

Learning Support Materials



English for Speakers of Other Languages: Transactional Contexts (Intermediate 1)

F1AD 10

Teacher's Notes



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Introduction

These materials are designed to support learning and teaching for the Intermediate 1 Unit English for Speakers of Other Languages: Transactional Contexts. They form part of a series of materials for the three Intermediate 1 Units.

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

The Outcomes covered in each lesson are listed in the contents page of the Student Notes and in these notes.

The teacher's notes are arranged in three sections as follows:

- Teacher's notes
- Answer Key
- Tapescript

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01 Goods and services

Deliveries

Outcome: 1, 2, 4

Task: Order purchases and arrange for delivery

Skill: Speaking, writing, reading

System:

Materials:

Notes: **Activity 1 Speaking**

As an introduction, ask the students if they have any experience of ordering goods by phone or online – and if they had any problems with this.

Put the students into pairs. Give each student A and student B a copy of the appropriate page. Make sure they understand the nature of the task, especially how to give details of a credit or debit card. Since this is a phone conversation, it would be better if the students could not see each other face to face, or each other's worksheets. Allow the students some time to prepare before starting the task.

You may like to record the conversations and follow up with a discussion of the language involved.

Activity 2 Reading

Skill: recognise a variety of feelings and opinions

This text operates at several levels of irony. You might focus the students' minds on this by asking them to think, as they read, whether the writer believes the title: internet shopping – it's not for girls. Then ask them to be aware that the writer may not be fully serious about everything he says. Ask them to try to work out what he really believes as they answer questions 1–7.

Activity 3 Language focus

The present perfect (1)

Discuss the theory with the students. Emphasise the fact that time diagrams can be a useful aid to memory, but that the core of the difference between the two tenses is that we use the present perfect to connect events with the time of speaking and the past simple to distance them.

The 'recent past' use of the present perfect is covered in Lesson 2 language focus.

Activity 4 Vocabulary

The students will be familiar with some of these words, but may only have a passing knowledge or none at all of some of them. Stress that they should get the more familiar ones sorted out first before trying to match the others.

Activity 5 Writing

To prepare for this task, put the students into pairs and ask them to decide which of the two opinions they agree with most. Ask them to discuss their ideas about shopping. You might want to cover the subject in a whole-class discussion.

Homework task

Prepare for this with a class discussion. The nature of this will depend on whether students come from the same area or not. Concentrate on types of shops and changes in the retail profile.

02 Goods and services Exchange and return

Outcome: 1, 2, 3

Task: Exchange and return goods

Skill: Speaking, listening, writing

System:

Materials: CD player, CD

Notes: Activity 1 Speaking

Skill: clarity of individual sounds

This contrasts words containing vowel sounds which are frequently confused by learners of English. Put the students into pairs and make it clear that this is a co-operative activity — that they should practise until they can make and hear a distinction between the minimal pair words.

Activity 2 Listening

 Track 2

Skill: listen for and select relevant/specific information

All of the questions here are open-ended and most require some knowledge of vocabulary. The students may struggle a little to express the answers correctly, so spend some time afterwards collating these. The writing, later in this lesson, is derived from this text and the students will have a chance to recycle some of the vocabulary from here.

Between the first and second plays of the track, you may want to have the students compare their answers in pairs.

Activity 3 Language focus

The present perfect (2)

The indefinite past and 'up-to-now' uses of the present perfect are dealt with in lesson 1.

Discuss the theory with the students, emphasising the indefinite time reference of the present perfect in contrast with the definite reference of the past simple. You might want to make the point that 'recent' is a relative word, eg. 'Duncan's gone to Australia,' could refer to an event that happened a few days ago. In fact, there is no clear line between this use

and the indefinite past use: they shade into each other. It may also be worth indicating that this recent use is not part of US English. Americans would say, 'Duncan went to Australia.'

Activity 4 Vocabulary

Introduction

1–2 Students often neglect the larger numbers. However, in many forms of employment, the ability to comprehend and say these is essential.

3 English has quite a few conventions for numbers. There are, for example, multiple words for 0 – zero, nought, oh (in phone numbers), nil (in football), love (in tennis), or colloquially, nothing. Many languages can get by without this level of complexity.

Procedure

Ask the students to do these activities in pairs and encourage them to say the numbers out loud as they work.

Activity 5 Writing

Talk the students through the task. They are writing as someone in Heather Murray's position, but using their own name — though they can pretend to be a solicitor. Check that they understand the layout of a formal letter and the correct forms of opening and closing.

Homework task

You might choose to prepare for this by having the students role-play the conversation. Discuss the various ways in which the manager might respond to the letter and ask the students to try these out. Make sure they understand the conventions for writing dialogue.

03 Goods and services Complaints

Outcome: 1, 2, 4
Task: Make a complaint
Skill: Speaking, reading, writing
System:

Materials: CD Player, CD, tapescript, job-detail cards

Notes: Activity 1 Speaking

Skill: role play of interactions

Put the students into pairs and make sure they understand the nature of the task. Give a copy of the appropriate page to each student. Stress that Student A should not look at the page while making the complaint, and that Student B does not have to respond in a helpful way. You may prefer the students to stand up during the interchange, as would most likely be the case in real life.

Allow some time for preparation before they start to speak. The pairs can be mixed before the roles are reversed. Consider recording the conversations to elicit appropriate language.

Activity 2 Reading

Skill: extract main points and ideas

Ask the students to work on this individually before comparing their answers with a partner. Afterwards, discuss the procedure with the whole class. This may be of some use to the students in their real lives outside the classroom.

Activity 3 Language focus

This is a simple point but often overlooked by students. Start by writing parallel sentences on the board, eg 'She's gone/been to London,' and asking the students what the difference is. Then ask them, in pairs, to complete the exercise.

Activity 4 Vocabulary

Put the students into pairs to do this. Some of the words are quite difficult so you might want to help them by supplying first letter, or even some whole words. Afterwards, discuss the meanings of the words with the whole class.

Activity 5 Writing

Skill: use appropriate layout

Discuss complaints the students have made or wanted to make with the whole class. Try to exclude those relating to return of goods, because these are covered in lesson 2. Check that they understand the layout and forms of address for a formal letter.

Homework task

Prepare the students for this by asking them to remember, or perhaps reprise, the conversation they had in the speaking. Make sure they understand the conventions for writing dialogue.

04 **Goods and services**
Accommodation

Outcome: 1, 2, 3
Task: Find and arrange accommodation
Skill: Speaking, listening, writing
System:

Materials:

Notes: **Activity 1 Speaking**

Skills: clarity of individual sounds
features of connected speech

Let the students work in pairs. Encourage them to play with the phrases and sentences. Ask them to mark which ones they find most difficult, then decide which sounds within these are causing the most problems. This may help them towards more awareness of their own phonemic profiles.

Activity 2 Listening

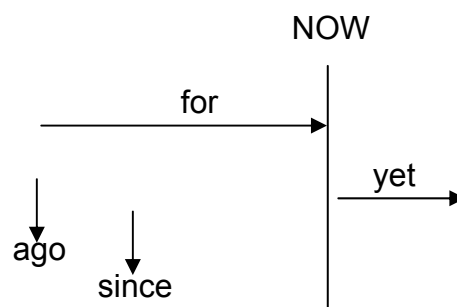
🎧 Track 3

Skill: listen for and select relevant/specific information

Discuss the sort of accommodation that college and university students might use: living at home, guesthouses, flats and halls of residence. Make sure the students understand what a hall of residence is. Ask them to fill in the table, and play CD track 3 twice.

Activity 3 Language focus

1 Discuss the example sentences with the students and ask them to choose one word to match each definition. It is not easy to express these temporal concepts in words, so this diagram may be of some use to the students:



These rules are, of course, very general. There are other possibilities, eg:

It's months since he arrived.
She's been here since months ago.

2 Brainstorm some 'favourite clothes' with the students, and ask questions about purchase dates either in the present perfect or the past simple, eg:

How long have you had your trainers?
When did you get your jacket?

Then ask them to write the sentences, and compare their results with a partner.

Activity 4 Vocabulary

The students should work on this in pairs. There are, inevitably, overlaps between the definitions. Bungalows, cottages and villas are usually, though not always, detached houses. Some shared flats don't have a sitting-room and so the occupants are in much the same situation as those in bedsits. And so on. Make this point to the students, without giving specific examples, and ask them to be prepared to move definitions around until they all fit.

The homework for this lesson involves the students in finding house illustrations, so there can be a visual follow-up to this activity.

Activity 5 Writing

Skills: request information
use appropriate layout

Ask the students to work in pairs and discuss the leaflet. Try to encourage possible questions they might have, and perhaps write some of these on the board. Revise the layout for a formal letter before they begin to write.

Homework task

The nature of this task will depend very much on where the students are located and the number of students in the town or city. If there are very few, they could be asked to do some research on the nearest university. You could help the students greatly by showing them how to get information from college or university accommodation services.

05 Review of lessons 1–4

Outcome: 1, 2, 4

Skill: Speaking, reading, writing

System:

Materials:

Notes: **Activity 1 Speaking skills**

Start with a whole-class discussion of the pictures and the different ways of buying things. Ask the students if they have experience of these, particularly of auctions and online shopping. Ask them which they prefer, and whether they enjoy shopping or not. Then pair them up, give them time to prepare and ask them to talk to each other for 3–4 minutes. You may like to record the discussions and play them back to the students, either pair by pair or to the whole class.

Activity 2 Reading

The text here is rather shorter than usual and not too complex. However, the students have two different exercises to do. The first involves correcting present perfect and past simple tenses. This revises the area covered in the language focus sections of lessons 1–4. Do this first and agree a correct text with the students before asking them to do the comprehension exercise that follows.

note, question 5: Vittorio Emanuele (Victor Emmanuel) II was the first king of a united Italy. He reigned from 1861 to 1878.

Activity 3 Language focus

This game practises the formation of the present perfect and the past simple and exposes students to typical uses. It has considerable potential to descend into total chaos and so requires careful introduction. The students should play in groups of four. Each group needs one copy of the game sheet, which would benefit from some enlargement. It is likely that at the end of the game they will all want a copy, so also prepare enough A4 copies for each student to take one home. When the students finish playing, check through the correct present perfect and past simple forms.

Activity 4 Vocabulary

Skill: use a learner's dictionary

Ask the students to work on this in pairs. They may find it quite difficult. If so, help them by supplying letters or even words. When they finish, discuss the meanings of the words with the whole class.

Activity 5 Writing

Skill: compare and contrast goods and services

Prepare students for this with a class discussion of current trends in shopping. Ask whether they think these will be for the better or worse. It is worth noting that town and city centres with less traffic and only specialist shops are not seen by all as a bad thing. Put this opinion to the students as well as contrary points of view.

Homework task

Draw on the results of the writing above to produce some lines of thinking about current trends in shopping. Highlight these by writing them on the board. Ask the students to choose one of these areas and try to find an appropriate article. During the follow-up session, put the students into pairs and ask them to say their summary to their partner. Choose the more confident students to talk to the whole class first, and move the situation towards a class discussion.

06 **Health**
Health and well-being

Task: 1, 2, 3
Talk about health and well-being
Skill: Speaking, listening, writing
System:

Materials: CD player, CD

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

This activity begins with some structure practice then moves to a freer format.

- 1 Put the students into pairs and ask them to write the correct words on each line. These are 1 food poisoning; 2 flu; 3 a cold.
- 2 Ask them to practise using the structures in the boxes. They should then change roles.
- 3 They should then prepare for a longer conversation on the same subject, but without the prompts. Because this is intended to be a phone call, make sure the students sit so they can't see each other's faces.

