

# Learning Support Materials

## English for Speakers of Other Languages: Everyday Life (Higher)

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### Student Notes



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Please note lessons 1 and 2 have been removed due to material being out of date.

**Lesson**  
**03**

## Personal identity

### Biography 1

|                                   |   |
|-----------------------------------|---|
|                                   | <b>Task: Learning about self and others</b> |
| <b>Skill: Speaking, Listening</b> |   |

#### Activity 1

Match the words with their definitions, use a dictionary, if necessary:

1. To relish something
2. Reclusive
3. Upbringing
4. Cottage
5. Apprenticeship



- A. Where and how you grow up.
- B. To enjoy something very much.
- C. Not liking company.
- D. Training for a particular job (e.g. to be a plumber).
- E. A small house.

#### Activity 2

Your teacher will give you some postcards of works of art. What is your opinion of each of them?

- Which appeal to you? Why?
- Which do you dislike? Why?
- Can they all be considered 'art'?
- Does art have a purpose?

#### Activity 3

You are going to hear Karen talking about Jack Vettriano (born Jack Hoggan), a famous artist from Fife, Scotland. She concentrates here on his childhood and his early working years. Listen and complete the table below.

|    |      |                                   |
|----|------|-----------------------------------|
| 1. | Name | <i>Jack Vettriano/Jack Hoggan</i> |
|----|------|-----------------------------------|

|    |                           |  |
|----|---------------------------|--|
| 2. | Year of birth             |  |
| 3. | Age he moved to Leven     |  |
| 4. | Age he left Kirkland High |  |
| 5. | Previous jobs             |  |
| 6. | Current job               |  |

Listen again and fill in the blanks below. Use three words or less for each answer.

7. Karen says the interview she enjoyed the most was with Jack Vettriano.
8. Jack Vettriano agreed to meet Karen at..... in Kirkcaldy.
9. Karen and Jack talked about Jack's ..... and ..... in the mining town of Methilhill.
10. Jack's family moved from ..... of the golfing capital to Methilhill.
11. He was not keen on school and the teachers.....him.

#### Activity 4

Report part of Karen's interview by completing these sentences with the correct form of the verbs as in the example.

|  |
|--|
| buy   admit   spend   insist   tell   start   say<br>interview |
|--|

1. Karen said she *had* already *interviewed* many famous people.
2. The interviewer asked Karen what Jack ..... about his early life.
3. Karen wanted to know where he ..... his childhood.
4. Jack ..... not liking school.
5. Jack ..... Karen that being an apprentice was fun.
6. He decided that he should ..... painting after his girlfriend .....him some paints.
7. His girlfriend ..... Jack taking up art.

---

|                       |
|-----------------------|
| <b>Homework task:</b> |
|-----------------------|



Write a magazine article about an artist you admire. In it you should describe the type of work they do and why you like it (300-350 words).

**Lesson**

**04**

**Personal identity**

**Biography 2**

|                                 |   |
|---------------------------------|---|
|                                 | <b>Task: Learning about self and others</b> |
| <b>Skill: Speaking, Reading</b> |   |

**Activity 1**

This vocabulary will help you with the activities in this lesson.

- the art establishment
- preconceived notions
- a still life
- fondness for something
- exhibition
- a rags to riches story

Make sure that you know what they mean. Use a dictionary.

**Activity 2**

Read an extract from a magazine article about Jack Vettriano and answer the questions which follow. You may use a dictionary.

It is this fact – the fact he is self-taught – that has caused Jack Vettriano’s problems with the Scottish art establishment, but which, in this interviewer’s humble opinion, is irrelevant. If people like what you paint and want to pay money for it, you are doing a great job. Or perhaps the fact he is self-taught is wholly relevant – he had no preconceived notions of how it should be done, but by sheer determination and study of the work of the great artists of the past, he worked out the rudiments of chiaroscuro (light and shade) and perspective and invented his own unique style.

To return to the tale, as told by the artist, he moved quickly on to oils and copied paintings from books borrowed at the local library, painting still lifes set up in his small bedroom. He worked during the day, painting in the evenings, but not really taking it seriously. However, another stint in London gave him the chance to visit the Tate Gallery. He describes this period of his life as his own ‘Grand

Tour'. "It was a time of self-examination," he states simply. "I was painting a lot but just copying because I had no confidence in my own ideas and didn't know what to paint." It wasn't time wasted though, as Jack knows he was learning all the time. Returning to Kirkcaldy, Jack got married and kept painting.

"I began to think that perhaps I was getting quite good at painting," he tells me modestly, adding that he knew then that he had to do more than copy other works. "The RSA Summer Exhibition was coming up and that was where all the good artists showed their work. I wanted to be there. I remember thinking – what is it that means anything to you? The answer was of course, a lifelong adoration of women and a fondness for my youth and the lifestyle I led, which was a terribly naïve one compared to that lived by teenagers today."

'Model in a White Slip' and 'Saturday Night' were submitted to the summer exhibition of 1988. "To my amazement both sold for £220 and £180 respectively."

Jack began to work furiously but whilst he painted, his marriage crumbled. He moved to Edinburgh, gave up work, changed his name from Hoggan to Vettriano (his mother's maiden name) and painted all day, holding his first solo exhibition in 1991. The media naturally loved the whole idea of the ex-miner turned painter, rags to riches type story and gave the exhibition great coverage. "That of course is not the real story," Jack says with a wry smile.

With the sexual edge that some of his paintings have, plus his own eccentricities, the media was even more interested in digging deeper and keeping his name in the press. He was practically an overnight success and the rest, as they say, is history.

Source: Murray, K., Jack's Affairs of the Heart, Kingdom, Issue 4 (NB Media, 2004) p. 9.

Choose the best answer and circle the letter.

1. This text is:

- a) a newspaper report about contemporary art.
- b) a magazine article about people from Fife.
- c) an interview with a Scottish artist.
- d) an essay on modern art.

These statements are either true (T), false (F) or the text doesn't say (DS). Circle the correct answer.

2. The writer thinks Jack's problems with the art establishment are because of his lack of qualifications.

T F DS

3. The writer agrees with the art establishment.

T F DS

4. Jack painted watercolour as well as oil paintings.

T F DS

5. Jack took his efforts at painting lightly at first.

T F DS

6. Jack wanted to exhibit at the Royal Society of the Arts Summer Exhibition because he thought he would make a lot of money.

T F DS

7. His painting 'Model in a White Slip' was sold for £180.

T F DS

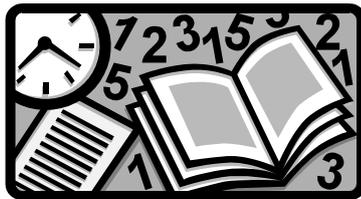
8. Jack changed his name in honour of his mother.

T F DS

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### Activity 3

What do you think of Jack's attitude to life? Is it right to go your own way, or should you follow conventions?



### Activity 4

Read the continuation of the extract and write 5 questions based on the text to test your partner. You may use a dictionary.

These days Jack **keeps his head down** and keeps on painting.

Whether the paintings are of romanticised images of love in all its forms or something darker, depicting the fantasies Jack believes we all hold within us, there is a wistfulness in them all. When Jack talks of his youth, you can see in his eyes the same nostalgia for a bygone age that the viewer sees in his paintings. Jack's bygone age is the time spent in Fife, watching football, dancing at the ballroom, sneaking a kiss from a pretty girl. Jack Vettriano is a 'romantic' in all senses of the word and like the romantic poets and painters of the past, many of his paintings **conjure up** a romantic image of days past. They are of course voyeuristic, but they take you to a different era, where women wore stilettos and red lipstick.

He says that his more recent paintings are actually more up-to-date, not so **retro** and when he points me to a recent work in the corner of his living room, I can see that the woman in the picture is in modern **garb**, and yet there is still a sense of the past in the way her hair is done and the look in her eyes.

I comment that it is a **shame** the only original Vettriano's available to the public in Scotland are two paintings gifted to the Kirkcaldy art gallery. Jack shrugs. This is politics at its worst, in my opinion. Art galleries are surely for the pleasure of the public and the public love Jack Vettriano. Prints and cards of his paintings sell in their hundreds of thousands all over the world. 'The Singing Butler' has sold over a million copies in the UK alone. Surely members of the public who can't afford an original have the right to see paintings by one of Scotland's top contemporary artists in a gallery such as the Scottish Gallery of Modern Art in Edinburgh?

He did however hold an exhibition in Kirkcaldy in 1998, which was inevitably **mobbed**. His parents were very proud at that moment. Their boy 'done good'.

He was most proud to receive an Honorable Doctorate from St Andrews University in recognition of what he has achieved and he is also now an OBE. No mean feat. The establishment will have to **sit up and take notice**.

Jack Vettriano is somewhat of an enigma. He loves his apartment in Kirkcaldy and holds a deep affection for his homeland. His paintings are painted from the heart and soul, many **inspired by** song titles from the singers he loves such as Leonard Cohen (Dance Me to the End of Love) and Joni Mitchell.

Everyone can find something to identify with, in a Jack Vettriano painting. They **run all the gamut of emotions** and Jack admits that his paintings are best when he is emotionally ill-at-ease or upset over something. "My paintings satisfy the **voyeur** in all of us. We are all addicted to other people's lives and my paintings give a window onto another life."

Proud of his Fife roots, Jack is at ease on familiar territory and thoroughly charming. Definitely a ladies' man, he is also a gentleman and I hope one day his original paintings will be far more available for everyone to admire. The **ubiquitous** prints are wonderful, but the light captured in an original is something else.

Source: Murray, K., Jack's Affairs of the Heart, Kingdom, Issue 4 (NB Media, 2004) p. 9.

### Activity 5

Look at the words in bold in the text, from the context try to work out what they mean.

### Activity 6

Complete the word formation table made up of words from the article on Jack Vettriano.

| NOUN                                     | VERB | ADJECTIVE                | ADVERB      |
|--|------|--------------------------|-------------|
| an exhibition<br>an exhibitor<br>exhibit |      |                          |             |
|  |      | romantic<br>romanticised |             |
|  |      |                          | emotionally |
| nostalgia                                |      |                          |             |
|  |      |                          | inevitably  |

Now check with your dictionary. Try to use the words in sentences to make them more memorable.

#### Homework task:



Write an email to a friend telling them about an exhibition or some other event you have been to.

**Lesson**  
**05**

**Personal identity**  
**Culture**

|  |  |
|--|--|
|  | <b>Task: Presenting ideas on culture</b> |
| <b>Skill: Speaking, Writing, Reading</b> |  |



**Activity 1**

Think of the different countries you have visited/lived in. How are they different from your own country? Refer to these things:

- people
- language
- weather
- customs
- culture
- food

**Activity 2**

Read the comments (a – f) relating to culture and living in Britain.

Which person:

1. Would like to return where they came from?
2. Has experienced racism?
3. Which person does not feel they are Scottish?
4. Which people think of themselves as Scottish?
5. Which does not want to forget where they came from?

- a) *"I'm 20 and I came here when I was 14, so I feel quite Scottish now."*
- b) *"My mum is Japanese and my dad is Russian. I went to boarding school in Scotland. I feel more Russian than anything. I've never lived in Japan so I don't really relate to that ..... and my parents are divorced so ... I don't know ... I don't really think about it much. I am who I am."*
- c) *"If someone asked me, I'd say I was British, but mainly I'm Scots ... people think you're English if you have a British passport ... I don't want people thinking I'm English ... nothing wrong with that ... it's just that I'm Scottish and I hate when people don't even know where Scotland is ... and they're like ... is that near London?... yeah, hate that."*
- d) *"My culture? Well, that's music, food ... religion ... and all that, isn't it? Yes, it's important to me. I wouldn't like to forget my roots. I speak Chinese at home so the children can learn their language."*
- e) *"Things are different now but when I married my husband, my family back in Germany wouldn't speak to me. They couldn't accept that I was marrying someone from a different culture. He's from Nepal. Now, they adore him. I used to speak German at home but when the kids went to school, I was told to speak English so they wouldn't be seen as 'different'. My little girl came home from school one day and said people were calling her names ... just because of the colour of her skin .... I didn't know what to say to her."*
- f) *"We, as refugees, are very respectful of the Scottish and British people. As refugees, we are welcomed by the British people and our neighbours. My children play with the Scottish children. We don't think we will stay here in Britain forever. After the violence stops in my country and when the persecution of our people stops, we think we will go back home. And as soon as the violation of human rights stops we think we should go back home."*

### Activity 3

Read this text from a London university website for parents of people coming to the UK to study.

Write a title for each section.

Read the whole text again and then cover it. Can you remember the answers to the questions below:

1. Why can the weather seem colder than it actually is?
2. What kinds of food are available in London?
3. How can you people practise their English before they arrive?
4. What does the writer say about alcohol?
5. What does the writer say about religion?

## Information for Parents - Cultural Differences

Leaving home to live in an unfamiliar country will bring a few surprises and can be stressful but it may help to understand that it is perfectly normal. Some of the differences include:

### Section 1

The weather in the UK is very unpredictable and changeable. Differences between the seasons may not be as extreme as in some countries and although London is warmer than many other parts of the UK it can get very cold, particularly between November and February (below 0°C/ 32°F).

The temperature often seems lower than it is because it can be very windy and wet, and the air is often **damp**. Autumn temperatures are around 12 - 20°C (54-68°F). Summer is around 20 - 30°C (54-86°F). It rains all year round. The sky is often grey and it may take you some time to adapt to this.

### Section 2

British food has in recent times improved considerably, particularly in London. This trend can be seen in the ever-expanding range of foods available in large supermarkets, high profile chefs becoming celebrities and the growing number of restaurants. London is the largest and most **ethnically diverse** city in Europe with a population of just under 8 million people. The vast array of food and restaurants available in London reflects this diversity.

The types of cuisines available range from African; Eastern European; Mexican; Russian; Scandinavian; Vietnamese and many more. And of course it is possible to go for the more traditionally English such as roast beef and Yorkshire pudding, fish and chips and afternoon tea. It is particularly easy to find food and ingredients for cooking from China, Japan and India in many parts of London. When you get here, speak to students from your country to find out where they buy supplies.

## Section 3

If English is your second language, you may have learned a lot from books and English classes. Even students with a high level of English find the regional accents and **colloquialisms** in English very difficult. Practise English as much as possible before you get here. Listen to English-speaking radio (for example, the BBC World Service) watch films and speak to native English speakers in your country if you can. You can also learn online at the British Council.

## Section 4

**Smoking:** Smoking is banned in many public places and on public transport in the UK. All college sites at the University are non-smoking. The place where people smoke most is in pubs. Most cafes and restaurants have non-smoking areas.

**Drinking:** There is a strong drinking culture in the UK. You must be 18 years old to drink alcohol in the UK. Many students go to pubs and bars and you may be surprised at how much alcohol many UK students drink. If you do not drink alcohol, you can still make friends in London by going to pubs anyway and drinking soft drinks.

**Relationships:** Relationships between men and women are quite informal in the UK and many men and women are friends. You will often see men and women holding hands and kissing in public.

## Section 5

Britain is a multicultural society and London is one of the most diverse cities in the world. Britain is also a very **secular** society and only a small number of people now attend a church of any kind. However, you will be able to find churches for most main religions in London. University of the Arts London also has **Chaplains** attached to different colleges who offer support to students of any faith and provide information about **worship** centres in London. For more information go to Chaplains in the Student Services section.

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<http://www.arts.ac.uk/international/8173.htm>

## Activity 4

Look at the words in bold in the text. From the context, try to work out the meanings.

## Activity 5

From your experience of living in the UK, to what extent do you agree with the advice?

**Homework task:**



With a partner, write another paragraph to add to the text giving advice to foreign students' parents about one of the following:

- public transport
- shopping
- politeness
- entertainment

**Lesson**  
**06**

**Current affairs**  
**Newspapers 1**

|                                 |   |
|---------------------------------|---|
|                                 | <b>Task: Understanding style and register</b> |
| <b>Skill: Speaking, Reading</b> |   |

**Activity 1**

Do you read a newspaper? If so, which newspaper do you read and why? If not, why not?

**Activity 2**

Make sentences which illustrate the meaning of these newspaper words.

|                           |              |               |     |
|---------------------------|--------------|---------------|-----|
| (a) article<br>tabloid    | (e)          | circulation   | (i) |
| (b) broadsheet            | (f) reporter | (j) editorial |     |
| (c) feature<br>journalist | (g)          | editor        | (k) |
| (d) headline<br>deadline  | (h)          | caption       | (l) |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

### Activity 3

Look at the two British newspapers your teacher gives you and answer the questions.

