is also healthy for your teeth. That means plenty of fruit and vegetables and wholegrain bread and cereal. Food that needs to be chewed is important for healthy teeth and gums. Calcium helps build strong teeth so include milk, cheese and yoghurt in your diet.

Almost everyone knows that sugar is bad for your teeth but any food that sticks to your teeth like breakfast cereals, pastries as well as cakes and biscuits are not good for your teeth. Bacteria can feed on food residues and produce acid that eats into tooth enamel and can lead to cavities.

Saliva contains some minerals that help repair tooth enamel so it has the ability to counteract the effect of acid produced by the bacteria. However, it needs time to work before the next snack or meal. The lesson here is to leave 2-3 hours between eating which will allow the acid level in the mouth to fall and gives the saliva a chance to do its good work.

Grazing (constant nibbling or sipping) is especially hazardous as the acidity level remains high. It's much better to finish your snack or drink in one go, then rinse your mouth with plain water. When less saliva is available, as when doing sport or on really hot days, it is important not to consume food or drinks that contain sugar.

Now complete the leaflet with some top tips.

So follow these top tips and cut the cost of your dental care:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Test yourself:



Can you remember these words:

1. s _ r _ e _ y
2. a _ p _ i _ t _ e _ t
3. d _ i _ l _ n _
4. f _ o _ s
5. c _ e _ k - _ p

Self-evaluation:



Look in the mirror at home and see if you can remember the words for the things you find in your mouth.

Lesson

64

Health

Visiting a health centre

Task: Extracting information

Skill: Reading, Listening, Speaking

Discuss these questions with your partner:

1. Where is your nearest health centre?
2. What services does it provide?
3. Have you registered there?
4. What questions were you asked when you registered?
5. Have you ever had your blood pressure taken? What did the doctor or nurse do?



Activity 1

From the list of words find:

Surgery, locum, practice, lump, health visitor, nurse, vaccine, immunisation, check-up, wart, permanent.

1. Two words for a health centre
2. Three people
3. The opposite of temporary
4. Two things that are often given by injection
5. Another word for medical examination
6. Two problems with your skin

Activity 2

Look at this information leaflet for the Albion Health Centre. The headings for each paragraph have been removed. Read the

leaflet and replace the headings. Look for key words in the text and start with the easy ones.

- a) Other Non NHS services
- b) Making an Appointment
- c) Out of Hours Medical Attention
- d) New Patients – Permanent and Temporary
- e) Minor Surgery
- f) Baby Clinic
- g) Telephone Advice and Test Results
- h) Travel Abroad
- i) Repeat Prescriptions
- j) House Visits
- k) Change of Address

Albion Health Centre Information

1.
Call the surgery on the number below giving your full name and the name of your doctor. The receptionist will give you an appointment at the earliest possible time.
2.
We are keen to provide telephone advice when appropriate. Test results can also be given over the phone. If the person you wish to speak to is not available, you may be asked to call back later. Regrettably the practice cannot respond to email enquiries.
3.
Repeat prescriptions can be made by post, telephone, fax or email. Use the re-order slip on your computerised prescription.
4.
If you are too ill to attend the surgery, please request a house visit. It is important that you make your request before 10am.
5.
Please always call the surgery number in the first instance and listen to the answering message. The out of hours reception staff cannot book appointments or issue repeat prescriptions. In a life-threatening emergency please call 999.
6.
When registering with the practice it is helpful, although not essential to have your medical card with you. New permanent or temporary registrations can be made at any time provided that your address is within the recognised Practice Area. Once registered you will be invited to attend for a check-up and an introduction to the practice.
7.
It is important to inform us of any change of address so that we can keep our records up to date. It is also useful to provide a contact telephone number.

8.

In addition to the routine and developmental checks done by health visitors there is a clinic for immunisation and advice from the doctor or nurse on Tuesday 11.30am-12.30pm.

9.

Certain procedures such as the removal of skin lumps, warts and joint injections can be performed by your doctor often with the assistance of the practice nurse. Please ask your doctor for details.

10.