Activity 2 **Listening**

🎧 Track 4

Skills: listen for and select relevant/specific information
listen for supporting detail

Introduction

The text begins, 'In the film *Super Size Me*, Morgan Spurlock ate only McDonald's food for a month. He had to eat breakfast, lunch and dinner every day, and he had to eat everything on the McDonald's menu at least once.' Make sure the students understand the nature of the film. You might check if any have seen it and, if so, what they thought of it.

Procedure

This text is very heavy on facts and there are two sets of questions here. The first is multiple choice and the second involves matching numbers with statements. It might be best to play the track twice to give students a chance to complete the first set, and also become familiar with the overall text. Then play it again while they match the numbers in the second set. Play the track again if this is necessary.

Activity 3 Language focus

The main purpose of this activity is for students to think about the meaning and use of the past continuous. Let them read the introduction and discuss it with them, highlighting the examples on the board. Make it clear that some of the sentences in exercise 1 are correct. Put them into pairs and ask them to change tenses where necessary. For question 2, ask them first to write sentences individually and monitor their use of the past continuous in these. Then, in pairs, get them to ask and answer the questions.

Activity 4 Vocabulary

Put the students into pairs.

- 1 The students will be familiar with most of these words. Ask them to use these to place the less familiar ones.
- 2 When the students finish, make it clear that toothache and headache are always one word, backache and earache are normal, but back ache and ear ache are also possible. Stomach ache is common but stomachache is also used. We say a headache, but the others take no article.

Activity 5 Writing

- 1 Ask the students to discuss the differences in meaning between the pairs of words. Sometimes this involves euphemism. Sometimes it is related to gender reference.
- 2 Ask the students, still in pairs, to discuss the different answers to the problem. There might be some quite personal responses to this activity, depending on students' own body-shape and self-image. Be prepared to exercise some tact.
Brainstorm some possible problems that might cause someone to write to a problem page. Ask the students to write a letter each, then to write an answer to their partner's letter and discuss the results.
Put the students into groups of four. Rotate the letters so that they can write an answer to a different one. Ask them to discuss the two possible answers.

Homework task

Problems forwarded to magazines can involve sex, abuse, thoughts of suicide, etc. Possible embarrassment should prevent these being chosen by the students for discussion, but some monitoring may be necessary here. You can, of course, sanitise the whole activity by selecting some problems yourself and distributing them to the students in pairs.

07 **Health**
Health care

Outcome: 1, 2, 4

Task: Interact with health care professionals

Skill: Speaking, reading, writing

System:

Materials: CD player, CD

Notes: **Activity 1 Speaking**

🎧 Track 1

Skill: effective use of intonation

The students may not be aware that statements can be turned into questions by using a rising rather than a falling intonation, because this is not true of all languages. Discuss this with them. You can expect that some will have an ear for intonation while others won't. Incidentally, this appears to be independent of having an ear for music.

- 1 Talk through the instructions with the students and make sure they understand their roles. Provide model examples of falling and rising intonation. Then ask them to start the activity. Circulate and monitor the results. Help out with more examples where necessary.
- 2 The students may need some help in writing statements about themselves and the correct responses.

Activity 2 Reading

Skill: identify purpose of a text
extract main points and ideas
recognise a variety of feelings and opinions

Discuss the general situation of foreign nurses in Britain. Some of the students may have some knowledge of this. In the case of older students, some may actually be foreign nurses improving their English.

Make sure they understand the reference to apartheid and something of the changes in South Africa since its abolition. Allow the students to work individually before checking their results with a partner.

Activity 3 Language focus

Introduction

Sentences like *When I'll leave school I'll look for a job* show a common type of mistake. This comes from students believing that 'll/will indicates future time. Since both events in this sentence are in the future, there is no apparent reason why 'll shouldn't be used in both. In fact, 'll/will signals either intention or judgement, depending on context. There is a strong association with the future due to the meaning of these two notions — many intentions and judgements refer to the future. However, this is a tendency rather than a rule, and many uses of 'll/will are in present time, eg *She'll be at work now. / That'll be right.*

Procedure

Discuss the introduction in the student's notes and the contents of the introduction above. Ask the students, in pairs, to put 'll into the sentences where it is necessary.

Activity 4 Vocabulary

Introduction

Among the curiosities of British medicine are that surgeons work in a theatre whereas GPs work in a surgery; that surgeons, including dentists, are titled and addressed as Mr, Mrs, Miss or Ms rather than Dr and that both pharmacists and those working in chemistry are known as chemists. There are also some transatlantic differences, in that the word 'physician' is common in spoken US English while being largely restricted to formal written English in the UK, that a vet in the US is an ex-serviceman/woman rather than an animal doctor and that a high street chemist is known, less confusingly, as a druggist.

Procedure

Note that the definitions also contain some specialist vocabulary — *deliveries, extractions*, etc. Ask the students to work alone before comparing their results with a partner's. Afterwards, you might bring some of the vocabulary in the introduction above to their attention.

Activity 5 Writing

Discuss the students' experiences with doctors and dentists. Some of them may have felt like complaining in the past, but not done so. Ask them, in pairs, to discuss the format and layout of the letter. Clarify the layout on the board, giving positions for their address, the address of the practice, etc, and the heading, 'Letter of complaint'.

Homework task

This could become a general class project, with different students, or groups of students, investigating different areas of goods and services and reporting back to the class.

08

Health

Accidents and emergencies

Outcome: 1, 2, 3

Task: Report accidents and emergencies

Skill: Speaking, listening, writing

System:

Materials: CD player, CD

Notes: **Activity 1 Speaking**

Introduction

This story is an urban legend. It never happened – though it could. The received view is that the judge would come down in favour of suicide because if a suicide attempt results in death in an unexpected way, it is still classed as suicide.

Procedure

Ask the students to read the story individually, taking adequate time to understand it. Then collate their ideas using the board to illustrate the main points. Ask them in pairs to discuss the questions and try to agree on an answer.

Activity 2 Listening

🎧 Track 5

Skill: listen for and select relevant/specific information

Play CD track 5 twice and collate the students' answers afterwards. Then discuss the emergency procedure with the students. Note the information required:

- The caller's phone number, so that they can be called back or traced if the call is cut off.
- The location of the incident.
- Its nature.
- Personal safety of those in the vicinity.

Activity 3 Language focus

Put the students into pairs and ask them to read through the dialogues. Make sure they understand the contexts. Then ask them to decide between 'll or (be) going to for each sentence. Collate the answers then ask them to think about the difference between them. Elicit some answers and make sure they understand the fact that with 'll, or will, the speaker signals an intention formed at the moment of speaking, whereas (be) going to indicates a decision made before the moment of speaking.

Activity 4 Vocabulary

This activity looks at collocation. Put the students into pairs and do the first box with the whole class so that they get the idea:

<p>dental appointment chemist nurse surgery</p>
--

Encourage them to use their dictionaries as they work.

Activity 5 Writing

You might prepare the students for this by playing the listening track (5) again, and perhaps giving them copies of the transcript. Then put them into pairs. It may be advisable to tread lightly on students' personal experience here because they may find the recall of emergencies distressing. Ask them to invent a situation and discuss it with their partner. It will then be their choice as to how much factual history they want to introduce. Make sure the students understand the conventions for writing dialogue.

Homework task

The answers to the questions are:

- 1 112, the emergency services number for all EU countries.
- 2 the coastguard

As regards frivolous calls, students might be interested in this article:

999 CALL'S CHILLI RESPONSE

A DRUNK dialled 999 to tell police that there was too much chilli sauce on his kebab.

Another caller phoned the emergency number to find a pizza takeaway. When he was told that was not an emergency, Northumbria Police said the man replied: 'It is, mate, my wife is pregnant and gagging for pizza.'

The police force was highlighting misuse of the 999 service. Only half of their 25,000 calls a month on the number are emergencies.

Superintendent Neil Adamson said: 'People should only use 999 if there is any danger or risk to life or a crime is in progress.'

09 Health
Information

Outcome: 1, 2, 4

Task: Read health care information leaflets
Fill in forms

Skill: Speaking, reading, writing

System:

Materials:

Notes: **Activity 1 Speaking**

Skill: rephrasing

Introduction

This activity begins with a number of forms which are abrupt and might be rude in certain circumstances. And, given that there are certain circumstances when it is necessary to be rude, the students should be aware of these. However, it is also useful to be able to rephrase when one has overstepped the mark, and the activity practises this.

Procedure

- 1 Allow the students to work in pairs but stress that there are a number of possible polite forms. You might collect examples as the students work, and write them on the board. There is also a case for introducing the frequently used 'unfinished conditional' request form, eg 'If you could just sit down.'
- 2 Demonstrate the dialogue format with a willing student. Seeing you back down in the face of a student objection might lighten the atmosphere and encourage the students to try out the dialogues playfully. Encourage them to put some emotion into the interchanges.

Activity 2 Reading

Skill: read for specific information
extract main points and ideas

The purpose of this activity is to give the students experience of working with an unsimplified text. This page comes from a booklet published by a UK chain of chemists and is presented unchanged. Stress to the students that they do not need to know the meaning of every word in order to decide if the statements are true or false. Ask them to work individually, without dictionaries. Collate the results with the whole class when they finish. After this, ask them to use their dictionaries to check the meaning of any unfamiliar words, and check understanding with the whole class.

Activity 3 Language focus

Introduction

'**ll/will**, when used for judgement rather than intention, refers to personal feelings or intuition, while **(be) going to** is used to indicate judgement based on external evidence. There are many situations where **(be) going to** is the only possible choice. For example, a speaker looking at oncoming rainclouds and saying 'It will rain,' would be seen as overstating the obvious. However, it is not so easy to exclude **(be) going to** as a possible choice, because of the natural tendency to infer evidence for what might only be a statement of our own opinion. We are all familiar with sports fans who say 'We're going to win today', where there is no evidence whatsoever to support their optimism, and many gamblers suffer from the same delusion. Students might justifiably argue that **(be) going to** is also possible in sentences **3** and **5**. If they do, this is a positive sign, and discussion of the differences in implication between the two forms should be encouraged.

Procedure

Ask the students to read the introduction in the student's notes. Make sure they understand that this is a different meaning from intention. Encourage them to speculate about what it is, but don't supply any answers at this stage. Ask them, in pairs, to decide on the better form for each sentence, then to write their ideas on the meanings of the two forms here. Collate their answers.

Activity 4 Vocabulary

Ask the students to work in pairs and use their dictionaries. Stress that they should check the meaning of each idiom as well as finding the correct body part. As a follow up, you might ask them to write a sentence illustrating the meaning of each idiom, eg *My heart was in my mouth before the interview.*

Activity 5 Writing

Skill: record information on a form

Stress to the students that because the form is authentic, it may well ask questions that they don't want to answer. If so, they are at liberty to ignore these. Ask them to use their dictionaries to check any unfamiliar illnesses or other vocabulary.

Homework task

Prepare the students for this by discussing some of the illnesses with the whole class. Some of them may have close personal knowledge of some illnesses. If so, this can be an asset but may require diplomatic handling. It is also possible that some illnesses are particularly prevalent in their or their families' countries of origin. This can provide a useful basis for discussion.

