

# Learning Support Materials

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

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### Teacher's Notes



## **Introduction**

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

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

The teacher's notes are arranged in 3 sections as follows:

- Teacher's Notes
- Answer Key
- Listening CD track index Tapescripts

There are no supplementary materials for this Unit.

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## **01** Personal identity

### Image 1

**Task:** Talking about yourself and others

**Skill:** Reading

**Materials:** None

#### **Notes:**

Activity 1 (warmer):

Get the students to discuss the questions either in pairs or small groups. As feedback, elicit ideas from the class on image and what people from different cultures think of as image. Show some photos or pictures to stimulate discussion.

Activities 2 + 3:

Set up the activity by asking students how they read texts in general. Ask them to look at the questions first and then adapt their reading. Elicit ideas on different ways of reading (skim, scan, intensive, extensive). Give examples of different kinds of reading from their daily life e.g. skim – browsing the newspapers to find something interesting before deciding what to read, scan – looking at a bus timetable to find the time of the next bus, intensive – reading a document to understand it better, extensive – reading a book for pleasure and entertainment. Encourage students to match the reading task to the type of reading skill they need to use.

Students look at the questions and then the text to find the answers. Check understanding of tasks and stress the importance of following instructions. Some of the questions have distracters (extra words/phrases that are not needed).

Activity 4:

Students complete the paragraph with the words given

Activity 5:

Students practise collocations from the text.

Activity 6:

Encourage the use of a dictionary. Help students learn how to locate phrasal verbs in the dictionary. Stress importance of considering the whole 2 or 3 parts of the phrasal verb rather than looking up each word. Check that students realise that they need to change the base forms of the words sometimes.

## **02** Personal identity

### Image 2

**Task:** Talking about yourself and others  
**Skill:** Speaking, Listening

**Materials:** Recording

**Notes:** Activity 1:  
These words will help students to understand the listening.

Activity 2:  
Students read the questions first. Check that students have understood instructions and that only 3 answers are correct for questions 1 – 3. Check they understand that more than one word is needed to complete the blanks in questions 4-8. Encourage them to predict the missing words. Play the recording once and students check their answers with each other. Play the recording a second time and students check their answers in plenary. Go over answers and give feedback. If appropriate, play the recording again while students read the tape script.

Activity 3:  
Set up the activity and demonstrate what the students need to do. Put students in pairs. The pairs then join another pair to extend the discussion. Monitor each group and encourage them to think about other factors not listed. Finally the groups of 4 summarise their discussion for the whole class. Use the board to extend vocabulary and to give feedback on accuracy and fluency.

Activity 4:  
Introduce activity by eliciting what kind of writing they need to do in their L1 or L2 e.g. letters, completing forms, etc. Ask about recent emails they have sent and their reason/purpose for sending them. Write a model email on the board using one of the examples the students have given, if appropriate. Encourage students to contrast writing emails with other styles of writing in terms of style, layout and content.

## **03** Personal identity Biography 1

**Task:** Learning about self and others  
**Skill:** Speaking, Listening

**Materials:** Pictures – modern art/classical art. Postcards of work by Vetriciano would be good.

**Notes:** Activity 1:  
This vocabulary with help with the exercises in this lesson.  
Students match.

Activity 2:  
Show students the pictures/postcards and elicit comments on what they like/dislike to set the scene.

Activity 3  
Pre-listening:  
Explain that the students are going to listen to an interview about an artist and answer questions. Ensure students read the questions first and understand what kind of information is missing.  
While listening:  
Play the recording once. Students check their answers together. Play it again and check the answers in plenary. Play a third time with the tapescript if appropriate.  
Post listening:  
Students personalise by talking about their own lives and comparing it with Jack's.

Activity 4:  
This activity is revision of reported speech.

## **04** Personal identity Biography 2

**Task:** Learning about self and others  
**Skill:** Speaking, Reading

**Materials:** Pictures – modern art/classical art. Postcards of work by Vetriciano would be good.

**Notes:** Activity 1:  
Students ensure that they understand the vocabulary.

Activity 2:  
Reading.  
Students read and answer the questions. Make sure they are clear about what DS type questions are expecting. Check students understand the concept of 'maiden name' as the mother's name doesn't change when she gets married in all cultures. Tell students they are often asked this as a security check at banks etc. in the UK.

Activity 3:  
A brief discussion in pairs.

Activity 4:  
Students write their own questions about the text and hand them to another student to answer.

Activity 5:  
Students look at the words in bold and try to work out the meaning from the context.

Activity 8:  
Students complete the table:

## **05** Personal identity Culture

**Task:** Talking about different cultures  
**Skill:** Speaking, Writing, Reading

**Materials:** Access to web.

**Notes:** This lesson is based on students' input. They should be encouraged to talk in pairs or small groups.

Activity 1:  
Students discuss in small groups.

Activity 2:  
Student read thought the comments and answer the questions by identifying the feelings of the people.

Activity 3:  
Students read the text and answer the questions.

Activity 4:  
Students try to work out the meanings in bold from the contexts.

Activity 5:  
Students go through each section and discuss whether they agree or disagree.

Activity 6:  
In pairs, students write another paragraph on one of the topics.



**6**

**Current affairs**

**Newspapers 1**

**Task:** Understanding Style and Register  
**Skill:** Speaking, Reading

**Materials:** Pictures of famous people would be useful.

**Useful language for this lesson:**

tabloid	news item
broadsheet	reader's letters
home news section	business news
foreign news section	TV reviews
feature article	programme schedule
editorial	weather report
announcements	crosswords
obituaries	reader's competition
sports article	cartoons
law report	to reflect
articles	abstract
famous	views
to collect	linking words (when, as soon as ...)
collection	
relevant	PM = Prime Minister

- Notes:**
- Activity 1:  
To introduce the topic, students talk about the newspapers which they have read.
- Activity 2:  
Students write sentences to illustrate the meaning of the words.
- Activity 3:  
Put students in pairs. Distribute a tabloid and a broadsheet to pairs. Students compare and make notes.
- Activity 4:  
Students predict the content of the article from the headline. Focus especially on the word 'dumps'
- Activity 5:  
Students see if they can answer the questions without going back to the text.
- Activity 6:  
Students discuss and make notes. It is from a tabloid newspaper.

**Activity 7:**

Students match the language with the meanings:

## **7** Current affairs Newspapers 2

**Task:** Understanding Headlines, reading newspaper reports  
**Skill:** Reading

**Materials:** None

**Notes:** Activity 1:  
Point out that understanding headlines can be very difficult as they use a particular kind of newspaper language. Students match the words with their definitions.

Activity 2:  
Students try to guess what stories the headlines refer to.

Activity 3:  
Students read the headline and answer the questions. They try to predict what the subject of the article will be.

Activity 4:  
Students read the article and see if their predictions were right.

Activity 5:  
Students read intensively and decide if the statements are true or false.

Activity 6:  
Students try to work out the meanings of the words in bold format from the context.

Activity 7:  
Points for discussion.

## 8 Current affairs

### Television

Task: Describing TV programmes/genres  
Skill: All

**Materials:** Recording

**Useful language for this lesson:**

genre	thought-provoking
soap-opera	cutting edge
sitcom	dumbed down
fly on the wall (documentary)	gripping
docu-soap	obsession
reality (TV shows)	debatable
factual	Dependable

**Notes:** Activity 1:  
Students discuss and fill in for their partner.

Activity 2:  
Students match the questions and answers:

Activity 3  
Students match the genres with the descriptions of particular programmes.

Activity 4:  
Students think of genres for each comment.

Activity 5:  
Students work on the vocabulary from text in the previous activity.

Activity 6:  
Students work out the significance of the figures. They then discuss the reasons for the statistics.  
What is the significance of the following figures?

•

Activity 7:  
Listen as many times as is necessary.

**09** **Current affairs**  
Radio 1

**Task:** Talking about radio programmes  
**Skill:** Speaking/Listening

**Materials:** Recording

**Notes:** Activity 1:  
Student work through the questions. This will help them to learn the vocabulary and will serve as an introduction to the listening.

Activity 2  
Students fill in the extracts from the script with the correct prepositions. This also serves as an introduction to the topic and will help with the listening.  
Students listen as many times as necessary to answer the questions.