1. Which is the 'quality' newspaper?
2. Identify the following sections:
  - Editorial/leader
  - Sports
  - Home news
  - Foreign news
  - Arts reviews
  - Crossword and puzzles
  - Opinion pieces
  - Lifestyle articles
3. How do the tabloid and quality newspapers differ in the following respects?

|  | Tabloids | Qualities |
|--|----------|-----------|
|--|----------|-----------|

|  |  |  |
|--|--|--|
| <p>Coverage of:</p> <ul style="list-style-type: none"><li>• <i>foreign news</i></li><li>• <i>home news</i></li><li>• <i>politics</i></li><li>• <i>sport</i></li><li>• <i>lifestyle</i></li><li>• <i>culture</i></li><li>• <i>gossip and celebrities</i></li></ul> <p>The kind of language used in the articles.</p> <p>The length of the articles.</p> <p>Layout:</p> <ul style="list-style-type: none"><li><i>Headline size</i></li><li><i>Pictures</i></li><li><i>Fonts</i></li><li><i>Size of fonts</i></li></ul> |  |  |
|--|--|--|

#### Activity 4

You are now going to read an article.

Look at the headline. What is the story? What does 'dumps' mean?

## Mum dumps her **20** kids

Read the article quickly to see if you were right.

#### Activity 5

See if you can remember the text enough to answer these questions:

1. Why has Nicola left her family?
2. How did her husband find out about the affair?
3. How long have they been married?
4. How often did she have a baby?
5. How did she meet her lover?
6. How did Nicola's behaviour change after she met her lover?

### Activity 6

Is this an article from a tabloid or a quality newspaper? How can you tell? Look at and comment on:

- The sentence length
- The paragraph length
- The vocabulary
- The content of the article
- Anything else?

## Mum dumps her 20 kids

By JOHN ASKILL

A MUM has **dumped** her husband and **TWENTY** kids — after a **fling** with a married soldier she met on the internet.

Nicola Pridham, 48, packed her bags and walked out when **hubby** Kevin **rumbled** the six-month affair.

He said last night: “I can’t believe it. I am devastated.”

Carpenter Kevin’s suspicions were aroused when he found a Valentine card from “Ginger” hidden under their bedroom carpet.

He confronted Nicola — and was shocked when she admitted a string of secret **trysts** with her married lover aged 38.

“After 26 years of marriage I just didn’t want to believe it. It’s a nightmare.”

Nicola, from Lincoln, was **dubbed** “Britain’s Supermum” as she hit the headlines after having a baby every year for 20 years.

Kevin said bitterly: “How can you be called Britain’s Supermum one day and walk out on us the next? I can’t understand what has got into her mind.” He told how his life and those of their children — aged seven to 25 — changed after one of their daughters got a computer.

Nicola began spending hours on the internet visiting chatrooms.

Her lover lives near Bicester, Oxfordshire. His cybername was the misspelt “Ginger **Squaddy**”.

Kevin watched as his wife lose 5st on a crash diet and changed her hairstyle. He said: “She started dressing like a teenager.”

Nicola began spending nights away from their eight-bed council house, telling him she needed “space”.

Kevin was horrified when he found used train tickets inside the Valentine card — to places where she and her lover had met in hotels.

He also discovered Nicola had secretly bought herself a second mobile phone — and run up a £680 bill in three months. It was crammed with text messages.

Kevin said: “We had a terrible **row**, the first of many. She was travelling all over the country to be with him. She was going away for two or three nights at a time — while I was left looking after the kids and trying to keep my job going.”

He claimed Nicola **begged** her lover to leave his wife and child but he refused. As the rows continued she finally **quit** the family home.

Kevin **fears** his wife found it hard to adjust to not having more babies after their last, Lewis, was born.

JOHN ASKILL Sun Online 10/7/06  
<http://www.thesun.co.uk/article/0,2-2006310610,00.html>

## Activity 7

Tabloid newspapers use vocabulary which is very emotive and sensationalist. The words in bold in the article are examples of

this kind of language. Can you match them with the meanings below?

1. called/named
2. a love affair
3. ask desperately
4. secret meetings
5. soldier
6. husband
7. to be worried that
8. find out about
9. leave a boy or girl friend

**Homework tasks:**



Find an interesting newspaper story to bring to class.  
Prepare to discuss it with your classmates.

Lesson

07

Language in the media  
Newspapers 2

|                |                              |
|----------------|------------------------------|
|                | Task: Following news stories |
| Skill: Reading |                              |



Activity 1

Headline language.

Headlines can be very difficult to understand because they use a particular kind of newspaper language.

Look at these headlines. You should be able to work out the meanings of the words in bold form the context. Match the words with the definitions below.

A

1. Stay healthy with new **jab**.
2. Petty restrictions **hit** families.
3. Cash **boost** for Scots
4. New services for young people **launched**.
5. Youth **sent down**.
6. PM **jets off**.
7. Beat the winter **chill**.
8. Sack load of work **looms for** British workers.
9. **Crunch** month.
10. City **hots up** for award.

B

- a) cold weather
- b) gets excited
- c) incentive
- d) imprisoned
- e) threatens
- f) an injection/vaccination
- g) travels by plane
- h) started/established
- i) affect in a negative way
- j) decisive/important

## Activity 2

Try to guess what the articles which had these headlines, will be about.

---

## Activity 3

Read this headline from an article in the Guardian (a quality newspaper).

1. What could a 'fat camp' be?
2. What is a subsidy?
3. Who usually provides subsidies?

## Teenage fat camp organisers call for subsidy

Can you guess what the article will be about?

## Activity 4

Now read the article which went with the headline. Try to read in 3 minutes. Cover the article when you have finished reading it. Were your predictions right?

## Activity 5

Now read the article again and answer these questions.

True or false?

1. The fat camp has happened three times before.
2. The fat camp will last for two months.
3. Parents see the camp as the final option for their overweight teenage children.
4. Childcare works out cheaper than sending children to the camp
5. Mrs Mackreth thinks the government should pay for all

- families to send their children to fat camps, if they want to.
6. Carnegie Weight Management is starting a campaign aimed at adults as well as children.

## Teenage fat camp organisers call for subsidy

Chris Johnston  
Friday July 7, 2006  
[Guardian Unlimited](#)

Leeds Metropolitan University is next week to host a weight loss camp for overweight teenagers for the eighth **consecutive** summer.

About 150 young people aged between 11 and 17 will attend the camp for at least two weeks of its two-month duration.

Kacy Mackreth, the marketing coordinator of Carnegie Weight Management, the unit of Leeds Metropolitan University that **devised** the camp, said some parents viewed the residential programme **as a last resort** when other attempts to reduce their child's weight had failed.

The non-profit residential camp costs around £60 a day, which Ms Mackreth said represented good value for money compared with childcare averaging about £45. She said the camp also worked out as considerably less expensive than the typical £8,000 cost of weight reduction surgery, which was now being recommended by the National Institute for Clinical Excellence for children as young as 15.

However, the cost of the camp would still put it out of reach of many families, she said. The organisers intend to **lobby** the government to provide subsidies for children from low incomes to attend.

"One mother told me that, if her son was addicted to drugs, that there would be services available to help him, but there is very little for someone who is **obese**," Ms Mackreth explained.

The camps aim for immediate but safe weight loss through physical activity and healthy eating programmes. The goal, the organisers say, is to change eating habits and lifestyle at home, after a child has returned from the camp.

This year Carnegie Weight Management is **launching** a one-week family camp to encourage parents to improve their own and their children's eating habits. As well as physical activities such as yoga, kickboxing and tennis, there will be sessions on basic nutrition, recipes, cooking classes and a supermarket **outing** for tips on healthier shopping.

The public health minister, Caroline Flint, said last month that 15% of Britain's 5 million children aged two to 11 years old were **obese**, and a similar number overweight. Chris Johnston Friday July 7, 2006, The Guardian

## Activity 6

Now look at the words in bold. Try to guess their meanings from the context.

## Activity 7

Discussion.

Do you think obesity is a problem in the UK?

How can teenagers be encourage to lose weight – are fat camps a good idea?

### Homework task:



Find another article in a newspaper that interests you and be ready to come to the next class to tell your classmates about it.

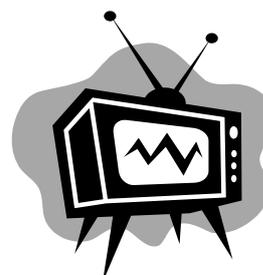
**Lesson**

**08**

**Current affairs**

**Television**

|                   |  |
|-------------------|--|
|                   | <b>Task: Describing TV programmes/genres</b> |
| <b>Skill: All</b> |  |



**Activity 1**

Complete the questionnaire below. Then interview a partner.

Television viewing habits questionnaire

|  | You | Your partner |
|--|-----|--------------|
| Do you watch television very day?                      |     |              |
| Have you got a television in your bedroom?             |     |              |
| Do you watch television in the morning?                |     |              |
| Do you have a favourite television programme?          |     |              |
| Do you watch more television at the weekend?           |     |              |
| Do you watch educational programmes?                   |     |              |
| Would you find it easy to stop watching TV for a week? |     |              |
| Do you think children watch too much TV?               |     |              |
| Do you think you watch too much TV?                    |     |              |

**Activity 2**

Match the questions with the answers.

1. What is a serial?
2. What is an episode?
3. What is a series?
4. What are subtitles?
5. What does dubbed mean?

- a) It is a programme about the same people that runs every week with a different story.
- b) It is a programme about the same people that continues the story each week.
- c) It is one particular programme in a series or serial.
- d) The voices are taped over in a different language to the original.
- e) You can read the words under the picture as you watch.

---

### Activity 3

A. Make a list of the different kinds of TV programme you watch and compare it with other students.

*Reality TV shows, soap operas...*

B. Match the TV shows and their descriptions with the genres as in the example.

Example: 2d

| genres                           | TV shows   |
|----------------------------------|--|
| a. sitcom                        | 1. <i>'When the Gulf Stream Stops Streaming'</i> - new evidence suggests that the climatic consequences for the British Isles are serious. |
| b. fly on the wall (documentary) | 2. <i>'Sell it now'</i> - tips and advice for all those thinking of moving house.  |
| c. docu-soap/reality (TV shows)  | 3. <i>'Tona Street'</i> - Angie leaves the street! How will Trevor cope? Davie confides in Paul, but can he keep a secret?                 |
| d. lifestyle programmes          | 4. <i>'In the Spotlight'</i> – hard-hitting David Lamont grills politicians on the latest political events.                                |
| e. news/current affairs          | 5. <i>'The Department Store'</i> - a behind-the-scenes look at Swanky's, its staff, management and customers.                              |
|                                  |  |

|                |   |
|----------------|---|
| f. documentary | 6. <i>'The Rocking Chair Mystery'</i> - the second episode of this new detective series.  |
| g. soap opera  | 7. <i>'I Wanna be a Star'</i> - the last 5 contestants battle it out to see who will win that recording contract. Who will you vote off tonight's show? Who will have to leave the celebrity house? |
| h. drama       | 8. <i>'Here We Go Again'</i> - the irrepressible Martha goes on a blind date with hilarious results.  |

## Activity 4

Read the following statements and decide what TV genres the speakers are referring to. There is more than one possibility.

1. It was so gripping; I couldn't wait until the final episode!  
*Genre*  
\_\_\_\_\_
2. This is a typical example of dumbed down TV. It relies on people's desperation to be famous without having any talent.  
*Genre*  
\_\_\_\_\_
3. This is cutting edge TV at its best; it uses the latest innovations in technology to show us what things could be like in the future.  
*Genre*  
\_\_\_\_\_
4. It's another classic example of cheap voyeuristic TV, no actors to pay, no scenery or costumes. Do we really care about other people's lives?  
*Genre*  
\_\_\_\_\_
5. I find them totally banal and sycophantic. It's just a vehicle for stars to talk about their new films while the presenter tells them how wonderful they are.  
*Genre*  
\_\_\_\_\_
6. It reflects our growing obsession with our homes and other people's. As every channel now caters for this it has lost its

originality.

*Genre*

---

7. This is both entertaining and thought-provoking. It asks questions that need to be asked. Whether it is completely objective is debatable though.

*Genre*

---

8. British mainstream comedy is completely predictable. While amusing at times it can often be annoying at others.

*Genre*

---

9. They're like old dependable friends we've grown up with. We've watched some of the characters move in and others move away. Love them or hate them they're probably here to stay.

*Genre*

---

10. There's too much of it on TV and it's boring - not everyone wants to watch it three times a week during the season. They're paid far too much and they act like prima donnas every time they get hurt.

*Genre*

---

---

## Activity 5

Match these adjectives from Activity 3 with the definitions below:

thought-provoking, dumbed down, cutting edge, banal

- a) very modern and advanced \_\_\_\_\_  
b) ordinary and uninteresting \_\_\_\_\_  
c) makes you think of new ideas or changes the way you think about something \_\_\_\_\_  
d) intentionally easy to understand for mass audiences \_\_\_\_\_
-

## Activity 6

Read this text about people's TV viewing habits taken from a British government website and discuss the questions below in small groups.

*Interest in television programme type by age, 2002: Social Trends 34*

The Public's View survey showed that around 85 per cent of men and women watched television every day in 2002. The news was popular with both men and women, and across all adult age groups, with 93 per cent of people surveyed being interested in this type of programme. For 16 to 24 year olds, entertainment programmes were the next most popular, while the 25 to 64 age group preferred factual programmes. Interest in current affairs, regional, arts and religious programmes increased with age, attracting the highest interest among the 65 and over age group. Drama programmes were popular across all age groups. Apart from the news, men and women were interested in different types of programme. Men were more interested than women in watching factual programmes (89 per cent compared with 79 per cent), current affairs (75 per cent compared with 62 per cent) and sports (74 per cent compared with 34 per cent). Women were more interested in watching drama (88 per cent compared with 73 per cent) and children's programmes (36 per cent and 25 per cent, respectively).

Source: National Statistics website: [www.statistics.gov.uk](http://www.statistics.gov.uk) (Crown Copyright)

What is the significance of the following figures?

- 85%
- 93%
- 79%
- 75%
- 36%

Why do you think ...

1. the news is so popular?
  2. younger people like entertainment programmes and older people factual?
  3. men are more interested in factual programmes than women?
  4. so many women watch children's programmes compared to men?
-

## Activity 7

Listen to a group of friends discussing what they watched on TV last night. What four popular TV genres are they talking about?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Listen to the conversation again. For questions 5-7, the statements are either true (T) or false (F). Circle the correct answer. For questions 8-11, choose the best answer and circle the letter.

5. Duncan often does the housework.    T    F
6. Louis Vermont- Drymount is in 'Sell it Now'.    T    F
7. According to Duncan 'In the spotlight' is instructive and current.  
      T    F
8.     Sunita finds DIY and decorating shows ...
  - a) a form of escapism.
  - b) her cup of tea.
  - c) not to her liking.
9.     Duncan ...
  - d) wanted to be on 'Beachbound'.
  - e) auditioned for 'Beachbound'.
  - f) hates 'Beachbound'.
10.    Sunita ...
  - g) voted Keiran off the show 'Beachbound'.
  - h) hates the show 'Beachbound'.
  - i) only likes 'Iona Street'.
11.    According to Duncan...
  - a) the news is too difficult for women to understand.
  - b) women prefer programmes that are entertaining.
  - c) women watch TV with their children.

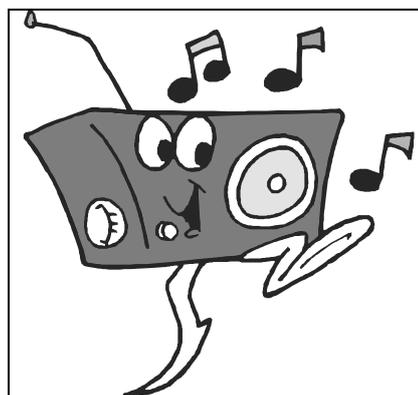
**Homework task:**



Look at a typical night's viewing in a TV guide and answer these questions.

- ◆ What are the most popular types of TV programmes?
- ◆ Are they on more than one channel?
- ◆ What types of programmes are on at prime-viewing time?
- ◆ What types of programme are on late at night?

|                                    |   |  |
|------------------------------------|---|--|
| <b>Lesson</b><br><b>9</b>          | <b>Current affairs</b>                      |  |
|                                    | <b>Radio 1</b>                              |  |
|                                    | <b>Task: Talking about radio programmes</b> |  |
| <b>Skills: Speaking, Listening</b> |   |  |



### Activity 1

In this lesson, you will listen to a radio news show discussion. Listening to the radio is an excellent way to get extra practice.