10

Review of lessons 6–9

Outcome: 1, 2, 3

Task:

Skill: Speaking, listening, writing

System:

Materials: CD player, CD

Notes: **Activity 1 Speaking**

It is important that this doesn't become an exercise in one-upmanship or that less active students be made to feel out of things. You might overcome this by emphasising that your own score would be less than perfect. (If you are actually perfect you can pretend to have some human frailties). Try also to elicit a few bad habits from the more confident members of the class.

In the second part of the activity, stress that the advice they give to each other should not necessarily be accepted. They should discuss their attitudes to each of the points raised.

Activity 2 Listening

🎧 Track 6

Skill: listen for and select relevant/specific information

Allow the students, in pairs, to read and discuss the questions. Stress that it is important that they agree on an answer — this will stimulate discussion. CD track 6 consists of a teacher giving the answers and some comments. Play this and ask the students to check. Play the track again if necessary. Ask the students to count their scores. Check for the highest scores in the class.

The answers also appear in the Answer Key section, for reference.

Activity 3 Language focus

Introduction

This activity reviews the structures covered in lessons 6–9, these being the past simple, past continuous, *will* and (*be*) *going to*. Make it clear to the students that the issue here is not simply one of right or wrong. Some of the sentences simply don't express what we would expect in such a situation, eg **8** *Shamira hung the washing out when the rain*

started, and some indicate a situation that is unlikely or impossible, eg 1 *I watched the news on TV when it broke down.*

Procedure

Ask the students to work with a partner and discuss their ideas. Then collate the results with the whole class.

Activity 4 Vocabulary

This section revises the medical vocabulary in lessons 6–9, with some new items. Ask the students to work in pairs and use their dictionaries if necessary.

Activity 5 Writing

Ask the students to discuss the table. Help them with suggestions as to possible reasons for differing body weights in various countries. Possible reasons might include diet, exercise facilities available, attitudes to being overweight and government campaigns.

Supply the figure for Britain, which is 20–24%.

Stress that when the students write their reports, they should begin by presenting the information in the table in words, before going on to speculate about the reasons.

Homework task

The students might need some guidance here as regards recent campaigns. If there is nothing relevant in current circulation, ask them to collect some health leaflets from chemists, libraries etc and write a report on these. Follow this with group and class discussion.

11 Travel Enquiries and bookings

Outcome: 1, 2, 4

Task: Make enquiries
Make bookings and arrangements for transport and accommodation

Skill: Speaking, reading, writing

System:

Materials:

Notes: **Activity 1 Speaking**

This activity involves students making questions and answering them about a tour itinerary. As a role-play it lacks authenticity since the student asking the questions will also be looking at the leaflet. The alternative would be to provide fuller prompts for the questions, which would negate the point of the exercise. Explain this to the students. However, once they have achieved some fluency in asking and answering questions, they could act it out. Help the process along by circulating, picking up on possible questions and relaying the correct forms to the class.

Activity 2 Reading

Skill: identify referring devices

Stress to the students that the best way to tackle a matching exercise is by eliminating the easiest items first, and by keeping close tabs on which items have been placed and which still remain. The clues in the text are a mixture of geographical location and similar names. Ask the students to pay attention to both.

In exercise 2, most of the nicknames have similar names to the cities — eg Dundee/Dundonians. The others might be solvable through general knowledge, but be prepared to help.

Activity 3 Language focus

Make sure the students understand what a phrasal verb is. Emphasise that the sentences make up a conversation and they should read through this first to get the general context. Ask them to do the exercise in pairs.

Activity 4 Vocabulary

Draw on the students' experiences of flying to elicit the general procedure for taking a flight. Make sure they read the note about luggage and baggage. Ask them to do the activity in pairs.

Activity 5 Writing

Dictate the story below to the students. Depending on their level, you might choose to dictate the punctuation or simply to read the text phrase by phrase. Suggested phrasing appears below. When you finish, ask the students to compare their results with a partner's before supplying the correct version. An enlarged copy of the text, suitable for turning into an OHT, appears in the answers below.

Text notes: Alligator is not a particularly useful word. Spelling can be supplied. Halfway can also be half-way, but half way is unusual.

A tourist was fishing / from a small boat / off the coast / of Florida. / When a fish took his hook, / he got so excited / that he turned the boat over / and fell into the sea. / He could swim / but he was scared of alligators / so he held on / to the overturned boat. / He saw an old man / standing on the beach / and shouted, / 'Are there any alligators / around here?' / 'No,' the old man shouted back. / 'They haven't been around / for years.' / Feeling safe, / the tourist let go / of the boat / and started to swim / slowly to the shore. / When he was / about halfway there / he asked the guy, / 'How did you / get rid of the alligators?' / 'We didn't do anything,' / the old man said. / 'The sharks ate them.'

Homework task

You could help the students, and create a classroom activity, by bringing some holiday brochures into the class. Pass them round and ask each student to choose a holiday they would like. Ask them to write a description. This could take the form of the coach tour itinerary at the start of the lesson.

12 Travel Getting there

Outcome: 1, 2, 3
Task: Provide and follow directions
Skill: Speaking, listening, writing
System:

Materials: CD player, CD, tapescript

Notes: Activity 1 Speaking

Ask the students to work in pairs. They should treat this activity as a way to explore the language of giving directions rather than a series of tasks to be performed. Go around the pairs and elicit items of language, as in the example, and write these on the board. You might record some of the pairs and let them, and the rest of the class, hear the results.

Activity 2 Listening

 Track 7

Skill: listen for and select relevant/specific information

Give the students some time to study the GNER route map and the map of Edinburgh. The directions they will hear, for question 8, involve Waverley Bridge, Cockburn Street and the High Street. The correct answer is Blackfriars Street; the distractors are Bank Street and the High Street. Make sure they are familiar with these places on the map. Then play CD track 7 twice. Ask the students to compare their answers with a neighbour's.

Activity 3 Language focus

Ask the students to work in pairs on this. Make the point that some prepositions will work in more than one space, eg on/by an old bridge, along/through a beautiful valley. They should be prepared to move words around until they all fit.

Activity 4 Vocabulary

Students may find some of these words unfamiliar, so encourage them to use their dictionaries.

Activity 5 Writing

The real version of this tale involves a broken crankshaft. However, there is no need to get the students involved in technicalities – unless you happen to be teaching a class of engineers. However, most students can be counted on to know something of the status and reputation of Rolls Royce cars. Elicit what they know. Also, stress that some verbs may be possible in more than one place. For example, 7 could be came as well as landed, but 12 can't be landed. Tell the students to be prepared to move verbs around until they all fit. Then ask them to do the exercise individually before comparing their results with a partner's.

Homework task

You could prepare the class for this by bringing in maps of the local area and asking them to describe, perhaps in pairs, how they get from home to the class. When the directions are written, ask them to direct a partner along their suggested route by reading what they have written.

13 Travel Letters and postcards

Outcome: 1, 2, 4

Task: Understand and write letters and postcards

Skill: Speaking, reading, writing

System:

Materials:

Notes: Activity 1 Speaking

This is a version of the well-known 20 questions game, using holiday destinations. It obviously depends on students' knowledge of the wider world, so make the point that, if they like, their holiday destination can be somewhere quite local. They should also, as it says in the student notes, choose somewhere fairly well-known — eg a small village in Eastern Turkey doesn't qualify, though Eastern Turkey does. There is a balance to be struck here between competitiveness and enough co-operation to ensure language practice. Afterwards, pick up on some of the destinations and discuss the students' knowledge of them with the whole class.

Activity 2 Reading

Skill: read for specific information

Begin with a discussion of the metric and imperial systems. Students may have noticed that while the metric system is used for most items in Britain, people still tend to give their weight in stones and pounds, their height in feet and inches and quote distances in yards and miles. Students may find this difficult to adjust to if, as is most likely the case, the metric system is in use in their country of origin.

Ask students to do the activity individually then compare their results with a partner.

Activity 3 Language focus

Ask the students, in pairs, to study the sentences and complete the first exercise. Collate the results with the whole class, relating each answer to a sample sentence. Then ask the students to complete the postcard and compare their results with their partner's.

Activity 4 Vocabulary

The students' ability to do this exercise will depend largely on their ages and experience of or interest in driving. If they find it difficult you might consider setting it as a homework exercise.

A possible follow-up would be to discuss the signs using modals, eg you can't, you have to, you should.

Activity 5 Writing

Ask the students, in pairs, to discuss a holiday they enjoyed. Depending on age and culture, there may be varied responses to this. For some, a holiday may involve visiting family members in another country, or just a day away somewhere. Make it clear that these all count. Ask individuals questions about where they went, what they did, etc and compile a list of answers on the board. Ask the students to write around 150 words about their holidays, beginning with the format given.

Homework task

Prepare the students by asking them which views of their local area, if any, are likely to be used on postcards. Depending on its tourist potential, you may have to move some distance to find possible views. You might also bring some postcards in to stimulate discussion. Then ask each student to focus on a locality, either in this country or abroad. Ask them to sketch what they would expect to see in postcards.

14 Travel Places of interest

Outcome: 1, 2, 3

Task: Read/obtain information about places of interest

Skill: Speaking, listening, writing

System:

Materials: CD player, CD, tapescript

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

Prepare the students for this by asking them about what they do or places they go to in their free time. Culture and age will play a significant part in the choices here, and the resulting list does not have to comprise the tourist attractions of the area. Make a list on the board, and stress that the task involves them agreeing on a place or activity.

Activity 2 **Listening**

Skill: listen for and select relevant/specific information

🎧 Track 8

Put the students into pairs and ask them to match the pictures to the names of places. General knowledge some guesswork should help them to match most of them, but collate the results with the whole class to cover any gaps. Discuss each of the places with the students, eliciting what they know about them and supplying any basic details that they don't know. (The new Globe Theatre opened in 1997. It is built near the site of the original.) Tell the students that all of these places are mentioned in the text.

Play CD track 8 twice, then ask the students to check their answers with a partner.

Activity 3 **Language focus**

A set of atlases would be useful for this activity. Use the first exercise to engage students' interest in the subject. Collate the results with the whole class and suggest some possible lines of thought: 'Do all island groups take the?' 'Do countries normally take the?' Elicit some answers from the students before asking them to move on to exercise 2. Again, collate the results — which may be incomplete for most pairs — with the whole class.

Activity 4 Vocabulary

The students will probably need dictionaries for some of these forms of transport. Even so, be prepared to help out with some of the names. Ask the students to work in pairs before rounding things up on a whole-class basis.

Activity 5 Writing

Ask the students to complete the notes then discuss their journey with a partner. Circulate and pick out some of the more interesting examples. Bring these to the attention of the whole class. Then ask the students to write about their journeys.

Homework task

Prepare the students for this by asking them to discuss, at first in pairs, and then with the whole class, which places a visitor from abroad might like to see. Make a list on the board.

15

Review of lessons 11–14

Outcome: 1, 2, 4
Task: Revision: lessons 1–5 & 11–14
Skill: Speaking, reading, writing
System:

Materials:

Notes: **Activity 1 Speaking**

The quiz may be easier than it looks in that some of the answer alternatives are manifestly silly. However, it will depend on the students' general knowledge of geography, which is likely to vary widely according to age and educational background. If you feel they need help, give a copy of a map with the answers. Alternatively, distribute these when things slow up during the activity, or give it out at the end and ask them to check as many answers as possible. Be prepared to help with some. At the end, collate the answers with the whole class.

Activity 2 Reading

Skills: identify purpose of a text
extract main points and ideas

It is unlikely that a preliminary discussion on the history of exploration will produce much material, but it might be tried. Some students may have something to contribute. It should be worth emphasising that 'exploration' tends to imply Europeans travelling to other continents. This text presents a contrasting view.