Activity 3:  
See tape script below for answers.

Activity 4:  
Students discuss in small groups.

**10**

**Current affairs**

Radio 2

Task: Understanding style and register  
Skills: Speaking, Listening

Materials: Recording

Useful language for this lesson:	
context	continuum
colloquial language	bonus
colloquialism	babysit
appropriate	radio frequency
genre	idiom
genre	hilarious
sound quality	fascinating
digital radio	dull
dialogue	(total) escapism
infer	thought-provoking
recommend	

**Notes:** Activity 1:  
Students try to match in pairs. They then discuss which stations they would prefer to listen to.

Activity 2:  
Pair or group work. Feedback on the board.  
**Students listen to and discuss the excerpts and what kind of programme they are.**

**Students answer listen again and answer the questions.**

Activity 3:  
**Students listen and answer the questions.**  
**Students listen again for the reasons for their answers.**

Activity 4:  
Students match the words and the meanings and then decide if they are positive or negative in connotation.

Activity 5:  
**Students listen and decide if the statements are true or false.**  
**Students match the expressions with their meanings.**

## 11 Social environment

### Health 1

Task: Learning about health/health care  
Skill: All

**Materials:** Leaflets from doctors surgeries etc

**Useful language for this lesson:**

general practitioner (GP)	symptoms
specialist	cure
consultant	treatment
(repeat) prescription	viral
appointment	infectious
health insurance	contagious
operation	rash
examination	spots
patient	swollen
medicine	sore
vaccination	alternative
sick note/ medical certificate	complementary
emergency	therapy
clinic	practitioner
referral	natural
ailment	healing
illness	remedy
disease	

**Notes:** Activity 1:  
Students match the sentence halves.  
Students discuss how health conscious they are.

Activity 2:  
Students read the text and match the appropriate headings to the paragraphs. NB: there are more headings than paragraphs.

Activity 3:  
Students complete the table.

The next part is practice for speaking on a set topic. They can work in pairs, or in front of the class if confident enough. Keep strictly to the time limit.

Activity 4:  
You could do the example on the board. Students write similar maps for the other questions. Students present one of the above issues using their mind map.

## **12** Social environment

### Health 2

**Task:** Learning about health/health care  
**Skill:** All

**Materials:** Leaflets from doctors surgeries etc.

**Notes:** Activity 1:  
Students discuss the main health problems in the UK and their cases. For example: obesity, heart disease, cancer, etc.

Activity 2:  
This vocabulary should help students with the reading. They answer the questions in pairs.

Activity 3:  
Students read the whole text and try to answer the questions without referring back.

1. Diabetes
2. No
3. fat

Activity 4:  
Students read the text and work out the meaning of the words from the context matching the words below the text. They then complete the sentences.

Activity 5:  
Students share their knowledge in pairs. This vocabulary will help with reading the second text.

Activity 6:  
Students read the text and find out the symptoms for type 1 and type 2 diabetes.

Activity 7:  
Students fill the gaps in the text with the words given.



**13** Social environment  
Health 3

Task: Learning about health/health care  
Skill: All

**Materials:** None

**Notes:** Activity 1:  
Students use dictionaries to work out the meanings of the ailments and doctor's equipment.

Activity 2:  
Students read the advertisements. They make sure they understand what the techniques are. They then match the practices with the descriptions. Finally they complete the table with the practitioners.

Activity 3:  
Divide the students into pairs. They do the role play.

**14** Social environment  
Education 1

Task: Discussing issues about schools  
Skill: All

**Materials:** None

**Notes:** Activity 1:  
Students discuss the questions in small groups.

Activity 2:  
Students check if their reasons are mentioned in the text.

Activity 3:  
This focuses on formality. Students decide if the statements are true or false.

Activity 4:  
Students read the requests and think about the questions.

Activity 5:  
Students find phrases in the first request which match.

Activity 6:  
Students decide which features tend to be more formal and which features tend to be less formal.

Activity 7:

Students re-write the phrases so that they are less formal.

Activity 8

Students write their paragraphs in class.

**15** **Social environment**  
Education 2

**Task:** Finding out about FE and HE  
**Skill:** All

**Materials:** None

**Notes:** Activity 1:  
Students read the text on progression from school and decide if the statements are true or false.

Answers:

Activity 2:  
Students read the text and complete the sentences.

Activity 3:  
Students complete the application form.

## 16 Social Environment Technology

Task: Understanding technical talk and the Internet  
Skill: All

**Materials:** Access to computer lab or laptops, recording

### Useful language for this lesson:

technological advance	corporate discount
installation	value for money
communication	quarterly
satellite	incorporated
mobile phone package	complement
network coverage	to maximise
tailor-made	to analyse
incentive	one-stop-shop
tariff	business utilities
to forge a deal	keyboard skills
computer-assisted language learning (CALL)	computer literate
online interactive exercises	communicative
instant feedback	pronunciation
individualised study	authentic
personal interests	quality control

**Notes:** Activity 1:  
Students think of the technology which they use in their everyday lives and complete the sentences. They then compare with their partners.

Activity 2:  
Students reply to the Email.

Activity 3:  
A Students work through the exercises.  
B Students listen the recording and fill in the table.

Activity 4:  
Students read the text and answer the questions.

Activity 5:  
Students work on the language of the text.

**17**

**Social environment**

**Safety 1**

Task: Reading about safety  
Skill: Speaking, Reading

**Materials:**

**Notes:** Activities 1 + 2:  
This is an activity to set the scene and can be done as a whole class or in groups. It may raise some uncomfortable memories if a student has had a personal tragedy. If the subject is dealt with in an impersonal way initially, this may help.

Activity 3:  
The first item is an extract from the government website giving advice to the general public; the second explains the legal requirements to provide fire exits and so has to be precise but not necessarily easy to read. Check students can distinguish the different genres. The questions are designed to highlight this. There may be a variety of answers.

Activity 4:  
Students work on the language of the text.

**18**

**Social environment**

**Safety 2**

**Task:** Listening to an account of a fire  
**Skill:** Speaking, Listening

**Materials:** Tape script

**Notes:** Activity 1:  
Students should only label parts of the firefighter's equipment they hear being mentioned on the tape script. The first step is to identify the different items; then some descriptive words could be added if they choose.

Activity 2:

A. Students listen and make notes in the table. Make sure that they write as much detail as they can.

B. Students make notes about the right things they did and the mistakes they made. They may have to listen again. See tape script for answers.

Activity 3:

Students consider the building where the lesson is being held and consider the points.

**19**

**Social environment**

**Safety 3**

Task: Reading about working animals  
Skill: Speaking, Reading

**Materials:**

**Notes:** Activity 1:  
Students match the vocabulary with the definitions.

Activity 2:  
Students discuss these questions as an introduction to the reading.

Activity 3:  
Students read the text and answer the questions.

Students discuss the question.

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

**Task:** Learning about the environment  
**Skill:** Reading

**Materials:** Pictures of different birds and animals would be useful.

**Notes:** Activity 1:  
Students decide what category of animal.

Activity 2:  
Students should reorder the paragraphs using contextual clues (link words, nouns/pronouns, time references). Encourage the use of a monolingual dictionary to check meanings and stress importance of using the context to establish specific meaning.

Students read the rest of the article and answer the questions.

Activity 3:  
No one formula for deciding on word order of adjectives works perfectly. This is one way of helping students to understand that there is a pattern to the seemingly random choice that native speakers make. They should use a self-study grammar book to find other examples.

Activity 4:  
Students complete the end of the article with the words given.



**21** **Physical environment**  
Wildlife and the environment 2

**Task:** Learning about the environment  
**Skill:** All

**Materials:** Pictures of different birds and animals would be useful.

**Notes:** Activity 1:  
These words are important for understanding the listening.  
Students in pairs share knowledge/look in dictionaries.

Activity 2:  
The listening is demanding. Student should be encouraged to note down anything they hear, even if it is single words.  
See tape script for answers.

Activity 3:  
Students now concentrate on the detail of the some of the most difficult parts of the text. They work together to work out the meaning of the words and then answer the questions.

Activity 4:  
Students now listen to the first part of the text and fill the gaps – see script for answers.

Activity 5:  
Students discuss in small groups.