This vocabulary will help you with the exercises in this lesson:

- What is congestion charging?
- Do you know any cities where it has been introduced?  
What has been the effect?
- What kind of metal is lead? Is it harmful?
- Which groups can be discriminated against in society?

### Activity 2

Listen to this extract from a radio programme in which local councillor, David Jeffreys, argues for road congestions charges.

Before you start, complete these sentences from the tape script with the correct prepositions as in the example.

1. I'd now like to introduce the councillor who is responsible for traffic policy.
2. You're facing a lot of opposition \_\_\_\_\_ your road charges plan.
3. In London road charges have \_\_\_\_\_ reduced traffic in the city

- centre \_\_\_\_\_ around 18%.
4. You're discriminating unfairly \_\_\_\_\_ drivers.
  5. Work will begin in June \_\_\_\_\_ the new tram system.
  6. They don't have the same freedom of movement \_\_\_\_\_ car owners.

Now listen and answer the questions below.

1) David Jeffreys wants to:

- a) build more roads.
- b) charge motorists to enter the city centre.
- c) increase business in the city centre.

2) What do these figures refer to?

a) 18%

\_\_\_\_\_

b) 30%

\_\_\_\_\_

c) 27%

\_\_\_\_\_

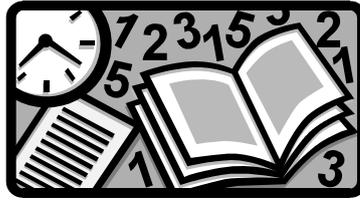
3) Are these statements true (T) or false (F)?

- a) The Aberdeen Small Businesses Association (ASBA) argues that charging city centre road charges will not reduce traffic in the city centre.
- b) The ASBA claims city centre road charges will make other parts of Aberdeen busier.
- c) The ASBA is concerned that city centre shops will have to pay more tax.
- d) A new railway line is being built.

4) Why does David Jeffreys think that non-drivers are discriminated against?

5) Complete the sentence:

Babies and small children are \_\_\_\_\_ likely to be affected by \_\_\_\_\_ than adults, because traffic pollution contains \_\_\_\_\_ which lie close to the ground.



### Activity 3

Look at these extracts from the tape script and work out the meaning of the underlined expressions from context.

1. Well, we're extremely conscious of the fact that any plans to reduce city centre congestion must include an improved public transport system, and we're taking steps now to speed up that improvement.
2. The thing that people forget is that the pollution caused by cars contains a high level of heavy metals, such as lead, and because they're heavy they lie close to the ground.  
If there isn't much wind they don't disperse, and that means that babies and small children in push-chairs are getting the brunt of it.
3. I'm sure this argument will run and run ...

---

### Activity 4

Discuss these questions with your partner or group:

- 1) Is traffic congestion and pollution a problem in your home town or city? If so, what are the authorities doing about it? Are they doing enough, in your opinion, or could more be done?
- 2) Shanghai has a population of 20 million, an estimated 9 million cyclists and a growing number of motorists. In early 2004 the authorities decided they had to do something about Shanghai's serious congestion problem, so they banned cyclists from the city centre. Do you think that was the best way to deal with the problem? Are there any other ways they could have dealt with it?

#### Homework task:



Find out what's on the radio tonight. Write down the different types of programme that are on.

|                                    |                        |   |
|------------------------------------|------------------------|---|
| <b>Lesson<br/>10</b>               | <b>Current affairs</b> |   |
|                                    | <b>Radio 2</b>         |   |
|                                    |                        | <b>Task: Understanding style and register</b> |
| <b>Skills: Speaking, Listening</b> |                        |   |



### Activity 1

Do you listen to the radio?

What do you know about British radio? These are the main stations. Match them to the kinds of programmes they broadcast.

| Station            | Kinds of programme |
|--------------------|--------------------|
| BBC Radio 1        | Classical music    |
| BBC Radio 2        | Serious talk       |
| BBC Radio 3        | Pop music          |
| BBC Radio 4        | Local talk         |
| BBC Radio Scotland | Pop music          |
| Classic FM         |                    |
| Forth1             |                    |
| Kiss               |                    |

Which stations would you be most interested in listening to?

---

## Activity 2

**Listen to these four short excerpts from radio programmes. What kinds of programmes are they? Choose from the following:**

- Serious talk show
- Sports programme
- Phone-in show
- Pop music show

Programme 1: \_\_\_\_\_

Programme 2: \_\_\_\_\_

Programme 3: \_\_\_\_\_

Programme 4: \_\_\_\_\_

**Listen again and answer the questions below.**

Excerpt 1

- Where did Mary first get in touch with her date?
- How did Mary's expectations of her date differ from reality?
- How did she feel when she met him?
- Was the radio presenter surprised? How do you know?

Excerpt 2

Complete the sentence:

Listeners have a chance to win \_\_\_\_\_ for a Marilyn Manson gig.

Excerpt 3

These statements are either true (T) or false (F). Circle the correct letter.

- |  |   |   |
|--|---|---|
| a) Robert Burns is Scotland's greatest poet. | T | F |
| b) He wrote poetry and songs.                | T | F |
| c) Burns is unknown outside Scotland.        | T | F |

Excerpt 4

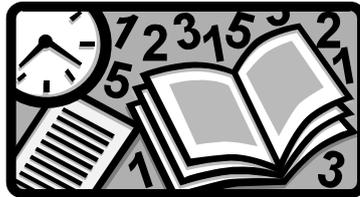
Choose the best answer and circle the correct letter.

a) The sport being discussed is:

- i. baseball
- ii. football
- iii. tennis

b) Johnson scored:

- i. no goals
- ii. two goals
- iii. three goals



---

**Activity 3**

You will hear two people talking about the phone-in with Mary. Listen and decide if each speaker liked it or not.

First speaker:                      yes/no  
Second speaker:                    yes/no

Now listen again and write down the words which helped you to decide:

First speaker:                      hilarious

\_\_\_\_\_

Second speaker:

\_\_\_\_\_



### Activity 4

The adjectives and expressions in the box below can all be used to give your opinion about radio/TV programmes, films etc. Match them to the meanings below.

- a) total escapism    b) a bit of a yawn    c) unmissable    d) dull  
e) in-depth (coverage)    f) rather disappointing    g) sheer delight  
h) a bit slow    i) fascinating    j) not my cup of tea    k) topical  
l) right up your street    m) awful    n) well/badly written/ researched  
o) hilarious    p) not my sort/kind of thing

a) Really good    unmissable, sheer delight

b) Really bad

\_\_\_\_\_

c) Extremely interesting

\_\_\_\_\_

d) Boring

\_\_\_\_\_

e) Takes you away from the stresses of everyday life

\_\_\_\_\_

f) Not to my taste

\_\_\_\_\_

g) Story not fast-moving enough

\_\_\_\_\_

h) Relevant to events in the world which are happening now

\_\_\_\_\_

i) Well-researched, detailed and accurate

\_\_\_\_\_

j) Very funny

\_\_\_\_\_

k) You would like it

\_\_\_\_\_

l) Not up to somebody's expectations -

Now divide the words and phrases into two sections, 'Positive' and 'Negative'.

| Positive              | Negative |
|-----------------------|----------|
| <i>total escapism</i> |          |

### Activity 5

1. You will hear three people talking about the sort of radio programmes they enjoy listening to. The statements below are either true (T) or false (F).

- A. Cath likes political programmes.
- B. Cath enjoys programmes she can have on in the background.
- C. Karen enjoys programmes which tell her what's happening in the world.
- D. Karen enjoys programmes that make her think.
- E. Tony is bored by politics.
- F. Tony has a digital radio.

2. Here are some expressions used in the discussion. Match them to the meanings below, as in the example: 1 e)

- |                                      |                           |
|--------------------------------------|---------------------------|
| 1. something light                   | 5. absolutely fascinating |
| 2. that's a scream                   | 6. thought-provoking      |
| 3. something I can get my teeth into | 7. it sends me to sleep   |
| 4. really in-depth coverage          | 8. rather you than me     |

- a) makes me feel very bored
- b) it may suit you, but it certainly wouldn't suit me
- c) makes me think
- d) complex, very interesting, makes me think
- e) something that doesn't require a great deal of concentration
- f) careful, detailed, well-researched reporting
- g) very interesting
- h) is extremely funny

**Homework task:**



Write a short description of two radio programmes you've listened to. Give your opinion of each one, using language from this lesson.

**Lesson**

**11**

**Social environment**

**Health 1**

|                   |  |
|-------------------|--|
|                   | <b>Task: Learning about health/health care</b> |
| <b>Skill: All</b> |  |



**Activity 1**

A. Staying healthy partly means eating the right food. How much do you know about what you eat? Match the sentence halves as in the example.

1b)

1. Nuts and pulses
  2. Proteins, fats and carbohydrates
  3. Potatoes, rice and pasta
  4. Citrus fruit
  5. Cheese, butter and oil
- a) are examples of carbohydrates.
  - b) are a rich sources of protein.
  - c) have a high fat content.
  - d) are essential for a balanced diet.
  - e) provide high amounts of vitamin C.

B. How health conscious are you? How careful are you when selecting what to eat?

**Activity 2**

Sometimes a visit to the doctor is inevitable. Here is a leaflet for new patients at a doctors' surgery in Britain. Choose which heading from the list A – J below would be most appropriate for each of the numbered paragraphs. There are three extra headings which you do not need to use. One has been done for you.

*Example: 1. I.)*



- A. Provision of special clinics
- B. Identification of an illness
- C. The repeat prescription system
- D. The appointment system
- E. Choice of chemist
- F. Emergency cover
- G. Information about home visits
- H. Children's services
- I. Welcome to the practice
- J. Facilities at the surgery

1.  
Thank you for choosing to join our practice and we hope you will be happy with the service we provide. Please take a few moments to read this leaflet, so that you will be familiar with the services we offer. Please also make an appointment with the practice nurse for a brief check up and make an appointment to see the doctor so that we can put a face to the name. As we are a small practice, we like to get to know all our patients personally.

2.  
The surgery is open from 8:00am to 6:00pm, Monday to Friday, and from 9:00am to 11:00 am, on Saturdays. We have an appointment system, so please book an appointment with the receptionist. We will endeavour to see you within 48 hours of requesting an appointment, but please appreciate that certain times of the year are busy. Appointments are usually for ten minutes, but you can request a double slot if you feel your will need more time to discuss your problem. We will try to see everyone who feels their problem is urgent on the same day, though you can expect only a five-minute consultation in that situation. Children under 16 years old must be accompanied by a responsible adult.

3.  
When the patient cannot be brought to the surgery, we can arrange a home visit. However, in many instances, we can often see people more quickly if they can be brought to the surgery. When telephoning, please be prepared to give some details of the illness to the

receptionist, so that we can decide the urgency required. It would also help us considerably if requests for home visits could be made before 9:30 am.

4.

After 6:00pm on weekdays, 11:00am on Saturdays and all day on Sundays, calls are dealt with by a local rota system. Calls may be answered by the doctor himself or an answering service which will put you through to the doctor on duty. In all cases, you can be assured that your details will reach a doctor as soon as possible. The duty doctor will call you back at your home and arrange to visit if necessary.

5.

Some of the services we provide are easier to arrange in a clinic, or dealt with by the practice nurse. These are as follows:

|                       |                          |
|-----------------------|--------------------------|
| diabetes clinic       | wart clinic              |
| antenatal clinic      | child development clinic |
| chiropody clinic      | physiotherapy clinic     |
| speech therapy clinic |                          |

Please make an appointment with the receptionist if you wish to attend one of these clinics. Waiting times vary, but you can expect to be seen within a month of your initial enquiry.

6.

If you get pills or medicine routinely, it may be possible for those to be prescribed without seeing the doctor. If you tell us the details of the drugs you need, these repeat prescriptions will be ready at the chemist of your choice for collection within 24 hours. These prescriptions may not always be available, as we want you to make an appointment with the doctor to review your medication. If your prescription is not available at the chemist, please contact the receptionist.

7.

The main entrance and all parts of the building are accessible to wheelchair users and we have a disabled toilet. Facilities are available for changing nappies as is an area with privacy for breast feeding if preferred. Please ask at reception. We have a play area for children off the main waiting room, but would ask parents to show consideration towards other patients in this area by keeping their children under control at all times.

### Activity 3

Here are some words from the text together with other health words. Complete the word formation table as in the example:

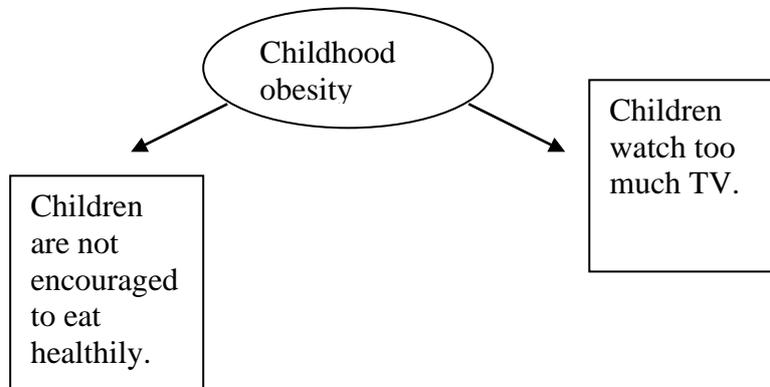
| <b>Noun</b>         | <b>verb</b>      | <b>adjective</b> |
|---------------------|------------------|------------------|
| <i>prescription</i> | <i>prescribe</i> | -                |
| medication          |                  |                  |
|                     |                  | disabled         |
| vaccination         |                  | -                |
| specialist          |                  |                  |
| consultant          |                  |                  |
| operation           |                  |                  |
| examination         |                  | -                |
|                     | diagnose         |                  |
|                     | inject           | -                |
|                     | refer            | -                |
|                     | treat            | -                |

## Activity 4

- A. Look at these topics about health-related issues. Make a mind map for each one as in the example:



1. *Childhood obesity is one of the most serious threats to the health of many children in the world. Describe the causes and effects of children being severely overweight, and suggest possible solutions to this problem.*



2. *Some people do not vaccinate their children, thereby putting them at risk of catching serious diseases. Do you think the state should make it compulsory for parents to vaccinate their children?*



3. *What are the advantages and disadvantages of free and private healthcare systems?*



- B. In pairs or individually, present one of the above issues using your mind map. Talk for about 1-2 minutes.

**Homework tasks:**



Write an article for a magazine on one of the topics above.

**Lesson**

**12**

**Social environment**

**Health 2**

|                   |  |
|-------------------|--|
|                   | <b>Task: Learning about health/health care</b> |
| <b>Skill: All</b> |  |



**Activity 1**

What are the main health problems in the UK? And what are their causes?

**Activity 2**

This vocabulary will help with the reading activity that follows.

1. What does NHS stand for? What does the NHS do?
2. What is diabetes? What are the symptoms? What causes it?
3. What role do the following play in diabetes and its treatment?

insulin          glucose

4. What do these words mean?

precursor      epidemic      time bomb

5. What is obesity?

### Activity 3

The following is a text from a Scottish health magazine. Read the whole text quickly and answer these gist questions without referring back:

1. What could increased obesity lead to?
2. Is this inevitable?
3. Is it body weight in itself or body fat which can lead to this illness?

#### Obesity Timebomb

The UK is facing an obesity epidemic, claim scientists, and this in turn could lead to a dramatic increase in the number of cases of diabetes, not just in adults but also in children.

Professor Kopelman of The Royal Hospital NHS Trust warns: “The obesity epidemic now affecting all ages – including children – has led to an increase in type-2 diabetes, previously known as adult-onset diabetes.

“However, the development of this type of diabetes in association with fatness is **predictable** but not inevitable – it can be reversed with lifestyle change, providing the change is taken at an early enough stage.

“It is vital that people understand the close links between increasing body fatness and the risk of diabetes, and that **detrimental** changes can be reversed by simple lifestyle measures. This message needs to be promoted to all families if we are to spare succeeding younger generations from the **catastrophic consequences** of type-2 diabetes combined with obesity.”

Meanwhile, according to a survey carried out by Diabetes Research and Wellness Foundation (DRWF) and body-composition experts Tanita, 95 per cent of people with diabetes said they had not been warned by their doctor that they were at risk of developing the **condition** before they were diagnosed.

James Rogers, DRWF Executive Director, said: “It’s absolutely vital that the link between excess body fat and type-2 diabetes becomes **common knowledge** if those people at risk are to take steps to avoid developing diabetes.