Ask the students to read the text and answer the questions before comparing their answers in pairs.

Activity 3 Language focus

The activity reviews the language focus items in lessons 11–14. Ask the students to complete it in pairs, before collating the results with the whole class. Discuss any areas that still present difficulty.

Activity 4 Vocabulary

This activity revises vocabulary from all parts of lessons 11–14 except the listening transcripts. Ask the students to complete it in pairs. Collate the results with the whole class.

Activity 5 Writing

Make sure the students understand the meanings of the punctuation marks listed in the student notes. Ask them to work in pairs. Correct on a whole-class basis, either verbally or by making OHTs of the unpunctuated and punctuated versions below.

Homework task

There are various ways of dealing with the results of this task. Students could ask their partners in pairs, or you could read each set of questions to the whole class. With a good class, it might be possible for each student to read their questions to the class.

16 Free time and leisure Enquiries

Outcome: 1, 2, 3

Task: Make and respond to enquiries

Skill: Speaking, listening, writing

System:

Materials: CD player, CD

Notes: Activity 1 Speaking

This activity is modelled closely on the assessment format. Allow the students a few minutes to prepare before doing the activity in pairs. You might record all or some of the pairs and let them hear their conversation. Stress to them that they have to cover all the points listed.

Activity 2 Listening

 Track 9

Skills: listen for and select relevant/specific information
interpret attitudes
understand a variety of accents

This listening involves four fictitious students. There are 16 questions. 1–7 involve the opinions expressed by the speakers and 8–16 are factual. Play the CD track once for the first seven and again for the others. Play it again if necessary, then ask the students to compare their answers with a partner's before collating the results with the whole class.

Activity 3 Language focus

Skill: verbs that don't work in the continuous

Introduction

Students at this level can be expected to be reasonably familiar with the use of the present simple and continuous. Use this activity to elicit and discuss the following:

The present simple is simply the basic verb in context. As such it can be used for periods of time ranging from instant — '...and he scores!' to unlimited — 'The sun rises in the east.' The duration is signalled by the context.

The present continuous has the fixed meaning of 'limited duration' and can be used to signal either that the action has some duration — 'The light is flashing' or is limited in time — 'I'm working in Glasgow at the moment.'

As such, it isn't suitable for use with state verbs, whose meaning denotes permanence.

In the exercise, these are **mean** (2), **love** (5), **know** (7), **believe** (9) and **suppose** (10).

Procedure

Ask the students to work in pairs. As they work, or when they finish, elicit ideas and move towards a class discussion of the above.

Activity 4 Vocabulary

Before giving out the student notes, ask the students, in groups, to write down the names of all the sports they know, both team and individual. Ask them if they can think of sports played in different parts of the British Isles — this is unlikely to produce much — and the names of any sports that have developed in the past few years. Then ask them to talk to the others in the group about sports they are involved in.

Break the groups up into pairs and ask students to do the activities, making full use of their dictionaries where necessary.

Activity 5 Writing

Skill: record information on a variety of forms

Some of the students may have very little interest in or experience of sports and leisure. In which case, make the point that this sort of situation is not unusual in assessments or exams, and that what they write does not have to be true. This is an English language activity, not an exercise in autobiography. Encourage them to draw on what experience they have, and include fiction to expand it to the required length.

Prepare students for this activity by discussing their experience of sports and leisure, either on a group or class basis.

Homework task

You could help the students here by bringing in some information about local sports and leisure facilities, or by helping them to find this, either on the internet or through a library. If there is time, summarise the results with the class.

17

Free time and leisure

Bookings

Outcome: 1, 2, 4

Task: Make, change and confirm bookings

Skill: Speaking, reading, writing

System:

Materials:

Notes: Activity 1 Speaking

Depending on the numbers in the class, it might be better to brief the two groups of Student As and Student Bs separately. In any event, make sure all the students understand that not all the bookings will be possible.

The possible ones are Roberts, Barton, Charu and Bonard. For easy reference, these are the ones with an r in the name.

Activity 2 Reading

Ask the students what their favourite drinks are, and what they know about their origins. Those with family connections to various countries might be expected to lay claim to tea and coffee. To settle any potential disputes, there are records of tea drinking in China going back more than 2,000 years. Cultivation in India began when the British smuggled seeds from China in the mid-19th century. Coffee originated in the highlands of Ethiopia. It spread to Egypt and Yemen and by the fifteenth century had reached Persia and Turkey. (source: Wikipedia)

Ask the students to complete this activity in pairs.

Activity 3 Language focus

Ask the students to complete the activity in groups then, with the class, elicit the different types of future events that these tenses are used for: the present simple for simple facts and the present continuous for arrangements. In some cases, such as no.3 'I'm not going out tonight,' these can be arrangements with yourself providing that the decision is made before the moment of speaking.

Activity 4 Vocabulary

Students can be expected to be familiar with some of these US words through the media, or at least to have heard some and wondered what they mean. Ask them to complete the activity in pairs.

Activity 5 Writing

skill: compare and contrast goods and services

Prepare the students for this by talking through the scenario:

- They work for *Conference Solutions*.
- They booked the guests into the Green Parrot restaurant on Saturday night.
- Things didn't go well.
- It is now Monday and Agnes, the Hospitality Manager, has been in touch, asking for a report.

Talk through the list of things that went wrong in the student notes. Make it clear that the students can elaborate as much as they like and add other faults if they want to.

Homework task

Some of the students may not be familiar with the concept of a restaurant review. You could help them by showing them some examples. Besides newspaper reviews, there are many of these on the internet — whole websites are devoted to the subject. Failing this, talk through the format with the students, and make it clear that the restaurant can be real or fictitious.

18 Free time and leisure Complaints

Outcome: 1, 2, 3
Task: Make a complaint
Skill: Speaking, listening, writing
System:

Materials: CD player, CD

Notes: Activity 1 Speaking

Ask the students, in pairs, to read the menu, using their dictionaries where necessary. The dishes are deliberately rather unusual: challenge the students to choose one. In each pair, Student A should write the name of the dish and the problem on their card while Student B takes the part of the waiter. Ask the students to roleplay the complaint. If you like, you could play the part of restaurant manager and say that any Student A who is not satisfied with the waiter's response can ask to see you. Afterwards, ask the students to change roles.

Circulate and note any useful language used, later bringing this to the attention of the whole class. You might consider recording some of the pairs and playing the results back to the class.

Activity 2 Listening

 Track 10

Skill: listen for and select relevant/specific information

This listening lends itself to a formal approach. Ask the students to work individually, play the CD track twice then collate answers with the whole class. You might follow up with a group discussion about favourite TV programmes. Photocopies of the evening's TV schedule would be useful at this point.

Activity 3 Language focus

Introduction

The point of this activity is to make students aware that there are more possibilities in 1st conditionals than the formulaic *If + present simple / will + present simple*. The basic facts are that 1st conditionals use any combination of forms capable of present/future time reference. The sentences in the exercise use present simple, continuous and perfect, the modals *will*, *can* and *must*, together with *have to* and the imperative. Half begin with the *if*- clause and half with the result clause and in no.9, *will* appears in both clauses.

Procedure

Ask the students to do the exercise in pairs. Afterwards, ask them to look at the structures. Elicit the content above from the whole class.

Activity 4 Vocabulary

Introduce this with a class discussion of the types of music the students like. Write the names of some on the board. Then ask them to complete the activity in pairs.

Activity 5 Writing

Make sure the students understand the nature of the task and the fact that they have to cover all the points listed. Discuss the idea of a class visit and their experience of visits to the theatre. You might bring in some publicity relating to local theatres and shows, or point them towards this on the internet.

Homework task

With the students in groups, ask them to discuss their favourite films. Elicit a number of titles, write them on the board and check the general response. Note that this may result in some translation difficulties, so be prepared to exercise some patience. Ask individual students why they like these films and try to elicit something of the character, actors and storylines.

19 Free time and leisure

Opinions

Outcome: 1,2,4

Task: Express an opinion

Skill: Speaking, listening, reading, writing

System:

Materials:

Notes: **Activity 1 Speaking**

Introduction

This roleplay involves students sitting back-to-back with their partner. They may find this an odd thing to do in the classroom but it replicates the situation on the phone.

Procedure

Put the students into pairs and ask them to choose to be A or B, or you can allocate the parts. When this is done, ask them to read only the notes for their part, then act out the roleplay. When most are finished, elicit the useful language from the boxes, take other suggestions, perhaps suggest some more and write the lines on the board.

Ask the students to do the roleplay again, taking the other part.

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

Activity 2 Reading

Skill: read for specific information

Introduce this activity by asking the students to look briefly at the paragraphs and say how much they or their families take part in these activities — 'Do you like fish and chips?' 'Do you read the Sunday papers?' etc. You might ask them to discuss in pairs or groups how much their lifestyle differs from the activities depicted and what their attitude to them is. Then ask them to read the text and answer the questions, before comparing their answers with a partner's.

Activity 3 Language focus

Introduction

In this activity, students look at ten sentences using present tenses. Some also contain **will/'ll**. Five of these relate to unreal present time and so should use past tenses, and in some cases **would/'d**. Three are 2nd conditionals, one uses **wish** and one uses **suppose**.

The purpose is to make students more aware of past forms for unreal present time sentences, and that these are not confined to 2nd conditionals. You might also make the point that while **wish** requires a past form, **suppose** can use either past or present, depending on the situation. There is also the possibility, in nos. 5 and 9, of using **was** or **were**, depending on the level of formality.

Procedure

Ask the students to complete the exercise in pairs. Elicit or convey the content above with the whole class.

Activity 4 Vocabulary

Ask the students to complete this activity in pairs. Afterwards, clarify meanings with the class.

Activity 5 Writing

A number of British companies have moved their call centres overseas, particularly to India. Wages there are a fifth of those in the UK and graduate operatives are not difficult to recruit. However, in 2005, Abbey announced that it was moving its call centre back to Britain and in January 2007 Norwich Union said that some of its work was being repatriated as well. In both cases, communication problems, both linguistic and cultural, were given as the reason. This is in spite of thorough training programmes, which can include watching recent episodes of UK soaps.

Make the students aware of the background above, and focus their minds on the reality of the task. Tell them to cover all the areas in the reading, **What the British do**.

Homework task

This provides an opportunity for a reaction to the host culture lifestyle which they have dealt with in the reading and writing sections. You might begin with a class discussion which considers their participation in the areas described, and their feelings about them.

20 Review of lessons 16–19

Outcome: 1,2,3
Task:
Skill: Speaking, listening, writing
System:

Materials: CD player, CD

Notes: **Activity 1 Speaking**

Stress to the students that this is a speaking activity. They should work in pairs, using one sheet of paper, and discuss their conclusions as they work. Make it clear that the pieces of information can't all be used in the order they are given. Sometimes they have to move on and come back later.