You can make an appointment with one of our nurses for a travel consultation. The nurse has access to your medical records and detailed advice on vaccines and any other essential health information for all destinations. Many vaccines can take a few weeks to become fully effective and you are advised to seek advice as early as possible and at least 6 weeks before you leave. The provision of vaccines and travel advice is not part of the surgery's responsibility under the NHS and a fee will be charged.

11.

There is a charge for all medical certificates, reports and blood tests at the patient's request.

Activity 3

Now read the leaflet again and mark the statements below with T(True) or F(False):

- a) You can ask for advice and test results by email. T F
- b) You can use email for a repeat prescription. T F
- c) It is possible for a doctor to visit you at home. T F
- d) You can only make appointments during normal working hours. T F
- e) You can only register if you live in the neighbourhood. T F
- f) You don't need to tell the surgery if you move house. T F
- g) The health visitor is responsible for looking after babies' general development. T F
- h) The doctors at the surgery also do operations. T F
- i) Only the doctor can give you advice on vaccines. T F
- j) You can't get a vaccine until 6 weeks before your departure date. T F
- k) The surgery also provides services that are not covered by the NHS. T F

When you find a false statement change it so that it becomes true.

Activity 4

Listen to the telephone conversations and answer these questions:

- a) Which paragraph of the leaflet in Activity 2 are the conversations connected to?
 - b) What does the caller want?
 - c) What time is the caller given in each case?
-

Activity 5

Use the information in the other parts of the leaflet to make enquiries. Work with a partner. One of you works in reception, the other telephones for information. Sit back to back to make it more like a real telephone conversation and focus on your intonation – sound friendly.

Homework task:



These are some of the medical tests you can get at a health centre. What are they?

1. b _ o _ d test
2. s _ e _ r test
3. e _ e test
4. u _ r _ n _ test

Lesson

65

Health
NHS services

	Task: Finding out about NHS services
Skill: Speaking, Reading	

This photo shows a health centre.

Write down as many words as you can about health in two minutes.



Activity 1

Read the information leaflet on the next page for Central Medical Practice. The headings for each paragraph have been removed. Put the headings below in the right place in the leaflet. Look for words in the paragraphs that are like words in the headings.

- a) Home visits
- b) Repeat prescriptions
- c) Clinics
- d) New patients
- e) Appointments
- f) Test results
- g) Other services
- h) Out of hours

Central Medical Practice Information

1.

We have a variety of appointments 8.30am-5pm, Monday to Friday.

- ◆ Booked appointments may be made with the doctor of your choice, usually within 4 working days.
- ◆ Open appointments are available each morning and patients are seen in turn by the available doctors.
- ◆ Emergency appointments are available each afternoon for any problem that you consider cannot wait until the next day. Please telephone first.

2.

If you are unable to come to the Practice, please telephone as early as possible. When you request a home visit you will be asked for brief details of your problem.

3.

When the Practice is closed (5pm-8am weekdays, all weekend) our answer machine gives a message with instructions on how to contact the emergency duty doctor. You can obtain telephone advice directly from the duty doctor. In a life-threatening emergency, telephone 999.

4.

Tuesday	1.30 - 3.30	Senior Citizens/Well Woman Clinic
Wednesday	1.30 - 3.30	Ante Natal and Well Baby Clinic
		Health visitor - no appointment

required

Thursday	1.45 - 3.00	Diabetes/Asthma Clinic
----------	-------------	------------------------

Friday	8.30 - 11.00	Travel Clinic - early booking essential
--------	--------------	---

5.

We can also offer:

- ◆ interpreters for non-English speaking patients (ask when booking appointment)
- ◆ minor surgery

6.

You should live within recognised practice boundaries to register with the practice. We ask you to fill in a registration form and attend a general health check (including blood test and urine sample) with our Nurse Practitioner.

7.

Routine test results can usually be given over the phone.

8.

You should tick the items you need on the counterfoil of your last prescription. Alternatively, fill in an online form. Please note that the staff have been instructed by the doctors not to accept telephone requests in order to ensure mistakes are not made.

Activity 2

Answer these questions about the leaflet using short answers. Scan the leaflet to find the area which has the information you need, then read in detail.