“The **distinction** between excess body fat and weight must also be drawn, as **monitoring** weight alone is not enough. It is the excess fat tissue which causes insulin resistance and glucose intolerance – the precursor of type-2 diabetes. Research has found that even slim people with type-2 diabetes have surprisingly high levels of internal body fat – so simply keeping your BMI within a healthy range could be misleading. Monitoring body fat becomes even more critical as we age as our BMI

can remain **consistent** but our proportion of body fat tends to increase.”

Over three quarters of **respondents** described themselves as overweight or very overweight. If action had been taken to reduce their body fat, as many as half of those questioned could have avoided developing type-2 diabetes.

Source: Murray, K., *Obesity Timebomb: Healing the Natural Way*, Scottish Health, Issue 33 (NB Media, 2004)

#### Activity 4

Match the definitions to the words in **bold** in the text:

1. difference \_\_\_\_\_
2. disastrous results \_\_\_\_\_
3. steady, stable \_\_\_\_\_
4. dangerous; negative \_\_\_\_\_
5. widespread number of cases \_\_\_\_\_
6. people replying to a survey \_\_\_\_\_
7. checking regularly \_\_\_\_\_
8. well-known \_\_\_\_\_
9. likely to happen \_\_\_\_\_
10. disease \_\_\_\_\_

Complete the sentences:

1. The increase in type 2 diabetes is a result of \_\_\_\_\_.
2. The epidemic is likely to affect \_\_\_\_\_.
3. Diabetes can be prevented by \_\_\_\_\_.
4. People must be made aware of the link between \_\_\_\_\_.
5. For older people, it is important to monitor \_\_\_\_\_.

## Activity 5

What are these symptoms of an illness?

- thirst
- fatigue
- cramps
- constipation
- blurred vision
- itchy skin
- ulcers

## Activity 6

Read the text below about the symptoms of diabetes.

What are the differences in the symptoms for type 1 and type-2 diabetes?

### Development of symptoms

In type 1 diabetes the \_\_\_\_\_ tend to develop more quickly, over a couple of weeks, and are more severe. In type 2 diabetes the symptoms develop slowly and are usually not so \_\_\_\_\_ .

The common symptoms of both types of diabetes are:

- increased thirst
- passing water frequently, especially at night
- tiredness and fatigue
- loss of weight

In type 1 diabetes less common symptoms are:

- cramps
- constipation
- blurred vision
- recurrent skin infections.

■

In type 2 diabetes symptoms may go unnoticed for years, and only when complications of diabetes \_\_\_\_\_ (such as foot ulceration or blurred vision) is the diabetes \_\_\_\_\_. Remember that all the symptoms may not be \_\_\_\_\_. Whenever any of these symptoms it's important that diabetes is tested for.

[http://www.bbc.co.uk/health/conditions/diabetes/aboutdiabetes\\_symptoms.shtml](http://www.bbc.co.uk/health/conditions/diabetes/aboutdiabetes_symptoms.shtml)

### Activity 7

Fill the gaps in the text with the words below:

cause            detected            severe            occur  
drawn                            symptoms            diagnosed            arise  
present

#### Homework tasks:



Write an article for a magazine on health problems in the UK.

Lesson

13

Social environment

Health 3

Task: Learning about health/health care

Skill: All



Activity 1

A. Look up any unfamiliar medical conditions in the list below and write the symptoms in the spaces given, as in the example.

1. appendicitis \_\_\_\_\_ *severe pain in left side*

2. chicken-pox

\_\_\_\_\_

3. mumps

\_\_\_\_\_

4. an allergy

\_\_\_\_\_

5. influenza

(flu) \_\_\_\_\_

6. rheumatism

\_\_\_\_\_

7. sprained ankle

---

8. sunburn

---

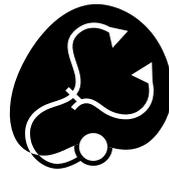
9. indigestion

---

10. a fever

---

B. Complete the sentences with the words in the box, as in the example.



syringe and needle

sling

stethoscope

thermometer

splint

1. The doctor took my temperature with a *thermometer*.

2. He listened to my chest with a

\_\_\_\_\_.

3. He gave me an injection with a

\_\_\_\_\_.

4. He put my arm in a

\_\_\_\_\_.

5. He put my sore thumb in a

\_\_\_\_\_.

- C. Tell a partner about a childhood visit to the doctor.  
Describe the symptoms and the treatment.

## Activity 2

- A. Look at these advertisements for complementary health care.

### ALEXANDER TECHNIQUE

- ◆ Improve your posture
- ◆ Eliminate back pain
- ◆ Group or individual

Tel 0745 69342  
for more details

### ACUPUNCTURE

A safe cure for many ailments including:  
pain, headaches, sleep disorders, depression.

Experienced Practitioner  
Tel 0131 600 8897

REIKI HEALING  
Safe, effective healing.  
Call: 07960 999421

AROMATHERAPY  
MASSAGE  
Treat yourself to a relaxing  
massage.  
Appointments: 0998 7754

- ◆ Make a list of different types of medicine, health care and treatment
- ◆ Which have you tried?
- ◆ Are there any you would like to try?
- ◆ What medicine is popular in your country?

B. Match the practices with the descriptions:

|                        |  |
|------------------------|--|
| 1. flower remedies     | a) alignment of the body through gentle exercises                                |
| 2. herbalism           | b) massage with essential oils   |
| 3. homeopathy          | c) pressure on parts of the feet   |
| 4. acupuncture         | d) use of distilled flower essences  |
| 5. crystal therapy     | e) entering a deep state of relaxation   |
| 6. aromatherapy        | f) use of medical herbs  |
| 7. Alexander technique | g) talking about problems to a trained person                                    |
| 8. hypnotherapy        | h) treating "like with like" in the form of tablets containing diluted substance |
| 9. counselling         | i) use of crystals to heal   |
| 10. reflexology        | j) use of fine needles in various parts of the body                              |

C. Complete the table with the correct form of the word, as in the example.

| <b>therapy</b> | <b>practitioner</b>   |
|----------------|-----------------------|
| hypnotherapy   | <i>hypnotherapist</i> |
| aromatherapy   |                       |
| acupuncture    |                       |
| herbalism      |                       |
|                | counsellor            |
|                | reflexologist         |
|                | homeopath             |

### Activity 3



Set up a role play discussing the ailments in Activity 1. One of you is the doctor and the other is the patient.

Example:

Patient: Doctor, I think I've got (appendicitis).  
Doctor: Have you got (a pain in your left side)?  
Patient: Yes, and (it's quite severe).  
Doctor: Well it's quite possible. We'll need to (do some tests).

Choose from these possible courses of action a doctor might take:

- |                           |                       |
|---------------------------|-----------------------|
| give you a prescription   | take an X-ray         |
| take a blood test         | take your temperature |
| refer you to a specialist | put a bandage on it   |

#### Homework task:



Write about a time when you were ill as a child. Describe:

- ◆ events leading up to your illness
- ◆ what happened
- ◆ what treatment you had
- ◆ how you felt

**Lesson**

**14**

**Social environment**

**Education 1**

|                   |  |
|-------------------|--|
|                   | <b>Task: Discussing issues about schools</b> |
| <b>Skill: All</b> |  |



**Activity 1**

Did you have to wear a uniform at school?

Think of reasons why school uniform could be a good idea. Make a list with your partner.

**Activity 2**

Read the extract from the Dunbar Grammar School handbook. Which of your ideas in the previous activity were mentioned?



## DUNBAR GRAMMAR SCHOOL

Summerfield Road, Dunbar, East Lothian, EH42 1NJ  
Tel: 01368 863339 Fax: 01368 864798

E-mail: [dledingham@eastlothian.gov.uk](mailto:dledingham@eastlothian.gov.uk)

Web-site: [www.dunbar.org.uk/dgs](http://www.dunbar.org.uk/dgs)

Headteacher  
D J Ledingham B.Ed, M.Phil

Depute Headteacher  
J J Cassidy



Dunbar Grammar School  
Handbook 2004/2005

## SCHOOL UNIFORM

We actively encourage parents to support the Dunbar Grammar School Uniform.

Our reasons for promoting school uniform can be summarised as follows:

**School security** – uniform allows visitors/strangers in the school to be immediately identified.

**Cost** – school uniform provides a level playing field for students regarding clothing. A poorly defined uniform, or school dress code, can lead to students being bullied or humiliated because they cannot afford the latest designer fashions.

**School identity** – a recognisable and well-monitored school uniform can reinforce a sense of community and pride in the school.

**Work ethos** – Dunbar Grammar School is a place of work. By wearing a uniform it indicates that coming to school is something different from what we do when we wear leisurewear or casual clothes. Uniform can help to create an ethos of purposeful activity.

**The uniform for Dunbar Grammar School will be as follows:**

1. White shirt and school tie OR white shirt/white polo shirt and school sweatshirt (black)
2. Black tailored trousers (girls may wear black trousers or a black skirt)
3. Black shoes
4. Students may wear the school fleece (green) whilst in the school building – all other coats/jackets should be removed upon entering the school and either carried or kept in a locker.
5. Fleece should be removed in class.
6. All S5/6 students are expected to wear a white shirt and school tie.
7. Prefects will be expected to wear a school blazer with the school badge and green piping.

Source: Dunbar Grammar School, *Handbook 2004*

### Activity 3

Is the text above more formal or informal?

Look at the statements below. Are they true or false?

- a) Formal language is always used in conversation with strangers and people like your boss - friends always use informal language.
- b) When deciding what language is most appropriate, context and topic are important in deciding the level of formality of language.
- c) Formal language can sound cold or unfriendly if it is used inappropriately.
- d) Informal language contains very few phrasal verbs.
- e) Informal language contains a greater number of idioms and colloquialisms than formal language.
- f) Informal English consists of longer, more complex sentences than formal English.

### Activity 4

**Thinking about what makes affects your decision to use more or less formal language.**

Read the two requests below and answer the questions.

- ◆ *Hello Sarah, it's Claire. I was wondering if I could ask a favour. I realise it's Friday night, but I would be forever grateful if you could baby-sit for two hours. Is there any way you could do it?*
  
- ◆ *Hey guys, Jim here. Listen, I've got a favour to ask you. I know it's Friday night but there's a fat bonus in it for you if you carry on working for another couple of hours, just till the contract's finished. How about it?*

- a) What is the relationship between the speakers and the listeners?
- b) Why is the style of the requests inappropriate?
- c) What does the level of formality you use depend on?

### Activity 5

**Practise making less formal language more formal.**

Look at the phrases from the second request, below. Find similar phrases in the first text, as in the example.

1. Hey guys = Hello Claire

2. Jim here

---

3. I've got a favour to ask you

---

4. I know

---

5. Couple of hours

---

6. How about it?

---

### Activity 6

Do these features of language tend to be more formal or more informal?

- Longer sentences
- Shorter sentences
- More complicated grammar
- Simpler grammar
- More imperatives

- More modals
- More conditionals
- More passive verb forms
- Slang
- Phrasal verbs
- Latinate words i.e. words which derive from Latin (e.g. commence rather than begin)
- Anglo Saxon words
- More vague
- More precise

### Activity 7

FORMAL: *Our reasons for promoting school uniform are as follows ...*

INFORMAL: *We like pupils to wear school uniform because ...*

1. Uniform allows strangers in the school to be easily identified.

---

2. School uniform provides a level playing field for students regarding clothing.

---

3. A poorly defined school dress code can lead to students being bullied.

---

### Activity 8

You are now going to write a leaflet for school pupils about school uniforms. The leaflet should be in an informal and friendly style. Remember to give headings to your paragraphs. You should write two paragraphs - one giving the reasons for promoting school uniform, and the other giving a description of the uniform itself.



**Homework tasks:**



Write an article giving your impression of education in the UK.

**Lesson**

**15**

**Social environment**

**Education 2**

|                   |   |
|-------------------|---|
|                   | <b>Task: Finding out about Further Education and Higher Education</b> |
| <b>Skill: All</b> |   |



**Activity 1**

For pupils wishing to continue their education after school, it can be difficult to know what to study next and where. Read the following information given to school leavers at Dunbar Grammar School about application procedures for Further and Higher Education in Scotland, and answer the questions that follow.



Source: Dunbar Grammar School, *Handbook* 2004

## **Applications**

### **Colleges**

The Further Education colleges in Edinburgh and Lothians are:

**Jewel & Esk Valley College** (0131 660 1010)

**Edinburgh's Telford College** 0131 332 1491)

**Stevenson College** (0131 535 4600)

**Oatridge College** (01506 854387)

**West Lothian College** (01506 634300)

These colleges offer a wide range of courses including national certificates (NCs), GSVQs, Higher National Certificates (HNCs) and Higher National Diplomas (HNDs).

To apply, complete a college application form (available from the college) and return directly to the college. Colleges will continue to accept applications until the programmes begin provided there are places available but early application is advised.

## Higher Education

**UCAS:** the majority of Higher Education institutions use the Universities and Colleges Admissions Service (UCAS) for applications. Application forms and the UCAS handbook will be available in school. Up to 6 choices can be made on the UCAS form which must be returned by the school to UCAS by 15 January. Applicants are advised not to leave submission forms until the last minute.

Some institutions do not use UCAS and accept direct applications or use another system. Always check individual prospectuses for details.

**Direct Applications:** for HNC and HND courses at FE colleges, apply direct. Also apply directly to the Royal Scottish Academy of Music and Drama. The exception is B.Ed Music which requires a UCAS application.

**Art Colleges:** the four Scottish Art Colleges participate in a joint selection scheme which means that applicants apply only to their first choice college. Obtain an application form from your first choice college. Send this with your portfolio of work to that college. It will then be forwarded to second and third choice colleges if necessary.

**Nursing:** for degree courses in nursing at university apply through UCAS. For Diploma courses apply via CATCH (Central Applications for Nurse Training Clearing House), P O Box 21, Edinburgh EH2 1NT.

**Medicine:** apply through UCAS. New procedures from 2000 entry onwards - the number of medical choices that any applicant can make will be limited to a maximum of four and an earlier closing date, **15 October instead of 15 January**, will operate for medical applications.

Source: Dunbar Grammar School, *Handbook 2004*

Mark the following statements true (T) or false (F).

1. There are five Further Education colleges in the UK.
  2. You should apply early if you want to be sure of a place at college.
  3. All Higher Education institutions use the UCAS system.
  4. You must put six choices on your UCAS form.
  5. You do not have to go via UCAS for HNC and HND courses.
  6. All music courses require a UCAS form.
  7. You only need to submit your portfolio once for Art courses.
  8. There are two routes to qualifying as a nurse.
  9. You can't apply for more than four medical choices.
  10. Medical applications must be submitted three months after other UCAS applications from 2000.
- 

## Activity 2

A further obstacle is finding the funds to finance further study. Read the explanations for some of the help pupils might qualify for. Then complete the sentences with the words in the box.



## **Finance**

### **Further Education Bursaries**

Students attending courses at **National Certificate** level at college may receive a college bursary.

Application for Further Education Bursaries must be made directly to the college once an offer of a place is made. Application forms are available from the Bursaries Section of the college.

### **Tuition Fees**

Scottish students embarking on Higher Education courses are not required to pay tuition fees. On graduating and securing employment paying more than £10,000 per annum, former students are required to repay over a period of time £2,000 towards tuition fees.

### **Grants/Loans**

Students on full-time higher education courses will receive only student loans which will be partly means-tested. Grants are no longer available except for some allowances, eg for students with disabilities.

## **Student Loans**

The Student Loans Scheme is administered by the Student Loans Company Ltd, 100 Bothwell Street, Glasgow G2 7DJ. Tel: Freephone 0800 405010 (Website <http://www.s/c.co.uk>).

**Loan Rates** - different amounts of loan are available depending on where you live and study. All students are eligible to apply for 75% of the loan, 25% will be means-tested for parental contribution.

Application forms are available from universities and colleges, who will complete the eligibility certificate and return the application form to you to complete and send direct to the Student Loans Company Ltd.

## **Access Funds**

Access Funds are provided by the government and distributed to institutions to assist students who face financial difficulties. The institution is responsible for deciding which students should receive payments and how much the payment will be. For further information contact the Student Support office or Student Services office of the institution.

## **Industrial Sponsorships**

A number of industrial organisations and some government departments offer financial help to Higher Education students they consider to be of special merit. Some offer support in terms of work experience during a sandwich course, but do not offer payment beyond wages for the period of work. Others give a bursary and pay a salary during periods of work experience. A few employers pay a full salary throughout the course and also fees and travelling expenses.