The activity involves the students in drawing logical conclusions. This can be done using **must**. They will probably be more familiar with the use of **must** for obligation. Depending on their level and your attitude to inductive vs. deductive teaching, you may prefer to pre-teach this form, elicit or supply it at the end, or do this during the activity. The train of logic is as follows:

	Alina	Sandila	Sue Yen	Temel
Alina likes rock music and Temel likes blues.				
		rock		blues
Sandila goes running.		running		
Sue Yen likes tea.			tea	
The tennis-player likes coffee.				
<i>Hold on this for the moment.</i>				
The runner likes jazz.				
<i>This must be Sandila. He goes running.</i>				
		jazz		
<i>So Sue Yen must like classical music.</i>				
The cyclist likes classical music.				
<i>So Sue Yen must like cycling.</i>				
The swimmer likes cola.				
<i>Hold on this for the moment.</i>				
The cola-drinker likes blues.				
<i>This must be Temel. He likes blues.</i>				
Now return to:				
The swimmer likes cola.				
<i>Temel must be the swimmer.</i>				
Now return to:				
The tennis-player likes coffee.				
<i>The tennis-player must be Alina.</i>				
		tennis		
<i>And she likes coffee.</i>		coffee		
So Sandila must like orange juice.				

Activity 2 Listening

Track 11

Skill: listen for and select relevant/supporting detail

Make sure the students understand the vocabulary in the drawings — *magician, rabbit, parrot, mine* and *life-raft*. Sea mines are hardly of much relevance today, but land mines are frequently a subject of controversy. Play the CD track twice then ask the students to check their answers with a partner before collating the results with the whole class. Afterwards, you might want to check if the students got the joke. However, if they didn't, this can be a thankless task.

Activity 3 Language focus

Introduction

This activity practises the content of the language focus sections of lessons 16–19. These are (16) verbs that don't work in the continuous, (17) present simple and continuous for future, (18) 1st conditionals and (19) use of past forms for unreal present and future time, including in 2nd conditionals.

Procedure

Ask the students to do the activity in pairs. Collate the results with the whole class.

Activity 4 Vocabulary

This activity revises some of the words from lessons 16–19. Ask the students to complete it in pairs.

Activity 5 Writing

Ask the students how many have a mobile phone, send texts, use text abbreviations, participate in internet chat — eg MSN Messenger, or send e-mails. Choose one of the text abbreviations in exercise 1, write it on the board and explain how the system works. Then ask the students, working in pairs, to complete exercises 1 and 2.

Make it clear that you would not expect students to use this language in assessments, even when told to write an email.

Homework task

Collate the results on the board, making a list of the abbreviations used and ask the students to turn them back into plain English, either line by line or by combining some into a new message.

Answer Key

01 Goods and services Deliveries

Activity 2

1 n, 2 y, 3 y, 4 n, 5 y, 6 n, 7 y, 8 y, 9 y, 10 n

Activity 3

- 1 got
- 2 has worn
- 3 have/'ve bought
- 4 went
- 5 have/'ve had
- 6 have not/haven't worn
- 7 tried
- 8 have/'ve had
- 9 Did you meet
- 10 Have they opened

Activity 4

baker **d**, bazaar **i**, boutique **e**, butcher **a**, chain store **g**, chemist **j**, department store **m**, florist **b**, greengrocer **c**, hypermarket **f**, newsagent **k**, shopping centre **h**, supermarket **l**

02 **Goods and services**
Exchange and return

Activity 2

- 1 A (leather) jacket.
- 2 It's torn around (two of) the buttons.
- 3 Refund her money / Give her her money back.
- 4 Two weeks ago.
- 5 Somebody pulled against the buttons / pulled the jacket hard
- 6 The leather is bad/low quality.
- 7 The receipt.
- 8 The label
- 9 A credit card statement.
- 10 £159.99.
- 11 She's gone for lunch.
- 12 Write a letter (to the manager).
- 13 Solicitor.
- 14 Take the shop to court / Sue the shop.

Activity 3

- 1 arrived
- 2 has started
- 3 saw
- 4 's/has just left
- 5 spoke
- 6 's/has bought
- 7 've dropped
- 8 's/has just eaten

Activity 4

- 1
 - 1 376
 - 2 975
 - 3 5691
 - 4 8324
 - 5 20,567
 - 6 67,795
 - 7 125,609
 - 8 219,176
 - 9 5,216,086
 - 10 26,809,317
 - 11 416,420,608
- 2
 - 1 eight hundred and ninety-three
 - 2 seven thousand, nine hundred and thirty-two
 - 3 twenty-nine thousand and ninety-eight

- 4 five hundred and ninety-four thousand, nine hundred and thirty-six.
 - 5 seven million, five hundred and eighty-three thousand, three hundred and five
 - 6 forty-five million, four hundred and sixty-five thousand, nine hundred and eighty-three
 - 7 six hundred and ninety-three million, three hundred and ninety-five thousand, two hundred and seventy-eight
- 3
- 1 second
 - 2 eighth
 - 3 ninth
 - 4 oh one four one double six five (or six six five) eight nine seven five
 - 5 seven point six five
 - 6 26 degrees centigrade (or Celsius)
 - 7 one-one or one-all
 - 8 eleventh February (or the eleventh of February) two thousand and two
 - 9 ten dollars twenty-seven (cents)
 - 10 four point oh (or zero) two
 - 11 sixteen euros forty-five (cents)
 - 12 thirty-thirty
 - 13 point eight seven
 - 14 seventeen forty-two
 - 15 forty-two degrees centigrade
 - 16 three-nil
 - 17 one pound seventy-five
 - 18 fifteen-love
 - 19 oh eight seven six four treble three (or three double three or three) five nine double four
 - 20 seventeenth October (or the seventeenth of October) nineteen hundred

03 Goods and services
Complaints

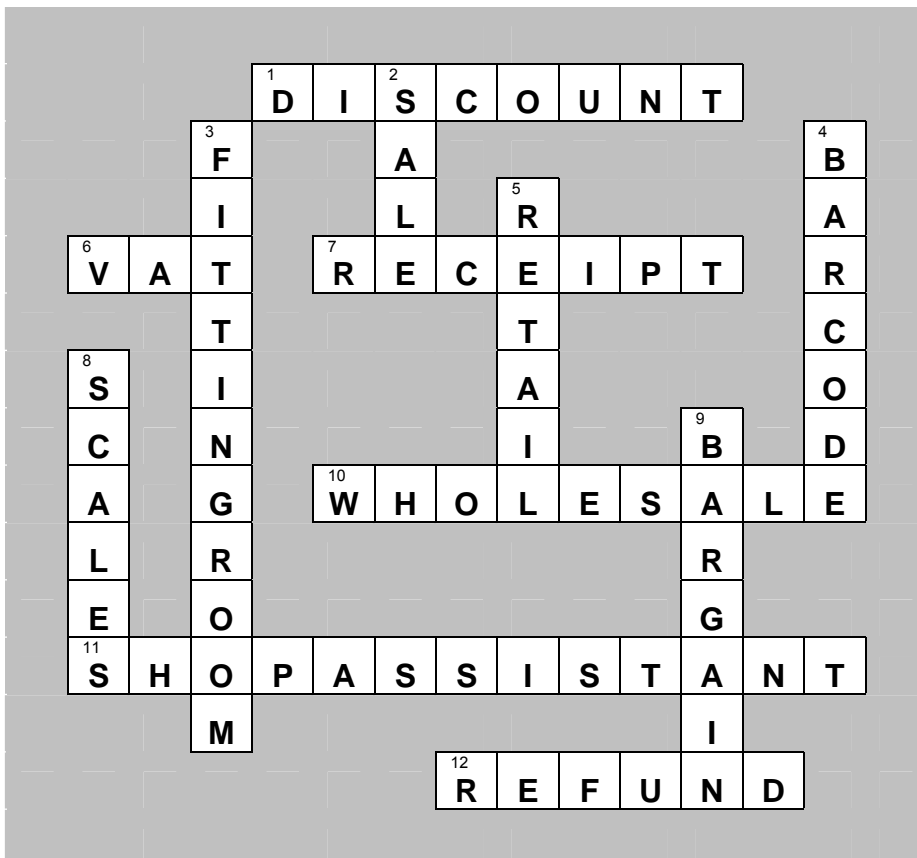
Activity 2

D, G, B, E, A, F, C

Activity 3

- 1 have been
- 2 has been
- 3 has gone
- 4 have been
- 5 has gone
- 6 has gone
- 7 have been
- 8 has gone

Activity 4



04 Goods and services
Accommodation

Activity 2

Grange Residence

Location (street): Hunter Street

Distance from King's Buildings: 1½ km (approx.)

Number of flats: 6

Number of study bedrooms: 60

Items in study bedroom (tick):

basin ✓	bed ✓
cooker	desk ✓
shower	toilet
wardrobe ✓	

Weekly cost of study bedroom: £ 110.00

Food included (tick):	yes	no		yes	no
Mon-Fri breakfast	✓		Sat & Sun breakfast		✓
brunch		✓	brunch	✓	
lunch		✓	lunch		✓
dinner	✓		dinner	✓	

Kyoko can stay for (tick): 18 weeks ✓
36 weeks

Activity 3

- 1 for
- 2 yet
- 3 ago
- 4 since

Activity 4

- 1** semi-detached house
- 2** detached house
- 3** terraced house
- 4** bungalow
- 5** flat
- 6** villa
- 7** bedsit
- 8** cottage
- 9** time-share

05 Review of lessons 1–4

Activity 2

- 1 **A** It first opened ...
B This later became ...
C ... and finished in 1878.
D It has stood ...
E It opened ...
F It has moved ...
- 2 **1 A, 2 F, 3 C, 4 D, 5 C, 6 E, 7 A, E**

06 **Health**
Health and well-being

Activity 1

- 1 food poisoning
- 2 flu
- 3 a cold

Activity 2

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

- 2
 - a 84kg
 - b 122g
 - c 79g
 - d 95kg
 - e 18%
 - f 68g
 - g 3
 - h 4
 - i $\frac{1}{4}$
 - j $\frac{1}{3}$
 - k 15%
 - l 202
 - m 310
 - n 11%
 - o 610
 - p 1.87m

Activity 3

- 1 ✓
- 2 finished
- 3 ✓
- 4 cut
- 5 was running
- 6 ✓
- 7 broke
- 8 ✓
- 9 **lost**

Activity 4

- 1 **hand**, wrist, forearm, elbow, upper arm, shoulder, back, hip, thigh, knee, shin, ankle, **foot**
- 2 **aches**: back, ear, head, stomach, tooth
pains: ankle, knee, throat, thumb, wrist

Activity 5

attractive	good-looking
not very tall	short
handsome	beautiful
overweight	fat
plain	ugly
slim	thin

07 Health
Health care

Activity 2

1 c, 2 F, 3 O, 4 foreign nurses, 5 the Philippines, 6–8 c, d, f

Activity 3

- 1 When I leave university I'll go and live abroad.
- 2 I have a shower every day as soon as I get home.
- 3 If he's at the party tonight I'll see him then.
- 4 I'm busy until eight o'clock tonight. After that I think I'll go out.
- 5 If Mike doesn't get back on Sunday he'll miss some classes.
- 6 She's having lunch just now. I'll tell her when she gets back.
- 7 It's usually seven o'clock before Brian gets home from work.
- 8 You'll be tired of that job before you finish it.
- 9 If I have time on Saturdays, I usually go shopping.
- 10 I'll go to bed as soon as this film ends.

Activity 4

- a surgeon
- b optician
- c veterinary surgeon (vet)
- d general practitioner (GP)
- e midwife
- f dentist
- g nurse
- h anaesthetist
- i chemist

08 Health
Accidents and emergencies

Activity 2

- 1 the kitchen
- 2 T
- 3 there's a rat in his/the kitchen
- 4 F
- 5 He doesn't know it. / He has a new mobile.
- 6 F
- 7 1
- 8 T

Activity 3

- 1 1 OK, I'll have the steak.
 - 2 'Oh, I'm going to go up to Inverness for the weekend. The train leaves at six.'
 - 3 OK, OK, I'll go.
 - 4 'Well, I'm OK but Jake's going to fly to Paris.'
 - 5 'Well, I hope so. She's going to get married on Saturday.'
 - 6 'Ten past? OK, I'll meet you at the station.'
- 2 With 'll, or will, the speaker decides at the moment of speaking. With (be) going to, the speaker has decided before speaking.