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## Physical environment

### Space travel

Task: Writing a discursive essay

Skill: All

**Materials:** Recording, tape script copies

#### Useful language for this lesson:

astronaut	float
the (known) universe	weightless/weightlessness
solar system	aurora
galaxy	small-scale/large-scale
star/planet/moon	exorbitant
globe	taxpayer
black hole	public money
wormhole	divert/channel
space station	plough into
satellite	fragile
rocket	on the verge of
shuttle	relentless
capsule	sustain
orbit	diminish
launch	warfare
(moon) landing	territorial
telescope	colonise/colonisation
unmanned	pursuit
space suit	frontier
strap	propel
docking/undocking	probe
aviation	threat
cylindrical	burnout
zero gravity/artificial gravity	meteor(ite) / asteroid / comet
rotating	repercussions
tethered	doomed

**Notes:** Activity 1:  
Students do the quiz in pairs/small groups. Encourage students to use models of deduction when discussing possible answers, such as, “It can’t have been .../it must have cost more than .../ it might be .../he could have stayed there...”. Award one point for each correct answer.

Activity 2:  
Put students’ ideas for space tourism on the board – this will help focus them. Students then read and decide where the questions should go.

Activity 3:  
Following on from what students have learned about space

tourism in Activity 2, students now listen to a radio interview on the subject. The language is more challenging than Activity 2 and also introduces students to language for expressing likelihood.

Play the listening one for questions 1-6 and check. Play again for questions 7-12 and check.

Activity 4:

Give students a copy of the tape script and get them to put the expressions into the table; then compare answers with a partner.

Activity 5:

Monitor and correct as necessary. Ensure students are using the language from Activity 4. You could extend this by getting groups to write statements/questions about topics they are interested in. These are then redistributed among the groups so each group is discussing another group's statements/questions.

Activity 7:

This is work on linking.  
car straight up! CORRECT

Homework preparation:

In class, give students some time in pairs to brainstorm and create a possible outline. Check they are planning to address the points raised by the quotes as well as giving their opinion.

## **23** Physical environment Dinosaurs

Task: Learning about the environment  
Skill: Speaking

**Materials:** Download pictures and information from [www.bbc.uk/dinosaurs/](http://www.bbc.uk/dinosaurs/) Print out enough pictures on card (or paste on card) for 2/3 students to share. Controlled practice material for 3<sup>rd</sup> Conditional would also be a useful extension.

**Notes:** Activity 1:  
Students should use their dictionaries to look up the terms and then match them to the pictures. Compare answers in pairs and then in plenary. As an extension, students could then write a description of the picture they drew from memory.

Activity 2:  
Students will need to do the research and practise for the presentation. Set the activity up in one lesson for them to deliver in another lesson. Give students guidelines on making a presentation. They should be organised and speak clearly and fluently. Give full feedback on pronunciation, use of grammar and vocabulary and achievement of task. They should cover all the points in the question.

## 24 Physical environment Archaeology

**Task:** Using English to talk about self and others  
**Skill:** Speaking, reading

**Materials:** Pictures of standing stones and/or stone circles would be useful.  
Resources for the project (access to the internet, OHP pens, paper, card, blank tapes etc).

**Notes:** Activity 1:  
Students should answer the questions with a partner and then in plenary.

Activity 2:  
Students answer the questions individually and then compare their answers in pairs. Check answers in plenary ensuring students can justify their answers by referring to the relevant parts of the text.

Activity 3:  
Introduce the topic and elicit ideas of how they can find out more about the cultures they are interested in. The students prepare the basic idea in class and may do the research in class if they have access to resources (reference books, the Internet) or may do research outside of class. Set a reasonable length of time for them to do the research and complete the final report. They could submit drafts to you for correction before handing in the final report.

Establish exactly what you expect of them in terms of the layout and content of the report. 300-350 is short for a report but a basic idea of the conventions of layout will assist them in their future work and studies. Take them through each stage and ensure they understand what should go in each section. Each section should start on a new page.

**Title:** a clear simple statement of what the report is about.

**Contents List:** a list of the main headings with page numbers.

**Introduction:** should state briefly what the student set out to do and how he/she went about it. For example: *This report examines ...*

**Findings:** This is the main part of the report. The student reports the information he/she has discovered in a formal and

factual way.

**Conclusion:** The student compares and contrasts own opinions with what he/she found out from the research.

**Acknowledgements:** (If needed) The student acknowledges any help he/she has received.

**Bibliography:** The student lists any sources of information he/she has consulted.

**Appendices:** The student includes things like questionnaires or a list of questions if he/she has done research by interviewing people.

**25 Writing**  
Writing an article

Task: Writing an article  
Skill: Writing, Reading

**Materials:** None

**Notes:** Activity 1:  
This activity focuses on paragraphs. Students recognize the ordered coherent paragraphs in the text.

Activity 2:  
Students complete the plan:

Activity 3:  
Students underline the linkers and reference words in the text.

Activity 4:  
Students collect ideas by making note by themselves and then talking with a partner.

Homework  
This is the first assignment.

**26 Writing**  
Writing a review

Task: Writing a review  
Skill: Writing, Reading

**Materials:** None

**Notes:** Activity 1-3:  
Students work through the vocabulary exercises.

Activity 4:  
Students discuss the answers in pairs. It doesn't matter if they have not seen the films; they can read the text for the answers.

Activity 5:  
Students read for detail.

Activity 6:  
Students rate the films according to what the reviews say.  
Jaws – 4 out of 5?  
Gandhi – 3 or 4 out of 5?

Activity 7:  
Students read the extracts and decide what functions the sentences have.

Activity 8:  
Students decide if the adjectives and expression have positive or negative connotations.

Activity 9:  
Homework is to write another review.

Homework.



**27** **Writing**  
Writing a formal letter

**Task:** Writing a formal letter  
**Skill:** Writing, Reading

**Materials:** None

**Notes:** Activity 1:  
Students discuss their attitudes to complaining.

Activity 2:  
Students put the sentences in order according to the information in the letter.  
Answer:

Activity 3:  
Students read the letter and complete the plan.

Activity 4:  
Underline the generic language that can be used in formal letters.

Activity 5:  
Students put the parts of the letter in the correct places.  
Answer:

Homework is to write the letter from the notes.

## Answer key

### 01 Personal identity

Image 1

Activity 2: Paragraph match: 1C, 2D, 3G, 4 E

Activity 3: True /False: 1T, 2F, 3DS, 4F, 5T

Mentioned: 6a, 7d, 8f

Activity 4:

1. healthily (g) (example), 2. topping up (a), 3. fitting (d), 4. touches (b), 5. dresses up (f), 6. face (e), 7. keep up (c)

Activity 5:

1. rejuvenate (example), 2. get, 3. improve, 4. promote, 5. feel.

Activity 6:

1. set in, 2. comes in, 3. chill out.

### 02 Personal identity

Image 2

Activity 2:

Points mentioned: 1. (a), 2. (c), 3. (d)

Filling in the blanks: 1. take control of (example), 5. a clear idea, 6. weight loss, 7. will follow, 8. likely to achieve, 9. a specific picture

### 03 Personal identity

Biography 1

Activity 1:

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

Activity 3

Answers: 2. 1951, 3. 10, 4. 15, 5. apprentice miner, trainee chef, barman, in a shoe shop. 6. painter 7. (example) Jack Vettriano 8. beautiful apartment, 9. childhood/upbringing, 10. affluent surroundings, 11. did not encourage

Activity 4:

Karen said she *had* already *interviewed* many famous people. (example)

The interviewer asked Karen what Jack ..... about his early life.

Karen wanted to know where he *had spent* his childhood.

Jack *admitted* not liking school.

Jack *told* Karen that being an apprentice was fun.  
 He decided that he should *start* painting after his girlfriend  
 bought him some paints.  
 His girlfriend *insisted on* Jack taking up art.

**04 Personal identity**

Biography 2

Activity 1:

Activity 2:

Answers: 1 a, 2. T, 3. F 4. DS, 5. T 6. DS, 7. F 8. T

Activity 8:

NOUN	VERB	ADJECTIVE	ADVERB
an exhibition an exhibitor exhibit	<i>exhibit</i>		
<i>romance</i>	<i>romanticise</i>	romantic romanticised	<i>romantically</i>
<i>emotion</i>	<i>emote!</i>	<i>emotional</i>	emotionally
nostalgia		<i>nostalgic</i>	<i>nostalgically</i>
<i>inevitability</i>		<i>inevitable</i>	inevitably

**05 Personal identity**

Culture

Activity 2:

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

Activity 3:

**Titles:**

The Weather

Food

Language

Social Behaviour

Religion

See text for answers to comprehension questions.