Source: Dunbar Grammar School, *Handbook 2004*

|              |      |             |         |       |
|--------------|------|-------------|---------|-------|
| tuition fees | loan | scholarship | bursary | grant |
|--------------|------|-------------|---------|-------|

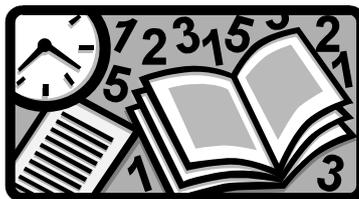
1. A disabled student may be eligible for a \_\_\_\_\_.
  2. Some students do not need to pay \_\_\_\_\_.
  3. Students on full-time HE courses can apply for a \_\_\_\_\_ - \_\_\_\_\_.
  4. Some college students may be eligible for a \_\_\_\_\_.
  5. Some companies award a \_\_\_\_\_.
- 

### Activity 3

Look at this form. Complete sections 1-7 and 11-14 with your details.

Go to [www.newbattleabbeycollege.co.uk](http://www.newbattleabbeycollege.co.uk) to find out more about this Scottish college. Choose a course that looks interesting to you and put the title in section 8. Put your imaginary start date in 9. Look at the information on modes of attendance and select a way of attending for 10. Sign and date the form and hand to your teacher for checking.

Source: Newbattle Abbey College, *Enrolment Form*, Student Information 2004



## NEWBATTLE ABBEY COLLEGE

### STUDENT ENROLMENT FORM

1. Surname:

2. Other Names:

3. Date of Birth:

4. Gender:(√)    Male                      Female  
                     

5. Address:

Postcode:

6. Source of Finance of Fee for Student: (√)

Student Awards Agency for Scotland      
 Self Financing Student                        
 Other (please give details)                     

7. Ethnic Group: (√)

White      
 Black Caribbean                                
 Black African                                    
 Black Other                                        
 Indian      
 Pakistani                                          
 Bangladeshi                                     
 Chinese      
 Other      
 Information refused                          

8. Course Title:

9. Start Date of Student:

10. Mode of Attendance of Student: (√)

Full-time residential student                        
 Full-time non-residential student                        
 Part-time student                                        
 Evening class student                                     

11. Do you have a Disability? (√)

Yes                                          No      
 (if No go straight to question 14)

12. Are you in receipt of Disabled Students Allowance? (√)

Yes                                          No   

13. Type of Disability (students own self-assessment: (√)

Dyslexia      
 Blind/partially sighted                                
 Deaf/a hearing impairment                                
 Wheelchair user/mobility difficulties                        
 Personal care support                                        
 Mental health difficulties                                        
 An unseen disability e.g. diabetes, epilepsy, asthma                                        
 Multiple disabilities                                        
 A disability not listed above                                        
 Information refused                                     

14. Previous Qualifications (Please give number):

Degree   

HND or equivalent

HNC or equivalent

SVQ/NVQ (state level)

Highers @ A-C

A-Levels @ A-E

Number of Other SCE, GCE or GCSE@ 1-3 or A-C

Number of Other SCE, GCE or GCE @ 4-5 or D-E

Number of National Units/Modules

Other Qualifications

By providing the information contained in this enrolment form you consent to the College holding and processing the information in connection with its obligation to provide statistical data to the Scottish Further Education Funding Council. The College will use the information for internal purposes and may also supply it to external bodies e.g. SQA. The College and the Scottish Further Education Funding Council will comply with their obligation under the Data Protection Act.

Signature:

Date:

**Homework task:**



Choose one of these topics:

- ◆ private/public schools
- ◆ single sex schools

Write a short essay showing the advantages and disadvantages of your chosen subject.

**Lesson**  
**16**

**Social environment**  
**Technology**

|                   |  |
|-------------------|--|
|                   | <b>Task: Understanding technical talk and the Internet</b> |
| <b>Skill: All</b> |  |



**Activity 1**

- A. Complete these sentences with the names of gadgets, devices or pieces of technology and then compare ideas with a partner.
- a) I could not do without ...
  - b) I hate using ...
  - c) ... has/have saved me a lot of time.
  - d) I can't imagine what life was like before ...
- B. As a communication device, which is more essential to you: email or a phone?

---

**Activity 2**

You have just received this email from a close friend. Write a reply as follows.

- ◆ Respond to their news.
- ◆ Give news of yourself and your family.
- ◆ Describe some of the things that you have been doing recently.
- ◆ Tell them about your future plans.

|          |  |
|----------|--|
| To:      | <a href="mailto:j@newton.aol.com">j@newton.aol.com</a> |
| Cc:      |  |
| Subject: | Catch up   |

Hi J!

How are you? Just met Jasper Wang. Do you remember him? He was in our class at school. I bumped into him on Saturday...he's moving to Scotland! Can you believe that? He's starting university there in September and he says Petra has applied to the same university so they'll get to see each other. Petra says "hello", by the way. She's just finished her exams and thinks she did ok. The results won't be out till next month.

So what about you? What are you up to? Haven't seen you for ages. Any plans to come out this way and meet your old pal? I've got a motorbike now, so we could go up the old mountain roads and get around a bit. Won't be like last time when we were stuck in watching TV all day!

Well, got to go...Mum's calling me. Write soon.  
Bye!  
Kim

### Activity 3

- A. Discuss these questions.
- How much use do you make of the Internet? What do you primarily use it for?
  - Have you ever practised your English on any of the grammar and vocabulary EFL websites below?

Here are some popular websites for students learning English.  
Try some of them out!

## GRAMMAR AND VOCABULARY EXERCISES

[www.eslpartyland.com](http://www.eslpartyland.com) This is a good site with excellent links.

[www.englishpage.com](http://www.englishpage.com) This site has good grammar explanations as well as exercises.

[www.englishforum.com](http://www.englishforum.com) There are plenty of good exercises and games on this site.

[www.nonstopenglish.com](http://www.nonstopenglish.com) You have to join this site (free), but it's worth it as there are lots of good, graded exercises.

[www.a4esl.org](http://www.a4esl.org) This site has a good bilingual section, where you can practise matching English words with words in your own language.

[www.cobuild.collins.co.uk](http://www.cobuild.collins.co.uk) You can have a word game sent to your mailbox every day from this site.

[www.learnenglish.org.uk](http://www.learnenglish.org.uk) This is the British Council's site, with lots of games and quizzes to help your grammar and vocabulary.

[www.aaefl.co.uk](http://www.aaefl.co.uk) There are lots of good grammar exercises on this site.

[www.manythings.org](http://www.manythings.org) This is a fun site with good games and activities.

[www.teflgames.com](http://www.teflgames.com) Games for learning English.

[www.englishclub.com](http://www.englishclub.com) Check out the quizzes section for fun grammar games.

... and one more. This one has a very long address, so it is better to get it this way:

Go to Google, and type in **esl blues**. Click on the link, and you will be taken to this very good site.

c) What language skills are suited to the Internet?

B. Now listen to two teachers, Paul and Jane, talking about computer-assisted language learning (CALL). Complete the table as shown.

| Who ...?                                 | Paul | Jane |
|--|------|------|
| thinks CALL is a good idea               | X    |      |
| teaches in a school                      |      |      |
| has computer-literate students           |      |      |
| likes surfing the net                    |      |      |
| Thinks there's too much on the web       |      |      |
| likes students to work at their own pace |      |      |

### Activity 4

Read this article about business communications solutions and answer the questions.



#### **Cost effective business communication solutions**

Scottish Communication Systems prides itself in providing customers with effective business communication solutions. Established in 1979, SCS has built an enviable reputation for customer service and is now one of the largest independent business communication specialists in Scotland, supplying mobile phones, telephone systems and two-way radios within its Business Communications Division.

The Security Division of SCS, focuses on CCTV systems, access control and intruder alarms, covering the whole of Scotland.

Only recently, T-Mobile UK appointed SCS as its exclusive business partner for Scotland in a move by the mobile operator to develop its business services north of the border.

Under the new link-up, SCS will primarily concentrate on developing T-Mobile phone services for small to medium sized businesses, drawing upon its extensive experience in this area, with the company having just appointed new sales staff to help co-ordinate the push.

The value-for-money and range of services offered by T-Mobile, include competitive business rates, ongoing discounts and advanced products and data services.

T-Mobile is focusing on the development of specific tailor-made mobile phone services for the business sector, offering a range of packages and incentives to suit different requirements. This includes a number of free services and a regular quarterly 'health check' to ensure

customers are getting the best deal possible and working to the most economical tariff.

Considerable investment in recent years has resulted in T-Mobile being able to boast network coverage for 98 per cent of the Scottish population.

SCS is well-established as specialists in the supply of both mobile and fixed business telephone systems, and according to managing director Paul Gibson, forging a deal with T-Mobile is a logical step.

“It means we can fully focus our activities and expertise. We were attracted by the value-for-money and range of services T-Mobile has to offer the business community,” he said.

“Working with T-Mobile, we can find the right solution for each individual business and offer savings through competitive business rates and tailored corporate discounts.”

SCS has special installation bays on its premises to provide customers with a fitting facility for integrated car kits, keeping the user legal when using mobiles in cars. Special brackets for most makes of car are available to avoid the drilling of unsightly holes on dashboards, affecting the resale value of the car.

The company is also a main dealer for Samsung Business Telephone Systems and can offer solutions from small home/office systems to large corporate ISDN 100 – 400 extension options. All the latest IP technology is incorporated in these larger units to cope with known future technologies.

To further complement its business services, SCS offers ‘least cost routing’ for telephone calls, ensuring call savings are maximised and sometimes being able to offer discounts of up to 66%. Switching over is easy and you are not tied to a long contract period. The savings start as soon as you connect. SCS are also able to analyse your electricity, gas and water bills, offering a one-stop-shop for business utilities savings.

Source: Murray, K., *Cost Effective Business Communication Solutions*, Edinburgh Times, Issue 1 (NB Media, 2003), p.11

1. What two areas does SCS specialise in?
2. Why did T-Mobile appoint SCS as its Scottish business partner?
3. What type of businesses will SCS concentrate on?
4. How will T-Mobile ensure that customers are getting the best service?
5. What is the result of T-Mobile’s Scottish investment?
6. Why was it a logical step for SCS to make a deal with T-Mobile?
7. What practical facility can SCS offer on its premises?

8. What other communications company does SCS deal with?
  9. How does SCS maximise call savings?
  10. What other savings can be made by using SCS?
- 

### Activity 5

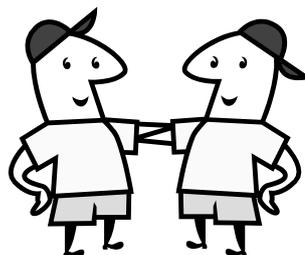
- A. Look back at the text and match the nouns with the adjectives in the box.

|           |          |           |             |         |
|-----------|----------|-----------|-------------|---------|
| effective | enviable | extensive | competitive | logical |
|-----------|----------|-----------|-------------|---------|

1. \_\_\_\_\_ reputation
2. \_\_\_\_\_ step
3. \_\_\_\_\_ solution
4. \_\_\_\_\_ rates
5. \_\_\_\_\_ experience

- B. Now complete the sentences with the correct collocation.

1. We will sell very little unless we introduce more - \_\_\_\_\_.
2. Roger has \_\_\_\_\_ of working under such constraints.
3. The company has been very successful this year and now has an \_\_\_\_\_.
4. Redesigning the product is the only \_\_\_\_\_.
5. The \_\_\_\_\_ is to market the product without any more delay.



**Homework task:**



Compare and contrast two or three websites you know well.

Consider:

- ◆ ease of use
- ◆ graphics/visuals
- ◆ interest
- ◆ helpfulness

**Lesson**  
**17**

**Social environment**  
**Safety 1**

|                                 |                                   |
|---------------------------------|-----------------------------------|
|                                 | <b>Task: Reading about safety</b> |
| <b>Skill: Speaking, Reading</b> |                                   |



© Lothian and Borders Fire Brigade

**Activity 1**

If there was a fire in your home and you had time to save just three things, what would you choose? Justify your choices to a partner.

**Activity 2**

Discuss the following statement.

‘More accidents happen at home than any other place, therefore home is the most dangerous place to be.’

**Activity 3**

Read the two extracts below regarding fire safety and answer the questions.

**ESCAPE: Your Escape Plan**

It's important to make a conscious effort to plan ahead.

- **Plan together**

Include everyone who lives in your home, especially children, older people and lodgers.

Talk through your escape plan, including what to do and what not to do in a fire.

- **Choose an escape route**

The best escape route is your normal way in and out of your home. Think of any difficulties you may have getting out, for example in the middle of the night.

Choose a second escape route, in case the first one is blocked. Keep both escape routes clear of obstructions. If there are older people or children in the household, plan the order you'd escape in, so that if you have to go out of a window you can help them down.

- **Think about a refuge**

If you can't escape you will need to find one room to take refuge in – this is particularly important if you have difficulty moving around or going down stairs on your own. It's best if the room you retreat to has a window and a phone.

Source: [www.firekills.gov.uk](http://www.firekills.gov.uk)

### **FIRE ESCAPE REGULATIONS**

Approved document B '2000' edition states that all habitable rooms in the upper storey of a house served by only one stair should be provided with a window (or external door).

Any window and door that is provided for emergency escape purposes should comply with the following conditions:

- a) The window should have an unobstructed openable area that is at least 0.32m<sup>2</sup>, at least 450mm high and 450mm wide (the route through the window may be at an angle rather than straight through). The bottom of the openable area should not be more than 1100mm above the floor.
- b) The window or door should enable the person escaping to reach a place free from danger of fire.

1. Who are the texts written for?

According to the first text ...

2. ... who is supposed to take responsibility for planning what to do in a fire?

1. ... why should you have more than one escape route?

2. ... who is it suggested is at most risk if a fire breaks out?

According to the second text ...

3. ... what is the smallest possible size for an emergency exit?

4. ... what other conditions must be met, as well as the size of the exit?

5. The second text is formal in style. Rewrite the following phrases in more everyday English, as in the example:

an unobstructed area = an area without anything in the way

- ◆ all habitable rooms
- ◆ in the upper storey
- ◆ provided for emergency escape purposes
- ◆ comply with the following conditions
- ◆ a place free of danger of fire

6. Explain the difference in meaning of the following:

|        |          |          |
|--------|----------|----------|
| stairs | stair    | step     |
| open   | openable | unopened |

---

#### Activity 4

Look at this sentence taken from the second extract and the use of the word *habitable*.

Approved document B '2000' edition states that all habitable rooms in the upper storey of a house served by only one stair should be provided with a window (or external door).

Complete the sentences below with one of the *-able/-ible* words in the box, as in the example.

|            |           |               |           |
|------------|-----------|---------------|-----------|
| walkable   | washable  | knowledgeable | illegible |
| changeable | indelible |               |           |

1. Be careful with that pen. The ink's indelible.
2. Do you know if these trousers are \_\_\_\_\_ or do they have to be dry-cleaned?
3. Should I catch a bus or do you think it is a \_\_\_\_\_ distance from here?
4. My teacher says my writing is sometimes \_\_\_\_\_.

I'll have to improve it before the exam.

5. The weather in Britain is very \_\_\_\_\_. One minute it's raining, the next bright sunshine.

6. You can ask him anything. He's very \_\_\_\_\_.

**Homework tasks:**



Write a short leaflet giving people information about how to protect their homes against the risk of fire.

**Lesson**

**18**

**Social environment**

**Safety 2**

|                                   |  |
|-----------------------------------|--|
|                                   | <b>Task: Listening to an account of a fire</b> |
| <b>Skill: Speaking, Listening</b> |  |

**Activity 1**

- A. If a fire breaks out, a fire-fighter may have to go in to rescue people trapped inside. Look at the picture of the equipment a fire-fighter wears when entering a dangerous place. Listen and label the equipment and clothing.



Source: Cross, S. *Illustration of Fireman*, Focus, No 137 (Origin Publishing, 2004) p. 69

- B. Test yourself. Cover the drawing of the fireman and write down as many pieces of equipment and clothing as you can remember.
- 

## Activity 2

- A. Listen to Milly and Ray being interviewed about a fire which broke out in their home. Say what happened at the different times, as in the example.



| TIME              | WHAT HAPPENED |
|-------------------|---------------|
| 6.30 pm           |               |
| 7.00 pm           |               |
| 8.30 pm           |               |
| Next day          |               |
| Ten days later    |               |
| Three weeks later |               |
| Six months later  |               |

- B. Make a list of points that Milly and Ray did right and the mistakes they made. You should be able to find at least three points on each side.