Activity 4

Dental appointment chemist nurse surgery	children's hospital dental mental surgery
ambulance patient dental hospital surgical	police officer force person station
fire alarm engine force service	ambulance crew driver service van

09 Health
Information

Activity 2

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

Activity 3

- 1 He's **going to** crash!
- 2 I think I'm **going to** be sick!
- 3 Don't worry – he'll win. He always starts slow.
- 4 She's **going to** win!
- 5 Another one? Do you think she'll believe me?

In these sentences, 'll and **(be) going to** both mean **judgement**. We use 'll for a judgment that comes from our personal feelings and **(be) going to** for one where there is evidence.

Activity 4

- 1 heart
- 2 stomach
- 3 eyes
- 4 shoulder
- 5 leg
- 6 nose
- 7 teeth
- 8 foot
- 9 thumbs

10 Review of lessons 6–9

Activity 2

- 1 brown bread
- 2 thick chips
- 3 olive oil
- 4 red pepper
- 5 brussels sprouts
- 6 dark chocolate
- 7 twice a week
- 8 bake it
- 9 salted peanuts
- 10 93
- 11 an avocado
- 12 30 minutes at least three times a week
- 13 more than two hours
- 14 more than an hour
- 15 dark chicken meat (leg)
- 16 steamed vegetables
- 17 130
- 18 an apple and a biscuit

Activity 3

- 1 I was watching
- 2 I'll have, or perhaps I'm going to have
- 3 She's going to meet
- 4 I'll go or perhaps I'm going to go
- 5 Mike caught
- 6 Arnie was playing
- 7 He's going to win
- 8 Shamira was hanging
- 9 She got
- 10 I'll do
- 11 Alan hit
- 12 I'm going to see

Activity 4

1

doctor There are two types. One works in a hospital. The other, a GP (**general practitioner**), works in a **surgery** in the town.

dentist They can fill your teeth (a **filling**) or pull them out (an **extraction**). They work in a **surgery**. You don't call them Doctor, but Mr/Mrs/Ms. — or just their first name.

nurse They work with doctors, surgeons and dentists, and look after the **patients**.

chemist This is the everyday word for a **pharmacist**. They work either in a hospital or in a chemist's shop — or just a chemist's. We also use this word for scientists who work in **chemistry**.

surgeon They do operations in an **operating theatre** in a hospital. Like dentists, you don't call them Doctor.

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

11 Travel Enquiries and bookings

Activity 2

1 a 6 b 2 c 8 d 3 e 7 f 5 g 1 h 4

2	Glasgow	Glaswegians
	Liverpool	Liverpudlians or Scousers
	Manchester	Mancunians
	Birmingham	Brummies
	Aberdeen	Aberdonians
	Dundee	Dundonians
	Newcastle	Geordies
	London (East End)	Cockneys

Activity 3

- 1 get away
- 2 take off
- 3 check in
- 4 set off
- 5 stop off
- 6 go through
- 7 get on

Activity 4

j f k i e g h b d c a

Activity 5

A tourist was fishing from a small boat off the coast of Florida. When a fish took his hook, he got so excited that he turned the boat over and fell into the sea. He could swim but he was scared of alligators so he held on to the overturned boat. He saw an old man standing on the beach and shouted, 'Are there any alligators around here?' 'No,' the old man shouted back. 'They haven't been around for years.' Feeling safe, the tourist let go of the boat and started to swim slowly to the shore. When he was about halfway there he asked the guy, 'How did you get rid of the alligators?' 'We didn't do anything,' the old man said. 'The sharks ate them.'

12 Travel Getting there

Activity 2

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

Activity 3

Last week, we had a few days **at** the seaside. We went to a little village **in** the south-west of England. It's one of the nicest places **on** the coast. Our campsite was **beside** the sea. After lunch, we walked **along** the beach for miles, crossed **over** the river **by** an old bridge, then walked back **through** a beautiful valley.

Activity 4

- 1 deck
- 2 cabin
- 3 harbour
- 4 terminal
- 5 carriage
- 6 compartment
- 7 gangway
- 8 platform

Activity 5

- 1 bought
- 2 went
- 3 heard
- 4 stopped
- 5 phoned
- 6 told
- 7 landed
- 8 got out
- 9 fixed
- 10 left
- 11 returned
- 12 came
- 13 phoned
- 14 spoke
- 15 happened

13 Travel
Letters and postcards

Activity 2

- 1 d (1965), c (1970), e (1989), a (1990s), b (1 Jan 2005), g (6 Jan 2005), f (20 Jan 2005)
- 2 Britain
- 3 The Republic of Ireland, Northern Ireland
- 4 Rural 'non-national' roads.

Activity 3

- 1 before adjectives so
before adverbs so
before nouns such
before adjective + singular noun such a
before adjective+ uncountable noun such
before adjective + plural noun such
before much, many, few and little. so
- 2
 - 1 such a
 - 2 so
 - 3 such a
 - 4 so
 - 5 so
 - 6 such
 - 7 so
 - 8 so
 - 9 such
 - 10 so

Activity 4

- a Maximum speed limit (miles per hour)
- b No entry for vehicles
- c No waiting
- d No overtaking
- e Slippery road
- f Pedestrian crossing
- g Roundabout
- h Bend to right
- i Turn left
- j Separate cycle and pedestrian route
- k One way traffic
- l Keep left

14 Travel
Places of interest

Activity 2

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

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

Activity 3

- 1 3 the **South Pole** place
5 the **Western Isles** Scottish island group and region
6 the **West Midlands** English county
11 the **Philippines** island group and country
12 the **West Indies** island group
17 the **Bahamas** island group and country

- 2 with *the* seas
oceans
rivers
deserts
countries with adjectives or plural names

without *the* lakes
mountains
cities, towns and villages
states
other countries
continents

Activity 4

- 1 a helicopter Colloquially *chopper*.
b bicycle (*bike*)
c bus
d truck This is the US term. It has almost replaced the British *lorry*.

e airliner
f hovercraft
g coach In the US and Scotland, a coach is known as a *bus*.
h motorcycle (*motorbike*, or simply *bike*, in context.)

i aeroplane (*plane*) US *airplane*.
j scooter

k hang-glider

l car

m 4 by 4 US SUV (Sports Utility Vehicle)

n glider

o yacht

p canoe

q skateboard

r micro-scooter

s roller blades

t car ferry

u speedboat

v cruise liner

w rowing boat US *rowboat*.

x sailboard

3 fly in a

helicopter

airliner

glider

ride a

bicycle

motorcycle

scooter

travel in a

coach

truck

car

sail in a

yacht

cruise liner

car ferry

15 Review of lessons 11–14

Activity 1

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

Activity 2

1 A, 2 D, 3 C, 4 C, 5 B

Activity 3

- 1 take
- 2 Ø
- 3 off
- 4 on
- 5 Ø
- 6 such
- 7 over
- 8 such a
- 9 so
- 10 in
- 11 the
- 12 off

Activity 4

1 Cockneys 2 baggage 3 flight bag 4 buffet 5 coast (or perhaps beach)
6 deck 7 cabin 8 platform 9 mechanic 10 speedometer 11 pedestrian
12 glider

Activity 5

A police officer saw a man driving around with a car full of penguins. He signalled for him to stop and said, 'You can't drive around with penguins in this town. Take them to the zoo.' The guy said, 'OK,' and drove away. The next day the officer saw the guy again. He was still driving around with his car full of penguins and now they were all wearing sunglasses. He stopped him again and said, 'Didn't I tell you to take these penguins to the zoo yesterday?' The guy replied, 'I did. Today I'm taking them to the beach.'

Two men on holiday were standing in the sea in the Bahamas. They were fishing, and each had a long cold drink and a cigar. One of them started a conversation. 'How did you get here,' he asked. 'Well,' the other one said, 'I'm a lawyer. One day my house burned down and the insurance

company paid me a lot of money.' 'That's funny,' said the first guy, 'My house was flooded and the insurance company paid me a lot of money. That's why I'm here.' The lawyer looked at him for a few seconds, then said, 'How do you start a flood?'

16 Free time and leisure
Enquiries

Activity 2

1 false, 2 true, 3 false, 4 true, 5 false, 6 true, 7 true, 8 true, 9 false, 10 true, 11 true, 12 false, 13 true, 14 false, 15 false, 16 false

Activity 3

Numbers 1, 3, 4, 6 & 8.

Activity 4

1 a rugby union b polo c shinty d cricket

- 2
- 1 sailboarding/windsurfing
 - 2 free fall parachuting/skydiving
 - 3 skateboarding
 - 4 rollerblading
 - 5 paragliding
 - 6 bungee jumping
 - 7 surfing
 - 8 kayaking
 - 9 base jumping
 - 10 snowboarding
 - 11 rafting
 - 12 abseiling

17 Free time and leisure
Bookings

Activity 1

Mr & Mrs Roberts, and I'd like you to go with them. Book for 7.30 — no later than 8.00. **table 5**

Dr Barton & Mr Callan, 10.30, or a little earlier. **table 2, with one chair left free**

Ms Wilson & 2 friends, at 6.00. **not possible**

Mr & Mrs Charu, Dr Azad, Ms Bertram, Mr O'Sullivan, Ms Davis, any time after 7.30. **table 6, with an extra chair added**

Mr Klein, Mrs Thomson, Ms Martine, at 8.30, no earlier. **not possible**

Mrs Bonard, table for 3 at 10.00. **table 4, with an extra chair added**

— and get one more table for 3 for eleven o'clock. Not sure about this one but better book it anyway. **not possible**

table no.	1	2	3	4	5	6
seats:	4	3	6	2	3	5

6.00	Paterson			Franzoni	Campbell	
6.15		Sobieski				O'Hare
6.30						
6.45			Sinclair			
7.00						
7.15						
7.30						
7.45						
8.00				Muir	Roberts	
8.15		Marston				Charu
8.30						
8.45			Kiernan			
9.00						
9.15	Chan					
9.30						
9.45						
10.00				Bonard	Bergman	
10.15		Barton				Singh
10.30						
10.45						
11.00						
11.15						
11.30						
11.45						
12.00						

Activity 2

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

Activity 3

- 1 starts
- 2 's/is having
- 3 'm/am not going
- 4 Do you have
- 5 'm/am starting
- 6 arrives
- 7 does your train leave
- 8 I'm/am meeting
- 9 's/is seeing
- 10 Is Martha coming
- 11 doesn't end
- 12 's/is she having

Activity 4

aubergine	eggplant
avocado	alligator pear
biscuit	cookie/cracker
chips	french fries
corned beef	salt beef
courgettes	zucchini
crisps	chips
fish fingers	fish sticks
jam	jelly
jelly	jello
kiwi fruit	Chinese gooseberry
maize	corn
mince	ground meat
muesli	granola
porridge	oatmeal

18 Free time and leisure
Complaints

Activity 2

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

Activity 3

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

Activity 4

types of sound	electronic	using electric guitars and other instruments
	synthetic	using computers
parts of music	rhythm	the 'beat'
	melody	the main tune
	bass	the lower tune, often played by a bass guitar
	lyrics	the words of a song
types of performance	percussion	the sound of drums
	live (adj)	performed in front of the audience
	recorded	played from a CD, etc.