**6 Current affairs**

Newspapers 1

Activity 5:

She has been having an affair.

From a Valentine's card.

26 years.

Once a year for 20 year.

Through the Internet

See text – in many ways.

Activity 6:

- |                              |                         |
|------------------------------|-------------------------|
| • the sentence length        | short                   |
| • the paragraph length       | short                   |
| • the vocabulary             | colloquial,             |
| sensationalist,              | specialist for tabloids |
| • the content of the article | extreme, scandal,       |
|                              | gossip, outraged.       |

Activity 7:

called/named	<i>dubbed</i>
a love affair	<i>fling</i>
ask desperately	<i>beg</i>
secret meetings	<i>trysts</i>
soldier	<i>squaddie</i>
husband	<i>hubby</i>
to be worried that	<i>fear</i>
find out about	<i>rumble</i>
leave a boy or girl friend	<i>dump</i>

## 7

### Current affairs

#### Newspapers 2

Activity 1:

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

Activity 5:

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

## 8

### Current affairs

#### Television

Activity 2:

1. b, 2. c, 3. a, 4. c, 5. d.

Activity 3

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

Activity 4:

Possible answers: 1. drama series, 2. reality TV, 3. documentary, 4. reality TV, 5. chat show, 6. lifestyle programme, 7. current affairs programme, 8. sitcom, 9. soap opera, 10. soap opera / reality TV?

Activity 5:

(a) cutting edge (b) banal (c) dumbed down

Activity 6:

- 85% - of people watched TV everyday.
- 93% - of people interested in the news.
- 79% - of men interested in watching factual programmes.
- 75% - of men interested in watching current affairs programmes.
- 36% - of women interested in watching children's programmes.

Activity 7:

1. lifestyle programme, 2. current affairs programme, 3. soap opera, 4. reality TV, 5. F, 6. F, 7. F, 8. a, 9. f, 10. h, 11. a

**09**

### Current affairs

Radio 1

**Notes:**

Activity 2

Prepositions: 2. towards/to, 3. by, 4. against, 5. on, 6. as

Questions: 1. b, 2. in London: 18% reduction in traffic; 30% reduction in delays; 27% of Britons have never held a driving licence.

True / false: (a) F, (b) T, (c) F, (d) F.

4. 27% of British people have never held a licence.

5. more; pollution; heavy metals.

Activity 3:

See tape script below for answers.

**10**

### Current affairs

Radio 2

Activity 2:

1. phone-in show, 2. pop music show, 3. serious talk show, 4. sports programme.

#### Call-in show:

The internet

She thought he would be young, handsome and successful, he was older and unattractive

She felt disappointed

He says so!

#### Music show:

2 tickets

#### Talk show:

T

T

F

**Commentary:**

Football

3

Activity 3:

First speaker: *hilarious, unmissable.*

Second speaker: *not my cup of tea really.*

Activity 4:

really good *unmissable, sheer delight*

really bad *awful*

extremely interesting *fascinating*

boring *a bit of a yawn, dull*

takes you away from the stresses of everyday life *total  
escapism*

not to my taste *not my cup of tea, not my sort/kind of  
thing*

story not fast-moving enough *a bit slow*

relevant to events in the world which are happening now  
*topical*

well-researched, detailed and accurate

*well written/researched*

*in-depth (coverage)*

very funny *hilarious*

you would like it *right up your street*

not up to somebody's expectations *rather disappointing*

Activity 5:

A. F.

B. T.

C. T.

D. T.

E. T.

F. T.

e

h

d

f

g

c

a

b

## 11 Social environment

### Health 1

**Notes:** Activity 1:  
Answers: 1b, 2d, 3a, 4e, 5c.

Activity 2:  
1I, 2D, 3G, 4F, 5A, 6C, 7J.

Activity 3:

<b>Noun</b>	<b>verb</b>	<b>adjective</b>
<i>prescription</i>	<i>prescribe</i>	-
medication	<i>medicate</i>	<i>medicinal</i>
<i>disability</i>	<i>disable</i>	disabled
vaccination	<i>vaccinate</i>	-
specialist	<i>specialise</i>	<i>special</i>
consultant	<i>consult</i>	<i>consultative</i>
operation	<i>operate</i>	<i>operation</i>
examination	<i>examine</i>	-
<i>diagnose</i>	diagnose	<i>diagnostic</i>
<i>injection</i>	inject	-
<i>reference</i>	refer	-
<i>treatment</i>	treat	-

## 12 Social environment

### Health 2

Activity 3:  
Diabetes  
No  
fat

Activity 4:  
difference  
disastrous results  
steady, stable  
dangerous/negative  
people replying to a survey  
checking regularly  
well-known  
likely to happen  
disease

*distinction*  
*catastrophic* consequences  
*consistent*  
*detrimental*  
*respondents*  
*monitoring*  
*common knowledge*  
*predictable*  
*condition*

The increase in type 2 diabetes is a result of *obesity*.  
The epidemic is likely to affect *all ages*.  
Diabetes can be prevented by *changing lifestyles*.  
People must be made aware of the link *between fatness and diabetes*.  
For older people, it is important to monitor *body fat*.

Activity 6:

(type 1 - develop more quickly - also cramps, constipation, blurred vision, recurrent skin infections)

Activity 7:

Complete text:

## Development of symptoms

In type 1 diabetes the symptoms 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 severe.

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 occur (such as foot ulceration or blurred vision) is the diabetes diagnosed.

Remember that all the symptoms may not be present.

Whenever any of these symptoms arise it's important that diabetes is tested for.

## 13 Social environment

Health 3

Activity 2:

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

C:

therapy	practitioner
hypnotherapy	<i>hypnotherapist</i>
aromatherapy	<i>aromatherapist</i>
acupuncture	<i>acupuncturist</i>
herbalism	<i>herbalist</i>



<i>counselling</i>	counsellor
<i>reflexology</i>	reflexologist
<i>homeopathy</i>	homeopath

## 14 Social environment

### Education 1

#### Activity 3:

F

T

T

F

T

T

#### Activity 4:

(a) Relationship: 1<sup>st</sup> request: friends/2<sup>nd</sup> request boss and employees

(b) 1<sup>st</sup> is too formal/2<sup>nd</sup> is too informal

(c) Simplistically, the level of formality depends on:

- the **relationship** between the speakers (familiarity, age, etc.),
- what the speaker is asking the listener to do.

#### Activity 6:

Longer sentences - FORMAL

Shorter sentences - INFORMAL

More complicate grammar - FORMAL

Simpler grammar - INFORMAL

More imperatives - INFORMAL

More modals - FORMAL

More conditionals - FORMAL

More passive verb forms - FORMAL

Slang - INFORMAL

Phrasal verbs - INFORMAL

Latin words i.e. words which derive from Latin (e.g. commence rather than begin) - FORMAL

Anglo Saxon words - INFORMAL

More vague - INFORMAL

More precise – FORMAL.

#### Activity 7:

Possible Answers:

You can tell if someone is a student or not.

Everyone looks the same and so there is no difference in how students are treated.

Students who look different can get picked on.

**15 Social environment**  
Education 2

**Notes:** Activity 1:  
F  
T  
F  
F  
F  
F  
F  
T  
T  
F

Activity 2:

1. A disabled student may be eligible for a *grant*.
2. Some students do not need to pay *tuition fees*.
3. Students on full-time HE courses can apply for a *loan*.
4. Some college students may be eligible for a *bursary*.
5. Some companies award a *scholarship*.

**16 Social Environment**  
Technology

**Notes:** Activity 3:

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

Activity 4:

What two areas does SCS specialise in?

*Customer service and supplying equipment; security equipment.*

Why did T-Mobile appoint SCS as its Scottish business partner?

*To develop business in Scotland.*

What type of businesses will SCS concentrate on?

*Developing T-Mobile phone services for small to medium-sized businesses.*

How will T-Mobile ensure that customers are getting the best service?