1. What would you ask for if you:
 - a. wanted to see a specific doctor?
 - b. needed to see a doctor urgently?
 - c. couldn't come to the surgery?
2. What should you do if the Practice is closed?
3. Which clinic would you attend if you:
 - a. were over 75?
 - b. needed vaccines for a trip abroad?
 - c. were pregnant?

Circle true (T), false (F) or doesn't say (DS) for questions 4-7.

- | | | | |
|---|---|---|----|
| 4. Anyone can get an interpreter. | T | F | DS |
| 5. You can register as a temporary patient. | T | F | DS |
| 6. You must get test results in person. | T | F | DS |
| 7. You can order repeat prescriptions by phone. | T | F | DS |
-

Activity 3

A doctor writes the patient a prescription which a chemist dispenses. Prescriptions normally cost £6.40. Look at the following list.

Could you get free prescriptions?

The patient is entitled to free prescriptions if he/she:

- ◆ is under 16 years of age
- ◆ is 16, 17 or 18 and in full time education
- ◆ is 60 years of age or over
- ◆ has a valid maternity or medical exemption certificate (EC92)
- ◆ has a valid prescription pre-payment certificate
- ◆ gets, or has a partner who gets, Income Support
- ◆ gets, or has a partner who gets, income based Jobseeker's Allowance
- ◆ was prescribed free-of-charge contraceptives

Activity 4

With a partner, discuss the health system in your country.

Include

- ◆ what is free/what you have to pay for
- ◆ services (doctor/hospital)
- ◆ good points/bad points

Homework task:



Write a paragraph summarising the health system in your country.

Lesson
66

Health
Public and private systems

	Task: Persuading
Skill: Listening, Speaking	

Discuss these questions with your partner:

1. What does NHS stand for?
2. Who pays for it?
3. Who can use the NHS services?
4. Do you know the names of any private health care services in Scotland?
5. What kind of healthcare system is there in your country?



Activity 1

Match a word on the left with its definition on the right

- | | |
|----------------|--|
| 1) attentive | a) an experienced, specialist doctor |
| 2) bureaucracy | b) important or serious |
| 3) consultant | c) choose |
| 4) deteriorate | d) helpful and polite |
| 5) major | e) enough |
| 6) opt for | f) needs to be dealt with as soon as possible |
| 7) sufficient | g) complicated rules and procedures that a government department has to follow |
| 8) urgent | h) become worse |

Activity 2

Listen to four people and their experiences of health care.

1. Which speakers were treated on the NHS?
 2. Which speakers were treated privately?
-

Activity 3

Listen once again to the four speakers. Make a list of positive and negative points using the grid below. You may need to write in more than one box for each speaker.

	positive points	negative points
NHS		
Private Health Care		

Activity 4

Role-play

You and your group work for the same manufacturing company. You are colleagues.

A private healthcare insurance company is offering the company you work for a reduction in their healthcare insurance policies. It will cost £20 a month instead of £30 a month and you will have access to free private medical care should you need it. Your company is keen for everyone to take part in the offer and will provide a further £5 discount. That means you just have to pay £15 a month. However, everyone has to undergo a medical

examination first and there are rumours that the insurance won't cover everyone or every health problem.

Often during discussions it is people who remain calm and objective who are the most persuasive. Try not to get emotional.

Colleagues A – You think this is a good idea. Prepare your arguments.

Colleagues B – You are not so convinced. Prepare your arguments.

When you are ready try and persuade your colleagues to come round to your point of view.

Activity 5

Now write your arguments down. Choose option (1) or (2) and follow the statement through using the linkers to help you structure your argument.

I believe that everybody would benefit if (1) the UK had a private health care system or (2) the NHS continued to be the main provider of health care in the UK.

Firstly

In addition

It's true to say that However,

In conclusion

Use the ideas from Activities 3 and 4 to help you.

Lesson
67

Health
Review and remember

Activity 1

Work in groups. Your teacher will give your group some slips of paper. You should choose words or phrases that you think are important to remember.

You have 10 minutes to decide which words or phrases you want to be included in the next activity. Write the words or phrases on the slips of paper.