Activity 5

1 1 Be seeing you 2 Because 3 Anyone 4 Miss you so much
5 See you later 6 Anyone 7 Mind your own business
8 Bye for now 9 Talk to you later 10 Thank you

2

Max	Hi Sal — HRU?	Hi, Sally. How are you?
Sally	Hi Max G2CU	Hi, Max. Good to see you.
Max	WRUD?	What are you doing?
Sally	Busy — TGI	Busy — thank goodness it's Friday.
Max	Oh — PMFI	Oh — pardon me for interrupting.
Sally	NP	No problem.
Max	Anyway, LTNS	Anyway, long time no see.
Sally	Yes — IMS	Yes, I'm sorry.
Max	Can I CUS	Can see you soon?
Sally	When?	When?
Max	WKD?	Weekend?
Sally	SLAP — Sat at 7?	Sounds like a plan — Saturday at 7.00?
Max	Maybe L8R.	Maybe later.
Sally	OK — 8?	OK — 8.00.

Max	FBM, will call 4U.	Fine by me. I'll call for you.
Sally	GR8 — GTG BFN	Great. I've got to go. Bye for now.
Max	HF — XX	Have fun. Kiss, kiss.
Sally	XX	Kiss, kiss.

19 Free time and leisure
Opinions

Activity 2

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

Activity 3

- 1 I wish they **were** here now.
- 2 ✓
- 3 If I **knew** I'd tell you.
- 4 ✓
- 5 If I **was/were** you, I'd do it.
- 6 He died five years ago. Suppose he **was** alive today, how old **would** he be?
- 7 ✓
- 8 ✓
- 9 I'd be happy if I **was/were** taller.
- 10 ✓

Activity 4

brussels	sprouts
diet	coke
fast	food
french	fries
milk	chocolate
olive	oil
red	pepper
doner	kebab
spaghetti	bolognese
chilli	con carne
brown	sugar
orange	juice

20

Review of lessons 16–19

Activity 1

Sandila likes orange juice.

Activity 2

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

Activity 3

- 1 go
- 2 have
- 3 'm having
- 4 does the film start
- 5 was
- 6 rains
- 7 'll give
- 8 had
- 9 'm studying
- 10 'll speak
- 11 wants
- 12 loves

Activity 4

- 1 bolognese
- 2 zucchini
- 3 abseiling
- 4 recorded
- 5 surfing
- 6 eggplant
- 7 kayaking
- 8 brussels
- 9 chocolate
- 10 lyrics

Activity 5

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

2

Max	Hi Sal — HRU?	Hi, Sally. How are you?
Sally	Hi Max G2CU :))	Hi, Max. Good to see you.
Max	WRUD?	What are you doing?
Sally	Busy — TGIF :(Busy — thank goodness it's Friday.
Max	Oh — PMFI	Oh — pardon me for interrupting.
Sally	NP ;)	No problem.
Max	Anyway, LTNS	Anyway, long time no see.
Sally	Yes — IMS	Yes, I'm sorry.
Max	Can I CUS?	Can see you soon?
Sally	When?	When?
Max	WKD?	Weekend?
Sally	SLAP — Sat at 7?	Sounds like a plan — Saturday at 7.00?
Max	Maybe L8R.	Maybe later.
Sally	OK — 8?	OK — 8.00.
Max	FBM, will call 4U.	Fine by me. I'll call for you.
Sally	GR8 — GTG BFN :))	Great. I've got to go. Bye for now.
Max	HF — XX :))	Have fun. Kiss, kiss.
Sally	XX	Kiss, kiss.

Tapescripts

02 Goods and services Exchange and return

🎧 Track 2

- H:** Hello.
S: Oh ... hi.
H: I'd like you to have a look at this.
S: OK.
H: I bought this jacket here and, look ...
S: Yes ...
H: Well, you can see, round about the buttons, the leather's torn.
S: Yeah — so it is.
H: So, I'd like my money back.
S: Let me have a look.
H: Sure.
S: When did you buy it?
H: It was just two weeks ago.
S: Hmm — well, it is torn a bit ...
H: Yes, this one's very bad — but, you can see, even this other one, well, it's torn too.
S: Yes, I can see that. How did it happen?
H: Well, I don't know. I only wore it two or three times.
S: What did you — did you do anything, like, unusual in it?
H: I'm sorry?
S: Well, I mean, like — anything that would pull against the buttons?
H: You mean, was I wrestling with my boyfriend? Or maybe you think I went rock-climbing in it — or free-fall parachuting ...
S: No, I don't mean that — I just meant, well, maybe if somebody pulled the jacket hard?
H: What on earth are you talking about?
S: I mean ...
H: Look, like I said, I wore it maybe three times. I didn't do anything unusual in it — just went shopping and stuff. Now, that shouldn't make it tear like that. It's obviously made out of bad-quality leather.
S: Well ...
H: Now, are you going to give me my money back?
S: Have you got a receipt?
H: No, I'm afraid I lost that, but it was obviously bought here — it's got your shop's label on it. And I've got a credit card statement. Here ... See — a hundred and fifty-nine pounds ninety nine.
S: Yes, but we can't give you your money back unless you have a receipt.
H: What? That's nonsense and you know it. Look, can I speak to the manager?
S: No.

- H:** Why not?
- S:** She's gone for lunch.
- H:** Well, I'll just have to wait till she comes back.
- S:** That might take some time. It's Friday. Sometimes she goes home after lunch.
- H:** Huh! What a great shop! OK, I'll tell you what I'll do. I'll go back to my office. That's just up the street. It's MacAndrew Sneddon, Solicitors and Estate Agents. And I'll go to my desk and write the manager a letter. The letter will say that you sold me a jacket of unsatisfactory quality, and also not fit for its purpose, and that I am rejecting it and demand my money back. I'll send it along by courier so you'll have it before the end of the afternoon. And it'll be signed Heather Murray, Solicitor. That's me.
- S:** I see — solicitor?
- H:** Yep, fully qualified and quite happy to take you to court. I'm a bit busy just now, but I'll find enough time to sue you for every penny you've got.
- S:** Right, well Oh, look, here comes the manager now ...

04 Goods and services
Accommodation

Track 3

- Receptionist Grange Residence. Good morning.
Kyoko Good morning. My name's Kyoko Nagata. I'm looking for a room.
- Receptionist OK, I'll put you through to the Domestic Bursar. Please hold.
- Bursar Domestic Bursar's office. Doreen MacIntyre speaking.
Kyoko Good morning. My name's Kyoko Nagata.
Bursar Morning. How can I help you?
Kyoko Well, I'm looking for a room.
Bursar Well, we have some rooms free.
Kyoko Fine, first, please tell me, I know roughly but where is Grange Residence exactly?
- Bursar It's in Hunter Street – near the park.
Kyoko Wait a second, please, I'm just looking at my map. Yes, I've got it. So it's not too far from King's Buildings?
- Bursar Oh, no — it's about a kilometre and a half. A lot of our students study there.
- Kyoko Fine, and how big is the residence — I mean, how many rooms do you have?
- Bursar Not so big. There are six flats and sixty study bedrooms — but the flats are all full.
- Kyoko What is there in a study bedroom?
Bursar Well, there's a bed, a desk, a wardrobe and a basin for washing. The toilet and bathrooms are on the corridor.
- Kyoko And can I cook in the room?
Bursar No — you can have a kettle if you like. But there's a kitchen at the end of every corridor.
- Kyoko OK, and what is the cost of a study bedroom?
Bursar £110 a week.
Kyoko Is food included?
Bursar Yes, that's for full board.
Kyoko Sorry — I don't understand ...
Bursar You get breakfast and an evening meal, Monday to Friday, and brunch plus evening meal at weekends.
That's a mix of breakfast and lunch — from 10 o'clock.
- Kyoko Fine — and how long can I stay?
Bursar 18 weeks at this time of year – that's starting next week. If you like it, you can book for 36 weeks in September.
- Kyoko Right. Can I come and see the room?
Bursar Yes — I'm here all day today.
Kyoko OK, I'll be there soon — in about 15 minutes.
Bursar Good — see you then.
Kyoko Fine — goodbye.

06 Health
Health and well-being

Track 4

In the film *Super Size Me*, Morgan Spurlock ate only McDonald's food for a month. He had to eat breakfast, lunch and dinner every day, and he had to eat everything on the McDonald's menu at least once. Morgan is 1.87m tall. At the beginning of the film he weighed 84 kilos and his body fat was 11%. A month later he weighed 95 kilos and his body fat was 18%. He also had headaches and felt sick a lot of the time. Before the end of the month his doctors told him he must stop, but he continued to the end.

Of course, nobody should eat as much fast food as this. Morgan gave himself a super-size problem, but Americans still have a big problem. Many of them eat more than they ought to, they eat the wrong types of food and they eat a *lot* of fast food. On any day in the United States, one quarter of the adult population visits a fast-food restaurant. The average American eats three hamburgers and four portions of french fries every week. Americans now spend more on fast food than they do on computers, computer software or cars. Now more than half are overweight, and one third are seriously overweight. And, the worst thing - 15% of children and teenagers are overweight.

Portion sizes today are bigger than they were before. In 1954 a hamburger from Burger King weighed 79g and contained 202 calories. Today it weighs 122g and has 310 calories. A portion of french fries from McDonalds weighed 68g in 1955. Now it is almost three times that size, and instead of 210 calories you get 610.

But America is not the only country with a weight problem. In Mexico, Russia, Turkey, Egypt, South Africa, Thailand and many of the Pacific islands more than 24% of people are seriously overweight. McDonald's, Burger King and Kentucky Fried Chicken sell food right across the world, but not as much as in America. People in many countries are simply eating too much. And in more advanced countries, they are using less energy than before. Instead of walking to work, they drive. They use lifts instead of climbing the stairs. They play video games instead of sports. Instead of staying thin, they grow fat.

08 Health
Accidents and emergencies

🎧 **Track 5**

call one

- E:** Emergency. What service do you require?
C: Fire.
E: What's your telephone number?
C: 0141 557 8956
E: I'll put you through.
- F:** Fire Control here.
C: Hello — you have to come quick. My house is on fire.
F: Tell me your address, please.
C: It's 81 Preston Street.
F: What kind of fire is it?
C: I was cooking chips and the pan caught fire. Then — oh God — it's like the whole kitchen's gone up.
F: Right, the fire service is on its way. Are you inside the building now?
C: Yes, I'm in the hall.
F: Are there others in the house?
C: I've sent the children outside. It's only me now.
F: Good — now, madam. Can you get out of the house?
C: Yes — through the front door.
F: Please do that. Leave the house and wait for the fire service.

Caller (C), Emergency operator (E), Police Control (P). Caller and Police Control are men. Emergency operator can be either sex, any age. 'Call two' should be spoken.

call two

- E:** Emergency. Which service do you require?
C: Police.
E: What's your telephone number?
C: 07895 976498
E: Wait a moment.
- P:** Central Scotland Police.
C: You have to come quickly.
P: Please tell me what the problem is.
C: Well, I'm in the living room — there's a rat in my kitchen. It's huge.
P: I'm sorry, madam — did you say a rat?
C: Yeah, a really big one. It just ran across the floor.
P: Are you telling me you want the police to come and deal with a rat?
C: Well, I can't do anything about it. I don't know how to catch rats.
P: Look, we need to keep this line clear for genuine emergencies.