*Free services and a regular quarterly 'health check'.*

What is the result of T-Mobile's Scottish investment?

*T-Mobile being able to boast network coverage for 98 per cent of the Scottish population.*

Why was it a logical step for SCS to make a deal with T-Mobile?

*Well-established as specialists in the supply of both mobile and fixed business telephone systems.*

What practical facility can SCS offer on its premises?

*Special installation bays.*

What other communications company does SCS deal with?

*Samsung Business Telephone Systems.*

How does SCS maximise call savings?

*'Least cost routing'.*

What other savings can be made by using SCS?

*Electricity, gas and water bills*

Activity 5:

A

Enviably reputation

Logical step

Effective solution

Competitive rates

Extensive experience

B

Competitive rates

Extensive experience

Enviably reputation

Effective solution

Logical step

**17**

## **Social environment**

### **Safety 1**

Activity 3:

There may be a variety of answers.

Answers:

First text: the general public; second text: builders, engineers, etc.

Everyone.

In case it is blocked.

Children and old people.

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.

To enable the person escaping to reach a place free from danger of fire.

Everywhere you can live.  
Upstairs.  
Only for getting out in emergencies.  
Be like this.  
A safe place.

Activity 4:  
indelible  
washable  
walkable  
illegible  
changeable  
knowledgeable

**18**

**Social environment**

**Safety 2**

**Notes:**

Activity 1:  
Clothing mentioned: helmet, visor, face mask, suit, fire boots, breathing apparatus, tank, hose, mouthpiece,

Activity 2:

A.

TIME	WHAT HAPPENED
6.30 pm	<i>preparing the meal, etc.</i>
7.00 pm	<i>They got out of the house.</i>
8.30 pm	<i>Went to hospital.</i>
Next day	<i>Made insurance claim.</i>
Ten days later	<i>Got the kitchen back.</i>
Three weeks later	<i>Leg healed.</i>
Six months later	<i>Insurance paid.</i>

B. See tape script for answers.

**19**

**Social environment**

**Safety 3**

**Notes:**

Activity 1:  
Students match the vocabulary with the definitions.

Activity 2:

Students discuss these questions as an introduction to the reading.

Activity 3:

A  
DS  
T  
DS  
DS  
T  
B  
insensitive  
inaccurate  
ineffective  
unintelligent  
disloyal  
inconsiderate

**20** Physical environment

Wildlife and the environment 1

Activity 2:

1b, 2a, 3c, 4d.

Students read the rest of the article and answer the questions.

b  
b  
T  
T  
DS  
a c e

Activity 3:

A nervous, old, red squirrel.  
An old, dark, green wood.  
A tall, wooden, pine tree.  
A swift, light blue dragonfly.  
A sweet, tiny, brown crossbill.

Activity 4:

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

*frequent.*

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

Word not used : *heard.*

## 21 Physical environment

Wildlife and the environment 2

Activity 2:

See tape script for answers.

Activity 3:

Extract 1: F (when they have fledged), T.

Extract 2: T, F.

Extract 3: F, T.

Activity 4:

see script for answers.

## 22 Physical environment

Space travel

**Notes:**

Activity 2:

1D, 2F, 3G, 4C, 5A, 6E, 7B.

Part of the training programme: b, c, d.

11. F, 12. F, 13. a, 14c.

Activity 3:

T

T

b

d

a

c

42%

afford

necessary

shape/size

deserts, mountains, jungles, ice fields

cities, oil rigs, lightning, volcano fires, forest fires.

Activity 4:

**likely to happen**

**unlikely to happen**

highly probable that  
in all probability  
there's every  
probability  
it's more than likely  
it's quite possible that  
there's bound to be  
certainly  
probably  
definitely

the prospects are rather  
remote for  
there's little or no chance of  
there's very little prospect  
of  
there isn't much likelihood  
of

Activity 7:

This is work on linking.

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

*Although* DESPITE improved safety measures, space travel is still very risky.

The space programme is extremely costly; moreover it releases tons of pollution into the atmosphere. CORRECT

*On the other hand* ALTHOUGH costs may drop to around \$10,000, initially a trip into orbit will still cost over \$50,000.

We still know very little about how the universe came to exist *despite* HOWEVER we can travel to the moon.

There are stupendous views from space. IN ADDITION It's great fun being in zero gravity *in addition*.

*Nevertheless* an unmanned probe can land on Mars, NEVERTHELESS it will be a long time before an astronaut can walk on the planet.

Space looks remote, however it's only a one-hour drive in your car straight up! CORRECT

**23**

## Physical environment

### Dinosaurs

- Notes:** Activity 1:  
1a. 2b. 3d. 4e. 5f. 6c.

## 24 Physical environment Archaeology

- Notes:** Activity 2:
1. b
  2. a
  3. a, c, d
  4. b, c, e, f
  5.
    - a) these remains
    - b) our only record of the past
    - c) 4500 years ago
    - d) indications of the crisis
    - e) stone cricles
    - f) sones on the golf course

**Title:** a clear simple statement of what the report is about.

**Contents List:** a list of the main headings with page numbers.

**Introduction:** should state briefly what the student set out to do and how he/she went about it. For example: *This report examines ...*

**Findings:** This is the main part of the report. The student reports the information he/she has discovered in a formal and factual way.

**Conclusion:** The student compares and contrasts own opinions with what he/she found out from the research.

**Acknowledgements:** (If needed) The student acknowledges any help he/she has received.

**Bibliography:** The student lists any sources of information he/she has consulted.

**Appendices:** The student includes things like questionnaires or a list of questions if he/she has done research by interviewing people.



**25 Writing**

Writing an article

Activity 1:

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

Activity 2:

SECTION		Actual ideas
Introduction	Background	Start of interest
	What I will write about	Setting up the tank
Main body, paragraph 1		Not hard work  Never change water
Main body, paragraph 2		Process of filling the tank
Main body, paragraph 1		Acclimatisation
Conclusion	Summary of text	

Activity 3:

1. Keeping tropical fish has always been not just a hobby for me, but my passion. It (refers to keeping tropical fish) 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 (refers forward to restaurant) was the first restaurant that I had been to but I had no interest in the food. What fascinated me was (refers forward to the aquarium) the aquarium set up behind the table. The beautiful colourful fish darting around in their subterranean world were so engrossing to me that I begged my parent to buy me a tank. Ever since (refers to visit to restaurant), I have been the most enthusiastic of amateurs. I would like to share this passion (for fish) with as many people as I can, so (linking conjunction) here are some basic tips about (refer forward to the tips) 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 (linker) you need never change the water or clean out the tank– that is never!

3. This (refers forward to rest of paragraph) is how to set up the tank. First (linker), distribute a layer of gravel over the bottom. Then (linker), 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 (linker), 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 (linker), fill the tank to within a couple of centimetres of the top and out in your filter and heater and turn them on.

4. The next stage (refers forward to paragraph) is essential. You must only introduce two or three hardy fish into the tank at this stage. This (introducing only hardy fish) 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 (linker) 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 (linker) 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 (refers to previous sentence) 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 (refers to procedure in previous sentence) will equalise the temperature of the water in the bag with the temperature of the tank. You now (linker) have your aquarium up and running.

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

## 26

### Writing

#### Writing a review

Activity 4:

See texts for answers.

Activity 5:

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

Activity 6:

Jaws – 4 out of 5?

Gandhi – 3 or 4 out of 5?

Activity 7:

Background.

Evaluation.

Evaluation and background and pot summary.

Evaluation.

E valuation.

Evaluation.

**27 Writing**

Writing a formal letter

Activity 2:

G  
H  
I  
B  
C  
J  
E  
D  
K  
F  
A

Activity 3:

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

Activity 4:

Dear Sir/Madam,  
I am writing to complain about  
I enclose  
My first complaint concerns  
To my dismay,  
It is difficult for me to imagine  
I would like to complain both about  
My next complaint is about  
My final complaint is about the fact that  
The receipt for  
Is enclosed.  
I would appreciate it if you could refund this cost. I would however like to  
draw your attention to

Yours faithfully,

**Activity 5:**

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

## Listening CD track index

Lesson Number	Track Number
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# Tapescript

## Lesson 2

*A person talks about ongoing weight loss (OWL)*

Ongoing weight loss or OWL gives you the freedom to take control of both your head and your body. This self-knowledge is the key to becoming a new slimmer you.