### Activity 3

Look at the building where the class is being held. As a class:

- ◆ determine if there are any fire risks
- ◆ make suggestions to make the place safer
- ◆ check that you know what to do if there is a fire alarm
- ◆ check the fire regulations to see if they are clear and understandable

#### Homework task:



Write a letter of about 300-350 words to Milly and Ray, who are friends of yours. You have just heard about the accident, which happened about a year ago. Among other things, you should:

- ◆ offer your sympathy
- ◆ check to see they have recovered
- ◆ explain why you had not heard earlier and how you heard

**Lesson**

**19**

**Social environment**

**Safety 3**

|                                 |  |
|---------------------------------|--|
|                                 | <b>Task: Listening to an account of a fire</b> |
| <b>Skill: Speaking, Reading</b> |  |

**Activity 1**

Make sure you know this vocabulary. It will be useful for the activities that follow. Match the words and definitions.

|  |  |
|--|--|
| <ul style="list-style-type: none"><li>• to refrain from doing something</li><li>• to play an invaluable role</li><li>• an irrefutable case</li><li>• to sniff</li><li>• unblemished</li><li>• to do something in painstaking detail</li><li>• kennel</li></ul> | <ul style="list-style-type: none"><li>• very carefully</li><li>• to be very useful, almost essential</li><li>• to smell</li><li>• to stop doing something</li><li>• without faults</li><li>• a house for a dog</li></ul> |
|--|--|

**Activity 2**

Discuss the following question:

Do animals have rights?

### Activity 3

Read the article and answer the questions below it:

#### USING ANIMALS FOR PEOPLE'S BENEFIT



Do we have the right to make animals work for us? We have long thought we do, and when we compare the moral arguments for and against having working animals they seem insignificant when compared to the case for and against intensive farming practices and the vegetarians' view that it is better to **refrain from** eating eggs and chickens, let alone larger animals, than think of the cruel methods used to produce such food.

But let us consider animals which, while contented and well-cared for, also play an **invaluable** role. Did you know about 'fire dogs'? The nose of a trained fire dog is over 200 times more sensitive than the most sophisticated electronic detection equipment and not only can it do the work in a fraction of the time it takes the electronic equipment devised to detect substances (known as contaminants or accelerants) which are likely to cause fires, the dog can be more reliable. Given that speed and reliability are important factors in stopping fires developing this seems to put an **irrefutable** case for using dogs to protect lives. Added to this, for dog-lovers, the fire dog may also save the lives of other dogs as well as humans. Until we have the technology to replace the **sniffing** ability of these specially trained dogs the human race can be very thankful for the existence of fire dogs.

The record of dog use in **sniffing** out mines in Cambodia is not so **unblemished**. Dogs were promised to **Cambodia** to detect the millions of unexploded mines left in the ground after years of civil war. They would be fast, efficient and less dangerous to human life than the slow, **painstaking** methods in practice. The Swedish armed forces had expertise in this, and they generously came with their dogs to train Cambodians in the use of 'land mine dogs'. They had found **German Shepherd dogs** the best breed and so a team of dogs with their masters who not only respected but loved these dogs arrived to start work. Two years on, the first mine to be **sniffed out** by a dog had yet to be picked up: there were many **unforeseen** difficulties. The Swedish dogs were unsuited to the hot, humid climate of Cambodia and had to be kept in very clean, air-conditioned **kennels**, and were unable to work outdoors after 9 a.m. when the heat became **unbearable** for them. The diet for the dogs was so greatly superior to the food of the local people that **resentments arose** over the more favourable treatment given to **dumb** animals. Nor was there full conviction that the dog was reliable: what if

the dog knew there was a mine but simply didn't bother to let the handler know, leading to a tragedy later?

So what are we to conclude? There are the ethical questions and also the purely practical: are we right to put our faith in animals to make our world a safer place?

A. These statements are either true (T) or false (F) or the article does not say (DS). Circle the correct answer.

- a) Vegetarians are in favour of using dogs to detect mines  
and fire risks. T F DS
- b) Dogs trained to detect fire risks are both more reliable  
and effective. T F DS
- c) Fire dogs have to go into burning buildings. T F DS
- d) Land mine dogs were up to 200% more sensitive than  
the electronic equipment. T F DS
- e) The diet of working dogs in Cambodia was better than  
the humans' diet. T F DS

B. Make opposites of these adjectives used to describe the working dogs by adding the correct prefix, as in the example.

***unreliable***

reliable

sensitive

accurate

effective

intelligent

loyal

considerate

**Homework task:**



- ◆ Write an article for a magazine about the treatment of working animals.

**Lesson**  
**20**

**Physical environment**  
**Wildlife and the environment 1**

|                       |   |
|-----------------------|---|
|                       | <b>Task: Learning about the environment</b> |
| <b>Skill: Reading</b> |   |



**Activity 1**

What kind of animals are the following? Are they mammals, birds, reptiles, amphibians or fish?

|         |          |        |          |
|---------|----------|--------|----------|
| deer    | tortoise | lizard | rabbit   |
| python  | trout    | frog   | blue tit |
| sparrow | salmon   | eagle  | bear     |

**Activity 2**

1. Read the beginning of an article about Scottish wildlife and put the paragraphs into the correct order.
  - a) This aura of the Highlands is not just a spark of the imagination, for in some ways Devilla typifies the Great Wood of Caledon - mature Scots pines with a rich understorey of heather and blaeberry. In summer dragonflies hawk along the clearings and crossbills feed in the high tops, but the real stars of Devilla are the red squirrels.
  - b) Devilla Forest, near Kincardine, is a magnificent expanse of woodland that provides a distinctly Highland feel, especially when standing in some select spots where the Ochil Hills form a fine backdrop against the towering Scots pines.

- c) In this extreme western part of Fife, red squirrels are rare, and are only found in a handful of other satellite sites around Devilla including the plantation at Bathmoor. Over the rest of this rolling countryside to the west of Dunfermline, the grey squirrel predominates and is common in most types of woodland. It is an oft-repeated misconception that the greys are aggressive to the reds and drive them out - the interaction is in fact much more complex than this and involves a variety of factors, including the ability of the grey to compete and utilise food resources much better, especially in broad-leaved woodland.
- d) They are not easy to see and it is common to visit the forest several times in a row without catching a glimpse. But on other occasions a walk can bring two or three sightings, often with very close views. Ironically, the best way to see a red squirrel is to use your ears. It is a small animal and when motionless in the treetops is virtually invisible. But once on the move, especially when jumping from branch to branch, the telltale rustles soon give the game away.

Correct order:

|   |  |   |  |   |  |   |  |
|---|--|---|--|---|--|---|--|
| 1 |  | 2 |  | 3 |  | 4 |  |
|---|--|---|--|---|--|---|--|

2. Read the rest of the article and answer the questions.

Devilla can be accessed from several locations but the most convenient is the public parking spot on the A985 just a couple of miles east of Kincardine. The sheer size of the forest means that walks can be tailored to one's ability and it is easy enough to choose from a variety of circular routes that prevents having to retrace your steps. Be careful, though, it is easy to get lost along the myriad paths and junctions.

As well as Scots Pine, the dominant tree species are Sitka spruce and lodgepole pine, along with some stands of larches. These mature pines, mixed with frequent patches of broad-leaved trees, are attractive to birds. Look out for great-spotted and green woodpecker, jay, crossbill, siskin, chiffchaff and buzzard. The crossbill is a particularly intriguing bird, which uses its strange crossed-over mandibles to extract seeds from pine cones. In some ways it behaves a bit like a parrot. It will sidle up to the pine cone, examine it for a second or two before pulling it free and carrying it back to a firm perch where it is held firmly by the feet while the cone scales are wrenched back one after another.

The debris from their activities litters the forest floor, the discarded cones looking squashed and rumpled, compared to the cleanly stripped cores left by squirrels. The crossbill population in Devilla

varies enormously from year-to-year depending on winter influxes from the Continent, when in particularly cold snaps large numbers seek refuge in the comparatively milder climes of Scotland. Crossbills like to perch high in the pine tops, but more often are seen flying in small groups in a typically undulating flight. Listen out for the distinctive soft melodic flight call. They are one of our earliest nesters and hen birds can be sitting on eggs as early as February, even when there is thick snow on the ground and the frosts are hard.

One of the major attractions of Devilla are the bodies of freshwater at Moor Loch and Peppermill Dam. Moor Loch in particular is a real wildlife gem, its shallow nutrient-rich waters supporting many breeding wildfowl including dabchick, great-crested grebe, tufted duck, mallard and coot. Herons hunt in the shallow margins and in the evening pipistrelle and daubenton's bats perform aerobatics over the water's surface. Dusk is also a good time to watch out for the territorial roding flight of woodcocks. This is a truly mystical bird; the males fly at treetop level making periodic croaks and high pitched 'sneezing' calls, their wing beats slow, purposeful and ghost-like.

Source: Broomfield, K., *Devilla Magic*, Kingdom, Issue 1 (NB Media 2004) p. 26.

Circle the correct letter.

1. Devilla is:
  - a) easy to get to on foot.
  - b) easily accessible by car.
  - c) most easily reached by train.
  
2. The forest is:
  - a) quite large.
  - b) enormous.
  - c) quite small

The following statements are true (T), false (F), or the text doesn't say (DS). Circle the correct answer.

3. Squirrels and crossbills eat the same type of food.

T F DS

4. More crossbills migrate to Scotland when it is very cold elsewhere. T F DS

5. Crossbills perch together in groups. T F

DS

6. Circle 3 activities that take place at Moor Loch.

- a) breeding
- b) shooting
- c) hunting
- d) fighting

### Activity 3

Look at this sentence taken from the text.

*Listen out for the distinctive soft melodic flight call.*

When you are using a number of adjectives to describe something, use the categories below to put them in the right order:

**Very soon a train should come.**

|          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>V</b> | <b>S</b> | <b>A</b> | <b>T</b> | <b>S</b> | <b>C</b> | <b>O</b> | <b>M</b> |
| <b>a</b> | <b>i</b> | <b>g</b> | <b>r</b> | <b>h</b> | <b>o</b> | <b>r</b> | <b>a</b> |
| <b>l</b> | <b>z</b> | <b>e</b> | <b>e</b> | <b>a</b> | <b>l</b> | <b>i</b> | <b>t</b> |
| <b>u</b> | <b>e</b> |          | <b>m</b> | <b>p</b> | <b>o</b> | <b>n</b> | <b>e</b> |
| <b>e</b> |          |          | <b>p</b> | <b>e</b> | <b>u</b> |          | <b>r</b> |
|          |          |          | <b>e</b> |          | <b>r</b> |          | <b>i</b> |
|          |          |          | <b>r</b> |          |          |          | <b>a</b> |
|          |          |          | <b>a</b> |          |          |          | <b>r</b> |
|          |          |          | <b>t</b> |          |          |          | <b>i</b> |
|          |          |          | <b>u</b> |          |          |          | <b>a</b> |
|          |          |          | <b>r</b> |          |          |          | <b>l</b> |
|          |          |          | <b>e</b> |          |          |          |          |

Example:

1. A nice, warm, woollen scarf.
2. A big, square, Italian scarf.
3. An old, orange scarf.

Put these adjectives into the correct order.

1. A red, old, nervous squirrel.
2. A(n) old, green, dark wood.
3. A pine, wooden, tall tree.
4. A light, swift, blue dragonfly.
5. A tiny, sweet, brown crossbill.

---

### Activity 4

Complete the end of the article with the words in the box, as in the example. There is one extra word which you do not need to use.

1. worth   2. rich   3. reported   4. secretive   5. unusual  
6. numbers   7. south-facing   8. reasonably   9. provides  
10. enchanting   11. aware   12. heard

Sika deer are *reported* to occur in Devilla, following their introduction in 1890, although (b) \_\_\_\_\_ are probably small and they are (c) \_\_\_\_\_. Another (d) \_\_\_\_\_ speciality of the forest is the common lizard, which as far as I am (e) \_\_\_\_\_ is not found in other parts of Fife. But at Devilla, on the sunnier (f) \_\_\_\_\_ heather banks, it is (g) \_\_\_\_\_ frequent.

Devilla (h) \_\_\_\_\_ excellent walking with the added benefit of being (i) \_\_\_\_\_ in wildlife. Spring is one of the best times of the year to visit this (j) \_\_\_\_\_ forest and even if you live in the East Neuk, it is well (k) \_\_\_\_\_ taking the time to visit.

**Homework task:**



Write 5 sentences describing the following – use a lot of adjectives:

- Your home
- Your home town
- Your clothes
- Your best friend
- Your favourite animal

Lesson

21

## Physical environment

### Wildlife and the environment 2

|                   |   |
|-------------------|---|
|                   | <b>Task: Learning about the environment</b> |
| <b>Skill: All</b> |   |



#### Activity 1

This vocabulary should help you with the listening. Work in pairs. Make sure that you know the meanings of the words. Share your knowledge and use a dictionary.

buzzard      bird of prey      to breed      chick      fledgling  
scarce      widespread      persecution      population surge  
adaptability      rodents      seagull

Where is Fife?

#### Activity 2

Listen to Sam Broomfield, a wildlife expert, talking about nature and answer the questions.

Take notes under the following headings. Listen twice.

- The return of the buzzard to Fife.
- Buzzards near Sam's home.

- Reasons for the recovery in the number of buzzards.
- The buzzard's prey.
- Continued persecution
- Nesting and breeding.

Source: Broomfield, K., Masters of the Air, Kingdom , Issue 4 (NB Media 2004) p. 26.

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### Activity 3

Now look at these extracts from the listening. Look at the underlined vocabulary. Use the context and a dictionary to work out the meanings of the words. Then answer the questions.

#### Extract 1

They breed in a small wood close by, and once the chicks have fledged, the air is filled with their constant, almost seagull-like, mewing. In spring courting pairs provide magnificent aerobatic displays as they roll and tumble together, often soaring higher and higher into the sky until they are mere specks, only the plaintive calls belying their presence.

True or false:

- The chicks make noises like seagulls as soon as they come out of their eggs.
- The only way you are aware of the pairs of buzzards is hearing their cries.

### Extract 2

So, what is the reason behind this astonishing recovery? The main impetus has been a more enlightened attitude towards our wildlife, with an easing of the persecution of the bird providing the catalyst for a population surge. The increase has also been helped by the buzzard's sheer adaptability and catholic tastes.

True or false:

- The increase in the numbers of buzzards is due to the fact the people are now more aware of nature.
- Buzzards have a very limited diet.

### Extract 3

When disturbed, the buzzard rises with a low, lumbering flight but once properly on the wing it is an aerial master, graceful and easy. It sails moth-like with its rounded wings effortlessly playing and working the air currents. Buzzards are not secretive birds and at any time of the year their habit of soaring means that it is unlikely that any birds will be missed for long if they are present in a particular area.

True or false:

- The buzzard is graceful from the moment it takes off.
- Buzzards are very visible and therefore it is easy to detect their presence in an area.

### Activity 4

Listen to the beginning of the extract again and fill these spaces in the tape script:

The return of the buzzard must \_\_\_\_\_ as one of the most remarkable \_\_\_\_\_ success stories of our times. Even as recently as the early 1980s the bird was \_\_\_\_\_ in Fife and the rest of lowland Scotland, but now it is one of our \_\_\_\_\_ birds of prey. From my West Fife home I see buzzards on a daily \_\_\_\_\_.

---

### Activity 5

Discuss:

What other animals have been or are under threat?

What is the best way to protect them?

#### Homework task:



You are reading the local newspaper when you see the following:

#### **Threat to East Lothian Industrial Site**

Local councillor, Jeremy Patel, today confirmed the possibility that the new retail park near Tranent, which was to be the site of 20 retail outlets and a source of employment for up to 400 local people, might not now go ahead.

He said, “We know this is important for the economy of the area, but we have to consider the environmental implications in this area of natural beauty.” He stressed that no firm decision had yet been made and that councillors would listen to opinions from everyone in the community.

Write a formal letter to the councillor in response to the article (300-350 words).

**Lesson**  
**22**

**Physical environment**  
**Space travel**

|                   |   |
|-------------------|---|
|                   | <b>Task: Writing a discursive essay</b> |
| <b>Skill: All</b> |   |

|   |  |   |
|---|--|---|
|  | <p><i>Man will never set foot on the moon</i><br/>(British astronomer, 1957)</p> |  |
|---|--|---|

**Activity 1**

How much do you know about space? Do this quiz with another student.