- C:** But this is an emergency. I'm scared to go back into the kitchen and the back door's open. I might get a burglar in.
- P:** Can't you go round the house and close it from outside?
- C:** Well, yes, I suppose I could do that.
- P:** Then, contact the council — Pest Control. They'll send someone round to deal with it.
- P:** But they won't be open now. And I want my dinner — I'm hungry.
- C:** Oh, go out and buy some chips. Now please clear the line.

call three

- E:** Emergency. Which service do you require?
- C:** I need an ambulance here.
- E:** What's your telephone number?
- C:** I'm on a mobile.
- E:** Yes — the number please?
- C:** I don't know my number — I only bought this last week. I don't know how to work it properly.
- E:** OK — I'll put you through to the Ambulance Service.
- A:** Scottish Ambulance Service.
- C:** Hi — look, I'm in Lauriston Place. There's an old man lying on the pavement and he looks quite bad.
- A:** What is the nature of his injuries?
- C:** The nature? I don't know — well, there's some blood on the pavement. I'm not sure — it might be coming from his ear.
- A:** Is he bleeding badly?
- C:** No — I mean, it's not pouring out of him.
- A:** Right — now tell me — which end of Lauriston Place are you in?
- C:** Which ... well, I'm near the Art College — the west end.
- A:** OK, the ambulance is on its way. Could you stay with the gentleman till it arrives?
- C:** How long will it be?
- A:** Just a few minutes.
- C:** Fine, I'll wait.

10 Review of lessons 6–9**Track 6**

Right, the answers to the quiz. Question 1 — this one's pretty easy. The answer is brown bread. You should all know that. Question 2 is a bit more difficult. The healthier ones are thick chips. That's because they've got less surface area, and so they absorb less oil or fat. Question 3 — olive oil is the healthiest. It's a pity it's also the most expensive. Question 4 — red pepper has more vitamins. In fact it has twice the vitamin C of green pepper — and nine times as much vitamin A. Question 5, well, you might not like them, but brussels sprouts have the most vitamin C. Question 6 — dark chocolate has more phenols — that's (*spelled out*) P – H – E – N – O – L – S. These help to fight heart disease, so it's better for you. Question 7, most experts agree that you should eat fish twice a week, and — question 8 — it's better to bake it than fry it. Question 9, the nuts with the fewest calories are peanuts. Salted peanuts contain 6.2 calories per gram. Hazelnuts have 6.5 and Brazil nuts have 6.9. Question 10 — well, you'd have to drink 93 tins of diet coke. A tin of normal coke has 139 calories. A tin of diet coke has 1.5. Question 11 — in fact, avocados have quite a lot of fat — 19.5 grams per 100 grams. That's a lot more than the .33g per hundred in a banana or the .09 grams in an apple. Question 12 — teenagers should do 30 minutes aerobic exercise, at least three times a week. Question 13, you want to walk off that pizza — well, get out there and keep walking for more than two hours. A 250g pizza contains around 485 calories. While walking, the average person uses around 3.8 calories per minute. Do the maths — or don't eat the pizza. And, question 14, hamburgers are even worse. A Big Mac has 492 calories. Tennis burns around 6.9 per minute, so it would take around 70 minutes. Question 15, chicken leg is better for you because it has more iron and zinc. It does have more fat but this is what we call 'monounsaturated' fat, which is not bad for you. Question 16 — steamed vegetables are the best. They keep more of their vitamins than boiled vegetables. Fried vegetables are the worst, because of the fat. Question 17 — gram for gram popcorn has fewer calories than chocolate. 130 grams has the same number of calories as 100 grams of chocolate. And the last question — an apple and a biscuit is the best choice because they're high in energy and not too heavy.

12 Travel Getting there

Track 7

1 King's Cross Station

Announcer: GNER regrets to announce that the fourteen hundred hours train to Edinburgh Waverley has been delayed. This train will now leave from Platform 15 at fourteen-fifteen. We apologise for any inconvenience.

Antonia What was that? I couldn't make it out – I think it was about our train.

Mike (*distracted*) What? Oh, yeah — it's been delayed. It's leaving from Platform 15 at quarter past.

Antonia That's not a problem. It gives us time for a coffee.

Mike Good idea. Let's go.

2 On the train

Steward Good afternoon ladies and gentlemen and welcome to the delayed fourteen hundred hours train to Edinburgh Waverley. This train will call at Peterborough, York, Darlington, Newcastle-upon-Tyne, Berwick-upon-Tweed, Edinburgh Haymarket and will arrive at Edinburgh Waverley at nineteen-oh-five, instead of eighteen fifty-five. Passengers are advised that there is a buffet service on this train. This is located at the front of the train, in coach C.

3 On the train

Steward This train will shortly arrive at Berwick-upon Tweed. Passengers are asked to stand clear of the doors until the train comes to a halt.

Antonia (*waking up*) Uh ...what?

Mike Hi – feeling better?

Antonia No, still tired — how long have I been asleep?

Mike You dropped off just after York.

Antonia Where are we now?

Mike We're just crossing the Tweed — coming into Berwick.

Antonia So we're in Scotland?

Mike Almost. The border's a few miles up the line.

4 Waverley Station, Edinburgh

Mike Look, if we go up those stairs and turn ... um ...left, we should get there.

Antonia I don't know — I can't see it on the map. Let's ask somebody. Excuse me. ..

Woman Yes?

Antonia We're trying to get to this place.

Woman Let me see ... oh yes — the High Street Hostel. That's in ... OK, go up that way to Waverley Bridge, turn left and keep going into Cockburn Street, then follow that up to the High Street. Then turn left again, down the High Street and it's the ... one ... two ... third on your right — a bit down the street.

Antonia OK ... up there, left and up to the High Street, left again down the hill and it's third on the right?

Woman That's it.

Antonia Thanks a lot. OK, Mike, follow me.

14 **Travel**
Places of interest

Track 8

- Marissa Sharon, did I ever tell you that I have a brother called Carlos.
Sharon I can't remember. Anyway, what about him?
Marissa Well, he's coming to London next month. He wants to stay for a week. He hasn't been out of Brazil before so I want to think about some places for him to visit. Have you got any ideas?
Sharon Well, I'm not sure. I'm not from London. Let me think — where have I been? OK, you should take him to Buckingham Palace, the Tower of London, the Houses of Parliament ...
Marissa Yeah, yeah, yeah, I know about all these places. They're all in the tourist guides. But I'd like him to see some other things.
Sharon You could go to St Paul's Cathedral and climb right up to the top. You can see everything from there.
Marissa Very funny.
Sharon OK, so what's he interested in?
Marissa I don't know — girls mainly. Well, he does like the cinema and the theatre.
Sharon That's not a problem here. Go to the Leicester Square Odeon. It's the best cinema in London. They have all the big new films there.
Marissa That's a good idea. Keep thinking.
Sharon Well, there are lots of theatres in the West End — some quite famous ones.
Marissa Fine.
Sharon And you must go across the river to the South Bank. That's where the Globe is.
Marissa The what?
Sharon The Globe — a few years ago they built a theatre just like Shakespeare's old theatre. It's round. There are seats all around the stage, and people can stand in front.
Marissa Can you see plays there?
Sharon Yes — a lot of Shakespeare, but some other ones as well.
Marissa That sounds fun. I'll check it out. OK, thanks.

16 Free time and leisure
Enquiries

🎧 Track 9

- Alina Urrgh! Well, the coffee's rubbish, as usual.
Sue Yen Then why are you drinking it, Alina? Why not drink tea, like me?
Alina Because I don't like tea, Sue Yen, that's why. Anyway, is the tea good?
Sue Yen It's fine. The British make good tea — but they don't make good coffee.
Sandila The British don't make good food either. Look at this — Shepherd's Pie, they call it? It's just mince and potatoes.
Alina Well, you're eating it.
Sandila I'm eating it because there's nothing else left, except fish.
Alina You don't like fish, Sandila?
Sandila My town in South Africa is two hundred miles from the sea. We get fish sometimes, but not much and not often. Temel, are you enjoying your fish?
Temel I come from Trabzon. It's on the Black Sea. I love fish — and the fish in Britain is good. Anyway, why are we talking about food? There are many other things here.
Alina Yes, like terrible clothes and horrible weather.
Sue Yen The British don't really care about clothes, do they?
Alina I don't think so.
Sandila Neither do I.
Temel Oh, complain, complain, complain. Why are you all complaining?
Alina Because it's Sunday, it's cold, it's raining, the food's rotten, the coffee's rotten ... Anyway, what do you like about Britain, Temel?
Temel Well, I like the football.
Sandila Yeah, so do I.
Temel It's great — I go and see Arsenal quite often.
Alina I don't like football much.
Temel You don't like anything much. Now shut up and finish your horrible coffee. I'm going to watch some football on TV.

18 Free time and leisure Complaints

🎧 Track 10

So, we've got a few minutes before the news so let's see what's on tonight on Channel 11.

Well, from 6.00 to 6.30 we have the national and international news, and then half an hour of local news from your area. After both programmes there are weather forecasts — first the national weather just before six-thirty, then, at just before seven there's your local weather.

At seven o'clock we have *Carnation Street* our popular soap opera. Now, this week Ruth wants to talk to her boyfriend Josh. Why? Well, is he still seeing his old girlfriend, Sally, or not? Let's see what happens. That finishes at seven-thirty, and then we have our weekly pop music programme, *Top Sounds*. Keith Jarvis plays the latest hits and talks to young people in the studio. At eight o'clock there's our police drama, *McCabe's Law*. What's Inspector Jenny McCabe doing this week? Well, the police find a drug-dealer — he's dead. Nothing very unusual about that — but Jenny thinks a policeman is the killer. After that, from nine to ten it's *The Laura Pinkerton Show*. Now, Laura is one of the funniest new comedians on television. This is her first series and it's very popular. Don't miss it. At ten o'clock we have our main evening news, then more weather. At half past ten, there's football, the best parts of the European Championship qualifiers between Scotland and Italy, then Denmark against Wales. At eleven-thirty, *My Wonderful Kebab Restaurant*, another film in our Film 11 series. As you probably know, Channel 11 is paying young British directors to make new films. This one is about problems in a Greek restaurant in North London. And that's it for the evening. Now, let's go to the newsroom.

🎧 Track 11

Right, there was a magician and he worked on a passenger ship — like the Titanic. Now, this was back in the 1940s, just after the Second World War. So, every evening he entertained the passengers, and he was very good. But the best part of his act was a parrot, called Polly. It walked around on the table or on the floor. Or it sat on his shoulder and looked at him. The audience — especially the children — just loved the parrot. But time passed, and maybe Polly the parrot began to get tired of it all, and she started to spoil his tricks. When he made a rabbit disappear, Polly said, 'It's under the table' or 'It's inside his jacket.' Or, when he did a card trick, Polly said, 'It's up his sleeve,' or 'It's in his pocket.' And the magician got really angry, but he couldn't do anything because Polly was so popular.

Then, one day everything changed. Remember, this was just after the Second World War, and there were some dangerous things in the water. The ship hit something explosive — a mine, or something like that — and it just blew up — boom! And the magician flew through the air and landed in the water. There was a life-raft nearby, so he swam to it. He pulled himself on and he looked around and he saw ... nothing. No ship, no other people in the water — nothing — except the parrot. He saw it in the sea, and it swam to the raft and got on. And it just sat there, at the other end of the raft and looked at him. For two days and two nights it sat there, completely silent, and looked at him. Then, on the third morning it said, 'OK, I give up — what did you do with the ship?'