Imagine getting in the car to go on a family vacation without a clear idea of where you want to go. You'd drive around aimlessly, and you would get somewhere but it wouldn't necessarily be the same place you would have ended up in if you'd chosen a destination at the start. It's the same thing with weight loss.

Here are some tips to get your head looking in the right direction. Do that and your body will follow.

First of all, be specific! Any behavioural psychologist will tell you that you are more likely to achieve change in life if you have a specific picture in your mind of how you want to change. Planning to lose 35 pounds, for example, is far better than planning to lose some weight. You will probably lose some weight but you won't lose the full 35 pounds unless you hold it in your mind as the destination of your journey. So, visualise! In other words, once you've said, "OK, I will lose 35 pounds and I will weigh 140 pounds again" go even further. Imagine how your body will look in the future. Think about the clothes you've hidden in the back of your wardrobe. You'll be able to wear them again. Imagine actually feeling comfortable in shorts or a swimming costume! If you are like many other people, over the years that you've gained weight, your world will have got smaller. When you go to the beach, you cover up and avoid going in the water. You don't play with the kids because you don't have the energy to keep up with them. When your friends are hiking up hills, you're lagging behind, huffing and puffing or you wait for them in the car because you're just not up to it. Imagine yourself striding up that hill. You may have great ideas at a meeting but feel too self-conscious to get up in front of other people to express your ideas. Imagine what you will be doing with your family, friends and colleagues and how easy it will be when you lose weight. Visualise. Visualise. Visualise!

### Lesson 3

(K = Karen; I = Interviewer)

- I: Have you interviewed many famous people here in Scotland?
- K: I have now interviewed a fair few famous faces from Fife, but none had I relished so much as an interview with Scotland's most famous contemporary artist.
- I: You mean Jack Vettriano. What's he like?
- K: I'm a great admirer of Mr Vettriano's work and had heard he could be a little reclusive. However, he agreed to meet me at his beautiful apartment in Kirkcaldy.... Yeah ... I was pleasantly surprised at how chatty and utterly charming he was.
- I: What did you talk about?
- K: Naturally, we talked a great deal about his childhood and upbringing in the mining town of Methilhill and...er... having just completed filming for the Southbank Show, he had some great shots of him and his parents ... taken on the local beach, recreating the scene from 'The Singing Butler'..... which is perhaps his most well-known painting.
- I: What did he say about his early life?
- K: He told me that he was born Jack Hoggan in 1951 in Craigtoun hospital, St Andrews .... but the affluent surroundings of the golfing capital were soon exchanged for a humble miner's cottage in Methilhill. He said that his dad was a miner and they were not well off ... er .... it was pretty rough but he didn't know anything else so ..... They did OK and he has really fond memories of his childhood. He just .... em .... did all the things small boys did in those days ..... including following the local football team - the Methilhill Strollers.
- I: Did he like school?
- K: No, he admits he was not all that struck by school and the teachers did not encourage him.
- I: I heard he moved when he was small. Is that right?
- K: Yes. Eventually the family moved over the Bawbee Bridge to Leven, when Jack was .... er ... 10.
- I: What did he feel about the move?
- K: He said that he was glad they moved as he got the chance to see a slightly wider world as ... um .... Leven .... er ... had a train station that linked it to .... Edinburgh ..... His parents still live there ... in fact.
- I: I heard he didn't finish school. Is that right?
- K: Yes. He left Kirkland Junior High at 15, which he says was a relief for all! He did go on to further education later, but before that he had an education of a different sort! He told me that he wanted to earn money and be like the tough guys he saw hanging around so ..... he got an apprenticeship working down the pits and this, he said, was actually "no mean feat." He began at the bottom rung of the apprenticeship ladder, but he was taking home a regular wage and overtime meant he could earn even more ..... the ... er ... money he earned allowed him to live the social life he had always wanted and by his own admission, although it is obvious from his paintings, women, rather than drinking, was what he took a fancy to!
- I: So ... he was a miner and enjoying life ... then what happened?
- K: Well ... many evenings spent dancing at the Raith or Burma ballrooms in Kirkcaldy ..... he remembers many of the songs he danced to at the time ..... er.....using some as titles of paintings. He told me he just loved those years of his apprenticeship ..... but ..... being a bit of a risk-taker, he decided to head for the bright lights of London where he worked as a trainee chef. However ..... it wasn't long before the dream of fame and fortune in the capital faded ..... and he was back in Fife working as a barman at the Ambassador Hotel in Kirkcaldy and then ..... er ..... in a shoe shop.
- I: So how did he get into art?
- K: Well ... at the encouragement of a girlfriend .....
- I: Yes?
- K: He went back to education .....got some qualifications and a job at Cessna in Glenrothes. He also .... began painting. This influential girlfriend had seen some drawings

of Jack's and bought him a set of paints for his birthday. Having had no training in art of any description, Jack began to teach himself to paint.

I:           And so it began. Thanks Karen. And now ....



## Lesson 8

(D = Duncan; S = Sunita; Y = Yu Yan)

- D: Last night was a classic example of dumbed down TV! I actually turned it off last night and did some cleaning.
- S: You're joking! I didn't think it was that bad. I've heard it takes a lot to make you wash the dishes or do any cleaning!
- Y: I found plenty to watch. What's the name of that decorating programme again with Louis Vermont-Drymount?
- S: Wait a minute ... I know the one you mean, 'Sell it Now'!
- Y: No not that one the other one, 'Room Transformations'! Lots of useful ideas so it's educational too!
- D: That's utter rubbish, you can't be serious! Now 'In the Spotlight' **that's** topical and educational. I like to know what's happening in the world and what politicians are up to.
- S: Yeah well, so do I. But I need a bit of escapism after a hard day's work. I admit DIY and decorating shows aren't my cup of tea exactly but I do watch 'Iona Street'.
- Y: So do I. But Duncan, I remember a time when you wouldn't leave the house when 'Beachbound' was on - you said it was fascinating. You rang up to audition for the second series.
- D: Umm let's forget about that shall we, I never got that far. Well OK I admit, I did like it the first time. But we've had Beachbound 2, 3, and 4 - now it's predictable and banal.
- Y: Can't be that banal - 11 million people voted Keiran off the island last week.
- S: Well I wasn't one of them. I can't stand that type of programme. Apart from 'Iona Street' I prefer factual programmes.
- D: You're in the minority; according to this article I read, women prefer entertainment and children's programmes. Maybe the news is too difficult for most women to understand.
- Y/S: *(together)* Rubbish!!
- Y: I can't believe you just said that. It's just that women still have more responsibility for bringing kids up.
- D: Whatever you say.

## Lesson 9

(P = Presenter; D = David Jeffreys)

P: I'd now like to introduce the councillor who is responsible for traffic policy, David Jeffreys. Good evening, Mr Jeffreys, and welcome to the studio. Now, you're facing a lot of opposition over your road charges plan. The Aberdeen Small Businesses Association say that your proposal is just another attempt to tax motorists, and that far from reducing congestion, it will simply move the traffic somewhere else. What do you have to say to that?

D: Well, first of all I'd like to point out that in London road charges have reduced traffic in the city centre by around 18%, and delays by 30%.

P: The ASBA is also concerned that road charges would take business away from city centre shops. Don't you think that could be the case?

D: 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. Work will begin in June on the new tram system, and we expect that to make a huge difference when it's completed.

P: What do you say to those who argue that you're discriminating unfairly against drivers, who already pay a lot of money each year in road tax and insurance?

D: Well, don't forget that over a quarter of British adults, 27%, have never held a driving licence. It would be equally fair to say that non-drivers are discriminated against.

P: Why do you say that?

D: Well if you think about it, non-drivers have to put up with all the pollution and congestion that cars cause, but they don't have the same freedom of movement as car owners. And inner-city pollution is something that affects us all, especially children.

P: Why children, in particular?

D: 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.

P: I see. Well David, I'm afraid that's all we've got time for, but I'd like to thank you for coming in. I'm sure this argument will run and run...

## Lesson 10

### TAPE SCRIPT 1

#### Excerpt 1

(P = Presenter; M = Mary)

P: Now we've got Mary from Kilmarnock on the line - so tell us, Mary, have you ever tried internet dating?