1. Which country sent the first man into space?
2. What percentage of the world's population watched the moon landing in 1969?
  - a) 20%.
  - b) 25%.
  - c) 33%.
3. The first British astronaut ...
  - a) was Scottish.
  - b) was a woman.
  - c) went into space in 1984.
4. How many people have travelled to space?
  - a) Less than 250.
  - b) About 350.
  - c) Over 450.
5. The longest continuous time spent in space by a human being is
  - a) 158 days.
  - b) 315 days.
  - c) 437 days.
6. The oldest person in space was

- a) 68.
  - b) 77.
  - c) 83.
7. The cheapest rocket NASA uses is valued at about
- a) \$8 million.
  - b) \$30 million.
  - c) \$72 million.
8. Unmanned spacecraft have landed on 2 planets. Which ones?
9. Launching a rocket releases tonnes of polluting gases into the atmosphere. TRUE/FALSE
10. You can legally buy and own land on the moon. TRUE/FALSE
11. Complete these sayings:

*One small step for man ...*  
*Space – the final ...*  
*To boldly go where ...*

## Activity 2

- A. What do you know about space tourism? Would you like to be a space tourist? Why/why not? Discuss with a partner.
- B. Read this interview with Norm Thagard, an astronaut and answer the questions.

1.

I am. With the new Soyuz capsule, we can now take two commercial travellers at a time to the ISS. That opens up a lot more opportunities for folks to fly as space tourists, which is great. Currently, you need to be able to spend 20 million dollars. Apart from that, you should have a spirit of adventure and be willing to go through the training.

2.

The total training programme takes four to six months. Early on, there is a two-week health check. The rest of the programme then takes place in the months just prior to the departure date. You have learn how to use the food system and the toilets, how to put on your space suit, strap yourself into your seat, and what to do while you are in the rocket and after the landing. There is no physical training per se. You get the experience of doing a run in the space suit in a water tank, so that you practise what you would do on a real space walk. That is probably the

most physically demanding part of the training.

3.

You start the day at around eight in the morning, Moscow standard time, and it ends at about five or six in the evening. By and large it is an eight-hour working day up there for the crew. Space tourists can basically do whatever they want. Some want to do experiments, others want to take photos, or write a book. It is completely up to them.

4.

For the first night or two you want to be held a bit. There are elastic straps that keep you in position within the sleeping bag. But after a day or two, you usually throw the straps off, because it is quite nice to float around at night. You should stay within your sleeping bag, though, because when you try to sleep outside the bag, the movement of the vehicle will make you bump against something, which tends to wake you up.

5.

Muscle weight drops, and bones lose calcium in space, but in just 10 days none of this will be serious. Back on Earth, things will seem very heavy at first and your balance may seem odd, but these feelings pass within a couple of hours.

6.

If the problem is not too serious, you can treat it up there. If you have a true medical emergency, you always have the Soyuz to bring people back to Earth. Unlike going up, which takes two days, coming down you are back on Earth just a few hours after undocking. Space walks are the most dangerous thing to do. You work with a lot of instruments, which can damage your suit, for example.

7.

Currently, not even a majority of the professional astronauts get to do it, so that might be something that is still a bit further in the future. I would not rule it out, but it will certainly not happen in the next years.

Adapted from Palmer, S., *Interview with Norm Thagard*, Focus, No 137 (Origin Publishing, 2004), p. 32

Choose which of the headings A-G would be most appropriate for each of the numbered paragraphs. Write the correct letter in the table below as in the example.

| gap number | question |
|------------|----------|
| 1          |          |
| 2          |          |
| 3          | G)       |
| 4          |          |
| 5          |          |
| 6          |          |
| 7          |          |

- A. What happens to the body of a tourist during the 10 days in space?
- B. Will space tourists ever go out on a space walk?
- C. What about sleeping?
- D. You have been an engineer, a doctor, a pilot and an astronaut. Now you recruit space tourists. Are you looking forward to your new job?
- E. How do they deal with medical emergencies on the ISS?
- F. What does the training involve?
- G. What is a day in the life of a tourist on the ISS like?

Circle the correct letters.

Which of the following are part of the training programme?

- a) fitness training
- b) disposing of human waste
- c) space walk simulation
- d) dressing in your space suit
- e) continual monitoring of health

These statements are either true (T), false (F) or the text doesn't say (DS). Circle the correct answer.

11. There are minor lasting effects from space travel. T F DS

12. Sleeping bags are strapped down so they cannot move.

T F DS

Circle the correct letter. Note that questions 13 and 14 carry two marks.

13. This text is:

- a) an interview with an astronaut
- b) a newspaper article
- c) a report
- d) an informational leaflet

14. After reading this text, you would know more about:

- a) the benefits of space travel
  - b) developments in the space programme
  - c) being a space tourist
  - d) the viability of space tourism
- 

### Activity 3

Listen to an interview with a researcher of space tourism and answer the questions.

#### First listening

True or false:

1. The aviation industry is more positive about the future of space tourism than the space industry.
2. Space hotels circle the earth every one and half hours.

Circle the best answer.

3. The main topic in this recording is ...
  - a) effects of living in space.
  - b) space tourism.
  - c) reasons for space exploration.
  - d) funding for the space programme.
4. Where has this recording come from?
  - a) An academic lecture.
  - b) A conversation.
  - c) A medical programme.
  - d) A radio interview.

5. The man's attitude to space tourism is:  
a) positive  
b) negative  
c) neutral
6. The woman's attitude to space tourism is:  
a) positive  
b) negative  
c) neutral

### Second Listening

Complete the sentences using no more than 3 words.

7. Around one \_\_\_\_\_ of the Americans surveyed would like to go into orbit.
8. 30 years ago, only rich people could \_\_\_\_\_ to fly.
9. If space tourism is going to expand, orbital accommodation will be \_\_\_\_\_.
10. Zero gravity allows you to build almost any \_\_\_\_\_ and \_\_\_\_\_.

**Complete the table with no more than 3 words for each answer.**

| example | view  |
|---------|-------|
| 11.     | day   |
| 12.     | night |

---

### Activity 4

Look at the tape script for the recording in Activity 3 and the expressions highlighted in bold. Put these phrases into the table below.

| likely to happen | unlikely to happen |
|------------------|--------------------|
|                  |                    |

---

### Activity 5

Discuss the following issues by playing *Discussion Bingo* in groups of 3.

- ◆ Choose one of the bingo cards below.
- ◆ Discuss one of the issues below.
- ◆ As you speak, use all of the expressions on your bingo card. Each time you use one, cross it off.
- ◆ When you have used all of the expressions on your card, shout “Bingo!” As long as the other group members are happy that you used the expressions correctly, you are the winner.
- ◆ When you’ve finished, choose a different card and a different topic and begin again.
- ◆
- ◆

|   |
|---|
| <p style="text-align: center;"><b>Card 1</b></p> <p style="text-align: center;">Isn't it highly probable that ..?<br/>There's bound to + verb<br/>The prospects are rather remote for<br/>...<br/>It is not known whether ...</p> |
|---|

People tend to ...  
It's more than likely ...

**Card 2**

In all probability ...  
It's quite possible that ...  
There's little or no chance (of ...)  
It's practically certain that ...  
What is the likelihood that ...?  
It appears that ...

**Card 3**

There's every probability...  
There is no doubt that ...  
Isn't there very little prospect of ...?  
There isn't much likelihood of ...  
It seems that ...  
Not necessarily, because ...

- ◆ Do you believe that space tourism will become a reality within the next 30 years?
- ◆ Soon the human race will be able to live in self-sustaining space communities.
- ◆ Space exploration is both beneficial and necessary, and is money well-spent.
- ◆ The human race will not survive the next thousand years unless we spread into space.

## Activity 7

The expressions below are used in the essay to link ideas. Mark them:

- ◆ C for expressions of contrast/concession.
  - ◆ A for adding supporting information.
  - ◆ O for ordering structure of information.
- 
- |                         |                                  |
|-------------------------|----------------------------------|
| a) however              | g) as a result                   |
| b) moreover/furthermore | h) nevertheless                  |
| c) secondly             | i) on the other hand             |
| d) despite/in spite of  | j) in the first place            |
| e) although/even though | k) a final compelling reason for |
| f) in addition          | l) while                         |

Correct the sentences. Some are correct.

1. Although improved safety measures, space travel is still very

- risky.
2. The space programme is extremely costly, moreover it releases tons of pollution into the atmosphere.
  3. On the other hand, costs may drop to around \$10,000, initially a trip into orbit will still cost over \$50,000.
  4. We still know very little about how the universe came to exist despite we can travel to the moon.
  5. There are stupendous views from space. It's great fun being in zero gravity in addition.
  6. Nevertheless an unmanned probe can land on Mars, it will be a long time before an astronaut can walk on the planet.
  7. Space looks remote, however it's only a one-hour drive in your car straight up!

**Homework task:**



The following remarks were made by members of the National Space Society to which you belong. They relate to space tourism. You have been asked to write an article for the society's magazine, replying to the points made and giving your opinion.

*A small minority of people are interested in going into space and an even smaller minority can afford it.*

*Nobody's going to pay a fortune to stay on a creaky, old space station with next to no facilities.*

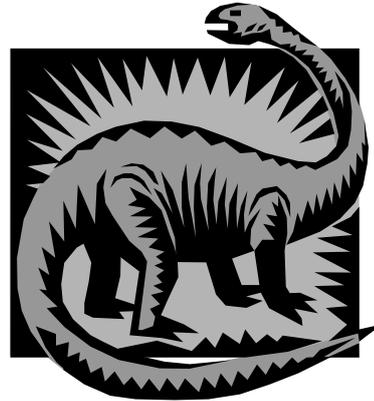
*It's simply a matter of time – like the recent low-cost flight revolution, mass space tourism will become reality during our lifetimes.*

You should write no more than 300-350 words.

**Lesson**  
**23**

**Physical environment**  
**Dinosaurs**

|                   |   |
|-------------------|---|
|                   | <b>Task: Learning about the environment</b> |
| <b>Skill: All</b> |   |

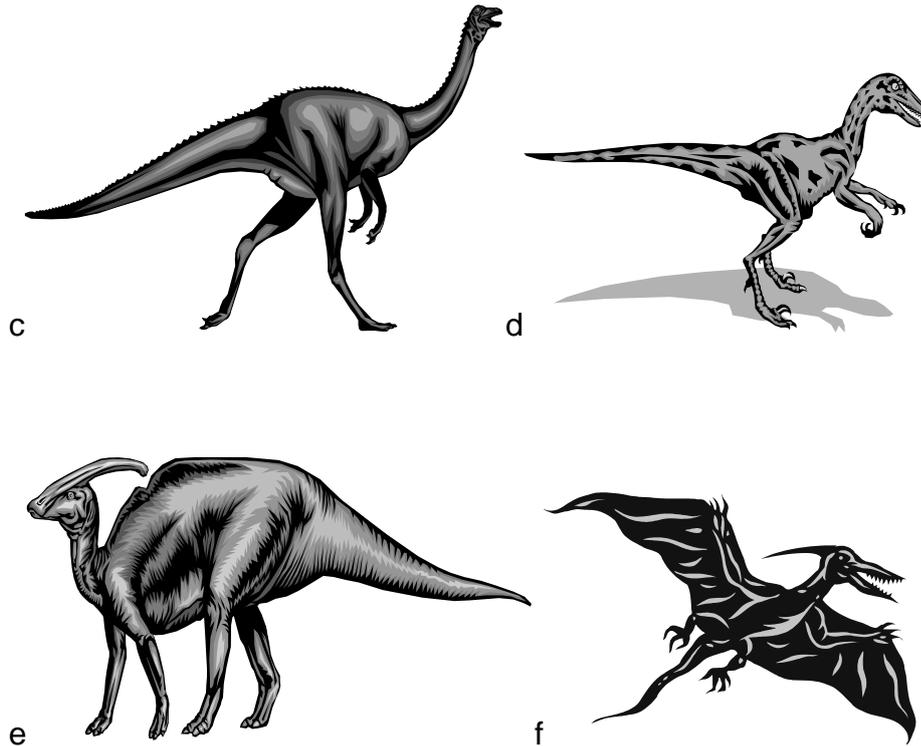


**Activity 1**

Match the descriptions to the pictures, as in the example.

1 a





1. It has a strong, S-shaped neck, quite short arms which end in 3 long, hook-like claws and a stubby tail.
2. It is a sturdy, stocky animal with a powerful beak and bony body armour.
3. It has an upright stance, a large head, needle-like teeth, quite short arms and a long tail.
4. It is a huge crested animal which walks on 4 legs. Its hind legs are longer than its front legs.
5. It has extensive wings, a long, thin head and a whip-like tail.
6. It has an upright stance with long, streamlined legs and feet and an elongated neck.

## Activity 2

Go onto [www.bbc.co.uk/dinosaurs/](http://www.bbc.co.uk/dinosaurs/) and choose a dinosaur. Print off a picture and some information about it. Plan and give a short 10-minute **mini-presentation** to the class about your dinosaur.

- ◆ Say why you chose it.
- ◆ Describe its characteristics.
- ◆ Say when it lived.
- ◆ Describe the environment it lived in.
- ◆ Say why you think it became extinct.

You can use notes to prompt you but you must **speak** not read to the class.

---

**Homework task:**



We are in danger of damaging the environment so much that we will wipe out life on earth. What can we do to prevent this?

Write an essay outlining your ideas.

Write 300-350 words.



**Lesson**  
**24**

**Physical environment**  
**Archaeology**

**Task: Finding out about ancient civilisations**

**Skill: Reading**



**Activity 1**

Read the opening line of an article on ancient civilisations in Fife, a part of Scotland. Then discuss the questions.

It's perhaps not always immediately obvious to the casual observer, but scattered throughout Fife's varied landscape are traces of human occupation spanning at least 9,000 years.

1. Who is 'the casual observer'?
2. What traces of human occupation could the author be referring to?
3. What evidence of ancient civilisations can be found in the area you live in?
4. What do you know about your ancestors? How different do you think their life was to yours?

Think about:

- ◆ where they lived
- ◆ their accommodation
- ◆ how their society was organised
- ◆ their beliefs and customs
- ◆ what languages they spoke
- ◆ the roles of men, women and children
- ◆ how they took care of their health
- ◆ what kind of jobs they did

- ◆ their relationship with other cultures
  - ◆ what they did in their spare time
- 

## Activity 2

Read the continuation of the article and answer the questions which follow.

### Dawn of a New Religion – Stone Circles in Fife

From the very faint traces of the temporary camps of Fife's earliest hunter-gatherers to the great monuments of the region's more recent industrial past, these remains represent the shared cultural inheritance of the people of Fife, and in most cases **(a) they** are our only record of the past.

**(b) This** is particularly true of one very striking class of monument – the standing stones and stone circles of Fife. Standing stones, and megalithic monuments, that is monuments composed of multiple arrangements of stones, whether in circles, avenues or rows, have been used by many different societies over many thousands of years in Fife. And, although many stones have been accidentally lost, or even purposefully destroyed over the centuries, there are still scores of fine examples hidden away in the Fife countryside today.

Large single standing stones and arrangements of stones first appeared in the Fife landscape around 4,500 years ago. Large stones had certainly been used in the construction of communal burial tombs before **(c) this** time, but the phenomenon of the standing stone and the stone circle was something new. Indeed, society was in crisis by the middle of the fourth millennium BC and the relative stability of Fife's early stone-age farming communities was clearly coming to an end.

Many indications of this crisis can be identified in the archaeological record but striking amongst **(d) them** is both the sharp decline in the construction of communal burial tombs and the rapid substitution of community-centred ideologies with the cult of the individual leader.

Crucially, packaged in with this new shift came a significantly greater interest in celestial movements, particularly the rising and setting of the sun and the moon. Indeed, there is convincing evidence from many of Fife's stone circles, avenues and rows that the key to **(e) their** understanding lies with the heavens.

Unfortunately, few of Fife's great stone circles still exist, but it is still not too hard to find traces of past prehistoric landscapes where once ritual stone settings of the size and importance of Wiltshire's Stonehenge existed. Indeed, preserved amongst the houses of Balfarg, on the northern outskirts of Glenrothes, are the remains of a once truly

awesome stone circle and henge. And very close by, the visitor can still marvel at the associated stone circle at Balbirnie.

Located in the middle of Lundin Links golf course are three stones of enormous proportions. These three stones, the last traces of what was once a stone circle and avenue of considerable dimensions are some of Scotland's tallest standing stones, measuring almost 18 feet in height and weighing in at an average estimated weight of around six tonnes. Indeed, **(f) this megalithic monument**, more than any other in Fife, begs the question, how did **(k) they** move and erect such massive stones?

The answer is not exactly known, but more crucially the question hints at a more intriguing line of enquiry: Why did they do it? What were such circles used for?

Clearly, these monuments were not functional in a utilitarian sense. Rather, these were ritual monuments, symbols of power and authority, erected at an unimaginable expense of time, effort and labour to satisfy a religious need that the stone-age ancestor cults could not meet. But exactly how **(l) they** were used and who controlled their use is unknown.