Activity 2

You are going to play a game called 'Back to the Board'. You will work in teams. One person from each team will sit facing their team but with their back to the board so they can't see what is written on it. That person is in the hot seat. The others will explain the word or phrase on the board, without using it, to the person in the hot seat. As soon as he or she guesses the word they shout it out and win a point.

Shout out loudly when you've guessed the word so the teacher can hear you.



Activity 3

Brainstorm all the questions you might be asked on a visit to the doctor's or dentist's. You have 10 minutes to write your questions on a piece of paper.

Now give your list of questions to another team. They will count the correct questions. You get a point for each one.

Finally look at your list of questions and correct any mistakes.

Activity 4

Work in groups. Each group is a political party – you can invent your name. It will soon be time for elections and the public is very concerned about the healthcare system. With your group prepare a Healthcare Manifesto giving details of what changes you would make to the present system, why you would make those changes and how they would be funded if necessary.

Split up and work with a new group and explain your views. Try to persuade the other people in your new group that you are right.

Lesson
68

Health
Progress test

Test your knowledge!



Activity 1

Choose a word from the box to answer each question. There are more words in the box than you need. Start with the ones you think you know.

life-threatening	sore	minor	instinct	
colleague	gums	emergency	itchy	check-up
	allergy	symptoms	injuries	charge
inhale	infection	protein	sneeze	
	consultant	diagnosis	raw	dairy
cough	medication	repeat	practice	

- Cuts, grazes and fractures are all _____.
- You could die if the situation is _____.
- Another word for *breathe* _____.
- The police, ambulance and fire service are all _____ services.
- Meat, fish, eggs and milk all contain large quantities of _____.
- The opposite of *cooked* - _____.
- Milk, yoghurt, cheese and butter are all _____ products.
- Medicine, tablets, injections and drops are all types of _____.
- You scratch something that feels _____.
- This is another word for an examination by a doctor or a dentist - _____.
- They hold your teeth in place - _____.
- Hay fever is a kind of _____.
- The opposite of *major* - _____.
- Another word for doctor's *surgery* - _____.
- If you need more of the same kind of medicine, it's called a _____ prescription.
- The doctor will ask you to describe your _____ before he or she makes a _____.

17. A person you work with is your _____.
18. More than worried - _____.
19. The adjective connected with hurt, ache and pain - _____.

Activity 2

Complete the questions in this phone call to emergency services. Look carefully at the answers to help you with the questions.

- R: Which _____ ?
- B: Fire service please.
- R: One moment please. Connecting you.
- F: Fire service. Where _____ ?
- B: I'm on the corner of Dean street and Market Street.
- F: What's _____ ?
- B: Oh. Let me see. It's 0131 776 6659. It's the public phone box.
- F: What's _____ ?
- B: There's smoke coming out of the window in the building opposite.
- F: What's _____ ?
- B: It must be number 59 but I'm not sure.
- F: We'll be right there.
-

Activity 3

Match the questions on the left with an appropriate answer on the right:

- | | |
|-------------------|--|
| 1) What's your | a) any allergies? |
| 2) What seems | b) any medication? |
| 3) Do you have | c) have you been having headaches? |
| 4) Does it | d) full name please? |
| 5) Are you taking | e) in your family got high blood pressure? |
| 6) Have you ever | f) hurt here? |
| 7) Do you | g) the problem start? |
| 8) Has anyone | h) to be the trouble? |
| 9) When did | i) smoke? |
| 10) How long | j) suffered from kidney problems? |

Activity 4

Complete the gaps in this telephone conversation. Use the first letter provided to help you.

(R = dentist's receptionist; S = Stephen Ford)

- R: Good morning. MacIntyre's s_____.
- S: Hello. I'd like to m_____ an appointment please.
- R: Are you r_____ with us?
- S: Yes. My last appointment was about 6 m_____ ago.
I'm Stephen Ford.
- R: Oh yes. Is it for a c_____ or do you need
t_____?
- S: Well one of my f_____ has come out.
- R: Is it p_____ at all?
- S: Not really, just uncomfortable.
- R: The earliest I can give you is 11am on Wednesday.
- S: That would be fine. Thanks.
-