M: Oh aye, I certainly have!

P: Really? So did you actually get as far as going on a date with anybody, or did you just find yourself a pen pal or two?

M: Oh, I went on a date alright. This fella wrote to me, he said he was tall, dark and very handsome, 34 years old, the same age as me yek. He said he was an investment banker, went on a lot of foreign holidays.

P: That sounds believable. So you arranged to meet him, did you?

M: Yes, I was quite excited; I had my hair done and everything. I arranged to meet him in this bistro. Well, I couldn't believe my eyes! Never mind tall, dark and handsome, he turned out to be shorter than me, 63 years old and bald as an egg!

P: Well, (*laughs*), that was a surprise!

#### Excerpt 2

That last track was by Marilyn Manson - still rocking! Remember today's your last chance to win two tickets to see Marilyn at the Glasgow SECC on Friday. Just ring the usual number, 0141 332 4678, and answer the question. Now we're going to take the mood back down a bit, and play you something smooth and sexy. Delicia is new on the scene, but she's going to be big - really big! Take it from me!

#### Excerpt 3

(G = Guest speaker; P = Presenter)

G: ... and let's not forget the very great contribution that Robert Burns has made to Scottish culture. Besides his poetry and the songs he wrote himself, he was responsible for preserving many traditional Scottish songs which might otherwise have disappeared.

P: Oh really, I wasn't aware of that. Burns is more than Scotland's greatest poet, isn't he? He's almost a national institution!

G: You're absolutely right ... of course every 25<sup>th</sup> of January, people celebrate Burns Night, a celebration of the great man's poetry and song.

And every year, schools all over Scotland enter the Burns Competition.

P: But it isn't only Scots who like to recite Burns, I believe?

G: No indeed! Burns has been instrumental in forging cultural links between Scotland and other countries all over the world - Burns' poetry is extremely popular in Russia, for example.

#### Excerpt 4

(C = Commentator)

C: What a match! Johnson really stole the show! It was unbelievable, once he got the goal in his sights there was no stopping him - he had total control of that ball. And the crowd went absolutely wild when he scored for the third time. What a goal! Unbelievable!

### **TAPE SCRIPT 2**

(S1 = Speaker 1; S2 = Speaker 2)

S1: Did you catch the Johnny Bamber phone-in show last night?

S2: No, can't say I did.

S1: Oh, you should have heard it, it was hilarious!

S2: Really? What was it about?

S1: It was this woman calling in, Mary from Kilmarnock I think it was, to talk about her experiences of internet dating. Have you never listened to Johnny Bamber? Unmissable!

S2: Um, yes, a long time ago .... Not my cup of tea, really.

(K = Karen; C = Cath; T = Tony)

K: So what kind of stuff do you like listening to, Cath?

C: Hmm, let me see... Well, the reason I like the radio is that I can do other things while I'm listening, so I prefer something light that I don't have to pay too much attention to.

K: Like what, for example?

C: I'm into music, or comedy, stuff like 'Harry's Half Hour' - that's a scream! What about you?

K: Me? Well, I love a good current affairs programme, something I can get my teeth into. 'Politics Today' is good - it's really thought-provoking and it's got really in-depth coverage of what's going on in the world. I find

politics absolutely fascinating!

C: Really?

T: I don't know how you can listen to that stuff, it sends me to sleep. I prefer something fast-moving. Give me a good football match, any day!

K: Ugh! Rather you than me!

T: Have you got digital radio yet? The sound quality is so much better!

## **Lesson 16**

(P = Paul; J = Jane)

P: Hi, Jane, how's it going?

J: Oh, could be worse, Paul. I'm a bit tired, actually..... I've just been doing some CALL training. The school wants me to use computers with the students because they've just got a new computer suite. Very flash – we'll have to change our name to the Edinburgh Computer School of Languages!

P: Oh, we've been using CALL at the college for ages now. I really like it and so do the students. I was a bit worried at first, because I thought they wouldn't be able to do it – you know there's so much on the web, all those different sites.... but they're all so computer-literate these days.

J: I know, that's what worries me. I think they'll show me up ... I'm a real technological dinosaur! I hardly ever use my computer at home.

P: Don't you? I use mine all the time .... I love surfing the net ... there's just so much on it.

J: That's the problem .... there's just too much for me. And I think there are far too many English language sites. How do you know where to start?

P: Well, you just take it slowly. The students look at a few websites and then decide which ones they like.

J: Isn't it easier if they all work on the same website?

P: No, because the whole point of it is that they work at their own pace. That's what I like about CALL ... you know, Jane, you should really give

it a go with your classes. I'm sure you'll soon be great at it ... look, let's

go and get a cup of coffee, shall we?

## Lesson 18

### TAPE SCRIPT 1

*A firefighter is describing his equipment.*

Let me start at the top. I have a helmet which has a visor for eye protection. My visor isn't clear, it's tinted so that I can see better in the bright light of a raging fire. And then, um, under the helmet I have a face mask which is made from flame-retardant material. My suit's also flame-resistant and it's lined with a material called Gortex so I won't sweat so much. If a fire's really strong there's a danger that my sweat will heat up and burn me, but this material helps a lot. Um, it also helps not to think about sweating having such a nasty effect, enough to make you break out in an even worse sweat. But so far the Gortex lining has always worked for me. Next, I have fire boots. They're leather, but the soles have been treated so they're non-slip and oil and chemical resistant. That way I don't need to worry what I'm walking on. On top of my clothing I wear breathing apparatus, which is a tank covered in an insulated jacket to stop the air heating up too much. Ah, attached to the tank is a hose which leads to a mouthpiece, and how I keep the breathing apparatus on is by way of a harness. Er, on this harness is the breathing apparatus tally, which is a gadget which can tell if I'm moving around. Clever little thing! If I've not moved for 30 seconds then it sends out a warning sound and if that isn't enough to get me moving, then after 45 seconds the noise level goes up to unbearable levels, and that sound can help someone to find me. I'm happy to report the only way I know about the noise is when we test it. So, that about covers what I might put on if I had to go to rescue someone, and I can tell you it can get pretty messed up but I've always come out OK, so I'm glad I've had it even if it isn't the height of fashion.

### TAPESCRIPT 2

(J = Journalist; M = Milly; R = Ray)

J: So, just let me get the chronology clear, you were preparing the meal at 6.30.

M: Yes, we were having a special meal as we had friends staying, and I'd decided on a fondue as it's a nice social thing, a bit special but very easy. Er, I had put my baby to bed and my friend was upstairs bathing her child and I came down to prepare the fondue, you know I'd decided in advance, rather than to do it last minute, to fill the fondue with methylated spirit. And on doing that, I spilled a bit on the edge. I had done that once before and it had just burned off,

J: Mmmm.

M: So, I noticed there was a bit spilt on the counter-top too, so I took some kitchen paper and wiped along there away from the fondue. Well, I thought I'll light it now, burn that bit off, so that doesn't happen at the table, but in fact I lit it and the whole thing and this bit of kitchen paper was burning, and the flames stretched back to the tin of meths. At that point, I

said, 'Ray, come quick', and he saw the burning paper and the meths and he thought 'I'll take the tin out into the garden outside', but it was hot and he dropped it on the floor so there was a pool of burning meths on the floor.

J: So, this all happened within five minutes?

M: Yes, this happened very, very quickly and the next thing that happened was that Ray walked through the flame.

J: Eh?

M: And his trousers caught fire, and luckily we'd seen on the television the night before a man with his clothes on fire, somebody running out of the building, and I'd said, silly them, they're supposed to lie down, so Ray lay down, and quickly got the fire out, but he got some nasty burns on his leg from that because it was wool and nylon and it was the nylon that ...

J: Melted?

M: Yes, it was a mixture, but it was the nylon that melted, but we got that out in five minutes and went back in to the kitchen and the floor was sort of burning. And we got damp things, wet towels, and that worked fine, and we thought 'put the fire out', so we put the wet towels down, and then we saw....

J: Yes ...

R: We thought it was just about over ...

M: It was all up the wall, behind the door, you see. Then we looked up, behind the kitchen door and saw the posters on the wall were burning, and I had on the back of that door, my cardigan, my handbag, there was nylon, plastic ...