Source: Broomfield, K., *Dawn of a New Religion: Stone Circles in Fife*, Kingdom, Issue 1 (NBMedia, 2003) p. 21

**Circle the correct answer.**

1. The standing stones of Fife are significant because ...
  - a) they attract tourists to the area.
  - b) they provide a record of the past.
  - c) they remind people of their industrial past.
  
2. The stones were erected ...
  - a) in circles.
  - b) lying flat.
  - c) in squares.

**Circle 3 reasons given in the text.**

3. The stones were used ...
  - a) by religious cults.
  - b) for sacrifices.
  - c) in different time periods.
  - d) in burial chambers.

**Circle the 4 correct letters.**

4. Which reasons are given for the construction of stone circles?

- a) The dead were buried in the circle.
- b) The people needed inspiration in a time of crisis.
- c) A new kind of leadership had been born.
- d) They represented the cycle of life.
- e) They were used for rituals.
- f) They symbolised power and authority.

5. What do the words in **bold** refer to?

- a)
  - b)
  - c)
  - d)
  - e)
  - f)
- 

**Homework task:**



Find out more about an ancient civilisation and, using the tips and useful language below, write a report about them (300–350 words).

1. Include a title
2. Use section headings
3. Start with an Introduction as your first section, stating the purpose of the report
4. Make use of numbered lists of points
5. Include footnotes, acknowledgements and bibliography, if necessary

**Lesson**  
**25**

**Writing**  
**Writing an article**

|                                |                                 |
|--------------------------------|---------------------------------|
|                                | <b>Task: Writing an article</b> |
| <b>Skill: Writing, Reading</b> |                                 |



**Activity 1**

This lesson focuses on writing articles. Here is an example task:

You have been asked to write an article for a magazine about one of your hobbies, interests or pastimes. You should write about how you got interested in the hobby and give some basic information and advice to people who might like to take up this pastime.

It is very important to structure your answer in coherent paragraphs. A paragraph expresses and develops one idea.

Match the paragraph titles to the paragraphs in the article below.

- A. Filling the tank
- B. False ideas
- C. How I started
- D. Good wishes for the future
- E. Adding fish to the tank
- F. Acclimatisation

## Keeping Tropical Fish

1. Keeping tropical fish has always been not just a hobby for me, but my passion. It all started on my tenth birthday. My parents had decided that I was old enough to be taken out for a meal to celebrate. It was the first restaurant that I had been to but I had no interest in the food. What fascinated me was the aquarium set up behind the table. The beautiful colourful fish darting around in their subterranean world was so engrossing to me that I begged my parent to buy me a tank. Ever since, I have been the most enthusiastic of amateurs. I would like to share this passion with as many people as I can, so here are some basic tips about setting up your tank.

2. One of the biggest myths about keeping fish is that it is a lot of hard work. Nothing can be further from the truth. Once you have set up your tank, your fish will need the minimum of maintenance - just an hour every two weeks, apart from a couple of minutes to feed them everyday, of course. And you need never change the water or clean out the tank – that is never !

3. This is how to set up the tank. First, distribute a layer of gravel over the bottom. Then, half fill with water and arrange your ‘scenery’ and plants. It is a good idea to include shaded hiding places for fish to retire to if they are feeling off colour or just anti-social. By the way, you should not use water directly from the tap as it contains chlorine which the fish do not like and which will kill the healthy bacteria in your filter which will keep your tank clean. You can get de-chlorinating chemicals to add to the water from your dealer. When you have arranged the scenery, fill the tank to within a couple of centimetres of the top and put in your filter and heater and turn them on.

4. The next stage is essential. You must only introduce two or three hardy fish into the tank at this stage. This will allow the water to become acclimatised. Acclimatisation involves the growth of good bacteria in the water and the filter which will keep the water clear and healthy for the fish. You must leave the tank for at least a week with the few hardy fish for this process to take place. If you introduce more fish at this stage, they are likely to die very quickly as the tank fills with their untreated waste products.

5. Now you are ready to introduce a full complement of fish to your tank. What is very important is to make sure that the new fish do not suffer the shock of a sudden change in temperature. The way to do this is to leave the plastic bag in which they were bought from the dealer floating in the tank for at least 15 minutes before you release them. This will equalise the temperature of the water in the bag with the temperature of the tank. You now have your aquarium up and running.

6. I hope I have managed to communicate some of my enthusiasm for keeping fish. If you follow the advice above, you should be at the start of a fascinating new interest.

## Activity 2

A good article is planned carefully. Most texts follow a similar pattern:

Introduction

Main body of text (1 or more paragraphs)

Conclusion

Before writing, the writer wrote this plan. Complete:

| SECTION                |                                       | Actual ideas                           |
|------------------------|---------------------------------------|--|
| Introduction           | Background<br>What I will write about | Start of interest<br>_____ up the tank |
| Main body, paragraph 1 |                                       | Not _____ work<br>_____ change water   |
| Main body, paragraph 2 |                                       | Process of<br>_____ the tank           |
| Main body, paragraph 1 |                                       | _____                                  |
| Conclusion             | Summary of text                       |  |

## Activity 3

A good article is linked together using:

- linking words and phrases.
- reference words which refer backwards and forwards in the text.

Can you underline the linkers and reference words in the text above? What do the reference words refer to?

When you are writing, you need to make sure that the sentences and paragraphs are linked using appropriate linking words and references.

### Activity 4

You are going to write a similar text as the one above about tropical fish but about a hobby or interest which you have.

First you need to collect together some ideas.

Think about the following:

- What hobbies and interested do you have?
- How and when did you become interested?
- Can you describe a basic process which is involved in your hobby?

Tell you partner about you hobby.

For homework you are going to write your article.

Remember:

- Plan your article.
- Write in paragraphs
- Use linking words and reference words

#### Homework task:



Write the article above.

Write 300-350 words

|                                 |                                   |  |
|---------------------------------|-----------------------------------|--|
| <b>Lesson</b><br><b>26</b>      | <b>Writing</b>                    |  |
|                                 | <b>Writing a film review</b>      |  |
|                                 | <b>Task: Writing film reviews</b> |  |
| <b>Skills: Writing, Reading</b> |                                   |  |

### Activity 1

In this lesson, you are going to read and prepare to write film reviews.

This vocabulary will help you.

What kind of film genres are these?

- epic
- horror
- biopic
- western
- thriller
- romcom
- costume drama

### Activity 2

What do these people involved in films do?

- the cast
- the crew
- the director
- cinematographer

What is the difference between a box office success and a critical success?

What is the score?

What is the screenplay?

What is the plot of a film?

Who reviews a film?

What is the name of a person who reviews a film?

### Activity 3

General vocabulary needed.

Match the words and expressions with their meanings. Use a dictionary, if necessary:

- A. buddy
  - B. deficiency
  - C. pull out all the stops
  - D. have a pet project
  - E. the release of a film
- 
1. try your very best
  2. when a film is seen for the first time
  3. friend
  4. to have something you have always wanted to do
  5. weakness

### Activity 4

Have you seen these classic films?

What do you know about them?

- 'Jaws'
- 'Gandhi'

Do you know the answers to these questions?

1. What genre of films are they?
2. Who directed them?
3. When were they released?
4. What stories do they tell?

## 5. Who starred in them?

Read the two reviews and check your answers to the questions above.

### **JAWS (1978)**

It left a generation of school kids afraid to go into a swimming pool, let alone back into the water. Spielberg's story is all the scarier for hardly ever showing the Great White that is most of the characters' killer.

Spielberg was still in his twenties when he signed up to direct the shark movie that would transform his career - and Hollywood itself. The production was notoriously chaotic yet, with the help of a major marketing campaign, Jaws became the biggest box office success ever, until the release of **Star Wars** the next year.

The cast is top-notch. Scheider is police chief Brody, a hydrophobe taking up his new posting on Amity Island off America's East Coast. His buddies in battling the killer fish are rich-kid ichthyologist Hooper (Dreyfuss) and maverick fisherman Quint (Shaw). The film owes a debt in its theme of self and mutual reliance to those twin classic 1950s westerns of contrasting political colours: **High Noon** and **Rio Bravo**.

John Williams' great and justly revered score is instantly evocative of the film and its power to terrify, and there are several stand-out shock moments and wonderfully sustained suspense scenes. But the film's real master stroke - keeping the monster unseen for as long as possible - was, ironically, forced on the production by the refusal of the various mechanical sharks to function on demand.

<http://www.channel4.com/film/reviews/film.jsp?id=103703>

### **Gandhi (1982)**

Epic but somewhat vague biopic of Indian spiritual leader Mahatma Gandhi from Richard Attenborough. Ben Kingsley gives a career best performance in the central role

For years this biopic of the great Indian statesman was director Attenborough's pet project and when he finally got the chance to make the film he pulled out all the stops in terms of cast and crew.

It's certainly visually stunning - the beauty of India coming alive thanks to the cinematography of Williams and Taylor. Yet there's a feeling perhaps that Attenborough should have taken a few steps back from the material before commencing filming - as far too much is glossed over or

left unexplained by the screenplay.

It's safe to say that if you knew nothing about Gandhi before going in to the movie, you wouldn't know a whole lot more coming out. The decision to cast British actor Kingsley as the lead role was a controversial one. Admittedly, he is absolutely superb, his performance more than making up for the movie's other deficiencies.

<http://www.channel4.com/film/reviews/film.jsp?id=103703>

## Activity 5

Now read the reviews again. Are these statements true or false?

'Jaws':

1. In the film 'Jaws', the audience sees the shark many times.
2. The film succeeded because it was so efficiently produced.
3. The film's plot has similarities with westerns.
4. The shark did not work very well.

'Gandhi':

5. Ben Kingsley gives the best performance of his life.
6. The director had wanted to make the film for a couple of years.
7. The plot is not an accurate reflection of Gandhi's life.
8. The casting of Ben Kingsley caused a lot of disagreement.

## Activity 6

How many stars out of five would the reviewers give the films?

## Activity 7

You are now going to work on the structure and language of reviews.

There are 3 main things which critics include in their reviews:

- background information (e.g. circumstances of production, names of the cast, director etc.)
- evaluation (of the cast, crew, director, plot, etc. )
- a short plot summary

Look at these sentences from the reviews. Are they giving background information, evaluation, summarising the plot or combinations of the above?

## **JAWS**

1. Spielberg was still in his twenties when he signed up to direct the shark movie that would transform his career - and Hollywood itself.
2. The cast is top-notch.
3. Scheider is police chief Brody, a hydrophobe taking up his new posting on Amity Island off America's East Coast. His buddies in battling the killer fish are rich-kid ichthyologist Hooper (Dreyfuss) and maverick fisherman Quint
4. John Williams' great and justly revered score is instantly evocative of the film and its power to terrify, and there are several stand-out shock moments and wonderfully sustained suspense scenes.

## **GANDHI**

5. Ben Kingsley gives a career best performance in the central role
6. It's certainly visually stunning - the beauty of India coming alive thanks to the cinematography of Williams and Taylor. Yet there's a feeling perhaps that Attenborough should have taken a few steps back from the material before commencing filming - as far too much is glossed over or left unexplained by the screenplay.



Do the same with this language:

| Positive | Negative |
|----------|----------|
|          |          |

predictable      thought provoking      mind blowing      trite  
sentimental      sensitive      turgid      action packed  
fast moving      slow

---

### Activity 9

For homework, you will write a review of a film. You can write about a classic film or one which is more recent. Make sure that you:

- Plan your text.
- Write in paragraphs.
- Include background, evaluation and a brief plot summary.
- Use evaluative language, including a lot of adjectives.

#### Homework task:



Write your review.

Write 300-350 words.

|                                 |                                    |  |
|---------------------------------|------------------------------------|--|
| <b>Lesson</b><br><b>27</b>      | <b>Writing</b>                     |  |
|                                 | <b>Writing a formal letter</b>     |  |
|                                 | <b>Task: Writing formal letter</b> |  |
| <b>Skills: Writing, Reading</b> |                                    |  |

### Activity 1

This lesson focuses on writing formal letters.

How do you feel about complaining in English? Do you ever complain? What do you complain about?

### Activity 2

Read the following formal letter.

Put these sentences in order.

- A. He took the flight the next morning.
- B. He was told that the flight was cancelled.
- C. He asked a member of staff for help.
- D. He was refused accommodation.
- E. The person before him was offered accommodation.
- F. He found his own hotel.
- G. He left Cardiff.
- H. He arrived in time at the airport.
- I. He waited to check in.
- J. He was directed to a second queue.
- K. The person after him was offered accommodation.

27 Maryhill Place  
Edinburgh  
EH7 6TT  
Tel 0131 776 537

Danish Airways  
28 Mullholland Drive  
Heathrow Airport  
Copenhagen 66899  
Denmark

4th February 2006

Dear Sir/Madam,

I am writing to complain about a flight which I was supposed to take from London to Copenhagen, on December 30<sup>th</sup> this year. The flight number was DN5567. I enclose my ticket. The flight was cancelled

My first complaint concerns the delay. The flight was due to leave at 10 o'clock in the morning from Heathrow Terminal 2. As I live in Cardiff, I left very early in the morning. In fact, I left earlier than I would normally as there was a light covering of snow on the ground and I was worried that the coach would be delayed. In fact there was no problem and I arrived 2 hours before the flight was due to leave (at 8am). To my dismay, there was a very long queue at check-in but I joined this queue and began to wait. It took an hour for me to reach the check-in desk only to be told that the flight had been cancelled and I would have to stay overnight and take the earliest flight the next morning. Apparently, the flight crew had been unable to make it to the airport from central London because of the weather conditions. It is difficult for me to imagine how I was able to get to the airport in plenty of time from Cardiff and the flight crew was unable to make it from central London. I would like to complain both about the hour-long queue at check-in but also about the delay.

My next complaint is about the attitude of your staff. I approached a staff member to ask what I should now do. She told me very impolitely that it was not her problem and that I should join another queue. She pointed to a very long queue of annoyed passengers waiting at another desk. She seemed unwilling to offer any more help and was not in the least sympathetic.

My final complaint is about the fact that I was not offered any accommodation. I joined the queue which had been pointed out to me by your staff member and waited another hour only to be told that there was no accommodation available for me and that I would have to spend the night at the airport. I had, however, seen the people both before and after me in the queue being given accommodation.

Fortunately, I was able to find a hotel for which I paid myself and I took the earliest flight the next morning. The receipt for this hotel (£100) is enclosed. I would appreciate it if you could refund this cost. I would however like to draw your attention to the unacceptably long time which I had to wait and the unhelpfulness of your staff as well as the fact that the flight was unnecessarily cancelled.

Yours faithfully,

*George Broadbent*

George Broadbent

### Activity 3

Look at the paragraphing in the letter.

Complete the writer's plan for the letter:

| SECTION                 |  | Actual information                            |
|-------------------------|--|---|
| Introduction:           | Identify the writer and why writing. Give essential information to the reader. | Writing to complain. Flight number and _____. |
| Main body, paragraph 1: | First reason for writing.  | Complaints about the delay and the _____.     |
| Main body, paragraph 2: | Second reason for writing.   | Complaint about _____ of staff.               |
| Main body, paragraph 3: | Third reason for writing.  | Complaint about _____.                        |
| Conclusion:             | Request for action. Summary of complaints.                                     | _____ enclosed. Summary.                      |

This is a fairly standard format for a formal letter.

### Activity 4

The language used in formal letters is quite standard.

Underline the phrases in this letter that could be used in formal letters.

### Activity 5

Look at the layout of the letter. Put the following in the correct place in the box.

- Date
- Dear Sir/Madam
- Typed name
- Signature
- Writer's address
- Recipient's address
- Yours faithfully



When should you use Yours faithfully?  
When should you use Yours sincerely?

## Activity 6

Your homework task is as follows:

Notes:

- You were due to take this train to Edinburgh from London:
- 9.15am-2.15am, 12<sup>th</sup> June 2006,
- Ticket: return: £44,
- Delayed for 4 hours,
- Took another train instead (9.45am).
- Ticket not valid on second train.
- Ticket inspector very rude in front of other passengers.
- Said you had to pay full price: £188 or get off train.
- No money.
- Had to get off train at Peterborough.
- Stuck in Peterborough for 4 hours looking for a bank.
- Paid £210 for full price ticket.
- When you got back to Edinburgh, you looked at original ticket – it was valid on 9.45am train.

Write a letter of complaint to the train company asking for a refund for the money you spent on the full price ticket.

### Homework task:



Write the letter above.