R: PVC, shopping bags ...

M: Everything - and it was all burning.

R: And within seconds the flames were going along the ceiling.

M: And it was at that point, it must have been about 7 o'clock, we thought, 'we have to get out'.

R: But you shut all the windows, both doors and left.

M: That's right; I phoned and got my baby and my friend.

J: So you got everybody out of the house?

M: We phoned, got everybody out of the house, and went to the neighbours and waited.

R: And moved the cars.

M: Yes, you did that, just in case.

R: Yes, just in case there was a total ...

M: And I just sat there.

J: And so how did you get to hospital?

M: Well, after they had come and put the fire out, they were quite keen to see me because I was just hiding away with the baby.

R: The neighbour took me to the hospital.

J: Oh, well, I'm glad that he did. But what time did he ... what time did you

go to the hospital?

R: An hour later.

J: So that would have been about half past seven?

R: No, later than that - about half eight, or so.

J: And did they keep you in hospital?

- R: No, no, they only dressed it and I got away within an hour.
- M: But the fire brigade got there within fifteen minutes, they told us it was fourteen minutes, they timed it.
- J: And how long did it take them to put the fire out?
- R: The fire actually was out by the time they arrived. Because of the good actions. The fact that we'd done the sensible thing and shut the doors and windows, the fire had run out of oxygen so it was out, but there was a lot of mess.
- M: And while it was the sensible thing it didn't feel like it, it felt like the most unnatural thing to do, to shut everything and leave.
- R: So there was a big insurance claim I had to make. I did it the next day.
- M: Also there wasn't any electricity because the fire service said you can't use anything until it's been checked.
- J: The wiring?
- M: Yes, the electricity board came; no an electrician.
- R: I think it may have been the electricity board, but they had to do some work before we got our power back.
- J: And that was the next day?
- M: Yeah. So, in the end it was to all intents and purposes a small fire in the kitchen. Because we were aware of it as soon as it happened. So it didn't really get out of control and we were very lucky.
- J: Right, so you got your electricity back the following day, but how about .?
- M: Yes, there was more work, everything in the room was smoke damaged.
- R: I would say about a week and a half before we got the kitchen back. The kitchen units were not damaged, but the fridge door ....
- M: There was such mess everywhere, and the washing machine and dryer had gone.
- J: And how long did it take for the insurance to pay?
- R: About ...
- M: About six months I think.
- J: And how long did it take for your leg to heal?
- R: The pain lasted three weeks and I certainly learned that burns give agonising pain. The scar lasted, well, it disappeared over six months or so.
- M: But the memory, the worry lasts to this day. I can still get really upset about it all, even though it didn't have an unhappy ending.



## Lesson 21

(C = Commentator (Sasha); S = Sam Broomfield)

C: Good afternoon. You're listening to Country Diary with Sasha Floyd. Today, Sam Broomfield delights in the return of the buzzard to Fife.

S: Good afternoon listeners. The return of the buzzard must rank as one of the most remarkable ornithological success stories of our times. Even as recently as the early 1980s, the bird was scarce in Fife and the rest of lowland Scotland, but now it is one of our commonest birds of prey. From my West Fife home I see buzzards on a daily basis. 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. The bird is widespread in all parts of Fife and can often be seen perched on fence or telegraph posts along roadsides. You are as likely to see a buzzard by the M90 or flying over Kirkcaldy as you are by a small rural lane, it is as ubiquitous as the blackbird or robin.

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. It will kill mammals up to the size of a small rabbit, but beetles and earthworms are also hunted. However, the bulk of its prey consists of rodents such as rats, voles and mice. It also eats carrion such as road kill rabbits. It is not agile enough to catch songbirds on the wing, but it will take the chicks of ground-nesting birds such as pheasants, which is one reason why it was persecuted so much in the past. But the damage it does to game is minimal and is far outweighed by the beneficial effects of keeping rodent and rabbit numbers down. I have even seen a buzzard swoop on a woodpigeon's nest to devour the young squab, further underlining that it is very much the farmer's friend.

Despite this, persecution still does occur and there have been numerous poisoning incidents in Fife in recent years. 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.

Buzzards in Fife nest in trees although on the West coast of Scotland cliff nesting is common. The bird lays two to four eggs in mid to late April, with the young fledging in late July. Adult buzzards usually don't wander far from their home area, although a young bird ringed at Braemar

was recovered five months later near Edinburgh. In winter, some buzzards move towards the coast.

The buzzard has made a welcome recovery in Fife which looks set to continue. Its mewling cries and elegant soaring flight provide a superb reminder of how our wildlife can thrive if given the chance. And now, back to Sasha.

C: Thank you Sam. If any of you listeners out there would like to find out more about the buzzards in Fife contact our website on...

(Source: Adapted from 'Masters of the Air', Keith Broomfield, p 26, Issue 4, Kingdom Magazine, NBMedia)

## Lesson 22

(I = Interviewer (woman), R = Researcher for space tourism (man))

I: Isn't this kind of thing just for bored multi-millionaires who can't figure out what to do with their money? Even if prices came down **isn't it highly probable that** it's just a minority of Star Trek fans who want to experience space?

R: Not at all - surveys have produced extremely positive results. For example, in 1997, 1,500 Americans were surveyed. Of these, 42% said they'd be interested in flying in a space cruise vessel, and would be willing to spend on average \$10,800 for the trip.

I: Yes, but current costs are around \$20 million, so **the prospects are rather remote for** an average person being able to afford it, aren't they?

R: Our target is to bring the price down to about US\$10,000, on a turnover of about 1 million passengers per year. However, **in all probability**, the demand will be so strong that in the early stages prices will be considerably higher – perhaps \$50,000.

I: And what is the likelihood of 1 million people a year in space?

R: Many people in the space industry think **there's little or no chance of 1** million people per year going to space. Yet people in aviation think **there's every probability** – this figure is less than a thousandth of the 1 billion passengers carried on scheduled flights each year. But just a generation ago, flight prices were exorbitant and prohibited all but the rich from travelling. In my view, **it's more than likely** this target will be met.

I: So, if you could afford the trip, would you just fly up into orbit and then back again?

R: Most people would **certainly** like to stay in orbit for a few days or more. And this stands to reason, if you're paying \$10,000 for your trip! So for space tourism to grow there's going to be a need for orbital accommodation - or space hotels. These will grow through phases, starting with 'lodges' for up to about 100 guests, growing eventually to orbiting "theme parks" for many thousands of guests.

I: What would these space hotels look like?

R: Minimal living facilities require a cylindrical module with air-conditioning, some windows, a kitchen and bathroom. But zero gravity allows you to build almost any shape and size, in almost any direction. So exploiting the full range of possibilities of zero gravity architecture will keep designers happy for decades! There'll also be rotating and tethered structures giving artificial gravity.

I: So what would you actually see up there?

R: The view at any time is continually changing as you go right round the Earth every 90 minutes or so. The sights are pretty well limitless, from the extremes of nature – deserts, mountains, jungles and ice-fields - to the night-time view of the human-made world, like cities and oil rigs. There are also interesting natural views at night too - parts of the globe flicker continually with lightning storms, and **it's quite possible that** you might see a volcano, forest fire or the aurora: seen from above, it's said to be like floating through giant fronds of light.

I: OK, so there are stupendous views but what else is there to do up there?

R: Being in zero gravity is a new world - literally. Ordinary activities, even just moving around, are all transformed in weightlessness. Simply floating slowly around lets you play all sorts of games. US astronauts have said that they couldn't resist making acrobatic movements, kind of like an Olympic gymnast, but at low speed! You'll be able to practise in your own room and going along the corridors - **there's bound to** be some collisions - maybe there'll have to be speed limits!

I: Finally, there's an awful lot of money ploughed into the space programme in general. How much of this is diverted into developing space tourism?

R: Contrary to what many people assume, the space agencies are not at all interested in space tourism, so **there's very little prospect of** funding from them. In my opinion, that's a pity because **there isn't much likelihood of** space activities ever being profitable until tourism services begin. Instead they will **probably** remain small-scale, expensive, and dependent on taxes which come from the taxpayer. Space is **definitely** the future of the human race and we need to get out there.

I: Thank you for talking to us today, and now over to ...